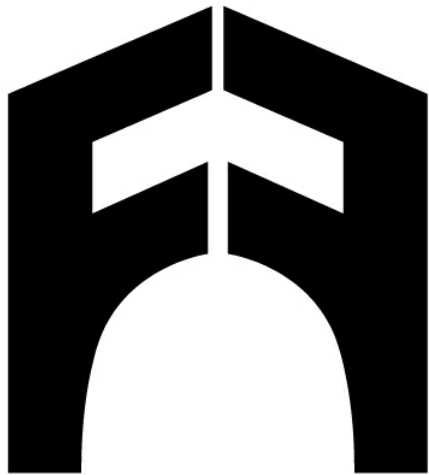# Academic Catalog

2020 - 2021

FRANKLIN
UNIVERSITY

*Makes It Possible*

# INTRODUCTION

## Academic Catalog 2020-21

The Academic Catalog is intended for use from August 2020 through August 2021.

The University may modify curriculum during the year.The provisions of this Academic Catalog are not to be regarded as an irrevocable contract between the student and the University. Failure to read this Academic Catalog does not excuse students from the requirements and regulations described herein. Although every effort is made to provide accurate and current information, the University reserves the right to make and designate the effective date of changes in policies, procedures, programs or people at any time such changes are considered to be desirable or necessary.

The Course Schedule for students is available online at http://www.franklin.edu/degree-programs/course-schedule/.

The University does not discriminate on the basis of age, religion, race, ethnicity, color, national origin, ancestry, immigration status, sex, sexual orientation, gender identity or expression, marital or familial status, disability, or veteran or military status or any other legally protected class in admission of students, educational programs and policies, employment or other activities.

Franklin University is accredited by The Higher Learning Commission, 30 North LaSalle St., Suite 2400, Chicago, IL 60602-2504, 312.263.0456.

## Notice of Privacy Rights (FERPA)

This institution is governed by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, which is designed to protect the student's rights with regard to educational records maintained by the institution. Under this Act, a student has:

- the right to inspect and review educational records maintained by the institution that pertain to the student;
- the right to challenge the content of records on the grounds they are inaccurate, misleading or a violation of privacy or other rights; and
- the right to control disclosures from the educational records with certain exceptions.

Franklin University, in accordance with FERPA, has designated the following categories of information about students as public, or directory information: name, address, email address, telephone numbers (home and work), major, participation in officially-recognized activities, dates of attendance, degrees and awards received (including honors), and most recent previous education institutional attended.

Any student has the right to have directory information withheld from the public by indicating so on the admission application or by notifying the Registrar's Office in writing.

A written policy detailing how Franklin University complies with the provisions of the Act is on file in the Registrar's Office. Students also have the right to file written complaints with The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-1475, regarding alleged violations of the Act.

**Partner Country Privacy Policy**
FERPA serves as the prevailing guideline for the applicable privacy policy. Compliance shall be maintained with Partner Country Laws and FERPA. In cases where FERPA and Partner Country Laws conflict with each other, the Privacy Guidelines will be established by the Partnership Board.

# POLICIES AND PROCEDURES ON DISCRIMINATION AND EQUITY

## Policies and Procedures on Discrimination and Equity

Franklin University is an intentional learning community, whose mission is to provide high quality, relevant education, enabling the broadest possible community of learners to achieve their goals and enrich the world. The University is committed to its educational mission and to ensure the rights of its community members. Each community participant has a right to be free from discrimination, harassment, and sexual misconduct in the learning environment and work setting. As such, conduct that diminishes the dignity and worth of the community members is prohibited.

The University does not discriminate on the basis of age, religion, race, ethnicity, color, national origin, ancestry,

immigration status, sex, sexual orientation, gender identity or expression, marital or familial status, disability, or veteran or military status as it pertains to student admission, financial aid, educational or athletic programs, or employment. Conduct by students, student organizations, staff, faculty, administrators, trustees, volunteers, visitors, contractors, and vendors which violates this policy is considered disruptive to the educational environment and work setting. Any complaint by a member or guest of the University community is investigated and addressed by the University's Title IX Coordinator. In addition, anonymous reports may be made to www.lighthouse-services.com/franklin.

The University is committed to being an inclusive community free from all forms of discrimination and harassment in all university interactions as required by local, state, and federal laws and regulations. The following individual has been designated to handle civil rights inquiries regarding the anti-harassment, non-discrimination, and sexual misconduct policies and procedures:

Chelsea Polly, J.D.
Equity and Title IX Coordinator
Franklin University
614-947-6134
TitleIX@franklin.edu


## RESPONSIBILITIES

The  Equity and Title IX Coordinator is the designated University official with primary responsibility for coordinating the University's response to all Discrimination and Equity claims. This includes providing and facilitating educational programs and trainings; and helping to ensure the University responds appropriately, effectively, and equitably to all issues. The Equity and Title IX Coordinator is also responsible for maintaining this policy and the Policies and Procedures on Sexual Harassment found here.


To file a discrimination report, please click here

*Last reviewed 8/08/2019*

# ACCREDITATION & AUTHORIZATION

## ACCREDITATION

### Regional Accreditation

Franklin University is accredited by the Higher Learning Commission, a regional accreditation agency recognized by the U.S. Department of Education. Franklin University's accreditation includes courses and programs at its additional locations.

Urbana University was accredited as a separate institution by the Higher Learning Commission from April 9, 1975 to July 31, 2017. Urbana University voluntarily resigned affiliation with the Higher Learning Commission, effective August 1, 2017, and became a branch campus of Franklin University. The Urbana University Branch Campus ceased enrollments at the end of the 2020 Spring Semester. Franklin University maintains the educational records of the Urbana University Branch Campus.

The Higher Learning Commission

230 South LaSalle St., Suite 7-500

Chicago, IL 60604

Phone: 800.621.7440

(www.hlcommission.org)

### Specialized Accreditation

The Bachelor of Science in Nursing (RN-BSN) and the Master of Science in Nursing (MSN) programs at Franklin University are accredited by the Commission on Collegiate Nursing Education (CCNE) (www.ccneaccreditation.org).

The Ross College of Business at Franklin University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration
- Master of Science, Accounting
- Master of Science in Human Resource Management
- Master of Science, Marketing & Communication
- Bachelor of Science, Accounting
- Bachelor of Science, Applied Management
- Bachelor of Science, Business Administration
- Bachelor of Science, Business Economics
- Bachelor of Science, Business Forensics
- Bachelor of Science, Entrepreneurship
- Bachelor of Science, Financial Management
- Bachelor of Science, Financial Planning
- Bachelor of Science, Forensic Accounting
- Bachelor of Science, Human Resource Management
- Bachelor of Science, Management and Leadership
- Bachelor of Science, Marketing
- Bachelor of Science, Operations & Supply Chain Management
- Bachelor of Science, Risk Management and Insurance

The accounting programs in the following degrees have been granted special accounting accreditation by the IACBE:

- Master of Science, Accounting
- Bachelor of Science, Accounting
- Bachelor of Science, Forensic Accounting

Franklin University's IACBE Public Disclosure of Student Achievement and a list of Franklin's IACBE accredited programs and approved locations can be found in the section on Specialized Accreditation on the Franklin University website here: https://www.franklin.edu/about-us/university-details/accreditation

Franklin University's B.S. Health Information Management (HIM) is accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) (http://www.cahiim.org/index.html).

The School of Education holds probationary accreditation for its initial-level educator preparation programs through December 2021 from the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th St SW, Suite 400, Washington, DC 200036 (202)223-0077. Probationary accreditation is granted for two years when an EPP does not meet one of the CAEP Standards.

The National Security Agency and the Department of Homeland Security have designated Franklin University as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) through academic year 2024. Franklin University received the designation for the Bachelor of Science degree in Cybersecurity.

# STATE AUTHORIZATION

Federal and state regulations require that all institutions of higher education obtain authorization to offer their programs from each state where authorization is required or through participation in a reciprocity agreement, regardless of the mode of delivery, Academic programs may not be approved in every state. As these regulations are continuously evolving, Franklin University makes every effort to maintain compliance. For more information, please see the University's Accreditation and Authorization webpage.(https://www.franklin.edu/about-us/university-details/accreditation).

Franklin University holds a Certificate of Authorization from the Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215; phone: 614.466.6000; www.ohiohighered.org.

Franklin University's educator preparation programs hold approval from the Ohio Department of Higher Education to recommend candidates for teacher licenses in the state of Ohio.

Franklin University holds operating authority to offer the Bachelor of Science in Business Administration in the Southwestern Region from the Illinois Board of Higher Education, 1 North Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377; phone: 217.782.2551.

Franklin University is approved to provide instruction in Cleveland and Fennimore, Wisconsin by the Wisconsin Educational Approval Program, Department of Safety and Professional Services, 1400 East Washington Avenue, PO Box 8935, Madison, WI 53703; phone: 608.266.1996.

Franklin University is approved by the Ohio Department of Higher Education to participate in the State Authorization Reciprocity Agreement (SARA), a state-level reciprocity process. States and institutions that choose to participate in SARA operate under a set of policies and standards that are overseen by the National Council for State Authorization Reciprocity Agreements and administered by four regional higher education compacts. For more information about SARA and the progress of state and institutional membership, please visit https://nc-sara.org/directory

Contact information for filing complaints can be found on Franklin's website. If a conflict does arise, students are encouraged to reach out to appropriate personnel to discuss concerns, grievances and complaints. Issues related to academic courses should be raised first with the instructor, then the instructor's department chair, and finally the instructor's dean, if necessary.

If an issue cannot be resolved by Franklin University's internal processes, students in online courses who reside in SARA states may choose to file a complaint with the Ohio Department of Higher Education. Students residing in states not participating in SARA may appeal to their state of residence. Contact information for each state agency that would handle the complaint can be found on Franklin University's website here: https://www.franklin.edu/about-us/policy-information/filing-complaints.

# INTERNATIONAL COOPERATION AGREEMENTS

### American Business School (Paris, France)

The Franklin DBA is available to students at the American Business School in Paris, France. Classes are taught in English in online and on-site formats by a combination of Franklin faculty and ABS faculty serving as both instructors and advisors for the program. The American Business School of Paris is an international business school in France that welcomes students from all around the world. Our goal is to make our students enter today's global economy through international programs: BBA, MBA, DBA, etc.

### Modern College of Business and Science (Muscat, Oman)

The Franklin MBA is available to students at the Modern College of Business and Science (MCBS) in Muscat, Oman. Classes are taught in English by a combination of Franklin faculty who travel to Oman, as well as local faculty from MCBS and other institutions.

MCBS in the Sultanate of Oman is a private college accredited by the Ministry of Higher Education. Established in 1996, it offers associate and bachelor's  degrees, primarily in business administration and computer science. The Franklin MBA was the college's first graduate program.

### Seoul Women's College of Nursing (Seoul, South Korea)

Franklin University and the Seoul Women's College of Nursing (SWCN) partner to allow SWCN graduates to complete Franklin's Bachelor of Science in Nursing degree.

SWCN is a four-year nursing college in Seoul, South Korea, providing professional nursing education. With nearly 10,000 graduates since its inception, SWCN has produced the largest number of nurses in South Korea.

## Singidunum University (Belgrade, Serbia)

Franklin's Business Administration and Computer Science bachelor's degree programs are available to students enrolled at Singidunum University in Belgrade, Serbia. Students have the opportunity to complete three years of coursework at Singidunum University, and finish the fourth year online through Franklin. Business Administration students may complete their fourth year on-site at Franklin.

Singidunum University is the first private university accredited under the new Law on Higher Education. There are currently 12,000 students enrolled at Singidunum University. University curriculum follows the principles of the Bologna Declaration and includes the European Credit Transfer System (ECTS). Programs are designed to meet the needs of the modern business environment, with lectures being held in high-quality modern premises by over 300 eminent professors from the country and abroad.

## UWI School of Business and Applied Studies Limited, trading as ROYTEC (Port-of-Spain, Trinidad & Tobago)

In partnership with Franklin, UWI-ROYTEC offers Franklin's Master of Science degree in Business Psychology.

UWI-ROYTEC is a private tertiary-level institution offering academic and professional programs in business management, information technology, teacher education and real estate. UWI-ROYTEC is an ACTT-recognized institution, operating two campuses in the Republic of Trinidad & Tobago.

## Wroclaw School of Banking (Wroclaw, Poland)

In partnership with Franklin University, the Wroclaw School of Banking (WSB) offers an MBA in Polish as well as the Franklin MBA Program in English. Franklin's program was ranked 8th in the 2013 Polish MBA program rankings compiled by the Perspektywy Education Foundation.

Franklin also offers a dual degree that lets students who hold a Polish bachelor's degree take a year of Franklin undergraduate coursework and earn a Franklin bachelor's degree.

WSB is a private university specializing in business education and operates under the umbrella of TEB Education Corporation, one of the largest private education groups in Poland.

## Chicago Training & Consultancy

1/12 Golden Tower
Corniche Rd.
Abu Dhabi, UAE
Phone: +9712 626 0599
Fax: +9712 626 8050
Website
info@chicagotcs.com

## AFFILIATED SCHOOLS

**American Education Group**
# 126, Road# 27, Banani
Dhaka, Bangladesh
Phone: +88-0173-0450011
Fax: +8802-8627222

**Online Management Training Company (OMT)**
137 Chua Lang Str., Dong Da Dist., Hanoi, Vietnam
Phone: (84 4) 35537797/8/9
Fax: (84 4) 38356040
Website

## IECC Korea Co., LTD

IECC Korea Co., LTD
#1806, HallaClassic B/D, 23, Gangnam-daero 84-gil,
Gangnam-gu, Seoul, KOREA 06233
Tel +82.2.567.7649
Mobile +82.10.6302.7649

## TEB Akademia

TEB Akademia
Al. Niepodleglosci 2
61-874 Poznan
Poland
Phone: +48 61 885 34 42
Website
biuro@teb-akademia.pl

## UWI School of Business and Applied Studies Limited (trading as ROYTEC)

PO Box 282, 136-138 Henry Street
Port-of-Spain
Trinidad
Trinidad and Tobago
Phone: (86 8) 6272192 or (868) 627-8553
Fax: (868) 623-7338
Website

## Western Institute of Technology

Opposite Circuit House
Kadri Hills
Mangalore 575004
Phone : +91 824 2225198
+91 824 2241838
Website
info@westerniot.com

## University of Economics (Bratislava, Slovakia)

The Franklin MBA program is available to students at the University of Economics in Bratislava, Slovakia.  Classes are taught in English, online by Franklin faculty, and in Slovakia by local faculty from EUBA.

## Success Institute of Higher Education and Professional Training (Hong Kong)

Success Institute offers Franklin's online DBA and MBA programs for students from Hong Kong SAR and Macau SAR. Success Institute is a private higher education institution committed to nurturing each student's full potential towards academic excellence and social success.  Success Institute aims to provide unique education and training programs that will serve students for a lifetime and meet the needs of their community.

# INSTITUTIONAL MEMBERSHIPS

## Franklin University Affiliations

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Council on Education
Association of College & University Printers
Association of Governing Boards
Association of Independent Colleges and Universities of Ohio
Association of Veterans Education Certifying Officials
Association on Higher Education & Disability
Commission on Collegiate Nursing Education
Council for Higher Education Accreditation
Council for Independent Colleges
Educause
The Higher Learning Commission
Institute of International Education
International Association of Campus Law Enforcement Administrators
International Accreditation Council for Business Education
Middle Atlantic Region of College and University Mail Services
National Association of College & University Business Officers
National Association of College & University Mail Services
National Association of Educational Procurement
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators

Ohio Campus Law Enforcement Association
Ohio Association of Colleges for Teacher Education
Ohio Association of Collegiate Registrars & Admissions Officers
Ohio Association of Private Colleges for Teacher Education
Ohio Association of Student Financial Aid Administrators
Ohio Foundation of Independent Colleges
Ohio Penal Education Consortium
University Mail Manager's Association
Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies' State Authorization Network

# ACADEMIC CALENDARS

The University Academic Calendar is divided in to three trimesters:  Fall, Spring, and Summer. Important dates are noted below (dates are subject to change).

For the complete Franklin University Academic Calendar, please click here >

| FALL TERM | 2020 | 2021 |
|---|---|---|
| Fall Term begins | Monday, August 17 | Monday, August 16 |
| Labor Day Holiday | Monday, September 7 | Monday, September 6 |
| Graduation Application deadline | Monday, September 21 | Monday, September 13 |
| Thanksgiving Holiday | Thursday - Friday, November 26 - 27 | Thursday - Friday, November 25 - 26 |
| Fall Term ends | Saturday, December 19 | Saturday, December 18 |
| Winter Break | December 24, 2020 - January 3, 2021 | December 23, 2021 - January 2, 2022 |
| Franklin Commencement | Friday, January 29, 2021 | To Be Determined |

| SPRING TERM | 2021 | 2022 |
|---|---|---|
| Spring Term begins | Monday, January 4 | Monday, January 3 |
| Martin Luther King Jr. Holiday | Monday, January 18 | Monday, January 17 |
| Graduation Application deadline | Monday, January 25 | Monday, January 24 |
| Spring Term ends | Saturday, May 8 | Saturday, May 7 |
| Commencement | To Be Determined | To Be Determined |

| SUMMER TERM | 2021 | 2022 |
|---|---|---|
| Summer Term begins | Monday, May 17 | Monday, May 16 |
| Graduation Application deadline | Monday, May 17 | Monday, May 17 |
| Memorial Day | Monday, May 31 | Monday, May 30 |
| Independence Day Holiday Observed | Monday, July 5 | Monday, July 4 |
| Summer Term ends | Saturday, August 7 | Saturday, August 6 |
| Commencement | To Be Determined | To Be Determined |

# PROFILE OF FRANKLIN UNIVERSITY

## ABOUT FRANKLIN

### EDUCATIONAL PHILOSOPHY

For more than 110 years, Franklin University has been committed to providing high-quality, flexible, innovative, responsive, and affordable education. Founded in 1902 as the Y.M.C.A. School of Commerce, Franklin University has since become central Ohio's foremost educator of working adults. As a learner-centered institution, Franklin's four cornerstones of educational philosophy are:

- Ensuring academic quality
- Providing access to educational opportunities
- Adapting to the needs of students
- Responding to changes in society, professions, and the business community

Combining theory with practice, Franklin's focus on applied learning gives working professionals knowledge that they can immediately apply in the workplace. We provide working adults with the convenience of evening classes, a choice of class schedules, and a variety of learning formats to accommodate students' busy schedules and their individual learning styles. In addition, with a generous transfer policy and accelerated degree programs, Franklin helps students invest in their future by keeping education affordable.

### FRANKLIN'S STUDENTS

Since 1902, Franklin University has been a pioneer in meeting the needs of students who have the ambition to continue their education in combination with other responsibilities. The student body is diverse in both background and experience. Most of the students who attend the University work full-time, raise families, and remain active in their communities while pursuing their education. While Franklin attracts students of varying ages, the average age of the institution's students is in the mid-30s. Among the student population are those who transfer from other institutions, students who seek to start a career, change careers, advance in their careers and those who simply want to stay ahead in a changing world. A testament to Franklin's adoptive culture and generous transfer policies is that the majority of the University's students transfer credits from other institutions toward a Franklin bachelor's degree.

As career-focused professionals, most Franklin University students desire to gain high-quality, relevant knowledge that will enhance their immediate value on the job. They also seek an education that provides a foundation of broad-based knowledge that will help them move into higher-level positions and experience continual progress throughout their careers. Franklin University strives to be adaptive to the needs of adult learners, the business world in which they work and societal shifts as a whole.

### STUDENT-CENTERED EDUCATION

As a student-centered institution of higher learning, Franklin University has long been committed to providing personalized services that cater to busy adults.

One of the key features of Franklin's outstanding customer service is the University's staff of academic advisors. Every Franklin student is assigned an academic advisor who assists them with establishing educational goals, charting a course toward graduation, and finding answers to any questions that arise during their entire time at Franklin.

Franklin's courses are enhanced by the experiences shared by full-time and part-time faculty members who are successful professionals currently working in their fields of expertise. Tapping into the knowledge of proven professionals lets Franklin augment curriculum with current business practices and market trends, and affords students the opportunity to build professional networks in their fields of interest.

### HISTORY OF THE UNIVERSITY

Throughout Franklin University's history, the institution has been dedicated to removing the barriers to higher education for working adults, while recognizing and responding to their needs for high-quality, professional-based instruction. Early on, business and professional leaders recognized the need for a low-cost, practical, yet effective way of obtaining higher education. Founded in Columbus in 1902, the Y.M.C.A. School of Commerce started with just a few students studying bookkeeping. In 1913, a two-year college course in accounting was added, and by 1917, more than 40 students were studying accounting. As the need arose, other professional-based courses such as exporting, advertising, and insurance were offered.

In 1917, offering programs that led to degrees became a goal of the Y.M.C.A. school. In 1921, the institution received

degree-granting authority from the State of Ohio.

By 1920, attending classes was not only affordable but also convenient. Classes were scheduled primarily in the evening, so they would not interfere with students' full-time jobs. Production engineering, accounting, banking and finance, marketing, and business administration were offered in four-year evening programs leading to a Bachelor of Commercial Science degree. Law courses were organized into a Bachelor of Law degree, and this evolved into a fully accredited law school in 1954.

Faculty members were professionals who held jobs in Columbus area businesses during the day and taught at night. Curricula were developed with the goal of helping students advance in their professions.

The school's first formal commencement was held in 1923 with a total of 24 students in the graduating class. In 1933, the name Franklin University was adopted, chosen to honor the innovative spirit of Benjamin Franklin. At this time, the University was organized as a separate branch of the Columbus Y.M.C.A.

As Franklin University worked toward full regional accreditation, the University made the strategic decision to focus resources on undergraduate programs rather than continue to maintain the law school. In 1965, an affiliation with Capital University was announced, and the law school was moved to Capital's grounds. Franklin University eventually ended its association with the law school altogether.

## A SEPARATE ENTITY

Franklin University amicably separated from its Y.M.C.A. sponsorship in 1964 and became incorporated under Ohio law as a nonprofit, independent educational institution governed by its own Board of Trustees. In 1974, Franklin University was accepted as a candidate by the North Central Association (NCA) and, after two years, full accreditation was granted.

In 1977, the Main Campus expanded significantly to a total area of more than 11 acres in downtown Columbus and launched its first capital campaign, which provided funding for University buildings and properties.

In 1993, after several years of research and planning, the University expanded its academic offerings to include graduate level programs. The Master of Business Administration (MBA) degree was introduced; the first MBA class graduated in 1995. In 1997, two additional master's degree programs were added: the Master of Science in Marketing & Communication and the Master of Science in Human Services, which was offered until 2003. The University continues to add master's level offerings to meet student and employer demand. Franklin University currently offers over 15 master's degrees.

In 2017, Franklin University successfully launched its first doctorate programs: The Doctor of Business Administration (DBA), the Doctor of Healthcare Administration (DHA), and the Doctor of Professional Studies in Instructional Design Leadership (DPS IDL). An additional doctorate program was launched in January 2019, the Doctor of Education in Organizational Leadership.

## FRANKLIN TODAY

Under the leadership of University President, Dr. David R. Decker, Franklin University remains firmly grounded in the central Ohio community, where it has been anchored for more than 115 years, providing higher education to working professionals who often balance multiple responsibilities. Additionally, the University serves students around the world through the GoArmyEd program, as well as its Community College Alliance program, and online degree offerings.

## EXPANDING EDUCATIONAL OPPORTUNITY

The Franklin University Community College Alliance (CCA) program was established in 1998, and today expands educational opportunities for students from more than 135 community colleges in more than 33 states. CCA students take preparatory courses onsite at their community college, and completion courses via Franklin's online option to earn a Bachelor of Science degree from Franklin University. In addition, many of these students have gone on to pursue a graduate degree through one of Franklin's online graduate programs.

In response to students seeking high-quality, affordable education close to home and work, Franklin University offers classes and student services not only at the Main Campus in downtown Columbus, but also at its Delaware, Ohio location.

Franklin University's online degree programs give students the ultimate flexibility and convenience of online learning, removing educational barriers for students whose schedules or locations would otherwise prevent them from pursuing a degree. With more than 50 undergraduate majors and over 16 graduate programs from which to choose,

Franklin's online delivery options bring the University's quality programs to students in central Ohio and around the world. Franklin University's distance learning also reaches soldiers around the world through the GoArmyEd program. In 2001, Franklin was selected as one of the 29 initial institutions to partner with the U.S. Army in providing eligible enlisted soldiers the opportunity to earn a bachelor's degree while serving our country. To date, over 3,000 soldiers have attended Franklin University via GoArmyEd.

## INNOVATION IN EDUCATION

Franklin University takes an innovative approach to higher education, always seeking new ways to extend educational

opportunities to those wishing to pursue a college degree. With award-winning student services, vast online offerings, innovative delivery formats, and dedication to quality, Franklin continues to fulfill its mission to provide flexible, affordable, high-quality education for today's working adults, both in central Ohio and around the world.

# MISSION STATEMENT

## MISSION

**Franklin University: The University of Opportunity**

Franklin University is a student-centered, nonprofit, independent institution that provides high quality, relevant education enabling the broadest possible community of learners to achieve their goals and enrich the world.

## PHILOSOPHY

Since 1902, Franklin University has been a pioneer in meeting the needs of adult students who have the ambition to continue their education in combination with other responsibilities.

As a learner-centered institution of higher education, the four cornerstones of the educational philosophy are:

- Ensuring academic quality
- Providing access to educational opportunities
- Adapting to the needs of students
- Responding to changes in society, professions, and the business community

# UNIVERSITY PARTNERSHIPS

## COMMUNITY COLLEGE ALLIANCE PROGRAM

Franklin University offers degree completion programs through articulation agreements with community colleges* in the United States.

The Community College Alliance Program provides opportunities for students at two-year colleges to complete their bachelor's degree without leaving their local community. Students complete their associate's degree with an option to complete additional semester credit hours of preparation ("bridge") coursework from their local community college. An official transcript evaluation will determine which community college courses will fulfill the "bridge" component of a student's degree plan. Students complete a minimum of 30 semester credits of bachelor's degree completion courses from Franklin University. These degree completion programs are designed to prepare students for career opportunities and advancement in business and industry.

*Throughout the publication, "community college" refers to community, technical and other two-year institutions.*

### Degree Completion Program Objectives

Franklin University's curriculum leading to the Bachelor of Science degree is intended to help the student achieve the following general objectives:

- An understanding of the activities that constitute their chosen profession and the principles underlying the administration of those activities;
- The ability to think logically and analytically about the kind of complex problems encountered in their profession and how to deal with them appropriately;
- Facility in the arts and skills of leadership, teamwork and communication;
- A comprehension of human interrelationships involved in an organization;
- Awareness of the social and ethical responsibilities inherent in modern society;
- Skills in the art of lifelong learning that will help the student continue learning.

### Philosophy

Franklin University's curriculum and overall design for its Community College Alliance Program is based on the latest research, pedagogical techniques and andragogical principles for designing online, interactive, responsive, collaborative, and expanded learning opportunities to be delivered to learners at a time, place, and in appropriate formats convenient to the learners.

This philosophy assumes a mix of technologies based on an analysis of student needs, content requirements and costs. It assumes a design based on a range of interactions between faculty and students, among students, and between the student and a broad array of media and other learning resources, including current content experts, real world problem solving, and collaborative work groups. Designing with these types of dialogues in mind ensures that the teaching and learning experience is an active and collaborative one.

Good teachers stimulate, encourage, guide and challenge students. Good students are mentally active, involved, and experiment in the real world. Franklin University's curriculum is designed to create the experiences needed to build knowledge, perspective and compassion, and allows students to do it when and where they choose.

### New Transfer Students

Students who have earned or will earn an associate's degree from an institution that is regionally accredited and has an articulation agreement with Franklin University are eligible for the student transfer benefits outlined in the Community College Alliance articulation agreements. All new transfer students at Franklin University must complete Learning Strategies (PF 321), a two-credit-hour course. This course is the first Franklin requirement and prepares students to be successful lifelong learners both academically and in their chosen careers. Franklin courses require a high level of self-directed learning and focus on skills required in the workplace and the classroom that are easily transferable between the two environments. The course includes strategies for advancing communication skills, including the use of electronic tools to participate in virtual environments. The assignments and activities in the course are created to closely simulate teamwork found in the workplace.

## MILITARY & VETERAN AFFAIRS

The Franklin University Office of Military & Veteran Affairs (OMVA) facilitates academic advising and military benefits certification services, as well as provides other information regarding military and veteran processes and procedures, for current military servicemembers (Active, National Guard, and Reserve), veterans, and spouses and dependents of current servicemembers of all branches of the United States Armed Forces. Please contact OMVA via the University Call Center (1.877.341.6300), or by email at omva@franklin.edu.

In accordance with Section 103 of the Veterans Benefits and Transition Act of 2018, Franklin University ensures that no penalty will be imposed and no additional borrowed funds will be required of any recipient of Chapter 31 VR&E or Chapter 33 Post-9/11 GI Bill benefits as a result of delayed disbursement of payment by the U.S. Department of Veterans Affairs. The university will not impose the assessment of late fees, deny course access or registration, or limit access to university resources while awaiting payment from the VA.

## GOARMYED

Soldiers in the U.S. Army also have the opportunity to earn a Franklin education through the GoArmyEd Program. Franklin University was one of the original education partners when the Army introduced the Program in 2001. The University requires the soldier to have a high school diploma or GED. Contact your ACES Counselor, the Franklin Admissions Office toll free at 1.877.341.6300 or visit http://www.GoArmyEd.com for more information.

# GLOBAL PROGRAMS

Since 2008, Franklin University has offered its MBA and other academic programs in partnership with highly reputable universities in selected emerging markets overseas. Franklin currently has agreements in place to offer its MBA program in the following global locations:

Wroclaw School of Banking, Poland

Modern College of Business and Science, Oman

Singidunum University, Serbia

Since receiving its certification from the US Departments of State and Justice to enroll students from abroad in 1982, the University has admitted a growing number of international students. In 2008 Franklin University established the Office of International Students and Programs (OISP) to centralize services and programs for all international students.

# LONDON CORRECTIONAL INSTITUTE

Franklin University and the Ohio Department of Rehabilitation and Corrections partner to provide career-oriented, college level programs at the London Correctional Institution. Teaching courses at London is central to Franklin University's mission of providing a high quality, relevant education that enables the broadest possible community of learners to achieve their goals and enrich the world.

Once students leave London, many choose to start their own business or continue their education. To better prepare our students for success after leaving London, course offerings focus on business principles, management and entrepreneurship that can culminate in an Associate of Applied Science degree.

## Certificate Curriculum

**Business Foundations Certificate (Year 1)**

Semester 1: Foundational Skills I Certificate

- ENG 102 Introductory Composition
- PF 116 Computer Applications & Systems

Semester 2: Foundational Skills II Certificate

- MATH 105 Fundamentals of Mathematics
- SPCH 100 Introduction to Speech Communication

Semester 3: Business Development I Certificate

- BSAD 110 Business Principles
- FPLN 300 Principles of Financial Planning

**Business Entrepreneurship Certificate (Year 2)**

Semester 1: Business Development II Certificate

- BSAD 220 Business Law
- ENG 205 Business & Professional Writing

Semester 2: Applied Business Methods I Certificate

- ACCT 215 Financial Accounting

- MGMT 312 Principles of Management

Semester 3: Applied Business Methods II Certificate

- ENTR 395 Foundations of Entrepreneurship
- MKTG 300 Marketing

**Pathways to Advancement: Career Enhancement Certificate**
The Pathway to Advancement: Career Enhancement Certificate is designed for students who have demonstrated strong academic achievement and possess a desire for additional educational opportunities. Students will have successfully completed both certificate programs above with a GPA of 3.65 and will submit a teacher recommendation and a personal statement highlighting their career goals for acceptance. Courses to be completed are:

- ECON 220 Introduction to Macroeconomics
- HRM 300 Human Resource Management

**A.A.S. Business Administration Degree**
Students who have completed the above listed coursework and the accompanying certificates can take a final semester of coursework that fulfills the requirements for the Associate of Applied Science Business Administration degree. Courses to be completed are:

- SCIE 100/100L Physical Science OR ENV 101: Introduction to Environmental Science
- SOCL 110 Introduction to Sociology

# Associate of Applied Science - Business Administration

Available onsite or online; specifically, for current and former London Correctional Institution students. The Business Administration AAS degree prepares students for immediate employment as business managers, leaders, and entrepreneurs within their communities. The degree provides a foundation in numerous business-centric fields including accounting, management and operations, marketing, human resources management, finance and economics, business law, and business entrepreneurship.

This applied major encourages students to explore a range of employment opportunities, from entry-level business positions to those in management and leadership. Specifically, the AAS Business Administration degree provides students with the foundational and technical skills that are crucial to starting and running a business (e.g., qualitative and quantitative methods for decision-making, management skills, business and professional writing, ethics, and critical communication and technology skills) while also broadening and deepening the leadership and entrepreneurship skills of its graduates.

The AAS in Business Administration also prepares degree recipients to pursue a number of Bachelor of Sciences degree programs at Franklin University including Accounting, Business Administration, Entrepreneurship, Human Resources Management, Marketing, Management & Leadership, etc. Contact an advisor or business faculty member for additional information.

## Program Learning Outcomes

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 |
|---|---|---|---|
| BSAD 110 | I | I | I |
| BSAD 220 |  | R, A | I |
| ENG 205 |  |  | R, A |
| MGMT 312 | R | R, A | R, A |
| ENTR 395 | R, A | R, A | R, A |

1. Describe the functions, roles and skills of an entrepreneur.

2. Evaluate the planning, organizing, leading, and controlling functions of a business.

3. Communicate effectively and professionally in written materials and through oral presentations.

## Curriculum Requirements

61 Semester Hours

**Non-Technical Curriculum (at least 30 semester hours):**
**General Education (at least 15 semester hours):**

English Composition and Oral Communication
Choose a minimum of 3 semester hours:  ENG 120 – College Writing (4)

Mathematics, Statistics and Logic
Choose a minimum of 3 semester hours:  MATH 105 – Fundamentals of Mathematics (3)

Natural Sciences, Technology and Innovation
Choose a minimum of 3 semester hours:  SCIE 100/100L – Physical Science (3) OR ENV 101 - Introduction to Environmental Science (3)

Social and Behavioral Sciences
Choose a minimum of 3 semester hours:  SOCL 110 – Introduction to Sociology (4)

**Additional General Education Requirements (4)**
SPCH 100 – Introduction to Speech Communication (4)

**Applied General Education**
BSAD 110 – Business Principles (4)
ECON 220 – Introduction to Macroeconomics (4)
ENG 205 – Professional and Technical Writing (4)
PF 116 – Introduction to Computer & Systems (3)

**Technical Curriculum**
FPLN 300 – Principles of Financial Planning (4)
BSAD 220 – Business Law (4)
MGMT 312 – Principles of Management (4)
ACCT 215 – Financial Accounting (4)
ENTR 395 – Foundations of Entrepreneurship (4)
MTKG 300 – Marketing (4)
HRM 300 – Human Resource Management (4)

**Additional Requirements**
All students are required to pass College Writing (ENG 120) prior to enrolling in any course at the 200 level or above. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above.

# CAMPUSES, LOCATIONS, & DIRECTORY

## FRANKLIN UNIVERSITY LOCATIONS

### Main Campus

Franklin University's Main Campus is located at 201 S. Grant Avenue, Columbus, OH 43215.The Main Campus is situated on 14 acres in downtown Columbus, Ohio, near the heart of the city and the state capital complex. Commuting students can easily reach the University by car via I-70, I-71 or I-670, or by using public transportation. Disability-accessible buildings house classrooms, faculty and administrative offices, and the Learning Commons, in addition to the Paul J. Otte Center for Student Services. The attractions of Columbus -libraries, museums, community and professional theaters, amateur and professional sports, churches, shopping and fine restaurants -are located conveniently nearby the Main Campus.

### Community College Co-Locations

Franklin University has partnered with community colleges to offer opportunities for students to build on their associate's degree credits and take onsite classes toward completing a bachelor's degree at the following co-locations:

- Columbus State Community College (Delaware, OH)
- Edison State Community College (Troy, OH)

## UNIVERSITY DIRECTORY

For contact information for University Departments, please visithttps://www.franklin.edu/about-us/faculty-staff/university-directory.

# UNIVERSITY RESOURCES

## STUDENT RESOURCES

### Learning Commons

The Learning Commons at Franklin University provides library services, academic resources, tutoring, testing and alternatives to classroom learning designed to guide students on their path to academic success. The Learning Commons is located at 303 S. Grant Avenue in Phillips Hall. Information is available online at https://www.franklin.edu/current-students/learning-support.

### Academic Support

For students, online and face-to-face academic support focuses on the core introductory level courses taken by undergraduate students across disciplines. Writing support is provided at both the undergraduate and graduate levels. Our emphasis on specific courses and concepts is designed to provide the educational foundation necessary to ensure student success at Franklin and beyond. All academic support is provided free of charge to currently enrolled students. For more information, visit the Learning Commons in Phillips Hall, Main Campus or www.franklin.edu/currentstudents/learning-support.

### Library

The Franklin University Library provides both online and print resources to support its community of face-to-face and online learners. On Franklin's Main Campus, the Library is located in Phillips Hall, at the southwest corner of Main Street and Grant Avenue. Online, the Library is located at http://library.franklin.edu/. Extensive online resources, including eBooks and databases are accessible to students, faculty and staff via their myFranklin username and password. The library provides a variety of services and welcomes suggestions from patrons. Librarians and library staff are available to provide assistance with library resources and services via instant message chat, telephone (614.947.6550 or toll free at 1.866.341.6252), email (library@franklin.edu), or in person during library hours.

Library Fine(s)

- Charges & Blocked Accounts:  Students and faculty are notified via email of overdue items and replacement charges. This information can also be viewed by logging into your myLibrary account. Faculty and staff are expected to pay any replacement charges incurred. A replacement charge for a lost Franklin University Library item will be applied to a patron's account 30 days after the item's due date. The replacement charge will either be equal to the cost of the item or a flat charge of $25.  Patrons with $25 or more in charges will be blocked from checking out additional items and a hold will be placed on their University account. Replacement charges will be removed if the item is found before a replacement has been purchased by the library. The original item must be in good condition. If you cannot find the original item or it is in bad condition (torn or missing pages, stains, water damage, etc.), patrons may try to purchase a replacement item to remove the charge. The replacement item(s) must be the same edition (if applicable) and in good condition. We can only accept replacement items for materials owned by Franklin University Library.

- OhioLINK Replacement Charge Information:  Borrowers with a lost item will be billed a flat fee of $125. Due to OhioLINK policies, we cannot accept a replacement item. Borrowers with overdue books or replacement charges will be blocked from borrowing from all OhioLINK libraries.

- SearchOhio Replacement Charge Information:  The maximum replacement charge for a SearchOhio item is $50 and will be applied for any item not returned within 30 days of the due date. Due to SearchOhio policies, we cannot accept a replacement item.

- Paying Charges:  It is University policy that checks, credit cards and secure funds (money orders, cashier's checks, and certified funds) are the only acceptable forms of payment for charges. Checks and secure funds should be made out to Franklin University, not Franklin University Library. Payments can be made online via the student's account, in person at the Student Services Welcome Center or delivered through mail (Franklin University Student Financial Services, 201 S. Grant Ave, Columbus OH 43215). Students with charges on their account will have their transcripts held upon graduation and will be prevented from registering for classes.

- Waiving Replacement Charges:  Replacement charges will only be waived if the original Franklin University Library item is returned in good condition or a replacement item (same edition and in good shape) has been purchased by the patron. Please contact the library with any questions.

### Testing Center

For those students just beginning at Franklin, the Learning Commons Testing Center offers a variety of placement testing options. Franklin also recognizes that many entering students already have significant professional or educational experience for which they may deserve college credit. For those students, the Testing Center administers proficiency

testing through CLEP (College Level Examination Program) and DSST, as well as offering FUPE (Franklin University Proficiency Exams) and the Portfolio Credit Program. See "College Credit Alternatives" for more information. Proficiency tests, placement tests and course exams can be administered through the Testing Center.

The Testing Center in located on the first floor of Phillips Hall in the Learning Commons or online at https://www.franklin.edu/current-students/learning-support/testing and can be reached at 614.947.6807, or testing@franklin.edu.

**Proctored Testing**:  Several courses require students to take their examinations outside of the classroom with an approved proctor. Students within 30 minutes of Franklin University's Main Campus should arrange to take their examinations at that that testing site. Community College Alliance (CCA) students should use any proctoring services available through their community college. All other students are required to locate an appropriate proctor and are responsible for any/all associated fees. For additional guidance, please view the Proctor Guidelines.

## Technology Assistance

While pursuing an education at the University, students will be using some of the latest technology available. To help students maximize the benefits of this technology, please visit the University Self Support Portal, at http://support.franklin.edu. The Self Support portal offers tips, walkthroughs, and all of the information students need to get oriented and up to speed with the technology they will be using at the University. For issues that require additional support, we offer the support of the Technology Help Desk, available by telephone, email, and live chat, the Help Desk is able to assist with the following:

- Retrieving usernames and resetting passwords (identity verification required)
- Accessing and utilizing email
- Accessing online resources
- Navigating the University Learning Management System
- The Help Desk also offers remote desktop connection sessions for additional assistance if necessary

The Help Desk requires a few identifying pieces of information when a student calls, sends an email, requests a chat session, or submits an incident request through the self-support portal. The student's first and last names are required. The student will also need to be as specific as possible when describing problems. For example:

- If experiencing problems accessing a course, the student must provide the course name as well as the section number
- If experiencing errors within an application, Web browser, or operating system, the student must provide the exact error message, the task being performed when the error occurred, the frequency the problem has occurred, and if any troubleshooting steps have been attempted

This information will provide the technician an effective starting point within the troubleshooting process. Tutorials, Frequently Asked Questions, System News and Alerts, and other resources can be found by visiting the Self Service Portal at http://support.franklin.edu.


Please Note: The Help Desk will not be able to assist students whose devices do not meet the minimum technology requirements as listed in the "Technology" section of this bulletin. These requirements include operating systems, hardware specifications, installed web browsers, and available software. To receive technical assistance:


Franklin University Students

- Self Service Portal:  http://support.franklin.edu
- Call:  Local 614.947.6222, or Toll Free 1.866.435.7006
- Email:  helpdesk@franklin.edu
- Chat:  http://www.franklin.edu/helpdesk

**Hours of operation (EST):**
Monday - Thursday: 8:00 a.m. - 8:00 p.m.
Friday: 8:00 a.m. - 5:00 p.m.
Saturday: 9:00 a.m. - 1:00 p.m.
Sunday: 1:00 p.m. - 5:00 p.m.

## Bookstore

The Franklin University online bookstore can be accessed by navigating to https://franklin.edu/bookstore . The online bookstore, operated by MBS Direct, is where students go to purchase all print textbooks for their courses.  Many courses utilize electronic resources, however some courses will continue to use print textbooks. When placing an order, students must create an account using their name and email address.  Students will use this account for all future orders.  Once the order is placed, all textbooks will be shipped within two business days.

To uphold the company's commitment to quality customer service, MBS Direct agrees to refund or exchange, without penalty, any textbook within one week from the start of classes, provided the book is still in original condition and

accompanied by the original sales receipt. Instructions for the MBS Direct refund policy will accompany all orders shipped by mail.

## Center for Career Development

The Center for Career Development supports the mission and goals of University by assisting students and alumni in exploring and pursuing meaningful careers over a lifetime. This is accomplished by fostering positive relationships with students, alumni, faculty, staff, administrators, employers, and the greater community. Services may include career coaching, resume writing services, career development and job search workshops, networking opportunities, company information sessions, job fairs and job/internship boards, industry career forums, recruitment activities, and career services resources. Students can visit www.franklin.edu/careerdev or contact the Center for Career Development at careerdev@franklin.edu.

## International Institute for Innovative Instruction

The International Institute for Innovative Instruction was formed to physically and intellectually integrate all of Franklin University's design, assessment, and faculty development functions and design-related academic programs under one roof. The Institute will employ leading-edge practices to solidify the University's standing as an authority in the creation of innovative, interactive learning platforms and curricula and advanced faculty and teaching development for diverse learner populations around the world. Franklin University's highly-experienced, credentialed design faculty – with the Institute's resources and technology supporting them – will be uniquely positioned to create customized curriculum, develop teaching faculty, credential and staff instructors, further new and existing academic partnerships, and continue the advancement of research and scholarship in the instructional design field.

The Institute is led by Vice President, Patrick Bennett. Faculty include:

- Doctorally-qualified instructional designers;
- Content editors;
- Technical and resources experts;
- Three academic programs and the program chairs
- The Director of Assessment; and,
- The Director of the Center for Teaching Excellence

## Professional Certificates

FranklinWORKS at Franklin University offers seminars and workshops, certification programs, test preparation, and customlearning solutions on a variety of academic and professional development topics. Many programs are developed by Franklin University faculty and staff, based on years of experience and development of best practices in specific subject areas. Details on current offerings can be found on the FranklinWORKS website at https://www.franklin.edu/admissions/partnership-students

# ACADEMIC INFORMATION

## COURSE FORMATS

**Face-to-Face:** A course section with required regularly scheduled in-person class sessions.

**Online**: A course section offered entirely online that may or may not have graded class session held via web-conferencing technologies. If such sessions are included, instructors will be flexible and attentive to student needs. Some examples of flexibility include offering alternate assignments of equivalent scope and rigor or offering multiple sessions to accommodate student needs.

**Online Required Class Sessions:** A course section offered entirely online that has scheduled mandatory class sessions held via web-conferencing technologies. Dates and times will be published in advance.

**Laboratory:** College laboratory experiences provide opportunities for students to apply scientific reasoning to evaluate and draw conclusions from empirical evidence. The number of lab hours each week per credit hour is determined as follows: 3 lab hours each week per 1 credit hour (if there is not a significant homework component); 2 lab hours each week per 1 credit hour (if there is a significant homework component).

**Hybrid:** A course section with regularly scheduled mandatory class sessions. Some students will register to participate in-person; others will register to participate via web-conferencing technologies.

**Blended:** A course section with regularly scheduled mandatory class sessions for all students. Some class sessions will be held in-person and some will be held via web-conferencing technologies.

**Special:** Independent Study, Internship, Directed Study, Embedded Support, etc. Please see the course description in the Academic Catalog or contact your advisor for details.

Attendance is required in all formats and all formats have assignment deadlines.

## CREDIT HOUR DEFINITION

The University courses are designed and offered in a variety of course formats and course lengths in order to meet both the needs of its students and the requirements of the respective fields of study. All courses proceed through an extensive, systematic curriculum design and development process conducted by a curriculum development team. Instructional design practices employed by these teams include providing clear learning outcomes at an appropriate level of academic rigor; assuring that course content appropriately covers the domain of knowledge; identifying relevant student assignments including course learning activities; and identifying appropriate learner evaluation and learning outcomes assessment methods.

Many courses are designed and offered by faculty in an accelerated and balanced learning format, where the learning environment facilitates a faster learning rate through intensive and concentrated learning experiences facilitated by compatible teaching and learning methodologies. Correspondingly, the credit hour definition reflects the attention given to create effective accelerated and balanced learning experiences. Under these conditions, the curriculum design teams work to assure that students are afforded the time to review instructional materials, reflect on key ideas, and complete activities, assignments, and assessments presented throughout the course.

### Time Estimates & Credit Hours

Each credit hour equates to 30 hours of student instructional activities (SIA). Student instructional activities are defined as classroom time, assigned readings, and assignment preparation for students. The length of course does not impact the number of hours of SIA. For example, the following table designates approximate hours of SIA per week, depending on course length and credit hour:

| Course Credit Hours | Course Length | Hours of SIA per week |
|---|---|---|
| One Credit Hour (30 hours of SIA total in course) | 6 weeks | 5 |
| | 8 weeks | 3.75 |
| | 15 weeks | 2 |
| | 16 weeks | 1.875 |
| Two Credit Hours (60 hours of SIA total in course) | 3 weeks | 20 |
| | 6 weeks | 10 |
| | 7 weeks | 8.5 |
| | 8 weeks | 7.5 |
| | 12 weeks | 5 |
| | 15 weeks | 4 |
| | 16 weeks | 3.75 |
| Three Credit Hours (90 hours of SIA total in course) | 6 weeks | 15 |
| | 8 weeks | 11.25 |
| | 12 weeks | 4.5 |
| | 15 weeks | 6 |
| | 16 weeks | 5.625 |
| Four Credit Hours (120 hours of SIA total in course) | 6 weeks | 20 |
| | 8 weeks | 15 |
| | 12 weeks | 10 |
| | 15 weeks | 8 |
| | 16 weeks | 7.5 |

# CLASS POLICIES

**University Attendance Policy**

Only properly registered students are permitted to attend face-to-face classes or access online classes. Enrollment in course(s) indicates the student's intent to complete the course(s) in a manner prescribed in the course syllabus. Students must register for class at least one week prior to the session start date. Registered students are enrolled until they submit an Add/Drop Form to withdraw or are withdrawn by the Registrar either at the request of an instructor who defines academic progress in the class syllabus or the Financial Aid office for nonattendance. Students are responsible for logging into the course website before the start of the course in order to receive updated assignments and communication from the professor. Since attendance and active participation are essential components of learning, attendance will be taken in all classes. The following guidelines for attendance during the entire class session have been set:

## Face-to-Face

- Course Session (for Face to Face Courses): The daily scheduled time for the course to meet at a physical location.
- In Attendance:  A student is "in attendance" if he or she is physically present at least 85% of session time and there is evidence that the student is engaged in the planned learning activities and assignments of the course session.
- Not In Attendance: A student is "not in attendance" if he or she is physically present less than 85% of session time or there is evidence that the student is not engaged in the planned learning activities and assignments of the course session. (For example student was found to be sleeping in class would be considered "not in attendance.")
- Special: A distinction provided to indicate that conditions related to the attendance requirements are negotiated with the course instructor.  Examples may include a student's use of the Flex-a-class option, an independent study schedule, or an alternative instructional modality approved by the course lead faculty member.

## Online Courses

- Course Session (for Online Courses): The full week (Monday-Sunday) of planned and structured activities and assignments of the course.
- In Attendance:  A student is "in attendance" if there is evidence that the student is engaged in the planned learning activities and assignments of the course session.
- Not In Attendance: A student is "not in attendance" if there is evidence that the student is not engaged in the planned learning activities and assignments of the course session.  (For example, student not participating in online communication during the week would be considered "not in attendance.")
- Special: A distinction provided to indicate that conditions related to the attendance requirements are negotiated with the course instructor.  Examples may include an alternative instructional modality approved by the course lead faculty member.

## University Withdrawal Policy

**Official Withdraw**
Students withdrawing from one or some of their active courses, but not from all courses, must either submit an Add/Drop Form or utilize their personalized Web page, my.franklin.edu to withdraw from a course. After the first week of class, a

withdrawal will result in a grade of "W" (Withdrawn) on the student's academic record but will not be calculated in the grade point average. Tuition charges and/or refunds are based on the date the student drops a course online or submits an Add/Drop Form to the University. The amount of federal financial aid the student is eligible to receive may be adjusted if the student does not begin or complete all registered courses in the trimester.

Students withdrawing from all of their active courses must initiate the official withdrawal process by completing the online Withdrawal from All Active Courses form. Withdrawal requests must be initiated by completing the online form; no paper withdrawal forms, voicemail messages or email requests will be accepted. Upon completion of this form, students will be contacted by a University representative to confirm their intention to withdraw and verify their understanding of any potential academic and/or financial consequences. The date the student requests the withdrawal will be considered the date of the determination of withdrawal and used to calculate tuition charges and/or refunds.  However, the student's last day of academically related activity or class attendance will be considered the withdrawal date used to determine the amount of federal financial aid the student has earned for the trimester.

**Unofficial Withdraw**
A student who stops attending (defined as the equivalent of two consecutive week absences) or participating in a course and does not initiate the official withdrawal process will be considered an unofficial withdrawal from that course by the University unless the student confirms in writing his or her intent to attend in a subsequent module within the term.  Based on evidence of excessive absences, non-participation, or missed exams as defined in the course syllabus, a faculty member may initiate a student's withdrawal through the Registrar's Office. The date of determination  of unofficial withdrawal for all students will be effective no later than the 14th day after the last day of attendance even if the actual status change occurs on a subsequent date.

A Z-grade is assigned to a class where an administrative withdrawal (failure) grade has been given for non- attendance. Z-grades may have an impact on the awarding of a student's financial aid and the student may be withdrawn if the student has all Z-grades or all unearned grades for the trimester. The University policy for the assignment of the Z-grade, based on the attendance terminology defined above, during variable course lengths is as follows:

| # of weeks in the course | # of course sessions that a student can be absent before failing* due to lack of attendance |
|---|---|
| 6 | • 1 session if a course meets once per week<br>• 2 sessions if a course meets twice per week<br>• 3 sessions if a course meets three times per week |
| 7 | • 1 session if a course meets once per week<br>• 2 sessions if a course meets twice per week<br>• 4 sessions if a course meets three times per week |
| 8 | • 1 session if a course meets once per week<br>• 2 sessions if a course meets twice per week<br>• 4 sessions if a course meets three times per week |
| 9 | • 1 session if a course meets once per week<br>• 3 sessions if a course meets twice per week<br>• 5 sessions if a course meets three times per week |
| 12 | • 2 sessions if a course meets once per week<br>• 4 sessions if a course meets twice per week<br>• 6 sessions if a course meets three times per week<br>• 8 sessions if a course meets four times per week |
| 15 | • 3 sessions if a course meets once per week<br>• 5 sessions if a course meets twice per week<br>• 8 sessions if a course meets three times per week<br>• 10 sessions if a course meets four times per week |
| 16 | • 3 sessions if a course meets once per week<br>• 5 sessions if a course meets twice per week<br>• 8 sessions if a course meets three times per week<br>• 11 sessions if a course meets four times per week |

*These refer to unexcused absences only.

In courses that allow for more than one absence, students absent for the equivalent of two consecutive weeks are <span>23</span>

considered to have stopped attending and will be dropped from the course with an assigned 'Z' grade. A student must attend at least 85 percent of a course session and be engaged in planned learning activities of the course session to be considered present. For example, a student can only be 9 minutes late to a 55-minute course, 12 minutes for a 75-minute course, and 14 minutes for a 90-minute course before being too late to be considered present.

Tuition charges and/or refunds will be based on the date of the date of determination of withdrawal. However, the student's last day of attendance will be considered the withdrawal date used to determine the amount of federal financial aid the student has earned for the trimester.

**Non-Start Withdrawals**
A student who never begins attendance in a course within the first two weeks of class and does not initiate a course drop or an Official Withdraw will be administratively dropped from the course by the University and considered a 'No Show' for the course and will not be assigned a grade. Any federal student aid funds disbursed for a dropped class for which the student is a no-show may be returned or recalculated. When necessary, funds will be returned as soon as possible, but no later than 45 calendar days from the date of the determination of withdrawal.  Title IV funds are not disbursed if the student does not start any course in the trimester.

**Confirmation of Future Enrollment**
If a student withdraws from a course, but intends to return to another course later in the trimester, a confirmation of intended future enrollment must be submitted through the student's myFranklin portal or by indication on the Add/Drop form provided by a member of the Student Services team at the time of official withdrawal.  If confirmation is not submitted or the student does not return after submitting a confirmation, the student will be considered an unofficial withdrawal. If the student wishes to change a previously submitted confirmation, the student will have no more than five (5) business days from the date of the original confirmation to submit the notification to the University.

The deadline for a Franklin student to withdraw from a class is the Sunday prior to the last scheduled week of class.

These policies do not change the existing drop policy in regard to the student's responsibility to drop classes in a timely manner for a tuition refund, nor do they relieve the student of the responsibility to drop the course by the published withdrawal deadlines. If the student misses a class after the withdrawal deadline and the absence violates the attendance policy, the student will receive a failing grade for the class. Students missing a class should review the course website for additional information and discuss their absence with the instructor.

**Financial Aid Consequences:**  Students receiving any type of financial aid may lose part or all of such assistance if they stop attending or stop participating, or withdraw from one or more courses in any one trimester. Any over-award that results from withdrawing, nonattendance, or non-participation must be repaid before further financial assistance may be received. In considering whether or not to withdraw from, stop attending, or stop participating in a course, students receiving financial aid should first consult with the Financial Aid office.

## Academic Interruption Due to Government Service

Franklin University will provide students serving in the Uniformed Services or other federal, state, and local government agencies (e.g., FEMA, CDC, Dept. of Homeland Security, Firefighters, and/or Local Disaster Response Teams) who experience documented unexpected/unforeseen circumstances related to service in the military or public service (e.g., sudden and unforeseen deployments for disaster and emergency response), case-by-case options for either continuing their course(s) of study without negative consequences or withdrawal from course(s) with full refund of tuition and fees relative to the applicable academic term. These options also apply to those students who are the spouse, domestic partner, or dependent child of those with the aforementioned documented unexpected/unforeseen circumstances related to their service.

# WRITING GUIDELINES

At a minimum, all courses at the University will follow these writing guidelines. Program Chairs or Lead Faculty of General Education courses do have the option of creating specific guidelines for their program or course that strengthen these minimum guidelines.

- Adherence to APA Documentation Style (To include in-text citations and reference list)
- Adherence to APA Paper Format (To include double spacing, 1 inch margins, 12 point serif font [e.g., Times New Roman, Courier], and page numbers in top right corner)
- Adherence to APA Writing Skills (To include proper grammar and correct spelling and punctuation)

# TURNITIN.COM

Turnitin.com is used by the University to assist students and faculty in detecting plagiarism. In many assignments, the student will be required to submit a paper to Turnitin.com. By submitting the paper ahead of the assignment deadline, the student will have time to take corrective action if feedback from Turnitin indicates a similarity match. A similarity match occurs when Turnitin sees an exact or very close word-for-word match between the work submitted and a part of another paper, website, or article in its database. Faculty are encouraged to use Turnitin.com as a learning tool for students. All

material submitted to the website is encrypted. The student's paper is seen only by the student and the instructor. Any copyrights or intellectual capital that is associated with the paper remains with the student.

# ACADEMIC INTEGRITY

The University's Academic Misconduct process is designed to preserve academic integrity by providing its students equitable opportunity to have claim(s) of academic misconduct reviewed by the Academic College Dean, and, if necessary, by the Primary Judicial Officer.

The purpose of education is to advance one's own intellectual skills and knowledge and to demonstrate the outcomes of these efforts. An essential and shared value in higher education is presenting one's own work and properly acknowledging that of others. Any violation of this principle constitutes a potential violation of the Academic Integrity policy and may result in a formal charge of academic misconduct. Forms of academic misconduct include, but are not limited to:

*Plagiarism*: the submission of another's work, in part or in whole, as one's own for credit without sufficient citation. Examples may include, but are not limited to:

- Repeated failure to properly cite the work of others;
- Copying material from online sources without proper citations;
- The submission of pre-existing assignments authored by others.

*Recycling Assignments*: the re-submission of one's own work, in part or in whole, which was previously submitted for credit in an earlier section, course or program, without prior permission from the course instructor.

*Cheating*: any act involving means outside permitted university rules or course parameters to complete an exam or assignment, such as the use of unauthorized materials during an exam or assignment (e.g., books, notes, handheld devices), or attempting to obtain copies of, or answers to, an exam.

*Facilitating Academic Misconduct*: the direct or indirect enabling of others to commit an act of academic misconduct, such as sharing of assignments or taking an exam under a false identity.

*Fabrication*: the unauthorized falsification or invention of information, citations, or data in any academic research, assignment, or exam.

## Reporting an Incident of Academic Dishonesty

**Faculty Responsibility**
If a faculty member suspects that a student has violated the Academic Integrity Policy, the faculty member will file a written report with the Office of Community Standards within seven (7) calendar days of discovery of the incident. The report will include a summary of the allegation; names of implicated students and other participants or witnesses where appropriate; and the date, time, location, and other relevant details related to the incident.

**Student Responsibility**
If a student observes others potentially violating this policy, they are strongly encouraged to report the misconduct to the instructor or to report the incident directly to the Office of Community Standards.

**Test Proctor Responsibility**
Exam proctors are required to report incidents of suspected student misconduct to the course instructor and/or the Office of Community Standards.

## Penalties for Academic Misconduct

**First Incident**
The course faculty member, and/or Lead Faculty member, when appropriate, will render a judgment and recommend a penalty, if any, for the first incident of Academic Misconduct to the Primary Judicial Officer. The sanction for the first charge of Academic Misconduct may range from a warning letter, to a zero grade on the assignment or exam in question, to a failing grade in the class, depending on the severity of the incident, as well as aggravating or mitigating circumstances. The student may also be required to complete a workshop on appropriate citation and referencing, administered by the University.

A subsequent incident of academic misconduct in the same class may result in a failing grade in the class and, in combination with the first charge, may be recorded as a single incident on the student's academic record.

A suspected violation of the Academic Integrity Policy may result in the removal of the student's option to withdraw from the class to avoid a failing grade. The University may also place a hold on a student account during the investigation of a violation of academic integrity and/or retroactively change a grade due to the severity of the incident. If a student has withdrawn from the course prior to action initiated by the Office of Community Standards, and is found responsible for academic misconduct, they are still subject to the Academic Misconduct process, as well as any sanctioning under this policy.

For undergraduate students, a formal charge of academic misconduct may eliminate them from consideration for academic honors; specifically, Summa Cum Laude, Magna Cum Laude, or Cum Laude. A panel of University faculty will evaluate the incident of academic misconduct and will make a final determination on the student's eligibility for academic honors.

**Second Incident**
A second formal charge of academic misconduct in a subsequent class, or a subsequent section of a previously taken class, may result in a failing grade in the class as well as disciplinary dismissal from the University. The Office of Community Standards will enter the notation "Dismissed for Academic Dishonesty" on the student's academic record.

## Academic Misconduct Process

The entire process surrounding the academic misconduct process for the University, including reporting, the good faith discussion, sanctioning and appeals, can be found on the following web page: https://www.franklin.edu/about-us/policy-information/student-code-of-conduct

### Definitions

Faculty member: The faculty member with first-hand knowledge of the violation. If the faculty member is the Provost, the President will appoint an Academic Appeal Officer to process the appeal.

Good faith appeal discussion: Communication between the student and the specific faculty member that takes place after the formal charge of academic dishonesty. Communications that take place before the formal charge of academic dishonesty do not constitute a good faith appeal discussion required in Step One.

The time of the discovery of the incident: The time at which a potential violation of academic dishonesty is discovered and communicated to the Lead Faculty member.

Written appeal: The document submitted under the respective step of the appeal process which includes all information required for the appeal. If required information is missing or incomplete the appeal will not be considered to be invoked; all original time lines will constitute the actual time lines for purposes of the appeal until the requirements of the written appeal are met.

# ACADEMIC GRADE APPEAL

An academic grade appeal may be invoked for a final course grade.

## Steps for a Grade Appeal

**Step One:** The Faculty Member: A good faith appeal discussion with the faculty member must be initiated by the student in writing within 15 calendar days of the last day of the class. If the student believes the good faith appeal discussion has not adequately resolved the matter, the student may move forward to Step Two, submission of the appeal to the Provost, or designee.

**Step Two:** The Provost: The student must submit a formal written appeal to the Provost, or designee, (via email to caoappeal@franklin.edu) within 15 calendar days from the date of the good faith discussion, including:

1. Background information
    1. Date;
    2. Student's name and identification number;
    3. Course name, number, and section;
    4. Course term (Fall, Spring, Summer) and year;
    5. Faculty member's name;
    6. Reason for the academic grade appeal;
    7. Date of good faith appeal discussion; and,
    8. Outcome of the good faith appeal discussion.
2. Facts – state all relevant facts in dispute with supporting documentation (including all assignments in question). For all persons/witnesses, list full name(s), contact information, and facts specific to each individual. Facts and/or documents not included will not be considered.
3. Desired outcome of the appeal (be specific).
4. Rationale in support of the desired outcome.

The Provost, or designee, will appoint an independent Academic Appeal Officer to review, investigate and make a decision in the case. The Academic Appeal Officer will issue a written notice of the decision to the student through University email within 15 calendar days of the date the appeal is received. If the student or the faculty member believes the Academic Appeal Officer's decision has not adequately resolved the matter, either the student or the faculty member may move forward to the Final Step of the appeal process, submission of the second appeal to the Provost.

**Final Step:** The Second Appeal to the Provost: The student or faculty member must submit a written appeal (via email to caoappeal@franklin.edu) of the Academic Appeal Officer's decision within 15 calendar days from the date of the written

decision, including:

1. Date
2. Student's name and identification number
3. Summary of all facts pertaining to the appeal to date (facts and/or documents not included will not be considered)
4. A letter explaining why the Academic Appeal Officer's decision is being appealed
5. Desired outcome of the appeal
6. Rationale in support of the desired outcome
7. Attached copies of the:
     1. Appeal submitted to the Provost in Step Two
     2. Academic Appeal Officer's written decision

The Provost, or designee, will issue a written decision to the student through University email within 15 calendar days of the date of the receipt of the appeal.

# APPLICATION FOR DEGREE

Every Franklin University student must submit a graduation application for the trimester they expect to complete their degree requirements in order to receive a diploma. The graduation application can be found through Self Service in the students' my.franklin.edu account. For undergraduate students, the graduation application fee is $65, and $25 for each additional degree awarded in the same trimester. For graduate students, the fee is $85. For doctoral students, the fee is $150.

An additional late fee is charged for applications received after the published deadline. No applications will be accepted more than two weeks after the final published deadline. Graduation application fees are non-refundable, and non-transferable. If graduation requirements are not met in the term for which a student has applied, a new application must be completed. For more information, please visit https://www.franklin.edu/current-students/academic-resources/graduation-information.

# TRANSCRIPTS

Official transcripts from Franklin University can be requested online for a fee of $9. Online transcript requests will be processed and mailed within two business days. Unofficial transcripts are not available. There will be a $15 rush fee for official transcripts requested on demand, and the student's signature is required. The University does note on transcripts when students are suspended or dismissed for disciplinary reasons. Additionally, the University does note on transcripts if a student attempts to withdraw from the institution with a pending conduct case involving acts of violence toward others. No transcript of any record will be issued for a student whose financial obligation to the University has not been satisfied and/or for a student in default of a student loan or who has an overpayment of Title IV funds. The student should be aware that courses/degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

# TECHNOLOGY

Franklin University utilizes computer technology and electronic communication for the purpose of instruction, administration, advancement, research, and study. The campus network and technology resources were designed and implemented to support and enhance the education of students. Students are provided with technology resources in classrooms, kiosks, laboratories, and via the internet. Please note that students whose devices do not meet the minimum hardware, operating system, or software specifications other than listed below, may not have access to all University systems and will have limited support options available from the Help Desk. The following hardware and software requirements are applicable for all registered students:

## General Technology Requirements

Minimum Hardware and Internet Access Requirements:

- Desktop or laptop PC with dual core processor at 1 GHz or faster *Chromebooks may pose problems for online proctoring and are not recommended.
- 2 GB RAM (4 GB or higher strongly recommended)
- 40 GB or higher of available hard drive space at the beginning of each term
- 1024 x 768 minimum resolution display
- Integrated PC microphone and speakers or a headset with microphone
- Integrated webcam or a separate camera hooked up to computer
- A high-speed internet connection with a download speed of 4 Mbps or faster (Use of satellite, cellular, or public access internet may result in poor performance)

## Operating System and Software Requirements

- Windows 10 or later
- Microsoft Office 2019 (Word, Excel, PowerPoint, & Access)
- Up to date versions of Internet browsers required:
    - Google Chrome – recommended for Course Portal
    - Mozilla Firefox/Internet Explorer/Edge – may be needed for other applications
- Virus protection – updated and scanned regularly

In order to use all of the University-supplied technology resources, students must be able to load software on the computers they will be using. Some courses may require additional software. Technology changes rapidly – as a result, these requirements are subject to change.

## Technology Resources

Students have access to extensive technology resources including:

- Student course portal
- Computer laboratories
- On-campus printing capabilities
- Quick-use student kiosks
- Computerized library access
- Computerized classrooms
- On-campus wireless connectivity

The student course portal provides University announcements, access to courses, course history, email, financial aid information, and the ability to manage personal student account information. Additionally, courses include specialized technology resources to enhance the learning experience, such as online meeting rooms, document submission tools, chat rooms, and discussion boards.

Computer laboratories are located at the Franklin Main Campus. The computers in these kiosks provide access to the Internet and Microsoft Office applications. The library provides technology resources for individual student use or for collaborative use in Student Meeting Rooms (SMRs), which may be reserved.

# GRADE POINT AVERAGE

The GPA identifies a student's academic progress. It is determined by dividing the total number of grade points earned by the total number of trimester hours attempted (not actual hours earned). The following example shows how GPA is computed for a student who completed three 4-credit-hour courses. The GPA for the term is found by dividing the total points earned (24) by the total number of credit hours attempted (12); thus, this student's GPA is 2.00.

| Course | Grade | Point Equivalent | | Credit | | Total Points Attempted |
|--------|-------|------------------|---|--------|---|------------------------|
| First | A | 4 | X | 4 | = | 16 |
| Second | C | 2 | X | 4 | = | 8 |
| Third | F | 0 | X | 4 | = | 0 |
| Total | | | | 12 | | 24 |

# COLLEGE CREDIT ALTERNATIVES

The University recognizes that significant college-level learning can take place outside the classroom. Independent studies and internships are learning experiences structured under supervision of the faculty. Students are made aware of these opportunities by faculty in their academic major. However, interested students also may consult with their Academic Advisor.

Proficiency exams and portfolios are ways to demonstrate college level learning gained from experiences such as on-the-job training, reading or other activities. Proficiency examinations cover a greater breadth of topics in an area than portfolios, whereas portfolios cover topics in greater depth.

Preparation of a portfolio requires writing skills equivalent to ENG 120 (College Writing). Neither proficiency examination credit nor portfolio credit can be used to fulfill the residency requirement for graduation. The University offers multiple types of proficiency examinations including: The College Level Examination Program (CLEP), DSST, and Franklin University Proficiency Examination (FUPE).

Excelsior College also offers exams approved for credit.

# TYPES OF CREDIT

## College Level Examination Program (CLEP)

CLEP examinations measure achievement in one course at a time; therefore, students can study for them while taking other courses or between academic trimesters. Each exam is a computerized, 90-minute, multiple-choice exam (with the exception of College Composition which is 50 multiple- choice items answered in 50 minutes and two mandatory, centrally scored essays to be written in 70 minutes, for a total of 120 minutes). Study guides for each exam are available at the local or Main Campus library, most major bookstores, and the CLEP website at www.collegeboard.com.

## DSST

DSST examinations measure achievement in one course at a time; therefore, students can study for them while taking other courses or between academic trimesters. They are computerized, two hour, multiple-choice exams (with the exception of Public Speaking, which is a two hour multiple choice section as well as a 20 minute speech prep and presentation section). Please note that the Learning Commons Testing Center does not administer the Public Speaking exam. Study guides for each exam are available via the DSST website at www.getcollegecredit.com.

### Franklin University Proficiency Examination (FUPE)

Franklin University continually develops proficiency examinations. FUPE examinations are available to students whose learning from experience, training or independent reading is equivalent to that gained in the classroom. Students should consult the Learning Commons website https://www.franklin.edu/current-students/learning-support/testing/proficiency-testing or current information on available examinations. Generally, if a CLEP or DSST examination is available for a subject, there will be no FUPE for the subject. A study guide for each FUPE is available via the Learning Commons Testing Center website.

### Prior Learning Portfolio

Students who feel they have already gained learning equivalent to one or more courses in their degree program may request credit by composing prior learning portfolios. Because the portfolio must be prepared under specific format requirements, interested students must develop it with the guidance of an Academic Advisor and appropriate faculty. A portfolio can be submitted for a course for which a proficiency exam is available. A portfolio cannot be submitted for Capstone courses or other courses identified by Academic Leadership. The portfolio should be completed well in advance of the trimester of graduation. In portfolios, students explain what they know relative to course outcomes and how they gained the knowledge. In addition, they include proof of their learning such as work samples, certificates and other items of documentation. Once the portfolio is completed, the material is submitted to a faculty evaluator. If the knowledge explained and documented is judged to be equivalent to that of students achieving a "C" or better in the course for which credit is requested, credit is awarded. If the student does not demonstrate equivalent knowledge, credit may be denied or delayed pending satisfactory completion of specific learning objectives.

### Proficiency Examination Credit

Arrangements for proficiency examinations or portfolio credit should be planned early in a student's career with the student's Academic Advisor. Proficiency examinations (CLEP, DSST or FUPE) should be completed at least one trimester prior to the term in which the student expects to receive a degree. Portfolio credit submissions will not normally be arranged during the trimester in which the student intends to graduate. A student must take proficiency examinations (CLEP, DSST or FUPE) a minimum of three weeks prior to graduation but there is no guarantee that scores will be available in time. The Learning Commons Testing Center staff is not able to help with the retrieval of CLEP or DSST scores.

College credit alternatives including CLEP, DSST, FUPE, Excelsior College, and/or Portfolio Credit may be used in any combination to accumulate a maximum of 32 credit hours toward the associate's degree or 84 credit hours toward the bachelor's degree. Credit awarded through proficiency examination or portfolio evaluation does not reduce the hours required toward residence.

The Learning Commons staff and the Academic Advising staff serve as the main source of information to students. Current information and registration forms must be obtained from these sources prior to scheduling any examinations. All proficiency examinations may be scheduled through https://www.franklin.edu/current-students/learning-support/testing/proficiency-testing.

Students are not eligible to take a proficiency examination or to submit for portfolio credit in a course in which they have received a failing grade or a "W," or if it is during or after the second week of a course in which they are currently enrolled. Proficiency examinations and portfolio credit are graded on a Pass/No Credit basis. Students will receive credit only once for an equivalent course, proficiency examination and/or portfolio credit.

A non-refundable fee is charged for any proficiency test or portfolio assessment and must be paid prior to the examination or submission. However, students may cancel prior to the test date. CLEP, DSST and FUPE credit applied to University programs may not transfer to another institution.

# EXPERIENTIAL LEARNING

Experiential Learning is a unique learning experience that integrates academic studies with practical work experience (e.g., Internships, Practicum, Field Experiences, Student Teaching, Service Learning, etc.). To qualify, students must have the minimum GPA required of their major area of study. Grading will be on a letter grade or Pass/No Credit basis.

## Types of Experiential Learning

**Practicum**: A partnership between students, institutions of higher education, and employers that allow a student to observe and document how working professionals perform their job responsibilities. Students will participate to a limited extent in performing tasks under supervision by professors and on-site staff.

**Field Experiences**: A partnership between students, institutions of higher education, and employers that formally integrate students' academic study with work or community service, specifically in license preparation programs such as education and social work. Students are usually given specific assignments or tasks to complete under supervision. Time in the field is tracked closely and will be audited through evidence submitted by the field partner.

**Internships**: A partnership between students, institutions of higher education, and employers that formally integrate students' academic study with work or community service. Students are given significant projects or responsibilities to complete independently but with supervision. Performance in the internship position is evaluated both from the perspective of student's institution of higher education and the student's internship employer. Internships are generally, though not always, noted on the student's transcript. Internships may provide students with compensation in the form of wages or salaries, stipends, or scholarships.

**Student Teaching**: A partnership between students, institutions of higher education, and PK-12 educational institutions that formally integrate students' academic study with work or community service. Students are given a classroom to lead independently but with supervision. Performance in the student teaching position is evaluated both from the perspective of the student's institution of higher education and the student's educational institution. Student teaching is noted on the student's transcript.

**Service Learning**: A partnership between institutions of higher education and community organizations designed to integrate the student's academic study with meaningful community service and reflection to enrich the learning experience, teach civic responsibility, foster the development of a sense of caring for others, and strengthen communities. Service learning experiences are typically embedded within specific courses to allow the subject matter to be integrated on a practical level.

**Individualized Courses**: During your time at the University, students may find that they want to explore an academic opportunity that is not available in the predefined courses.

An Individualized Course (e.g., Independent Study, Directed Study, on-site work experiences, etc.) is individual study involving informal and/or formal (online and/or face-to-face) conferences between an instructor and a student. This might be an interdisciplinary investigation, an arts practice or performance study, or a field research project (not intended to provide credit for paid work).

An Individualized Course allows students in good academic standing to

1. Pursue a more in-depth and comprehensive study of a specific not available in the major, not a part of the general curriculum or specific program, or not covered in a regular course,
2. Extend study in areas previously taught,
3. Take a version of a course that will not be offered again before a student graduates, or
4. Satisfy the requirements for a degree, program, or major (e.g., meet a pressing graduation requirement, meet a core requirement in a teaching major or professional program, etc.).

To qualify for an Individualized Course, you must establish the project, contact your academic advisor and/or faculty sponsor, and submit an initial petition to your advisor and/or sponsor for review. Review the complete guidelines for Individualized Courses, and speak with your advisor and/or sponsor to find out if this project is a good fit for you.

To register for an Individualized Course, students must have the minimum GPA required of their major area of study, and must complete an Individualized Course Proposal with the assistance and approval of an academic advisor and/or faculty sponsor. Normally, only full-time faculty will conduct Individualized Courses. Grading will be on a letter grade or Pass/No Credit basis; changes are not permitted once approval has been given by the supervising faculty member. The complete and final proposal must be submitted for approval to the supervising advisor and/or faculty (or designee) no later than the end of the week before the class session begins. It is expected that the student taking an Individualized Course will commence and complete that course within the time frame for the academic term in which the course is being taken or time frame set by the advisor and/or faculty sponsor.

# EVALUATION OF INSTRUCTION AND SERVICES

To assure the University's commitment to providing students with a quality education, the University assesses student learning on an ongoing basis and uses the results to make changes as part of the University's goal of continuous quality improvement. The University measures outcomes specified within each program, as well as University-wide general education outcomes. (See the individual degree program and Major pages for Outcome Maps.) Assessment methods may include assessment of student assignments and projects by internal and external evaluators, examinations, as well as surveys of students, alumni, and employers. Each academic program files an annual assessment report, which is available for review upon request.

# ASSESSMENT

Students are given an opportunity to anonymously evaluate their courses, instructors, and services for students near the end of each course. Completed student evaluation forms are forwarded to faculty only after final grades have been submitted to the Registrar's Office. Evaluation results are shared through newsletters and other communication channels.

# IN-CLASS COMMUNICATION

## Communication Policy

It is recommended that students should plan to communicate with the professor and with other classmates regularly throughout their courses at Franklin University. This can be done with a variety of engagement tools in the course (e.g., Meet, Discuss, etc.). For individual issues, students should contact the professor directly by email or telephone. Email and telephone messages will normally be answered within 48 hours. Students should use their Franklin University email accounts when sending email messages or assignments to the professor.

## Virus Policy

All email sent to University faculty is automatically scanned for viruses. Messages that contain attachments found to be carrying viruses are deleted with notification sent to the sender only. The professor is not notified that a message was sent and subsequently deleted. It is the student's responsibility to ensure that a virus-free assignment is delivered on time to the professor. An email assignment is considered late if the professor does not receive it by the assigned time and date, even if the University's email servers automatically block that assignment. All assignments submitted using the class Submit tool are automatically scanned for viruses.

Assignments that are found to be carrying viruses will not be accepted. A message will notify the student that a virus was found in the uploaded file and to check the file and try again. It is the student's responsibility to ensure that a virus-free assignment is delivered on time to the class Submit tool. An assignment is considered late if not received by the assigned time and date, even if Franklin's server automatically blocks that assignment.

## Submission and Return Policy

Assignments must be submitted to the professor by 11:59 pm EST on the due date indicated. Assignments may be accepted late but will receive a grade penalty based on the following chart: The professor, at his/her sole discretion, may choose to amend this policy in certain cases to accommodate extenuating circumstances.

Professors will return assignments submitted for grading within 5 days of the due date.

| Assignment Due Date | Maximum Grade (% of total possible points) |
|---------------------|---------------------------------------------|
| 1 day late | 90% |
| 2 days late | 80% |
| 3 days late | 70% |
| Greater than 3 days | No Credit |

# TUITION & FEES

Franklin University recognizes that educational expenses can be a significant factor in the decision to attend college. The University strives to maintain affordable tuition. In addition, the University provides many support services to students at no additional cost, and offers structured payment options within a trimester to help students manage their financial obligations.

The University accepts all tuition and fees with the understanding that the student, in becoming obligated for such tuition and fees, agrees to abide by all University policies and regulations, whether or not display in this Academic Catalog, and by any decisions of the administration and faculty regarding the student's status at the University. Although every effort is made to provide accurate and up-to-date information on educational costs and fees, the University reserves the right to change its tuition, fees and charges as economic conditions warrant. Students who fail to pay their financial obligation to the University when due are considered delinquent and may be dropped from classes. Delinquent students may also receive account restrictions and will not be permitted to make enrollment changes in the current trimester via Self-Service or enroll in future trimesters until the delinquency is resolved.

Past-due balances for the current trimester must be paid by cashier's check, eCheck (ACH), money order, MasterCard®, VISA®, American Express® or Discover®. Personal checks will not be accepted for past-due balances. It may take 24-48 hours for account restrictions to be lifted, after the delinquency has been resolved.

# FRANKLIN TUITION & FEES

## Undergraduate Costs

| 2020 - 2021 TUITION | COST PER CREDIT |
|---|---|
| Standard tuition | $398 |
| Current service members | $250 |
| International students | $526 |

| FEE TYPE | COST |
|---|---|
| Franklin University Proficiency Examination (FUPE) ($40 per credit hour attempted) | $40 - $160 |
| College Level Examination Program (CLEP) (CLEP examination fee: $89; administration fee: $20 - $50) | Examination fee plus administration fee |
| DSST (examination fee: $85; administration fee: $20 - $50) | Examination fee plus administration fee |
| Prior Learning Portfolio evaluation per credit hour requested | $50 |
| Placement test retake | $15 - $30 |

| OTHER FEES AND CHARGES | COST |
|---|---|
| Initial processing fee (non-refundable) | $25 |
| International students application fee | $40 |
| Insurance (F-1 international students) | $100/month |
| Graduation application fee (non-refundable, non-transferable) | $65 |
| Graduation application late fee (non-refundable, non-transferable) | $100 |
| Late payment fee for deferred tuition reimbursement plan | $100 |
| Returned check processing fee | $25 |
| Cost of collection of past due balances fee | Actual costs incurred |
| E-Textbook optional charges | Varies by course |
| Proctoring fees - courses with proctored exams require an approved proctor | Varies by course and by proctoring location, $0-$50 |
| Health Information Management internship and screening fee (required for PPE) | $150 |

Estimate your undergraduate educational costs with our Net Price Tuition Calculator. For more accurate out of pocket

costs, subtract room and board estimates. Franklin University serves primarily working adults and does not offer on-campus housing.

For information on tuition refunds, please see the Tuition Refund Policy page.

## Graduate Costs

| 2020 - 2021 TUITION | COST PER CREDIT |
|---|---|
| Standard tuition per credit hour | $670 |
| Current service members | $536 |
| Graduate Prerequisite Courses (500 level) | $398 |

| OTHER FEES AND CHARGES | COST |
|---|---|
| Application fee (non-refundable) | $30 |
| Insurance (F-1 international students) | $100/month |
| Graduation application fee (non-refundable, non-transferable) | $85 |
| Graduation application late fee (non-refundable, non-transferable) | $100 |
| Course instrument fee (See Psychology course descriptions for specific fee per course) | $10 - $55 |
| Late payment fee for deferred tuition reimbursement plan | $100 |
| Returned check processing fee | $25 |
| Cost of collection of past due balances | Actual costs incurred |
| E-Textbook optional charges | Varies by course |
| MSN background check and clinical/practicum screening fee | $150 |
| Clinical course fee (NURS 700, NURS 701, NURS 702, NURS 703, NURS 790) | $250 per course |
| MSN-FNP background check (NURS 703) | $80 |
| Proctoring fees - courses with proctored exams require an approved proctor | Varies by course and by proctoring location, $0-$50 |

For information on tuition refunds, please see the Tuition Refund Policy page.

## Doctorate Costs

| 2020 - 2021 TUITION | COST PER CREDIT |
|---|---|
| Standard Tuition | $748 |

| OTHER FEES AND CHARGES | COST |
|---|---|
| Application fee (non-refundable) | $50 |
| Graduation application fee (non-refundable, non-transferable) | $150 |
| Graduation application late fee (non-refundable, non-transferable) | $100 |
| Late payment fee for deferred tuition reimbursement plan | $100 |
| Returned check processing fee | $25 |
| E-Textbook Optional Charges | Varies By Course |

For information on tuition refunds, please see the Tuition Refund Policy page.

# TUITION REFUNDS

## Tuition Refund on Course Withdrawals

All students who wish to withdraw from a course for which they have registered must submit an Add/Drop Form to the University, complete the drop online via Self Service, or contact their Academic Advisor. When current students withdraw from one or more courses, tuition is refunded in compliance with state and federal regulations based on a graduating scale relative to the time of the drop/withdrawal and the length of the course. The Standard Refund Schedule applies to all

students unless the student resides in a state whose laws mandate a refund schedule that differs from the University's.

The University recognizes that students can sometimes only make the decision about the suitability of a given course by participating in that course. The refund schedule is designed to provide a full refund to the student provided the student drops the course immediately after attending a face to face class meeting or after participating in the first week of an online class offering. For all courses, the "immediate" requirement is met provided the course is dropped prior to midnight EST the Sunday before the second week of class.

Franklin Refund Table

**Time Period for Refund to be Processed**:  Students who submit an Add/Drop Form will receive a refund no later than 30 calendar days after submission of the written withdrawal notice.

**Tuition Appeal Process**:  The university understands unexpected events may occur that prevent a student from completing academic course work. In recognition of this, the University may consider appeals for reductions of tuition charges.

Appeals are only considered for situations in which events affecting enrollment are non-recurring, catastrophic or life-threatening in nature, and beyond the student's control. Students should contact their Academic Advisor to discuss their particular circumstances.

Appeals will be considered up to 30 days following the first day of the next trimester. Appeals received after this will not be given consideration. An approved appeal serves as a one-time exception. Appropriate documentation will be required for committee review. Examples of appropriate documentation may include insurance claims, medical records, military orders, or obituaries.

The University reserves the right to deny an appeal. Students may be required to meet with their Academic Advisor prior to re-enrolling following an approved appeal.

**Refund Policy**:  In compliance with Section 668.22 of the Code of Federal Regulation, current students who prepay all tuition and fees and subsequently withdraw will receive a refund percentage of their tuition based on the date that the Add/Drop Form is submitted.

Refunds from Financial Aid Accounts:  Students who receive Federal Title IV funds are subject to the refund and repayment policies as outlined on www.franklin.edu/finaid. Official disbursement schedules are published on the University website.

Refunds will be issued from University only if your account is paid in full and has a credit balance due to funds that may be refunded. A credit balance will show on your student account online, available through Self Service. Any existing credit balance that you are eligible to receive will be refunded within 10-14 days of the refund entry posting to your student account.

If your file is under review for Return to Title IV Funds, all refunds will be held pending completion of the review. For more information about this process, please contact the Financial Aid office.

Some credit balances are due to funding sources that do not allow refunds. In these cases, the credit balance will be sent back to the original funding source.

Schedules are updated annually or as mandated by law. Refund schedules may vary by state of residence; those specific states whose laws mandate a refund schedule that differs from the University's standard schedule are published in separate schedules.

Some credit balances are due to funding sources that do not allow refunds. In these cases, the credit balance will be sent back to the original funding source.

Parent Plus Loan refunds will be mailed to the parent's address of record, unless the parent elected for it to be sent to the students.

# PAYING FOR YOUR EDUCATION

## Student Information

When students register for classes, they receive a statement of tuition and fees. Tuition and fees for all students are due by the first day of class unless the student has enrolled in an installment payment plan or deferred tuition reimbursement plan. Students may enroll in an installment payment plan and/or make payments via Self Service. The University accepts eChecks (ACH), MasterCard®, VISA®, American Express® and Discover® credit card payments. A non-refundable convenience fee equal to either 2.75% (domestic cards) or 4.25% (international cards) of the payment amount will be charged for payments made via credit card.  Students whose tuition and fees are not paid in full, and who are not enrolled as a Pending Financial Aid recipient, or in an Installment Payment Plan, Deferred Tuition Reimbursement Plan, or as beneficiary of a Direct Company Billing arrangement, may be assessed a 1.5% interest charge on account balances older than 7 days. Interest charges will continue to accrue monthly until all balances are paid in full. Students receiving interest charges will be sent a monthly statement showing items posted to their account.

NOTICE OF INTEREST DISCLOSURE: Upon enrollment, the student agrees to all terms and conditions of Franklin University's

policies of tuition and fees payment. Tuition and fees for all students are due by the first day of class unless enrolled into the deferred tuition reimbursement plan or a payment plan. Students whose tuition and fees are not paid in full within 7 days following the first day of class, and who are not enrolled as a Pending Financial Aid recipient, or in an Installment Payment Plan, Deferred Tuition Reimbursement Plan or as beneficiary of a Direct Company Billing arrangement, may begin to receive finance charges at a rate of 1.5% per month, or 18% per annum.

# PAYMENT OPTIONS & ADDITIONAL INFORMATION

## Installment Payment Plans

Students who will personally pay for any portion of their tuition and fees, and are unable to pay their entire balance prior to the first day of class, are encouraged to enroll in an installment payment plan to avoid delinquency.  The installment payment plan allows students to make scheduled payments throughout the trimester.

Enrollment to an installment payment plan must be completed through the students Self Service account each trimester. Enrollment is available throughout the trimester, however, interest charges (18% APR) may be posted on outstanding tuition balances if enrollment is more than 7 days following the first day of class. These interest charges are the responsibility of the student.

## Deferred Tuition Reimbursement Plan

Students receiving employer tuition reimbursement are encouraged to participate in Franklin University's deferred tuition reimbursement plan to avoid delinquency. The employer tuition reimbursement plan defers tuition payment until after the current trimester final grades are processed. To take advantage of this plan, students should obtain the application from their Self Service website and obtain the proper authorization from their employer. The application must be submitted each trimester. Applications are accepted throughout the trimester, however, interest charges (18% APR) may be posted on outstanding tuition balances if the application is submitted more than 7 days following the first day of class. These interest charges are the responsibility of the student.

## Direct Company Billing

Many students attending the University participate in tuition reimbursement plans sponsored by their employers. Some students are reimbursed by their employers upon receipt of each trimester's grades (see "Deferred Tuition Reimbursement Plan"), while other employers pay the University directly for the student's tuition. Employers interested in participating in direct payment plans should contact the University Business Office for further information.

## Anticipated Financial Aid

Students may be able to receive financial aid to help finance their education. Financial aid for which a student is eligible, but has not yet posted to their account, is considered to be "pending financial aid".

The University disburses financial aid at scheduled intervals during the current term. It is important that financial aid recipients understand the scheduled disbursement dates, and fulfill the requirements necessary to ensure that financial aid will be posted to their account on the scheduled disbursement date. Enrolled students are personally obligated to the University for their tuition and fees. Therefore, it is also important that financial aid recipients understand how changes in their enrollment will affect, including the possible reduction of, their financial aid eligibility.

Because anticipated aid is not a method of payment, it is possible that the University may consider a student's account status to be delinquent if sufficient financial aid is not available to be posted to their account on the scheduled disbursement dates.

Students with a delinquent account status will be dropped from future term classes and receive account restrictions that prohibit them from adding or dropping classes until the delinquency is resolved. To avoid account delinquency, it is important that students take action to ensure the receipt of sufficient financial aid when it is scheduled to post to their account. If a student's financial aid will be insufficient to fully cover their financial obligation to the University, they are encouraged to enroll in an installment payment plan.

## Non-Payment Outcomes

The University offers the payment options referenced above for the convenience of students – yet it remains the responsibility of every student to ensure payment of all tuition and fees within the trimester the charges were incurred.  Students who fail to pay their financial obligation to the University when due are considered delinquent and may be dropped from classes. Delinquent students may also receive account restrictions and will not be permitted to make enrollment changes in the current trimester online or enroll in future trimesters until the delinquency is resolved.  The University partners with third-party collection agencies to secure delinquent payments and/or secure payment arrangements.  When such measures are necessary for student account balance resolution, the student will be responsible for paying the collection firm's fees which may be up to 33.3% of any delinquent balance.

## Financial Aid

The purpose of financial aid and scholarships is to supplement you and your family's contributions toward the cost of

education. Franklin University Financial Aid office administers a variety of grants, loans, scholarships and part-time employment to assist you in financing your education.

All information is subject to change because of congressional action, changes in federal regulations and/or Department of Education guidance or changes to institutional policies and procedures.

**Franklin University**
www.franklin.edu/finaid
201 S. Grant Ave.
Columbus, OH 43215-5399
Telephone: 614.797.4700, Toll-free: 877.341.6300
Fax: 614.255.9478
email: finaid@franklin.edu
Hours: Mon. - Thurs.: 8 a.m. - 6 p.m.,
Fri.: 8 a.m. - 5 p.m.

# STUDENT AFFAIRS

The Department of Student Affairs is dedicated to student persistence and success. Upon registration, each student is assigned to an Academic Advisor who serves as a resource and primary point of contact. Utilizing a student-centered approach, Academic Advisors serve as academic coaches and focus on identifying barriers and addressing these through proactive engagement while celebrating milestones throughout a student's educational journey.

Some of the services provided by an Academic Advisor are:

- helping students set educational and career goals
- reviewing students' academic progress
- creating a personal education plan
- connecting students with other University departments and resources

# DEPARTMENT OF STUDENT AFFAIRS RESOURCES

## FIAT

As an institution of higher learning, the University maintains high standards and expectations for behavior, respect and civility of each member of our academic community. The mission of the Franklin Intervention and Awareness Team (FIAT) is to serve as the centralized resource and advisory body to address problem behaviors of members within the university community.

This team facilitates the sharing of information and provides oversight of prevention and intervention programs, policies and services by creating a shared understanding and language of patterns and trends of behavioral problems that occur across the university.

Primary objectives of the teams include, but are not limited to:

- promoting the health and safety of all members of the University community;
- creating an environment where development, education, prevention and intervention are fostered and encouraged;
- proactively identifying and responding to patterns or trends of inappropriate behavior; and
- promoting and facilitating a culture of reporting.

Reporting incidents or concerns can be completed by emailing advocate@franklin.edu. Anonymous reporting of an incident or concern can also be completed at http://www.lighthouse-services.com/franklin.

## Community Standards

The mission of Franklin University (referred to here as "the University"), is to provide high quality, relevant education enabling the broadest possible community of learners to achieve their goals and enrich the world. To achieve this, the University provides educational experiences that enhance intellectual abilities and career development. The University's Community Standards are designed to promote the educational mission of the University and to encourage respect for the rights of others. All students have responsibilities as members of the University community and are expected to uphold and abide by certain standards of conduct embodied within a set of core values that include honesty and integrity, respect for others, and respect for campus community. The general principles stated below identify University expectations regarding personal conduct and are the principles that shape the regulations and practices outlined in these Community Standards.

- **Honesty and Integrity**: Personal integrity is expected of all community members in all aspects of community life, both in and outside of the classroom. University students are expected to exemplify honesty, integrity and a respect for truth in all of their interactions.
- **Respect for Others**: Community members are encouraged to treat all people with respect without regard to age, religion, race, ethnicity, color, national origin, ancestry, immigration status, sex, sexual orientation, gender identity or expression, marital or familial status, disability, or veteran or military status. Such respect for one another promotes free and open inquiry, independent thought and mutual understanding.
- **Respect for the Campus Community**: It is in the common interest to protect both University property and the private property of all members of the community.

The Community Standards process is not intended to be a punitive process for students. The focus of Community Standards is to protect students and the campus community. By a student's voluntary attendance at the University, they agree to comply with University regulations. As responsible adults and representatives of the University, students are accountable for their actions both on and off campus. Membership in the Franklin University community does not provide immunity from the laws and standards of local, state or national jurisdictions. The University may advise appropriate officials of violations of civil or criminal law committed on campus.

Reporting incidents and concerns to the Office of Community Standards can be completed by emailing advocate@franklin.edu. Complete Community Standards/Student Code of Conduct policies and procedures, including resources for filing reports, grievances and appeals can be found at:

For information regarding the Academic Integrity Policy, please refer to the Academic Information/Policy section.

## Office of International Students & Programs (OISP)

The Office of International Students and Programs (OISP) supports international students in the USA and abroad in their educational journey by facilitating a learning environment that empowers international students to make the most of the American educational experience.

U.S. Citizenship and Immigration Services (USCIS) defines an alien as "any personal not a citizen or national of the United States" (2015) and a nonimmigrant as "an alien who is admitted to the United States for a specific temporary period of time" (2015), including students, visitors, and temporary workers. Nonimmigrants within the United States and foreign nationals outside the United States at Franklin University are considered international students and are served in numerous capacities through the Office of International Students and Programs.

The office strives to enhance the experiences of international students at Franklin University by providing advocacy, immigration, cultural, and programmatic support from application through graduation. This includes:

- Assisting international students pursuing admission to University programs
- Guiding international students in the pursuit of their personal, academic, and professional goals
- Advising F-1 students on current immigration issues within SEVP guidelines to include work authorization
- Facilitating personal and intercultural development and transitions that occur while studying in an American program
- Supporting Global Programs implementation, admissions, registration, account management, and logistics
- Supporting the university's goals and vision surrounding comprehensive internationalization domestically and abroad.

## Accident & Illness Insurance

Franklin University does not provide health insurance to domestic students. Health insurance coverage is required for all international students in F-1 status. Insurance premiums are billed automatically to the student's tuition account upon registration for courses. A waiver of this health insurance coverage may be granted to students who meet the waiver requirements and submit the waiver petition and documentation to the insurance broker by the beginning of each term. Students taking a vacation trimester are strongly encouraged to continue insurance coverage by completing a bridge application. Spouse and dependent coverage is also available for purchase from the insurance broker. Forms and additional information regarding this insurance requirement may be obtained from the Office of International Students and Programs. More information is available at: https://www.franklin.edu/current-students/international-students/living-us/accident-illness-insurance

## Disability Services

The University recognizes the needs of students with disabilities and is committed to the provision of services that ensure equal educational opportunities and access. All University buildings are handicap accessible. Handicap parking is available throughout the campus and provides access to all University facilities.

The Office of Disability Services offers services to meet the needs of students with physical, mental and/or learning disabilities. The Disability Services Coordinator provides guidance, coordinates support services, serves as a resource to faculty and makes individual referrals when appropriate. Some of the support services available include special test arrangements, note taking assistance, readers for exams, and interpreting services.

Medical, psychological and/or educational documentation is required for review prior to the use of these services. All records on file are strictly confidential. It is the responsibility of the students to contact the Office of Disability Services to discuss the types of assistance that will best meet their individual needs. Specific programs or courses may have particular policies that may be obtained from your Academic Advisor. Please visit https://www.franklin.edu/about-us/policy-information/disability-services.

Any questions can be emailed to accommodate@franklin.edu for more information.

## Math Policy for Students with Physical or Learning Disabilities

Students with properly documented disabilities will be identified through the Office of Disability Services. The Disability Services Coordinator will meet with the student and provide an overview of the available services. The student will take the University's mathematics placement test with accommodations to fit the student's disability, as determined by the Office of Disability Services in cooperation with the Mathematics Department. The student will then be placed into a class and will receive appropriate accommodations for the disability. Accommodation may include one or more of the following: testing in the Learning Commons Testing Center, extended time for testing, a test reader, or modification of the requirements of the course by the instructor with the approval of the Mathematics Lead Faculty.

If the student fails the math course one time, he or she will meet with the Mathematics Lead Faculty to discuss alternatives such as repeating the course or taking an alternative Math course. Substitutions for course requirements in the major will have to be approved by the appropriate Program Chair.

## Process for Student Concerns

The University expects the highest standards of behavior and conduct of each member of the campus community. In some instances, missteps occur that are detrimental to maintaining honesty and integrity, respect of others, and the respect of the campus community. The University Student Grievance Process is an administrative process designed to provide a way for a member of our campus community to identify instances that disrupt the academic community and request a formal review.

A grievance is a complaint, accusation, or concern a member of the campus community has about their experiences with one or more individuals in the campus community, or by the University as a whole. It may involve a one-time occurrence, a pattern of experiences that has had a negative impact on a community member's experience with Franklin, or a basic decision made in the normal course of operations that the student believes was made capriciously or has a disparate impact on the student relative to others.

The formal Grievance Process is facilitated by the Department of Student Affairs and should be initiated only after efforts to resolve issues directly are exhausted. The Office of Community Standards takes leadership of the Grievance Process and facilitates the initial review and determines the outcome of the investigation. Any member of the campus community may initiate the Grievance Process by submitting a completed Grievance Form with appropriate documentation.

The complete overview of the Student Grievance Processes and Grievance Form can be found at www.franklin.edu/community-standards. Anonymous reporting of an incident or concern may be completed through Lighthouse at www.lighthouse-services.com/franklin.

## Student Organizations

Student organizations are an excellent way to extend learning beyond the classroom, meet fellow students, and make valuable professional connections. Leadership, planning and team building are just some of the essential skills sets that students can learn and execute through organization involvement. For a list of current student organizations at Franklin, please contact the Office of Student Life at: Studentlife@franklin.edu.

## Safety & Security Services

The Department of Safety & Security Services is committed to creating a safe and secure campus for all students, faculty, staff, and visitors. The Department collaborates with various stakeholders to provide professional and effective programs, services, and education designed to positively contribute to the University's overall mission, while promoting safety and security. For information relating to the safety and security services, and to view Franklin's most recent Annual Security Report, please visit http://www.franklin.edu/student-services/ safety-and-security-services/.

## Counseling Services

The University is committed to the holistic success of our students. To this end, the following resources are recommended to students who need assistance with life issues beyond the scope of the services provided by the University.

Alcohol, Drug, and Mental Health Board of Franklin County (http://adamhfranklin.org/) Substance Abuse & Mental Health Services Administration

U.S. Department of Health and Human Services (SAMHSA) (http://findtreatment.samhsa.gov/)

Screening for Mental Health (http://mentalhealthscreening.org/)

University Resource Guide: (https://www.franklin.edu/sites/default/files/Franklin%20University%20Resource%20Guide.pdf)

## New Student Orientation

New Student Orientation is highly recommended for all students prior to starting their first course. NSO prepares students for their first term by providing an overview of policies, resources, and information necessary to be successful in higher education and at Franklin University. Upon registration, students will be provided with instructions on how to access and complete the orientation.

# ADDITIONAL INFORMATION

## Student Information

Information for Franklin current and prospective students is available in the lobby of the Paul J. Otte Center for Student Services, 331 East Rich Street, Columbus, Ohio. Information is also available on our website at www.franklin.edu.

# STUDENT ADMISSION

The undergraduate, open admissions policy reflects the University's mission as a student-centered, nonprofit, independent institution providing high-quality, and relevant education enabling the broadest possible community of learners to achieve their goals and enrich the world. Prospective students are encouraged to visit the university's website, www.franklin.edu, to learn more and connect with a representative. Individuals interested in admission to the University should complete the free online application available at the website.

# ADMISSION REQUIREMENTS

A student who meets at least one of the following criteria is eligible for admission as a degree-seeking student:

- Has provided official documentation of graduation from an accredited high school or its equivalent (see Documentation Required below), or
- Has an associate, bachelor or master's degree from a regionally accredited institution of higher education, an institution recognized as a candidate for accreditation, or an institution recognized by the Council of Higher Education Accreditation

## Admission Process

Admission procedures should be started early to maximize scheduling options and financial planning. (See the "Recommended Application Completion Dates" section).  The following procedures apply to all undergraduate  applicants seeking admission as degree seeking students:

1. Complete an application for admission and forward it along with an official high school transcript or an official test score report (such as GED or HiSet score) (see "Admission Requirements").  Students who have already received an associate or a bachelor's degree do not need to have a high school transcript on file.
2. Forward all official transcripts directly from the attended institution(s) to Franklin University, (see "Transfer Student Guidelines" if necessary).
3. After all required, official transcripts have been received by the University and any required placement tests completed, arrange an appointment with an Undergraduate Admissions Advisor by calling toll free 1.877.341.6300, or by visiting the Paul J. Otte Center for Student Services (located on the Main Campus in downtown Columbus), or by contacting a University representative at any of Franklin's other locations.

Applications will not be considered complete for any student who is officially classified as degree seeking until all required, official transcripts are received and placement tests completed (see specific requirements in the "Placement Testing" section), and will therefore be unable to register for courses. Students who have applied but not enrolled within one calendar year must complete a new application for admission and may need to request transcripts to update their records.

## Documentation Required

1. Documentation of high school graduation or equivalence - required for applicants who are transferring fewer than 24 semester hours that apply towards a degree.
2. If the student has transferable hours of 24 credit hours or more from a U.S. regionally accredited institution of higher education, then they will not have to provide a high school diploma or equivalence. Acceptable forms of documentation of high school graduation or high school equivalence for undergraduate admission must include one of the following:
    - Official high school transcript listing the date of graduation
    - Official GED certificate
    - Official documentation of having passed a State High School Equivalency examination
    - Official documentation of a home school completion certificate/transcript
    - Official transcripts from all educational institutions (college, universities, professional schools, etc.) attended

A student classified as degree seeking will not be permitted to register for courses in their initial term of registration until unofficial domestic transcripts or official transcripts are received and placement tests, if needed, are completed (see specific requirements under "Placement Testing"). Official transcripts must be received and evaluated before registering for the second term.

## Recommended Application Completion Dates

Franklin University accepts applications for admission on a rolling basis throughout the calendar year, and students may select from several dates each semester to begin coursework.

To ensure a strong, successful start at Franklin, there are several steps to complete, including submission of an application online, the submission of official transcripts from previously attended institutions, the identification of financing options, completion of placement testing (for students not transferring in any college-level credits), a registration appointment to select courses and completion of our online orientation program.

To be certain that students have enough time to complete all steps necessary to begin classes when desired, application to Franklin University should be completed several weeks in advance of the intended course start date. Meeting these recommended dates helps students to maximize their scheduling options based on their preferences and personal schedules and to have adequate time for appropriate financial planning.

Franklin recommends that the admission application process be completed at least 4-6 weeks in advance of the student's intended course start date. Applications are not considered complete until all required transcripts have been received. Once the application is complete, a first-term registration appointment will be scheduled with an Undergraduate Admissions Advisor. Meeting with an Admissions Advisor provides the student with the opportunity to select first trimester courses, get final questions answered, and start the Franklin Experience in the best way possible. This is a required meeting for new students. Additionally, each new student must complete an online, one-hour New Student Orientation soon after they register for classes, and at least three days prior to the start of the first course.

While meeting the recommended completion dates is not required, it is important to allow enough time to complete all required activities to begin courses on the date that best meets the student's individual needs. Franklin University's accelerated curriculum may require additional preparation in advance of the first class meeting. Please review the recommendations below. To explore all options for registration and course start dates based on individual needs, contact admissions@franklin.edu.

These start dates are preferred for new students because they provide the opportunity to maximize course selections, financial aid, and credits for the term.

| PART-TIME (6 - 11 SEMESTERS HOURS) | COMPLETE THE APPLICATION PROCESS | REGISTER FOR CLASSES | CLASSES BEGIN |
|---|---|---|---|
| Fall 2020 | August 10 | September 7 | September 28 |
| Spring 2021 | January 4 | January 18 | February 15 |
| Summer 2021 | March 29 | April 19 | May 17 |

| FULL-TIME (12+ SEMESTER HOURS) | COMPLETE THE APPLICATION PROCESS | REGISTER FOR CLASSES | CLASSES BEGIN |
|---|---|---|---|
| Fall 2020 | July 6 | July 27 | August 17 |
| Spring 2021 | November 30 | December 14 | January 4 |
| Summer 2021 | March 29 | April 19 | May 17 |

## English Language Proficiency Requirements

Prospective students must demonstrate English language proficiency. The requirement is met through any of the following:

- The applicant is a citizen of a country where English is the official language.*
- The applicant has received a bachelor's degree (or higher) from an institution located in an English-speaking country in which the courses were taught in English.*
  - The applicant has successfully completed Franklin University's English at a Second Language (ESL) courses at the High-Intermediate level with a score of at least 75%. Students receiving a score lower than 75% are eligible to take Accuplacer ESL exam suite to appeal.

*Students admitted conditionally will be required to successfully complete ESL 092 (Intensive American English for Business) before beginning their program. Students in Global programs with scores below the level required for conditional admission may be placed into a developmental series of ESL courses available through their home university and then retested.

| TOEFL | IELTS | ACCUPLACER ESL | CAMBRIDGE ENGLISH SCALE |
|---|---|---|---|
| Reading 15/30 | Reading 5.5 | Reading 85 | Reading 160 |
| Writing 15/30 | Writing 5.5 | Writing 4 | Writing 160 |
| Listening 15/30 | Listening 5.5 | Listening 85 | Listening 160 |
| Speaking 15/30 | Speaking 5.5 | Sentence Meaning 85 | Speaking 160 |
| Total:  60 (IBT) | Overall:  5.5 | Overall:  259 | Overall:  160 |

Students applying for admission to undergraduate programs to be attended from outside the U.S. or offered through Global Partnerships must submit official English proficiency scores from one of the approved exams: TOEFL, IELTS, Cambridge English, or Accuplacer ESL. Minimum overall and subsections, listed in the table below, must be met.

| TOEFL | IELTS | ACCUPLACER ESL | CAMBRIDGE ENGLISH SCALE |
|---|---|---|---|
| Reading 20/30 | Reading 6.5 | Reading 100 | Reading 180 |
| Writing 20/30 | Writing 6.5 | Writing 5 | Writing 180 |
| Total:  79 (IBT) | Overall:  6.5 | Overall:  105 | Overall:  180 |

**ACCUPLACER Assessments for Admission:**

- Prospective students may demonstrate English language proficiency through the ACCUPLACER ESL® examinations administered by Franklin University. The ACCUPLACER ESL® suite of examinations are internet-based, computer-adaptive assessments designed to properly assess students' English language competencies.
- Testing fees and any related administrative or proctor fee will be assessed for the administration of the ACCUPLACER examinations. Students are also responsible for all fees incurred for retake examinations.
- Students who do not meet the minimum score requirements may retake the examination(s), but not more than twice within a two-week period. If students take the exam twice within two weeks, subsequent examination retakes will be considered only after a three-month waiting period. Passing scores will remain valid with Franklin University for a period of two years.
- All ACCUPLACER examinations must be administered by an approved proctor that meets specific criteria, as defined by our proctor expectations and Accuplacer. An alternative to finding a proctor in your area is Examity, an online proctoring service, approved by ACCUPLACER. For additional information, contact the Office of International Students and Programs.

# INTERNATIONAL STUDENT ADMISSION

U.S. Citizenship and Immigration Services (USCIS) defines an alien as "any personal not a citizen or national of the United States" (2015) and a nonimmigrant as "an alien who is admitted to the United States for a specific temporary period of time" (2015), including students, visitors, and temporary workers. Aliens within the United States and foreign nationals outside the United States who wish to apply for admission to Franklin University are considered international students and pursue admission through the Office of International Students and Programs. Please call toll-free 1.877.341.6300 or email oisp@franklin.edu.

## Documentation Required

International students must submit the following to be considered for admission to undergraduate programs:

- a completed application for admission, available at https://apply.franklin.edu.
- proof of completion of secondary education and/or official transcripts from each post-secondary institution attended. Please note: Transcripts from institutions outside the U.S. must be submitted to an approved transcript evaluation agency, a list of which is available at http://www.naces.org/members.html. Please request a course-by-course evaluation and request that the evaluation be submitted directly to the University. Transcripts from institutions within the U.S. must arrive at the University in an official, sealed envelope from the institution;
- official proof of English proficiency (see "English Language Proficiency Requirements"); and
- an international student application fee.

In addition, international students intending to enter the U.S. on an F-1 visa and/or attend the University in F-1 immigration status must submit the following in addition to all other required admissions materials:

- a financial sponsorship form signed by the student and sponsor;
- financial statements from the sponsor that demonstrate sufficient funding for the student's intended program; and
- a copy of the biographical information page of the international student's passport.

Additional funding and information will be required if the international student intends to include dependents in F-2 immigration status.

Note: Accident & illness insurance coverage is required for all international students with an F-1 visa. Insurance premiums are billed automatically to the student's tuition account. A waiver of this accident & illness insurance coverage may be granted to students who meet the waiver requirements and submit the waiver petition and documentation by the beginning of each term. Students taking a vacation trimester may elect to continue insurance coverage by completing a bridge application. Spouse and dependent coverage is also available. Forms and additional information regarding this insurance requirement may be obtained from the Office of International Students and Programs.

Individuals who are immigrants (e.g. Lawful Permanent Residents, Political Asylees, and Refugees) and wish to apply to one of the undergraduate programs at Franklin University need to contact Undergraduate Admissions for assistance at 614.797.4700, toll-free 1.877.341.6300, or via email at admissions@franklin.edu. Immigrant applicants may be required to submit documentation of legal status in the U.S.

# ENGLISH AS A SECOND LANGUAGE (ESL)

## Traditional Program

Franklin University offers three levels of English as a Second Language (ESL) instruction: intermediate, high-intermediate, and advanced. Students must present a Test of English as a Foreign Language (TOEFL) on-campus score of 450 (paper-based), 133 (computer-based), 45 (internet-based) or higher for entrance. Placement in the ESL program is based on a written essay, a reading test, and a note-taking test.

Intermediate level students enroll in an eight credit hour reading and writing course and a four credit hour listening and speaking course.

High-intermediate level students take an eight credit hour reading and writing course and a four credit hour listening and speaking course. Advanced level students take a six credit hour reading and writing course and a six credit hour listening and speaking course. They may also take one other course (for which they meet the prerequisites) for degree credit.

Credits earned in the advanced level meet the University's College Writing (ENG 120) and Speech Communication (SPCH 100) or Interpersonal Communication (COMM 150) requirements. Transfer students may apply college level ESL coursework from another institution toward free elective credit, depending on the specific major program.

## Intensive-Immersion Program

Franklin University also offers an intensive-immersion program. Students will progress through up to four levels of ESL instruction and participate in academic-community activities. There are no English proficiency requirements for admission, but students must be high-school graduates and will advance through the first three levels: high-beginning, intermediate, high-intermediate, as a cohort, and then have the option to complete an additional term.

During the first term, students will take a six-week high-beginning reading and writing course and a six-week listening and speaking course. They will also begin a sixteen-week university seminar course.

During the second term, students will take a twelve-week intermediate reading and writing course and a twelve-week listening and speaking course, and they will complete the sixteen-week university seminar course.

During the third term, students will take a twelve-week high-intermediate reading and writing course and a twelve-week listening and speaking course.

In the fourth-term, students who have successfully completed the high-intermediate courses may enroll in a fifteen-week advanced reading and writing course and a fifteen-week listening and speaking course. Credits earned in these courses meet Franklin University's College Writing (ENG 120) and Speech Communication (SPCH 100) or Interpersonal Communication (COMM 150) requirements. Students will also have the option to take an approved general education course during this final term of the program.

# TRANSFER STUDENT GUIDELINES

To view the full Franklin University Transfer & Articulation Manual, please visit:www.franklin.edu/getting-started/transferring-credit/policy-and-procedures/.

Applicants from institutions of higher education which are regionally accredited, accredited by organizations recognized by the Council for Higher Education Accreditation (CHEA) and/or the US Department of Education, or institutions recognized as candidates for such accreditation may be granted transfer credit based on an evaluation by the University of official transcripts from all colleges previously attended. For coursework from non-accredited institutions, the University has established a formal review process to determine transferability of credit hours on a case-by-case basis. The details of this review process can be found in the Transfer & Articulation Manual referenced above. Credit will be accepted for any college course completed with a grade of "D" or higher, including grades of "Pass" and examination credit, subject to GPA and course requirements pertaining to one's major program. "D" grades are not permitted in major area courses regardless of where the course is taken. Some majors (i.e. Accounting, Computer Science, and Financial Management) may have rules regarding the transferability of credits 10 years or older. Credit will be awarded based on subject matter, prerequisites, level and laboratory requirements.

The student should be aware that Franklin's degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

## Professional Training

Transfer credit may be awarded for courses or professional training offered through business and industry. For example, the University awards transfer credit for courses taken through the American Institute of Banking (AIB) or the Life Office Management Association (LOMA). Such credit will be awarded based on the recommendations found in The National Guide to Educational Credit for Training Programs (published by the American Council on Education), or The Directory of the National Program on Noncollegiate Sponsored Instruction. Official transcripts or original certificates of completion must be

submitted for evaluation. Nontraditional certificates may also be reviewed for consideration of credit. In addition to official transcripts or original certificates, the student must provide their Academic Advisor with a syllabus or workbook for the course, evidence of a test and the amount of time spent in class.

## Military Training

Transfer credit also is awarded for courses taken in the armed services. Such credit will be awarded based on the recommendations found in the Guide to the Evaluation of Educational Experiences in the Armed Services. Original military certificates and appropriate military records must be submitted before military credit can be evaluated. Students who are, or have been, in the military will need to submit the following paperwork for possible transfer credit:

- The Joint Services Transcript (JST) is available for Army, Coast Guard, Navy, or Marines personnel with a Basic Active Service Date (BASD) on or after October 1, 1981. Any student meeting the above criteria must submit a JST for evaluation. The JST can be requested by visiting the Joint Services Transcript System website: https://jst.doded.mil/smart/signIn.do.
- Active personnel who do not meet criteria listed above for an Joint Services Transcript (JST) must submit a DD295. Separated or retired personnel who also do not meet the requirements must submit a DD214.
- Air Force personnel must submit a transcript from the Community College of the Air Force (CCAF) for a complete military evaluation. Transcripts can be requested by visiting the CCAF website: http://www.au.af.mil/au/barnes/ccaf/.

## Transfer Deficiencies

All courses at the University are offered on a semester credit hour basis (1 quarter hour = .67 semester hour). Students may be deficient in credit hour requirements and degree components, and may fill deficiencies in the following ways (A transfer deficiency occurs when a student transfers less than the required number of credit hours for each course):

- General Education core deficiencies must be met with General Education electives.
- Business/Professional Core deficiencies may be met with Major Area electives or Business/ Professional Core equivalent credit.
- Major Area deficiencies must be met with Major Area electives.
- A student may be required to take additional University elective credits to complete the total credit hours required to earn a specific degree

## Appeals Process

A student disagreeing with the application of transfer credit by the receiving institution has the right to appeal the decision. To submit an appeal, see an Academic Advisor for guidelines and procedures. A course syllabus from the date in which the course was taken will most likely be required for an appeal regarding specific course credit. All decisions for appeals are granted by the Program Chair or Lead Faculty member.

## Additional Guidelines

- Students should review the acceptance and application of transfer credit with their Academic Advisor who may apply appropriate substitutions to major requirements in consultation with the appropriate Program Chair.
- Transfer students must meet University residency requirements (see "General Degree and Residency Requirements").
- Students who wish to declare a major program other than that designated upon entry must confer with an Academic Advisor to determine how transfer credits will apply to the new major program. If they choose to declare a new major program based on the results of that consultation, they will be bound by the requirements in effect at the time they re-declare.
- If students repeat a course equivalent to one for which they have been granted transfer credit, the transfer credit will be removed.
- All submitted transcripts become the property of the University. Duplicates of the transcripts will not be released to a student or a third party.

# PLACEMENT TESTING

New degree-seeking students may be required to take University placement tests in reading, writing, and math. Results of these tests determine the required preparatory or developmental education courses that are most appropriate for each individual's knowledge base. These are usually the first courses of enrollment because they are designed to help students succeed by strengthening academic skills and self-confidence.

## Placement Testing Process

Students are required to demonstrate reading and writing proficiency at a 9th grade level, as determined by placement tests. This must be demonstrated prior to enrolling for developmental-level courses at the University. Students placing below this 9th grade threshold will not be enrolled in University courses and will be provided resources and pathways to develop their skills. All students have the option for a placement test retake. See specific retake policies below. Students are required to pass all developmental education courses prior to enrolling in any course at the 200 level or above.

The reading and writing placement tests determine a student's first writing course. The math placement test determines the initial math course required. New degree-seeking students may waive participating in math placement testing during the admission process. If a student chooses to waive testing during the admission process and has not yet enrolled in Math 040 the student must complete testing by the end of the second registered term. If the student does not test by the end of the second registered term, the student will be required to take Math 040 or transfer in the equivalent or higher mathematics course.

Students should arrange to take placement tests through the University testing site to ensure students take the proper placement tests that will provide them the best opportunity for the highest course placement possible. Due to other Accuplacer tests available (at other institutions), it is appropriate that students take the "Franklin" branching profiles ONLY so that they can be placed in the appropriate Franklin courses. If a student has scores from a recent Accuplacer placement test taken elsewhere, those scores may be reviewed by faculty, admissions teams and testing staff. A student may still need to test using Franklin sanctioned placement tests.

ACT or SAT scores may be submitted in lieu of taking placement tests. These exams must have been taken in the past two years. The tables below list ACT and SAT placement categories.

If students are dissatisfied with their ACT or SAT score placement, they may take the placement test in an attempt to upgrade placement. Students for whom English is not their native language take the same math placement test, but separate placement tests for Reading & Writing and Listening & Speaking course placement.

Transfer students who have satisfied the University mathematics or English degree requirements at another institution are not required to take placement tests. An official transcript evaluation will determine if appropriate credit has been awarded.

Placement tests are administered year round. Admissions and Academic Advisors will advise students on the placement tests required, ACT or SAT score placement, ways to prepare for tests, and retake and/or appeal procedures.

Students may appeal placement for any test if they have reason to believe that a placement test did not give an accurate assessment of their skills. To appeal the results of placement tests, an applicant may request permission to complete a "retake" assessment, which will cover the same material, but will not be identical to the original placement assessment. Alternately, the applicant may request a holistic review of the high school transcript to determine academic preparedness for college study in lieu of retaking the placement test, if the applicant's high school graduation date is within one year of the intended matriculation term. If permission by the Admissions Advisor or Academic Advisor is granted, there is a one-week waiting period between the original and retake placement test to allow students time to review the placement study guides before re-testing. A $15 fee is assessed per test for retakes. Subsequent test retakes will be considered after a three-month waiting period. Placement scores will be valid for two years. All placement tests are arranged through the Learning Commons Testing Center.

Students are not eligible to take a placement test for a course in which they have received a "W" or failing grade, or if it is during or after the second week of a course in which they are currently enrolled.

| | ACT English/ ACT Reading | SAT | Accuplacer Next Gen Writing/Reading | Accuplacer Next Gen Writeplacer |
|---|---|---|---|---|
| **Franklin Course** | | | | |
| 9th Grade Threshold/Referral | <=13 or <=13 | < 330 | <=236 or <=236 | |
| ENG 101 - College Preparatory Writing AND PF 121 - Basic Learning Strategies* | 14-17 and 14-16 | 330-360 | 237 - 262 and 237 - 255 | |
| ENG 101 - College Preparatory Writing | 14-17 and 17-21 | 370-480 | 237-262 and >=256 [250 - 262 Writing score routed to take WP Essay(only if Reading is >=256)] | 0 - 4 |
| ENG 120 - College Writing | >=18 or >=22 | >=490 | >=263 and >=256 | 5 - 8 |

| Course | SAT Math | ACT Math |
|---|---|---|
| MATH 040 Re-Entry Math | <=430 | <=18 |
| MATH 150 Fundamental Algebra | >430 | >18 |
| MATH 160 College Algebra OR MATH 240 Pre-Calculus | >=520 | >=22 |
| MATH 241 Applied Calculus | >=610 | >=27 |
| MATH 320 Discrete Mathematics | >=570 | >=25 |
| MATH 113 Math for Elementary Teachers (not MCE or ADOL Math) | >=430 | >=18 |
| MATH 115 Algebra for Business Applications | >=480 | >=20 |
| MATH 226 Elementary Mathematical Statistics (or MATH 215) | >=520 | >=22 |

*Students with scores in this range must take PF 121 in place of PF 321, regardless of the number of credit hours transferred into Franklin.

# NON-DEGREE SEEKING STUDENTS

The University encourages qualified individuals to further their education through academic experiences, and provides opportunity for students whose needs may not be best met by applying for admission to a degree-granting academic program. For students who have short-term, specific needs (such as focused skill or knowledge development or transfer credit), a Non-Degree Seeking status is available with approval of the Dean of Students or his/her designee for each term of enrollment. Non-Degree Seeking status is designed for short-term, goal-oriented academic engagement only. After receiving permission to enroll, non-degree seeking students may then register for specific courses of interest after

1. Demonstrating that they are adequately prepared to take the desired course, or
2. Signing a waiver of any prerequisite or preparation requirements.

Adequate preparation for a course at Franklin may be demonstrated through the completion of prerequisite courses, verification for which is required through the Registrar or by transcript. Waivers for courses must be approved by the Lead Faculty for the course. Students who are granted waivers of prerequisite requirements accept full responsibility for adequate preparation, and for their ability to perform the requirements of the course(s) in which they enroll. Additionally, non-degree seeking students are not eligible for financial aid.

Students interested in taking classes at the University while currently in high school are permitted to enroll as non-degree seeking students. A letter of recommendation is required from the student's guidance counselor or principal indicating that the student is academically capable of attending high school and college level courses concurrently. Applicants over 18 years of age who have not completed high school and who have not received their high school diploma can still be admitted to Franklin University on a provisional basis. Please refer to "Student Admission" for the requirements to be admitted as a degree-seeking student.

## College Credit Plus (CCP)

The CCP program provides an opportunity for qualified students to take high school and college courses at the same time. This program allows students to earn college credits that can be applied directly toward a bachelor's or an associate degree, and to also become familiar with the rigors of college-level coursework.

Through CCP, students can choose to earn only college credit or both high school and college credit. Any hours approved

by the state as part of the College Credit Plus program will be free to the student. Any hours not approved by the state will be billed at the tuition rate set by the state as part of the College Credit Plus program. A memorandum of understanding, signed by the district, will outline whether the district or student is responsible for any tuition cost not covered by the College Credit Plus program.

After completing the application process and meeting eligibility requirements, students can pursue CCP coursework in three ways:

1. Take university courses at their own high school
2. Attend classes on the university campus
3. Take university courses online

Regardless of how the courses are completed, when students finish the CCP program they will have earned college credits that apply towards a degree at the university. Students may also be able to transfer CCP credits to another college or university; however, the acceptance of transfer credit is at the discretion of the receiving institution. Students should verify the transferability of all Level I or II credits before enrolling in CCP courses.

Eligibility and admission requirements vary based on how a student wishes to take CCP courses. Interested students should contact their school guidance counselor, or the CCP office for detailed information about program requirements.

Students may apply for admission by using the university's online College Credit Plus fast application. There is no fee to apply for admission to the CCP Program. To be considered for admission, additional materials, including high school transcripts and standardized test results, must also be provided. Please see the College Credit Plus Admission Requirements for more detailed information about what is required.

## Applicant Qualifications

All CCP applicants must place into College Writing (ENG 120) prior to enrollment. If a CCP applicant wishes to take math or courses for which math is a prerequisite, he/she must achieve placement into College Algebra (MATH 160). Testing into a lower level of math will not hinder an applicant's enrollment, rather, he/she would not be eligible to enroll in courses for which math is a prerequisite.

**The College Credit Plus (CCP) program shall temporarily modify the placement process for CCP applicants only for the 2020-2021 school year as summarized below:

- Once a student is deemed eligible by the state, CCP applicants with GPAs at 3.0 and above will be considered eligible for admission.
- For placement into English and Math courses, we will review transcripts to ensure that pre-requisite courses have been completed with grades equivalent to 3.0 and above have been earned.
- For any applicant currently in grades 10-11 who does not have a grade equivalent to 3.0 or above in pre-requisite courses, but deemed eligible by the state, he or she will be required to complete our internal placement tests.
- For any applicant seeking to register in courses other than Math or English, he or she must still meet the 3.0 GPA and other eligibility requirements to enroll in the respective course.
- For any applicant currently in grades 6-9, or any applicant seeking to complete online or on-campus courses, he or she will be required to complete our internal placement tests.

## Program Regulations

- All CCP students taking courses online or on campus will be required to attend an orientation with their academic advisor. Students completing CCP courses in the high school will be provided orientation materials virtually.
- PF 121, Basic Learning Strategies (or UNI 199, University Seminar), must be completed by any CCP students taking courses on the university campus or online before any other college coursework can be attempted as required of all university students. Students who are exclusively taking CCP courses in their high school will not need to complete PF 121/UNI 199. This two-credit-hour course will count toward any total credit-hour allotment provided by the student's high school guidance counselor.

# ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

Qualified Franklin students interested in obtaining an officer's commission in the United States Army, Ohio National Guard or Army Reserve may enroll in Army ROTC classes through a contracted agreement between Capital University/ Franklin University and the United States Army. Training consists of a combination of classroom and outdoor instruction. Freshman and sophomore students may enroll in the four-year program consisting of the two-year general military course and the two-year professional officer course. There is no military obligation for students in the first two years of the program. Students with a minimum 2.50 cumulative grade point average may apply for Army ROTC scholarships. Applications for scholarships are made during the Fall Trimester and must be completed by March 1. Additional information can be obtained by contacting the Program Chairperson for Military Science at 614.236.7114. Army ROTC courses are taught at Capital University, but credit is awarded by Franklin University.

# ADVANCED PLACEMENT PROGRAM

## Advanced Placement Program

The Advanced Placement Program is an opportunity for high school students to pursue and receive credit for college level work. A student who has taken an Advanced Placement test in high school and received a score of three, four or five may be awarded University credit. Students wishing to receive advanced placement through this program should arrange for test scores to be sent to the Office of Transfer and Articulation. More specific information about the Program also is available through the Office of Student Services.

# ALGEBRA COMPETENCY REQUIREMENT

New students need to meet the Algebra Competency Requirement in one of the following ways:

- Pass the algebra competency test;
- Score a minimum of 22 on the ACT exam or 520 on the SAT exam;
- Transfer in Fundamental Algebra (MATH 150) or higher (e.g., College Algebra, Calculus, Finite Mathematics, Discrete Mathematics, etc.) (excludes Statistical Concepts (MATH 215));
- Transfer in Introduction to Quantitative Reasoning (MATH 140) AND Statistical Concepts (MATH 215) (For Non-STEM majoring students only);
- Transfer in Introduction to Quantitative Reasoning (MATH 140) AND pass Statistical Concepts (MATH 215) at the University (For Non-STEM majoring students only);
- Pass Fundamental Algebra (MATH 150) at the University;
- Pass Introduction to Quantitative Reasoning (MATH 140) AND Statistical Concepts (MATH 215) at the University (For Non-STEM majoring students only).

PREREQUISITES

1. The prerequisites for Fundamental Algebra (MATH 150) are Re-Entry Mathematics (MATH 040) (or pass the Re-Entry Mathematics placement test) and Learning Strategies (PF 321)/University Seminar (UNI 199).
2. The prerequisites for Statistical Concepts (MATH 215) are Introduction to Spreadsheets (PF 106) AND Fundamental Algebra (MATH 150) or Introduction to Quantitative Reasoning (MATH 140) (For Non-STEM Majoring students only).

# UNDERGRADUATE STUDENT REGISTRATION

# FRANKLIN UNIVERSITY

Students must register for class at least one week prior to the session start date. Currently enrolled students can add or drop courses by accessing Student Planning under the shortcuts tab at https://my.franklin.edu. Students utilizing this method of registration must still adhere to current University regulations regarding adding courses. Students can also register by completing a Course Add/Drop Form (available in the Office of Student Services or the Academic Advising Resource Center at https://profiles.franklin.edu) and submitting it in one of the following ways:

- Email to advising@franklin.edu (from your email.franklin.edu account)
- Mail to: Student Services, Franklin University, 201 S. Grant Ave., Columbus, Ohio 43215-539
- Drop-off at any Franklin University location
- Schedule an appointment with an Academic Advisor

After a student has submitted a Course Add/Drop Form, the completion of required course prerequisites will be verified. Completed registration requests will appear in Student Planning on the student's my.Franklin account. Late registration or course additions after published registration deadlines are only accepted with Lead Faculty and Academic Advisor permission. Students with prior financial balances or financial aid "holds" must contact the Business Office prior to registering. All transcripts from all high schools and colleges attended are required. The omission of any transcript from a student's application will result in a hold placed on that student's account, prohibiting them from all future course registration until the missing documentation is provided.

# CROSS REGISTRATION

## Higher Education Council of Columbus (HECC)

Franklin University participates in a cross-registration system with the other colleges and universities in the Higher Education Council of Columbus (HECC). These institutions are Capital University, The Columbus College of Art and Design, Columbus State Community College, DeVry University (Columbus, Ohio location only), Ohio Dominican University, The Ohio State University, Otterbein College, and the Pontifical College Josephinum.

Cross-registration allows full-time students at Franklin University to register for enrichment classes at other HECC institutions. Students will register, pay tuition and receive grades at Franklin University. To participate, undergraduate students must have earned at least 24 credit hours at Franklin University and must have a minimum cumulative grade point average of 2.00. Course selection is limited to one per trimester and may not be more than a total of three per lifetime. Also, students may not cross-register for a course that is available at Franklin University. Cross-registration is not permitted during Summer Trimester.

Students must meet with the Registrar to make arrangements to cross-register.

# AUDIT COURSES

No credit is given for audited courses. Each auditor must do all the work required of a student enrolled in the course for credit, except take examinations. Fees and tuition for auditing are the same as those charged when courses are taken for credit. Audit status must be indicated in writing to the Office of Student Affairs no later than the end of the first week of the session in which the class is to be audited. Once a course has been audited, the student may not complete the course for credit. Fees may apply.

# UNDERGRADUATE ACADEMIC POLICIES

## ACADEMIC CREDIT AND COURSELOAD

### Academic Load

Students should plan academic loads in consultation with an Academic Advisor. For traditional courses, one hour of study should be allocated for each hour of classroom work. For accelerated courses, students should plan on 8-12 hours of work per week outside of class, depending upon the nature and length of the course. Academic load is designated as follows:

- Full-time..................... 12 or more credit hours
- Three-fourth time........9 - 11 credit hours
- Half-time.....................6 - 8 credit hours
- Less than half-time.....1 - 5 credit hours

Laboratory courses normally carry one credit hour for each two hours spent in the laboratory. All courses carrying the same title (regardless of delivery method) are identical in quality and include the same educational outcomes and course objectives.

Based on the Credit Hour/Load Hour chart below, a student will be required to gain approval for more than 18 credit hours in one trimester or 18 load hours in any portion of the trimester. Approval is through the Program Chair, with input from the Academic Advisor.

See your Academic Advisor for the Overload Request Form. Requests for course overloads will be evaluated based on outside workload, cumulative GPA (3.0 or higher is generally required), types of courses requested, academic strengths and weaknesses, and motivation. A written explanation of the reason for the overload must be submitted along with the Overload Request Form.

A credit hour and load hour are equal with one exception. Load hours for all accelerated courses are twice the credit hours. The chart below equates the credit and load hour for most of our courses.

The majority of Franklin University students are working full time with outside responsibilities and commitments. It is highly recommended that these students continue to register for classes averaging 8-12 credit hours each trimester or 12 load hours in any portion of a trimester. Only students working part time or with minimal outside commitments should consider registering for classes at the maximum credit hour/load hour. The workload of accelerated courses will be emphasized through the Learning Strategies (PF 121/321) course.

Class Level

The following defines student class levels:

- Freshman.......0 - 29 credit hours
- Sophomore....30 - 59 credit hours
- Junior.............60 - 89 credit hours
- Senior............90 or more credit hours

### COURSE CREDIT HOUR AND LOAD HOUR EQUIVALENCY

| COURSE LENGTH | CREDIT HOURS | LOAD HOURS |
|---|---|---|
| 12, 15, & 16 week | 2 | 2 |
| 12, 15, & 16 week | 3 | 3 |
| 12, 15, & 16 week | 4 | 4 |
| 6, 7, & 8 week | 2 | 4 |
| 6, 7, & 8 week | 3 | 6 |
| 6 week | 4 | 8 |
| 6 week | 1 | 2 |
| 3 week | 2 | 8 |
| 3 week | 1 | 4 |

## DEGREE AND MAJOR PROGRAM REQUIREMENTS

### Declared Major

Students who are seeking a degree must meet all the requirements for the degree(s) and major program(s) in effect at the time they declare in writing a specific degree and major and earn credit toward the degree. However, students may elect to pursue updated degree and major program requirements specified in a subsequent Academic Catalog. Program Chairs

have the authority to consider appropriate substitutions to major program requirements. Special regulations concerning transfer credit are explained under the section "Transfer Student Guidelines."

## Undeclared Major

Students who are seeking a degree but have not selected a major program are classified as "undeclared," and will be expected to meet all course prerequisite requirements.

## Re-Entering Students

Students must meet with an Academic Advisor prior to registering for classes if it has been one year or more since they completed a trimester at the University. Students must complete a Re-Entering Student Application to update their records. Students who do not complete any courses at the University for five years or more must complete the requirements in effect when they return.

## Changing Majors

Students changing majors must complete the major area requirements and associated General Education and/or Business/Professional Core requirements in effect at the time the major declaration notice is filed with the Academic Advisor.

## Rate of Progress

Students seeking a degree must attain the requirements for an associate's degree within four years or the requirements for a bachelor's degree within eight years of the first trimester completed under a declared major program. Thereafter, a student is bound by current Academic Catalog requirements.

Specific major programs may have more stringent requirements. Students should refer to the sections of the Academic Catalog that describe particular major programs.

## Additional Major(s)

Students may elect to complete the requirements of more than one major program. Each major program successfully completed will be documented on the student's academic record, noting both the major programs and dates of completion. Students adding majors must complete the major area requirements and associated General Education and/or Business/Professional Core requirements in effect at the time the major declaration notice is filed with the Academic Advisor.

## Minors

The academic minor provides an opportunity to gain knowledge or skills in a topic area that complements the student's major area program of study. With careful planning, students may be able to complete the requirements for a minor without taking additional hours beyond those required for their degree program. Each academic minor successfully completed will be documented on the student's transcript.

Requirements

- All officially designated minors consist of 16 credit hours, of which at least half must be earned in residence at the University.
- Each minor course must be completed with a grade of "C" or higher and may not be take Credit/Non-Credit.
- General Education Elective, Major Area Electives, and University Electives may be used to fulfill the minor requirements.
- No more than four credits from the Major Area Required courses may be used to fulfill the Minor requirements.
- General Education Required course may not be used to fulfill the minor requirements.
- Any prerequisites to courses in the minor must be honored

# GENERAL DEGREE AND RESIDENCY REQUIREMENTS

## Overall Residency Requirements

Complete the residency credit requirement (regardless of course delivery method such as online, face to face, hybrid, etc.):

- Students seeking a bachelor's degree must complete a minimum of 30 credit hours at the University to be eligible for a degree.
- Students seeking an associate's degree must earn 20 credit hours overall in residence at the University to be eligible for a degree.

## Course Level Requirements

A student must have 40 credit hours overall that are equivalent to 300/400 level University courses for a bachelor's 51

degree. A student must have a minimum of 12 credit hours of courses that are equivalent to 200 level or above for an associate's degree.

## Academic Major Requirements

A student must have 20 credit hours in the major area that are equivalent to 300/400 major level courses for a bachelor's degree. A student must have 12 hours of major area courses that are equivalent to 200 level or above for an associate's degree. A minimum 2.25 GPA is required in the major area for students enrolled in either the associate's or bachelor's degree programs, and each major course must be completed with a grade of "C" or better to count toward degree requirements. For those bachelor degree programs that include Major Foundational Courses each Major Area Required course and each Major Area Elective course must be completed with a grade of "C" or better to count toward degree requirements.

**Major Foundational Courses**
Majors that include major foundational courses are: Accounting, Applied Management, Business Administration, Business Forensics, Energy Management, Entrepreneurship, Financial Management, Financial Planning, Forensic Accounting, Human Resources Management, Logistics Management, Management & Leadership, Marketing, Operations & Supply Chain Management, and Risk Management & Insurance. These courses form the foundation of the related academic disciplines appropriate for a business associate or baccalaureate degree. Their purpose is to provide students with a conceptual understanding of organizations, how the functional areas interrelate to achieve organizational goals, and how to apply professional decision-making competencies and technical skills in today's environment. After completing the business foundational courses, graduates will be able to:

- analyze an organization's accounting information in order to develop sound business decisions,
- identify and apply valuation models relevant to an organization's financial decisions,
- identify the impact of forces influencing the major functional areas of business (e.g., ethical, legal, technological, economic, global and social),
- apply marketing activities to the delivery of goods and services in business-to-business and business-to-consumer markets, and
- apply interpersonal and resource management skills to enhance business success

Business Principles (BSAD 110) is a business major foundational course prerequisite. Transfer students with the equivalent of four business courses are not required to take Business Principles.

## Capstone Requirement

The capstone course cannot be transferred into the University. This is a course designed to integrate and assess the learning outcomes specific to each major as a whole. This course should be taken as the last major course. If, given the academic scheduling process and the student's projected graduation date, this is not possible, then the student should have Senior Standing (90 or more credit hours), plus the skill-based General Education courses (COMM, SPCH, ENG, MATH, COMP), all business or professional core courses, and the capstone prerequisite courses.

## Subsequent Degree Requirements

Students pursuing subsequent bachelor's degrees must earn in residency a minimum of 30 credit hours at the 200 level or above, of which a minimum of 16 credit hours must be major area courses equivalent to 300/400 level courses.

## Additional Degree Requirements

Students seeking an additional bachelor's (or associate's) degree must successfully complete a minimum of 30 credit hours (including the major requirements) after the first bachelor's (or associate's) degree was awarded (See also "Subsequent Degree").

## Transfer Credit

Transfer credit and credit awarded on standardized exams, proficiency exams or portfolio credit awarded by another institution will not count toward the residency requirement the University. Credit awarded based on proficiency examination or portfolio evaluation conducted by Franklin University may apply as appropriate major area credit, but will not reduce the hours required toward the residency requirement.

## Degree Requirements

To be awarded a degree, students must:

1. Successfully complete all courses required in the degree program (including General Education),
2. meet these grade point average (GPA) requirements:
   - attain a minimum cumulative GPA of 2.00, and
   - attain a minimum GPA of 2.25 in the major area, and each major area course must be completed with a grade of "C" or better to count toward degree requirements,complete the residency requirements,
3. complete the residency requirement,
4. complete the payment of all requisite tuition and fees, and

5. not be under disciplinary dismissal due to academic dishonesty or a violation of the Student Code of Conduct

## Undergraduate Advanced Certificates

The Undergraduate Advanced Certificate program is a undergraduate-level program of study that concentrates on a specific body of knowledge within a field of study. It is intended to prepare, upgrade, or retrain a person for immediate application of the knowledge learned. The credits earned as part of this program of study can be applied to a related degree program at Franklin University.

Undergraduate Advanced Certificate Program Requirements

- The program must have a minimum of fifteen (15) credit hours with at least twelve (12) of those credit hours earned at Franklin University
- Students must adhere to the same admissions standards as those entering the undergraduate program
- All applicable prerequisites must be taken prior to enrolling in the required certificate courses
- Courses must be completed with a grade of "C" or better
- A minimum cumulative grade point average (GPA) of 2.0 is required to receive the certificate

# GENERAL EDUCATION

**Mission Statement**:  The General Education program at Franklin University provides diverse learning experiences that promote the development of communication, critical thinking, global learning, and quantitative reasoning skills. These skills are transferable to the workplace and community and create ethical, culturally aware global citizens and engaged lifelong learners.

## Curriculum Development Team

Nimet Alpay, Ph.D., Lead Faculty (Statistics)
Evan Chaloupka, Ph.D., Lead Faculty (English)
Laurie Crawford, MBA, M.S., Lead Faculty (Professional Foundations)
Brenda Jones, Ph.D., Lead Faculty (Speech, Communications)
Michael Klingler, M.A., Lead Faculty (Learning Strategies, English)
Kody Kuehnl, Ph.D., Lead Faculty (Science)
Ladorian Latin, Ph.D., Lead Faculty (Mathematics)
Jenine Larrabee, M.A., Lead Faculty (ESL, Humanities)
Michael W. Posey, Ph.D., Lead Faculty (Communications, Humanities)
Meghan Raehll, M.A., Lead Faculty (Humanities)
Kelly Renner, Ph.D., Lead Faculty (Psychology)
Isidoro Talavera, Ph.D., Lead Faculty (Philosophy)
Aimee Wagner, M.S., Lead Faculty (Science)

## General Education Outcomes

Graduates will be able to:

1. Communicate effectively
2. Employ the methods of inquiry, analysis, and evaluation characteristic of the natural sciences, social and behavioral sciences, and arts and humanities
3. Demonstrate and apply cultural knowledge
4. Critically assesses quantitative information and use mathematical models to draw conclusions

These outcomes are emphasized in the General Education courses. Through the University course design model, these foundational outcomes are also integrated throughout the curriculum.

## General Education Requirements

A minimum of thirty-six (36) hours of General Education coursework must be included in each baccalaureate program of study. Exceptions are granted only with the agreement of the Academic Advisor and Program Chair and based on demonstrated proficiency. General Education electives may be selected from the college level humanities, social sciences, economics, mathematics, science, communication, writing, and professional foundations offerings. The General Education curriculum supports the Transfer Module adopted by the Ohio Department of Higher Education (ODHE) for the state's public universities and community colleges and adheres to ODHE's minimum General Education requirements for Associate of Science, Associate of Arts and Baccalaureate degrees.

If needed, English, reading and mathematics placement tests determine which, if any, developmental education courses are required. Students placing into these courses must pass them prior to enrolling in any course at the 200 level or above. Developmental education courses carry institutional credit only and do not count toward degree requirements for graduation.

- Students are generally required to pass Learning Strategies (PF 321) prior to enrolling in other courses. In certain cases, Faculty may allow students to co-register PF 321 with other courses. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass Basic Learning Strategies (PF 121) in place of PF 321.
- Students must pass College Writing (ENG 120) prior to enrolling in any 200-level course.
- Students must pass Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) prior to enrolling in any 300-level course

Students must also meet the University algebra competency requirement.

## General Education Requirements for Completion Programs

Franklin has designed several Bachelor of Science degree completion programs. These are designed for students who have completed an associate's degree in one of the related areas: various applied health associate's degrees for Allied Healthcare Management; various technical associate's degrees for Applied Management, Energy Management, Entrepreneurship, and Logistics Management; various technology associate's degrees for Information Technology; various technical associate's degrees for Interactive Media Design; various technical associate's degrees for Logistics Management; an associate degree or diploma in Nursing; and various public safety associate's degrees (police science, corrections, EMS, fire safety) for Public Safety Management. Students entering these programs with an Associate of Applied Science (A.A.S.) or technical training and other college credit must satisfy General Education requirements for the program for a minimum of 36 hours of General Education.

# TAKING GRADUATE COURSEWORK FOR ELECTIVE CREDIT

Students may select up to eight credit hours of select graduate coursework for elective credit or to meet Major Area requirements while enrolled in an undergraduate program. The specific credit hour maximum per graduate program (in order to adhere to the Higher Learning Commission requirement of 30 graduate credit hours above the baccalaureate degree) are listed below.

## Maximum Credits & Eligibility

To be eligible, students must:

- have achieved Senior standing (90 or more credit hours);
- have earned a cumulative GPA of 3.0 or higher in undergraduate coursework with no unresolved Incomplete grades (Students with a cumulative GPA between 2.75 and 2.99 may petition the graduate Program Chair for permission);
- and obtain approval from their Academic Advisor and the relevant graduate Program Chair.

Students may take no more than one graduate course in a session. All course prerequisite requirements must be met.

| MAXIMUM UG ELECTIVE CREDITS | GRADUATE PROGRAMS | TOTAL GRADUATE PROGRAM HOURS |
|---|---|---|
| 4 | Master of Business Administration, Master of Healthcare Administration, Master of Science in Business Psychology, Master of Science - Computer Science, Master of Science in Human Resource Management, and Master of Science - Marketing & Communication | 36 credit hours |
| 8 | Master of Science in Nursing | 38 credit hours |
| 8 | Master of Science in Nursing - Family Nurse Practitioner | 41 credit hours |
| 8 | Master of Public Administration | 40 credit hours |
| 0 | Master of Science in Accounting and Master of Arts in Criminal Justice Administration | 30 credit hours |
| 0 | Master of Science - Instructional Design & Learning Technology | 32 credit hours |

# SUBSEQUENT DEGREES

The subsequent bachelor's degree is open to learners who have completed a bachelor's degree or higher from a regionally accredited college or university. (For students with a three-year international baccalaureate degree, the bachelor's degree needs to be accredited by the ministry of education or equivalent government ministry in the particular country.) Each candidate for a subsequent degree must earn in residence at Franklin University a minimum of 30 credit hours at the 200 level or above, of which a minimum of 16 credit hours must be in major area courses at the 300 or 400 level.

The grade point average (GPA) for the subsequent degree is based on courses taken for the subsequent degree. For students with a bachelor's degree from Franklin University, the number of credits required after the first bachelor's degree was awarded must be substantial (normally 30 credits); otherwise the GPA will be cumulative. For major program and

degree requirements, refer to the degree listings for specific programs.

# TRANSIENT STUDENTS

A degree-seeking student who wishes to complete coursework at another regionally accredited college or university and then apply it toward a Franklin University degree may complete a Course Equivalency Form to find out in advance how the course(s) will transfer. The student also should attach a copy of the catalog description for the course in question. Students who follow this procedure will be notified concerning how the course(s) will transfer (equivalency and degree applicability). Students who do not obtain such assurance run the risk that the coursework may not apply toward the degree as intended. To be awarded transfer credit, a student must arrange for the institution at which the credit was earned to forward an official transcript to Franklin University.

As stated under "Academic Credit and Course load," a student is not permitted to carry more than 18 load hours per session at the University or in total at the University and concurrently at any other college or university without permission of the Academic Advisor and Program Chair. Unless permission is granted, credit in excess of the 18 load hour limit will not be transferred to the University.

# GRADE REPORTS

Students may view and print grades online. No grades will be released by telephone.

## Types of Grades

| The following grades are used to calculate a student's grade point average (GPA): | |
|---|---|
| A - Superior | 4 points |
| B - Good | 3 points |
| C - Adequate | 2 points |
| D - Marginal | 1 point |
| F or IF - Unacceptable | 0 points |
| Z - Administrative Withdrawal (Failure) | 0 points |
| **The following grades and symbols also are used, but they do not affect the grade point average.** | |
| P - Pass | Calculated in hours earned |
| NC | No credit |
| NP | No credit |
| NZ | Administrative Withdrawal (for courses taken P/NC) |
| W | Withdrawn from a course |
| I - Incomplete | Must be completed within 30 days after the beginning of the next trimester. In a Pass/No Credit course, an Incomplete converts to "NC" after the deadline. In a letter grades course, an Incomplete converts to "IF" (Incomplete/Failure) after the deadline. "IF" is calculated in the GPA. |
| DR | Grades of "D" are changed to "DR" and not calculated in the GPA if a student has retaken the identical course for credit. |
| FR | Grades of "F" are changed to "FR" and not calculated in the GPA if a student has retaken the identical course for credit. |
| EM | Credit by examination |
| K | Credit transferred from another institution |
| PC | Experiential Learning Credit |
| AK, BK, CK | Credit granted after the Forgiveness Policy |
| DK, FK | Credit not granted after the Forgiveness Policy |
| AU | Audit |
| AX, BX, CX | Repeat of a course previously passed. The grade is calculated in the GPA, but the hours do not count toward cumulative hours earned. |
| PX | Repeat of a developmental course previously passed. Hours do not count toward cumulative hours earned. |

## Grades in Prerequisite Courses

Students must pass courses that are prerequisites to other courses. A grade of Incomplete (I) is not sufficient for continuation to the second course. This rule may be waived only by written permission of an Academic Advisor in consultation with the appropriate Program Chair.

## Grading Guidelines

The assignment of a letter grade for a course is an indication of the student's overall success in achieving the learning outcomes for the course. The course letter grade may be viewed as a summary statement of the student's achievement in individual assessments (assignments and activities). These assessments are intended to identify for
students their strengths as well as those areas in need of improvement. Students work is assessed according to the guidelines below.

Course-level Grading Guidelines

- A.....90 - 100% of the total possible points
- B.....80 - 89% of the total possible points
- C.....70 - 79% of the total possible points
- D.....60 - 69% of the total possible points
- F.....<60% of the total possible points

## ASSESSMENT (ASSIGNMENT & ACTIVITIES) GRADING GUIDELINES

| GRADE | GUIDELINES (WHERE APPLICABLE) |
|---|---|
| A - Superior Academic Work | Assessment of the learning outcomes indicates superior evidence of:<br><br>- Innovation and synthesis of thought<br>- Application of concepts and theories<br>- Insightful, logical reasoning<br>- Documentation, including requisite citations<br>- Usage of the conventions of standard written and spoken English |
| B - Good Academic Work | Assessment of the learning outcomes indicates solid evidence of:<br><br>- Innovation and synthesis of thought<br>- Application of concepts and theories<br>- Insightful, logical reasoning<br>- Documentation, including requisite citations<br>- Usage of the conventions of standard written and spoken English |
| C - Adequate Academic Work | Assessment of the learning outcomes indicates sufficient evidence of:<br><br>- Innovation and synthesis of thought<br>- Application of concepts and theories<br>- Insightful, logical reasoning<br>- Documentation, including requisite citations<br>- Usage of the conventions of standard written and spoken English |
| D - Marginal Academic Work | Assessment of the learning outcomes indicates minimal evidence of:<br><br>- Innovation and synthesis of thought<br>- Application of concepts and theories<br>- Insightful, logical reasoning<br>- Documentation, including requisite citations<br>- Usage of the conventions of standard written and spoken English |
| F - Unacceptable Academic Work | Assessment indicates learning outcomes were not met. |
| I - All course work has not been completed | All course work has not been completed<br><br>- One or more assignments have not been completed by the student<br>- The student is currently passing the course<br>- Typical factor for granting an Incomplete is a family emergency or some other unexpected occurrence that prevented submission of required assignment(s)<br>- Awarding of an Incomplete grade is at the discretion of the professor |

## Retaking a Course for Credit

Students who have previously earned grades of "D" or "F" in any course currently offered at the University and who wish to improve their GPA may retake the identical course. Students may register in the normal manner. Upon completion of the repeated course, the previously earned grade will be converted to "DR" or "FR" and cumulative
averages only will be recalculated. Neither "DR" nor "FR" grades will be counted in the GPA. The earned grade in the

retaken course will be counted in the student's GPA for the trimester it is retaken. Credit for the course will be given only once.

This policy does not, at any time, supersede the required minimum academic standards for continued enrollment as defined in the Academic Catalog. Students retaking courses should consult the Financial Aid office to determine the consequences of financial aid or veterans benefits in course retakes.

## Degree Audits

Students who have earned 45 credit hours toward an associate's degree or 90 credit hours toward a bachelor's degree may review their degree audit. A degree audit is an official document indicating the number of credit hours and specific courses that are still needed to complete the requirements for the associate's or bachelor's degree.

# HONORS

**Trimester Honors**
Students completing eight or more undergraduate hours of letter-graded courses during any trimester who achieve a GPA of 4.00 are placed on the President's List for that trimester. Students completing eight or more undergraduate hours of letter-graded courses during a trimester who achieve a GPA of 3.50 - 3.99 are placed on the Dean's List for that trimester.

**Graduation Honors**
Each trimester, certain graduating students are recognized for excellence in academic achievement. Such recognition is indicated on the student's diploma, made a permanent part of their academic record, and announced at commencement.

- **Summa Cum Laude**:  Awarded to those who have achieved a minimum 3.90 cumulative GPA in undergraduate coursework.
- **Magna Cum Laude**:  Awarded to those who have achieved a 3.70 - 3.89 cumulative GPA in undergraduate coursework.
- **Cum Laude**:  Granted to those who have achieved a 3.50 - 3.69 cumulative GPA in undergraduate coursework.

# ACADEMIC STANDARDS

## Probation, Suspension, & Dismissal

**Probation**
An undergraduate student whose cumulative grade point average (GPA) is below 2.00 will be notified of academic probation as a warning that academic performance is below acceptable standards.Students using veteran's benefits will not be eligible for benefit certification while on academic probation for more than two consecutive academic terms.

**Suspension**
Academic suspension is the cancellation of enrollment eligibility for one academic term. Students are placed on suspension when their cumulative GPA is below the minimum required for continued enrollment compared to credit hours attempted at Franklin University, as indicated by the following:

- 20-29 Credit Hours Attempted with a Minimum GPA of 1.10
- 30-59 Credit Hours Attempted with a Minimum GPA of 1.50
- 60-89 Credit Hours Attempted a Minimum GPA of 1.70
- 90-99 Credit Hours Attempted with a Minimum GPA of 1.90
- 100 and above Credit Hours Attempted with a Minimum GPA of 2.00

Required Standards of Academic Progress (SAPs) for financial aid eligibility, athletic eligibility, and eligibility to participate in designated extracurricular activities ma differ from the above scale. Students receiving financial aid should contact the Financial Aid office for clarification of these regulations.

**Dismissal**
Academic dismissal is cancellation of enrollment eligibility at Franklin University. Usually, dismissal occurs only after students have been placed on academic suspension, been reinstated and failed to achieve acceptable academic progress within a specified time.

## Readmission Procedures

Academically-suspended students seeking readmission to the University are required to meet with the Registrar and attain specific academic goals for continued enrollment.

Students may appeal actions based on the University's academic standards to the Academic Readmission Committee.Students must appeal in writing to the University Registrar and include permission to release their University records to the Committee. Appeals must be submitted at least two weeks prior to the start of a trimester. The Committee will require readmitted students to meet specific academic goals for continued enrollment.

## Forgiveness Policy

The Forgiveness Policy was designed to be used only by former students whose previous academic performance at the University was extremely poor (as determined by a cumulative GPA lower than 2.0), but who wish to return to the University. Usually, persons seeking permission to use the Forgiveness Policy have not been students at the University for several years. However, occasionally it is appropriate for permission to be granted to students who have no break in attendance.

This policy gives students a one-time opportunity to have their GPA recalculated. Credit is granted for courses with a grade of "C" or better. The GPA is then based only on courses completed after implementation of the policy. To be eligible for any degree, students using the Forgiveness Policy must complete a minimum of 40 credit hours after implementation and are required to follow major program and degree requirements in effect when permission is granted. Questions regarding financial aid and veterans benefits should be directed to the Financial Aid office.

The Academic Readmission Committee has the authority to grant or deny permission to use the Forgiveness Policy. Students interested in further information should contact their Academic Advisor or the University Registrar no later than 30 days prior to the start of the trimester in which they request the policy to be implemented.

# SCHOOL OF EDUCATION REQUIREMENTS

## School of Education Requirements

### School of Education Requirements for Teacher Licensure
The School of Education provides programs of study for prospective teachers. Programs are designed to prepare graduates for entry-level positions on a variety of career paths as well as to be excellent preparation for further graduate study. The purpose of the Teacher Education Program is to prepare teacher candidates to become professional educators. Teacher Candidates will be evaluated to ensure they have the knowledge, skills, attitudes, and values which will enable them to welcome all learners, expect high outcomes, and inspire greatness in all students. The Teacher Education Program provides students with opportunities to become skilled and knowledgeable primary education (PK-5), middle childhood (4-9), adolescence to young adult (7-12) teachers, or intervention specialists: mild/moderate (K-12).

### Post Baccalaureate Education Program
The Post Baccalaureate initial licensure program offers students who have completed a bachelor's degree from an accredited institution of higher education, an institution recognized as a candidate for accreditation, or an institution recognized by the Council of Higher Education Accreditation the opportunity to complete the pedagogical and content coursework needed to apply for a Resident Educator initial license in Ohio. The number of courses needed to complete these licensure programs varies by individual and licensure requirements. Students submit transcripts to Franklin University for evaluation and are given a personalized program of study to meet the application requirements for their selected licensure.

### Requirements for University Admission to Post Baccalaureate Licensure Program
All Post Baccalaureate students must hold a bachelor's degree from a regionally accredited institution of higher education, an institution recognized as a candidate for accreditation, or an institution recognized by the Council of Higher Education Accreditation. International students who hold a bachelor's degree or master's degree from institution of higher education approved to offer degrees in their home country may also be considered for admittance into the Post Baccalaureate program. Courses considered as acceptable as direct transfers or substitutions for required Post Baccalaureate Program requirements will be awarded based on subject matter, age of the credit, prerequisites, level, and laboratory requirements.

### Requirements for University Admission to Endorsement Programs
The early childhood generalist (grades 4-5) and middle childhood generalist (grades 4-6) endorsement programs are offered at the post-baccalaureate level. Applicants to an endorsement program who are already licensed teachers must hold a bachelor's degree from a regionally accredited college or university. Applicants to the early childhood generalist endorsement program must have an Early Childhood P-3 teaching license from the State of Ohio; applicants to the middle childhood generalist program must have a Middle Childhood license in two or more content areas from the State of Ohio.

### The School of Education offers the following licensure/endorsement options:
Primary (PreK to Grade 5)

Middle Childhood (Grades 4 to 9) Education with concentration in any two of the following teaching fields: Reading/Language Arts, Social Studies, Science, and Mathematics

Adolescent to Young Adult (Grades 7 to 12) Education in the following teaching fields:  Integrated Mathematics, Integrated Language Arts, and Integrated Social Studies

Intervention Specialist: Mild to Moderate (K to Grade 12)

Early Childhood Generalist Endorsement (added to PK-3 license)

Middle Childhood Generalist Endorsement (added to PK-3 license)

### ENTRY STANDARDS for Initial Licensure Program

Students who wish to enroll in one of the School of Education teacher education initial licensure programs are considered pre-licensure. At the time of the admittance to the University students declare their licensure program, but are not enrolled into that program until they are approved for admission to the School of Education. All students admitted to Franklin University may apply for admission to the School of Education for an initial licensure program.

Pre-licensure students are required to apply and be admitted into the School of Education in order to complete the program. All teacher education program policies, procedures, and deadlines must be followed and met by teacher candidates in order to be considered for admission to the programs, retained in the programs, and receive the University's recommendation for licensure. The School of Education faculty and staff will communicate in writing all decisions and actions of the Teacher Education faculty regarding program admission, retention, and recommendation for licensure to teacher candidates.

Questions concerning any of the Teacher Education Programs should be directed to the School of Education through email at schoolofeducation@franklin.edu.

**Requirements for Admission to Teacher Education Programs**

- Have an cumulative GPA of 2.50 or better at time of admission
- Attain qualifying scores on Praxis Core Academic Skills for Educators: Mathematics (5732), Reading (5712), and Writing (5722)
- Complete the Declaration of Program Form (completed at University Admission Meeting)
- Complete an Intake Interview with School of Education faculty
- Sign and submit a Statement of Assurance of Good Moral Character
- Hold a valid BCI background clearance check on file with the School of Education at the time of admittance to the School of Education
- Hold a valid FBI background clearance check on file with the School of Education at the time of admittance to the School of Education

**Retention in the Teacher Education Program**
Once a teacher candidate has been admitted to a Teacher Education Program, every attempt will be made to assist a teacher candidate in completing his or her professional preparation program, insofar as certain criteria are met throughout the program.

**Criteria**
All School of Education initial licensure programs have a series of program requirements that are embedded into the licensure program. Program requirements include, course associated program requirements, clinical field work requirements, GPA requirements, and admittance requirements.

Teacher Candidates must successfully complete all courses as well as all program requirements. Failure to meet program requirements will require the Department Chair of the School of Education to conduct a remediation meeting with the teacher candidate to resolve the unmet program requirement(s). If the teacher candidate fails to meet the embedded program requirements on an ongoing basis throughout the program the teacher candidate may be counseled out of the licensure program.

**Clinical Fieldwork Experiences**
Clinical fieldwork is designed to provide the teacher candidates with authentic teaching and learning experience in P-12 school system. Any university student with a School of Education program code will be assigned clinical fieldwork each fall and spring semester. Clinical fieldwork is divided into two sections, clinical field experience and clinical student teaching experience. Clinical field experiences are clinical fieldwork experiences where the teacher candidate will spend, on average, a few hours a week in a P-12 partner school working with a cooperating teacher to complete course work assignments as well as assisting the cooperating teacher with classroom pedagogy and classroom management prior to the clinical student teaching experience. The clinical student teaching experience is a full-time, unpaid internship, required by Oho Law in the final semester of the licensure program where a teacher candidate shadows a cooperating teacher from a P-12 partner school for the entire semester. During the clinical student teaching experience, the teacher candidate will gradually assume the teaching duties, planning and delivery, until they are teaching the entire cooperating teachers' course load. This will be done for approximately one month, until gradually releasing the teaching duties to the cooperating teacher. Clinical work gives teacher candidates an opportunity to apply academic content, professional and pedagogical course content, and methodology while participating in day-to-day classroom activities. Field assignments vary depending on the goals and learning objectives of the related course. Teacher Candidates are given opportunities to implement and demonstrate the knowledge, skills, and dispositions related to their field experience course in addition to observing, assisting, tutoring, instructing, and interacting with P-12 students, in-service teachers, and their administrators. Teacher Candidates receive constructive feedback from the university faculty, cooperating teachers, and building administrators during and after each field experience placement.

Teacher candidates are required to spend a substantial amount of time with PK-12 students and teachers in city, suburban, town, and rural locations as well as diverse socioeconomic and ethnically settings as part of program of study course work requirements.

Teacher candidates must spend all of their clinical and field-based experience time in classroom settings directly related to their selected teaching field(s) (e.g. math, social studies, Early Childhood Grades PK-5, Middle Grades 4-9). Clinical field experiences are supervised through the P-12 cooperating teacher at the end of the semester. Clinical student teaching experiences are supervised through multiple on-site visits by the university supervisor. Placements for clinical fieldwork must be approved and arranged by the School of Education and K-12 partner school coordinator. Teacher Candidates may

not secure their own placement through the processes outlined by the School of Education.

**Permission to Student Teach**
Student teaching applications will be approved if the following conditions are met:

- Attend an School of Education Student Teaching Meeting
- All Section of the Student Teacher Application Completed
- Passing Ohio Assessment for Educators Content Score(s)
- All Clinical Field Experience Remediation Completed
- All Pre-Student Teaching Program Requirements Completed
- Admitted to the School of Education
- Cumulative GPA ≥ 3.0
- BCI Background Clearance Check on file with the School of Education that is valid for the student teaching semester
- FBI Background Clearance Check on file with the School of Education that is valid for the student teaching semester

**Student Teaching Evaluation**
The clinical student teaching experience is divided into two courses, the common seminar course for all licensure programs and the field practicum. The common seminar course is designed like any other university course with required assignments throughout the semester. The evaluation of the field practicum of student teaching is a collaborative effort between the University supervisor, credentialed cooperating teacher, and the student teacher. A formative review takes place at mid-term and a summative review takes place at the end of student teaching.

**Recording Concerns with in Clinical Fieldwork**
Should any faculty member, university supervisor, or P-12 partner school teacher/administrator have a particular concern about a teacher candidate's level of professionalism or if a candidate has a concern about their ability to be successful in their clinical placement they must follow the set protocol to formally report the concern. If there is a concern while the candidate is in the field experience portion of their clinical fieldwork the concern is to be reported to the Department Chair of the School of Education. The Department Chair will investigate the concern and work jointly with the teacher candidate and P-12 partners to resolve the concern. If there is a concern while the candidate is in the student teaching experience portion of the clinical fieldwork the concern will be addressed by the university supervisor assigned to the teacher candidate for the student teaching experience. If the concern is unable to be resolved through the guidance of the university supervisor, the university supervisor will forward the concern to the Department Chair of the School of Education. The Department Chair of the School of Education will gather information and work jointly with the teacher candidate, university supervisor, and P-12 partners to resolve the concern. The resolution of the concern will be filed in the teacher candidate's permanent file. If a teacher candidate is unable to resolve the concerns over professionalism, the teacher candidate may be counseled out of the program.

**Recommendation for Initial Licensure**
A student will be recommended for a four-year Resident Educator initial teaching license upon the completion of:

- All academic coursework in the selected program
- All course associated program requirements
- All clinical fieldwork requirements
- All GPA requirements
- All admittance requirements
- All assigned remediation
- Obtain required scores on Ohio Assessment for Educators (OAE) content assessments for license sought (per state of Ohio's stated pass scores).
- Completion of appropriate application for licensure, including licensure fee(s) to The Ohio Department of Education per current rates.
- Completion of a Bachelor's Degree from a regionally accredited institution of higher education

**Recommendation for Endorsement**

- All academic coursework in the selected program
- All clinical fieldwork requirements
- All assigned remediation
- Obtain required scores on Ohio Assessment for Educators (OAE) content assessments for endorsement sought (per state of Ohio's stated pass scores).
- Completion of appropriate application for licensure, including licensure fee(s) to The Ohio Department of Education per current rates.

# STUDENT ADMISSION

## Graduate Education Vision & Values

**Vision**
To be a vibrant learning community where faculty, staff, and graduate students collaborate and engage in scholarly activities to improve professional practice, society, and the world.

**Mission**
Graduate Education at Franklin University provides a high quality, engaging, and applied learning experience preparing a diverse community of learners to achieve their goals, enrich their professions, and strengthen their communities.

**Philosophy**
Since 1993, Franklin University has been serving the needs of graduate students who are pursuing an advanced degree to grow as leaders in their organizations, professions, and communities.
The cornerstones of graduate education at Franklin University are:

- Ensuring a high quality, engaging, and practice oriented educational experience.
- Fostering a vibrant and collaborative learning community
- Providing co-curricular opportunities for academic and professional growth
- Responding to the need for leaders in the professions, community, and world.

# GRADUATE STUDENT ADMISSION

The admission process reflects Franklin University's efforts at clearly identifying the performance standards that can help predict student success in graduate level study. The selection criterion for Franklin's graduate programs, as determined by faculty, emphasizes academic ability, contributory work experience, admission essay, and personal qualities and characteristics.

Requirements for admission to a masters degree include having earned a bachelor's degree from a regionally accredited institution with at least a 2.75 GPA on a 4.0 scale* (No particular previous course of study is required to apply). The candidate's work history, and other personal qualities and characteristics will be considered as well. Submission of official transcript from the educational institution where the bachelor's degree was earned is required. A student classified as degree seeking will not be permitted to register for courses in their initial term of registration until unofficial domestic transcripts or official transcripts are received. Official transcripts must be received before registering for the second term. *Applicants to the Master of Science in Nursing - Family Nurse Practitioner must have at least 3.00 GPA on a 4.0 scale.

Domestic applicants seeking enrollment into a Franklin University Masters Program who do not meet the minimum entrance requirements may be considered for conditional admission into a program. An applicant must have a bachelor's degree from a regionally accredited institution to be eligible for conditional admission. The applicable graduate faculty may grant conditional admission, if the candidate shows evidence of graduate potential after a comprehensive review of the candidates's transcript(s), admission essay, resume/work experience, and references. Applicants who are conditionally admitted to a graduate program are required to achieve a final grade of B (3.0 GPA) or better in their first course at Franklin in order to remain in that program and as a University student.

If an applicant has earned a bachelor's degree from a regionally accredited institution, but the GPA is below 2.75 (on a 4.0 scale), then an evaluation of the GMAT or GRE scores (varies by program) may be required. The candidate's work history, references, and other personal qualities and characteristics will be considered as well.

Prospective doctorate students must meet the following requirements for acceptance into any doctorate program:

- A completed master's degree from a regionally accredited institution
- Master's degree cumulative GPA of 3.0 on a 4.0 scale
- If an applicant's GPA is below 3.0, then the Graduate Management Admittance Test (GMAT) will be required. A combination of the GPA and GMAT score will be used to evaluate acceptance for admission. The GMAT must have been taken within the last five years

For applicants who are not U.S. citizens and for whom English is not their primary language, all graduate programs require a score of 550 (paper-based), 213 (computer-based) or 79 (Internet-based) or higher on the Test of English as a Foreign Language (TOEFL), a score of 6.5 on the International English Language Testing System (IELTS), or ACCUPLACER ESL scores of 101 (Reading Comprehension) and 5 (WritePlacer). There is a listing on the Franklin University website that exempts students from English-speaking countries outside the United States http://www.franklin.edu/getting-started/international-students/international-requirements.

## Program Specific Requirements

Prospective students for a the masters degree listed below must successfully complete the course prerequisites before

being fully admitted into a specific graduate program. Graduate prerequisite courses must be completed with a grade of "B-" or better. Undergraduate prerequisite courses must be completed with a grade of "C" or better.

**Master of Science in Accounting** requires completion of Financial Accounting, Managerial Accounting, Intermediate Accounting I, Intermediate Accounting II, and Auditing courses.

**Master of Science in Business Analytics**:  A program requirement, MATH 601, has a prerequisite of MATH 215 Statistical Concepts, or equivalent.

**Master of Science in Computer Science**:  A minimum GPA of 3.0 on a 4.0 scale in Computer Science courses, (GRE Computer Science Subject Test will be considered in lieu of a Computer Science undergraduate degree and/or prerequisites)

- Students with an undergraduate degree in computer science will be admitted without future prerequisites. However, the students will be expected to possess intermediate Java programming skills as determined by completing COMP 121 or COMP 502, having a Java SE 8 programmer certification from Oracle, or a portfolio of Java-related examples that would include the fundamentals of object-oriented programming, linear and non-liner data structures (stacks, queues, lists, etc.)
- Students without a computer science degree will need to have credit for the following Franklin University courses or the equivalent undergraduate course work for the following prerequisites at a regionally accredited institution OR appropriate relevant work experience. Work experience as a software engineer, developer, or programmer analyst will be evaluated by the program chair upon request. Resumes, work samples, and personal interviews may all be used to determine the depth of knowledge in these areas:
    - COMP 501 Foundations of Programming OR ITEC 136 – Principles of Programming OR COMP 111 - Intro to Computer Science & Object-Oriented Programming
    - COMP 502 Foundations of Data Structures & Algorithms OR COMP 311 - Object-Oriented Data Structures and Algorithms II
    - MATH 503 Foundations of Mathematics for Computing OR MATH 320 - Discrete Mathematics

**Master of Science in Cybersecurity**

- COMP 501 – Foundations of Programming OR ITEC 136 – Principles of Programming OR COMP 111 - Intro to Computer Science & Object-Oriented Programming
- ITEC 504 – Foundations of Networks and Systems OR COMP 204 - Principles of Computer Networks AND ITEC 400 – Linux Administration
- MATH 503 – Foundations of Mathematics for Computing OR MATH 320 - Discrete Mathematics

**Master of Science in Data Analytics**:  A program requirement, MATH 601, has a prerequisite of MATH 215 Statistical Concepts, or equivalent.

**Master of Science in Health Informatics**:  A program requirement, MATH 601, has a prerequisite of MATH 215 Statistical Concepts, or equivalent.

**Master of Science in Information Technology**:

- COMP 501 – Foundations of Programming OR ITEC 136 – Principles of Programming OR COMP 111 - Intro to Computer Science & Object-Oriented Programming
- ITEC 504 – Foundations of Networks and Systems OR COMP 204 - Principles of Computer Networks AND ITEC 400 – Linux Administration
- MATH 215 – Statistical Concepts (required for Data Analytics Focus Area only)

**Master of Science in Nursing, Master of Science in Nursing - Nurse Administrator, and Master of Science in Nursing - Family Nurse Practitioner**

- Applicants must hold a Bachelor of Science in Nursing (BSN) degree or receive Conditional Admission to the MSN program by:
    - Having earned an associate degree/diploma in nursing from a regionally accredited institution with at least a 2.75 GPA on a 4.0 scale. For those pursuing the Nurse Practitioner track, at least a 3.0 GPA on a 4.0 scale.
    - Achieve a final grade of B (3.0 GPA) or better in the first course (NURS 500 Essentials of  Professional Nursing) at Franklin in order to remain in the program. The student may repeat the course only one time.
- Evidence of Active Nursing License:  Applicants must have an active and clear/unencumbered RN license in the U.S. or in a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCBSN). Applicants holding the equivalent of an RN licensure or certification outside the U.S. must submit a Credential Evaluation Services (CES) Academic Report from the Council of Graduates of Foreign Nursing Schools (CGFNS). All students must maintain licensure throughout the program of study.

**Master of Business Administration with an Emphasis in Healthcare**

- As an alternate to having earned a bachelor's degree from a regionally accredited institution, admission will be granted upon successful completion of 90 semester credit hours of college-level baccalaureate degree-level courses (no developmental-level courses will count towards bachelor degree-level) and admission to a medical school. Graduation Requirement:  Student must successfully complete the equivalent of 120 hours baccalaureate-level

courses in addition to the MBA-Healthcare curriculum requirement (36 hours), for a total of 156 hours (not including developmental work).

**Doctor of Business Administration** requires a minimum of 30 hours of graduate coursework in a business-related field.

**Doctor of Healthcare Administration** requires a minimum of 30 hours of graduate coursework in a health-care related field.

**Doctor of Professional Studies – Instructional Design Leadership** requires a minimum of 15 hours of graduate coursework in an instructional design-related field or 3 years of work experience in training, instructional design, or education technology. Professional credentials, licenses, certificates, or other related advanced professional designations will also be accepted and considered as a part of the professional experience.

# INTERNATIONAL STUDENT ADMISSION

U.S. Citizenship and Immigration Services (USCIS) defines an alien as "any personal not a citizen or national of the United States" (2015) and a nonimmigrant as "an alien who is admitted to the United States for a specific temporary period of time" (2015), including students, visitors, and temporary workers. Nonimmigrants within the United States and foreign nationals outside the United States who wish to apply for admission to Franklin University are considered international students and pursue admission through the Office of International Students and Programs. The Office of International Students and Programs can be contacted at 614.797.4700, toll-free 1.877.341.6300, or via email at: oisp@franklin.edu.

## Documents Required

International students must submit the following to be considered for admission to graduate programs at Franklin University:

- A completed application for admission, available at https://apply.franklin.edu
- official transcripts from each post-secondary institution attended. Please note: Transcripts from institutions outside the US must be submitted to an approved transcript evaluation agency, a list of which is available at http://www.naces.org/members.html. Please request a course-by-course evaluation and request that the evaluation be submitted directly to Franklin University. Transcripts from institutions within the U.S. must arrive at Franklin University in an official, sealed envelope from the institution;
- official proof of English proficiency;
- an admission essay that serves as an essential writing sample and provides insight to satisfy admission criteria; and
- a résumé or curriculum vitae, including the names and contact information of three professional or academic references.

In addition, international students intending to enter the U.S. on an F-1 visa and/or attend Franklin University in F-1 immigration status must submit the following in addition to all other required admissions materials:

- a financial sponsorship form signed by the student and sponsor;
- financial statements from the sponsor that demonstrate sufficient funding for the student's intended program; and
- a copy of the biographical information page of the international student's passport.

Additional funding and information will be required if the international student intends to include dependents in F-2 immigration status.

Individuals who are immigrants (e.g. Lawful Permanent Residents, Political Asylees, and Refugees) and wish to apply to one of Franklin University's graduate programs need to contact Graduate Admissions for assistance at 614.797.4700, toll-free 1.877.341.6300, or via email at graduate.admissions@franklin.edu. Immigrant applicants may be required to submit documentation of legal status in the U.S.

## International Student Accident & Illness Insurance

Accident & illness insurance coverage is required for all international students in F-1 status. Insurance premiums are billed automatically to the student's tuition account upon registration for courses. A waiver of this health insurance coverage may be granted to students who meet the waiver requirements and submit the waiver petition and documentation to the insurance broker by the beginning of each term. Students taking a vacation trimester may elect to continue insurance coverage by completing a bridge application. Spouse and dependent coverage is also available. Forms and additional information regarding this insurance requirement may be obtained from the Office of International Students and Programs. More information is available at: https://www.franklin.edu/current-students/international-students/living-us/accident-illness-insurance

Franklin University does not provide accident & illness insurance to domestic students.

# ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

## Requirements

Prospective students must demonstrate English Language Proficiency. The requirement is met through any of the following:

- The applicant is a citizen of a country where English is the official language.A list of English-speaking nations can be found here.
- The applicant has received a bachelor's degree (or higher) from an institution located in anEnglish-speaking country in which the courses were taught in English.*
- The applicant has earned appropriate scores on language proficiency exams taken within the last two years, as listed below.

Students applying for admission to graduate programs to be attended in the U.S. must submit official English proficiency scores from one of the approved exams: TOEFL, IELTS, Cambridge English, or Accuplacer ESL. Minimum overall and subsections, listed in the table below, must be met.

| TOEFL | IELTS | ACCUPLACER ESL | CAMBRIDGE ENGLISH SCALE |
|---|---|---|---|
| Reading 20/30 | Reading 6.5 | Reading 100 | Reading 180 |
| Writing 20/30 | Writing 6.5 | Writing 5 | Writing 180 |
| Listening 20/30 | Listening 6.0 | Listening 90 | Listening 180 |
| Speaking 19/30 | Speaking 6.0 | Sentence Meaning 100 | Speaking 180 |
| Total:  79 | Overall:  69 | Overall:  298 | Overall:  180 |

Students applying for admission to graduate programs to be attended from outside the U.S. or offered through Global Partnerships must submit official English proficiency scores from one of the approved exams: TOEFL, IELTS, Cambridge English, or Accuplacer ESL. Minimum overall and subsections, listed in the table below, must be met.

| TOEFL | IELTS | ACCUPLACER ESL | CAMBRIDGE ENGLISH SCALE |
|---|---|---|---|
| Reading 20/30 | Reading 6.5 | Reading 100 | Reading 180 |
| Writing 20/30 | Writing 6.5 | Writing 5 | Writing 180 |
| Total:  79 | Overall:  6.5 | Overall:  105 | Overall:  180 |

# TRANSFER STUDENT GUIDELINES

Applicants from regionally accredited institutions of higher education (or institutions recognized as candidates for accreditation) may be granted transfer credit based on an evaluation by Franklin University of official transcripts, course descriptions, and syllabi (if available) sent directly to the University from all colleges previously attended. Normally, credit will be accepted for comparable graduate courses completed with a grade of "B" or higher (or the equivalent) and completed within the time frame established for the subject area in question. Upon approval of the Program Chair, up to twelve hours of transfer credit may be used in any masters program or up to twenty-four in any doctorate program. Transfer students must meet University residency requirements. Residency requirements equate to the total number of credit hours required for a specific program less the maximum of 12 masters or 24 doctorate credit hours that can be transferred in. For example, if the graduate program requires 30 credit hours less the 12 transfer credit hours, the Graduate residency requirements equal 18 graduate credit hours.

# GRADUATE NON-DEGREE SEEKING STUDENTS

Students who declare in writing that they are not candidates for a degree are designated as non-degree seeking students. The University encourages qualified persons to further their education in this manner.

Non-degree seeking students may enter the University to increase their knowledge in a specific area. College graduates enroll to develop their competence in a new field or to expand their education. Candidates who apply for graduate non-degree seeking status must meet all program admission requirements. Adequate preparation for specific courses may be demonstrated through the completion of prerequisite courses, verification for which is required through the Registrar or transcript. Waivers for course prerequisites must be approved by the Lead Faculty for the course. Students who are granted waivers of prerequisite requirements accept full responsibility for adequate preparation, and for their ability to perform the requirements of the course(s) in which they enroll.

A maximum of eight (8) credit hours may be taken as non-degree seeking status, with exceptions requiring Program Chair approval. Non-degree seeking students are not eligible for financial aid.

# GRADUATE STUDENT REGISTRATION

## REGISTRATION

After initial registration by an Admissions Advisor, students can add or drop courses by accessing their personalized Web page at https://my.franklin.edu available through the University's website. Students utilizing this method of registration must adhere to current University regulations regarding adding courses. Students with questions or need assistance with registering for their courses can email their Academic Advisor at graduate.advising@franklin.edu.

Students must register for class at least one week prior to the session start date. After a student has registered, a confirmation copy of the schedule and fee statement will be forwarded to their Franklin University issued email address.

Late registrations or additions of courses after published deadlines are not accepted without the Program Chair, Lead Faculty, Instructor or Academic Advisor's permission. Students with prior financial balances or financial aid "holds" may not be able to register for classes and must contact the Business Office directly. Students may request to be registered for a specific section and instructor but these course items are subject to change.

The omission of required transcripts from a student's application will result in a hold placed on that student's account, prohibiting them from all future course registration until the missing documentation is provided.

# GRADUATE ACADEMIC POLICIES

## ACADEMIC POLICIES

### Degree Requirements

To be awarded a graduate degree, students must:

- successfully complete all courses required in the specific graduate degree program;
- maintain a minimum cumulative grade point average (GPA) of 3.00;
- meet the Franklin University residence requirement;
- complete the payment of all requisite tuition and fees; and
- not to be under disciplinary dismissal due to academic dishonesty or violation of Student Code of Conduct.

### Residency

Complete the residency credit requirement (regardless of course delivery method such as online, face to face, hybrid, etc.):

Master of Science in Accounting and Master of Arts in Criminal Justice Administration students must earn in residence at Franklin University at least 18 of the 30 required credits.

Master of Science – Instructional Design & Learning Technology, Master of Science in Business Analytics, Master of Science in Data Analytics, and Master of Science in Health Informatics students must earn in residence at Franklin University at least 20 of the 32 required credit.

Master of Science - Nurse Administrator must earn in residence at Franklin University at least 21 of the 33 required credits.

Master of Business Administration, Master of Healthcare Administration, Master of Science in Business Psychology, Master of Science – Computer Science, Master of Public Administration, Master of Science in Human Resources Management, Master of Science in Cybersecurity, Master of Science in Information Technology, and Master of Science – Marketing & Communication students must earn in residence at Franklin University at least 24 of the 36 required credits.

Master of Science in Nursing students must earn in residence at Franklin University at least 26 of the 38 required credits.

Master of Science in Nursing - Family Nurse Practitioner students must earn in residence at Franklin University at least 29 of the 41 required credits.

Doctorate students must earn in residence at Franklin University at least 34 of the 58 required credits. Students are permitted to transfer in up to 24 credit hours in the research core, major area, or elective courses. Transfer credit cannot be applied for credit to the orientation colloquium, the comprehensive exam, or dissertation work. According to the Ohio Department of Higher Education, to earn a doctorate degree, students must have completed a minimum of 90 semester credit hours above the bachelor's degree. Students requiring additional credit hours to meet this minimum will take GRAD 900 Advanced Integrative Research.

Transfer credit awarded based on experiential learning shall not count toward the residence requirement at Franklin University.

### Multiple Masters Degrees at Franklin University

A student who earns a Master's degree at Franklin University may apply a maximum of eight (8) semester credit hours toward completion of a second (or more) Master's degree.

### Academic Credit and Courseload

Students should plan academic loads in consultation with a Graduate Academic Advisor. Academic load is designed as follows:

- Full-time: 6 or more credit hours
- Half-time: 3-5 credit hours
- Less than half-time: 1-2 credit hours

### Credit Hour Definition

Time Estimates & Credit Hours: Each credit hour equates to 30 hours of student instructional activities (SIA). Student instructional activities are defined as classroom time, assigned readings, and assignment preparation for students. The length of course does not impact the number of hours of SIA. For more information, see "Credit Hour Definition" in Academic Information section.

### Rate of Progress

As evidence of satisfactory progress toward a graduate degree, students must complete all requirements for the degree within seven years of completion of the first graduate level course. Thereafter, a student is bound by current Academic Bulletin/Catalog requirements.

## Grade Reports

Students may view and print grades at my.franklin.edu. No grades will be released by telephone.

## Graduate Grades

The purpose of grading is multi-fold: to provide feedback on how well a student is doing relative to meeting course requirements, and to chronicle the student's academic development for appropriate recognition. It is the expectation that our graduate students master each course taken. We consider the grade of "B" (3.0) or higher as representing this "mastery" criteria.

| The following grades are used to calculate a graduate student's grade point average (GPA) and to meet the above stated standards at Franklin University: | |
|---|---|
| A | 4.0 points |
| A- | 3.7 points |
| B+ | 3.3 points |
| B | 3.0 points |
| B- | 2.7 points |
| C | 2.0 points |
| F or IF - Unacceptable | 0 points |
| Z - Administrative Withdrawal (Failure) | 0 points |
| **The following grades and symbols also are used, but they do not affect the grade point average.** | |
| I - Incomplete | Must be completed within 30 days after the beginning of the next trimester. In a Pass/No Credit course, an Incomplete converts to "NC" after the deadline. In a letter grades course, an Incomplete converts to "IF" (Incomplete/Failure) after the deadline. "IF" is calculated in the GPA. |
| P - Pass | Calculated in hours earned |
| NC | No credit |
| NZ | Administrative Withdrawal (for courses taken P/NC) |
| W | Withdrawn from a course |
| CK | Credit granted after the Forgiveness Policy |
| CR | Grades of "C" are changes to "CR" and not calculated in the GPA is a student has retaken the identical course. |
| FK | Credit granted after the Forgiveness Policy. |
| FR | Grades of "F" are changed to "FR" and not calculated in the GPA if a student has retaken the identical course. |
| ZK | Credit granted after the Forgiveness Policy. |

## Graduate Academic Certificates

The Graduate Academic Certificate program is a graduate-level program of study that concentrates on a specific body of knowledge within a field of study. It is intended to prepare, upgrade, or retrain a person for immediate application of the knowledge learned. The credits earned as part of this program of study can be applied to a related degree program at Franklin University.

Graduate Academic Certificate Program Requirements

- The program must have a minimum of fifteen (15) credit hours with at least twelve (12) of those credit hours earned at Franklin University
- Students must adhere to the same admissions standards as those entering the graduate program
- All applicable prerequisites must be taken prior to enrolling in the required certificate courses
- Courses must be completed with a grade of "B-" or better
- A minimum cumulative grade point average (GPA) of 3.0 is required to receive the certificate

## GPA for Multiple Graduate Programs

Under certain academic conditions, the Grade Point Average (GPA) for a new program for a Franklin University graduate student will start over upon admission into each new graduate program:

- If a student chooses to complete multiple graduate programs

- If a student withdraws from a graduate program, in good standing, and chooses to return to begin a different graduate program
- If a student is readmitted after going through the Reinstatement Process

Additionally, upon approval of the Program Chair, up to twelve hours of masters credit may be transferred into any graduate program or twenty-four hours of doctorate credit into any doctorate program. Such transferred graduate credit, whether from Franklin University (8 credits) or another institution (12 or 24 credits), will not be calculated in the graduate student's new GPA.

## Forgiveness Policy

The Grade Forgiveness Policy was designed to be used only by former students whose previous academic performance at Franklin University was extremely poor (as determined by a cumulative GPA lower than 3.0), but who wish to return to the University. Usually, persons seeking permission to use the Grade Forgiveness Policy have not been students at Franklin University for several years. However, occasionally it is appropriate for permission to be granted to students who have no break in attendance. Students interested in further information should contact their Graduate Academic Advisor or the University Registrar no later than 30 days prior to the start of the trimester in which they request the policy to be implemented.

The policy gives Franklin University students a one-time opportunity to have their GPA recalculated. "C," "Z" and "F" grades in graduate courses may be forgiven by changing them to a "CK," "ZK" or "FK" grade by approval of the Chair of the graduate program. This removes them from the GPA calculation, but leaves them on the record.

An acceptable reason for this shall be:

- the program has been changed and the student cannot retake a course to receive a passing grade, as that course number is no longer offered. Instead, the student has a passing grade in a new course that has replaced the old course. In this case it is reasonable to remove the grade of the old course from the GPA calculation by changing it to "CK," "ZK" or "FK."

In any other case, the approval for changing a grade may be done with the approval of the Provost. Documentation of the change shall be sent to the Graduate Academic Advisor and placed in the student's file for historical record. Questions regarding financial aid and veterans benefits should be directed to the Financial Aid office.

## Progression Standards for Nurse Practitioner Students

1. A nurse practitioner student much achieve a "B" or better in each nurse practitioner course (NURS 700, NURS 701, NURS 702, AND NURS 790), as well as NURS 644 (Advanced Pathophysiology), and NURS 646 (Advanced Physical Assessment), and NURS 648 (Advanced Pharmacology). Franklin University considers the grade of "B" (3.0) (B+ or B) or higher as representing "mastery criteria. Students earning a B- or lower in a nurse practitioner course must repeat the course.
2. If a student receives a grade less than a B (B+ or B) in a nurse practitioner course, he or she may repeat the course only one time. A maximum of two nurse practitioner courses may be repeated in the program.
3. Nurse practitioner students who do not satisfy these standards will have the option to change to a different graduate program, provided they satisfy the admission requirements for that program and are in compliance with the University's academic standards for graduate students.

## Institutional Review Board

The Institutional Review Board (IRB) is an administrative body established to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the institution with which it is affiliated. The Franklin University IRB comprises faculty and staff members, as well as a community member not otherwise affiliated with the University, who are responsible for overseeing research projects involving human subjects.

The IRB reviews protocols and has the authority to approve, require modifications in, or disapprove all research activities that fall within its jurisdiction as specified by both the federal regulations and local institutional policy. The IRB makes its independent determination whether to approve or disapprove the protocol based upon whether or not human subjects are adequately protected.

Webpage link: https://www.franklin.edu/about-us/policy-information/institutional-review-board

# GRADING GUIDELINES

The assignment of a letter grade for a course is an indication of the student's overall success in achieving the learning outcomes for the course. The course letter grade may be viewed as a summary statement of the student's achievement in individual assessments (assignments and activities). These assessments are intended to identify for students their strengths as well as those areas in need of improvement. Students work is assessed according to the guidelines below.

Course-level Grading Guidelines:

A ....................95 – 100% of the total possible points.
A- ....................90 – 94% of the total possible points.
B+....................87 – 89% of the total possible points.
B ....................84 – 86% of the total possible points.
B- ....................80 – 83% of the total possible points.
C ....................70 – 79% of the total possible points.
F ....................<70% of the total possible points.

## Assessment (Assignments & Activities) Grading Guidelines

| Grade | Guidelines | Typical Factors | Business Example |
|---|---|---|---|
| A | Superior Graduate Performance (exemplary work that greatly exceeds requirements) | All main points are clearly and precisely stated and contain a high degree of mature, creative and fully developed expression of ideas; no noticeable or distracting grammatical, typographical or spelling errors; completed work highly exceeds stated requirements; demonstrates superior level and type of expression; displays strong evidence of highly organized thought process. | Communicates the highest level of mastery. Project worthy of highlighting in your professional portfolio. Professor would be honored to recommend you to do this type of work for a high-quality organization. Members of the executive staff who review the project are highly interested in your work and may want to create (if one does not exist) an advanced position in their area for you on the spot. |
| A- | Excellent Graduate Performance (greatly exceeds requirements) | All main points are clearly and precisely stated and contain evidence of innovation and creativity; minor grammatical or spelling errors; assignment demonstrates well above average and appropriate level and type of expression. | Communicates a high level of competence. Project worthy of inclusion in your professional portfolio. Professor would write a positive recommendation to others on your behalf to do this type of work for a high-quality organization. Members of the executive staff who review the project become interested and would consider placing you on a fast track for an advanced position in their functional areas. |
| B+ | Above Expected Graduate Performance (somewhat exceeds requirements) | All main points were covered and well supported; relatively few grammatical, typographical or spelling errors; finished assignment demonstrated above average and appropriate level and type of expression. | Communicates above average competence. Could be included in a professional portfolio. Work clarifies action taken on behalf of an employer's request. Your immediate superior, upon reviewing the project, believes that you can rationally support your decisions and choices. Your supervisor may be interested not only in your work, but might consider creating a new, or expanding the current, position for you to specifically perform this or similar type of work. |
| B | Expected Graduate Performance (meets all requirements) | All main points covered; relatively few noticeable and distracting grammatical, spelling and typographical errors; assignment demonstrated average and appropriate level and type of expression. | Communicates an average level of competence. Work may or may not qualify for inclusion in a professional portfolio highlighting your skills and abilities. Work provides specifically what was asked for. Your capabilities, as demonstrated by this work, will ensure a measure of confidence in your ability to meet the performance needs of the organization. |
| B- | Somewhat Below Expected Graduate Performance (does not meet some requirements) | Some main points missing; some organizational and structure problems exist; meets some stated requirements; several grammatical, spelling and typographical errors; assignment demonstrates below average and appropriate level and type of expression. | Communicates below average level of competence. Work does not qualify for inclusion in a professional portfolio highlighting skills and abilities. Work lacks required components. Would not succeed in moving beyond the current position in organization without further development. |
| C | Clearly Below Expected Graduate Performance (does not | Some main points are incomplete, while others are missing; major grammatical, spelling and typographical errors; evidence | Demonstrates inability to perform in a competitive work environment. Work does not qualify for any reference pertaining to skills and abilities. Work would |

| | | of disorganized thought process. | justify assigning challenging projects to another employee. |
|---|---|---|---|
| F | Greatly Below Expected Graduate Performance (meets few or no requirements) | Highly disorganized work; poor use of English, large number of grammatical, typographical and spelling errors; evidence of disorganized thought process. | Not acceptable. |
| I | Incomplete (missing one or more course requirements) | Family emergency or some other unexpected occurrence prevented submission of a required assignment. | |

# GRADES IN PREREQUISITE COURSES

Graduate students must successfully complete courses that are prerequisites to other courses; a grade of Incomplete (I) is not sufficient for continuation to the following course. This rule may be waived only by written permission of the Program Chair, with the consent of the faculty member whose course is involved.

# RETAKING A COURSE FOR CREDIT

Any graduate student receiving a "C" (this will include "C+", "C" and "C -") or lower, in any course, may retake and complete that course with a "B" (this will include "B+", "B" and "B-") or better. Upon completion of a repeated course, only the cumulative GPA will be recalculated. Credit for the course will be given only once. If the course is no longer available, a replacement course will be identified by the Program Chair. In this case, the grade of the old course will be removed from the GPA calculation by changing it to "CK," "ZK," or "FK." This policy does not, at any time, supersede the required minimum academic standards for continued enrollment as defined in the Academic Catalog.

# ACADEMIC STANDARDS

## Probation and Dismissal

Graduate students are expected to maintain a minimum cumulative grade point average (GPA) of 3.00 throughout their program of study, and students must have a cumulative GPA of 3.0 to graduate.

In the course of graduate study, students are permitted to earn one grade of "C" (this includes a "C+," "C," or C-). When a graduate student's cumulative GPA falls below 3.0 at the end of a trimester, the student will be placed on probation and may be scheduled for academic counseling.

After being placed on probation, the student may attempt eight hours of coursework to return their overall cumulative GPA to 3.0. Students can achieve this in one of the following ways:

- Retake a course to restore their GPA to 3.0
- Earn a sufficient number of higher grades to restore their GPA to 3.0. Coursework used to raise the GPA must be part of the normal degree requirements. Any student who fails to attain a cumulative GPA of 3.00 within one grading period of enrollment following academic probation will be subjected to academic dismissal. Once dismissed, students must appeal by following the Readmission procedure to re-enroll in the same program from which they were dismissed. Academically-dismissed graduate students seeking reinstatement to Franklin University in another graduate program may also submit an appeal by following the Readmission procedure. All graduate requirements outlined in this Academic Catalog continue to apply, including the rate of progress.

## Graduate Program Reinstatement (Appeal of Academic Dismissal)

Academically-dismissed graduate students seeking reinstatement to Franklin University may submit an appeal to the Graduate Council. Students must appeal in writing to the Director of Admissions 30 days prior to the start of the trimester in which reinstatement is being sought (graduate.admissions@franklin.edu or via fax to 614-947-6771).
The appeal letter must include the following information:

- permission to release their University records to the Council
- a summary of the student's desire to return
- reasons that the student will be successful after reinstatement

If the appeal is granted, the student will be required to meet with the Director of Admissions (or designated representative) and satisfy any pre-determined conditions for reinstatement as set by the Faculty Senate Sub-Committee on Reinstatement. Students have one opportunity to re-enroll in the same program from which they were dismissed. There is

only one additional opportunity for a student to be reinstated into another graduate program. Further, admission into a different program will be subject to all admission requirements for that program. Students dismissed due to academic dishonesty are not eligible for reinstatement. The Faculty Senate Sub-Committee has the authority to grant or deny permission to use the Reinstatement Procedure. Students interested in further information should contact the Office of Admissions.

# ASSOCIATE PROGRAMS

## A.S. Accounting

*Available onsite at Franklin University , online at Franklin University .*

The accounting profession provides essential qualitative and quantitative information to decision-makers, managers, investors, creditors, government regulators and other key players in the global economy. Accountants develop budgets, analyze and record financial transactions, summarize financial data in statements and reports, and develop systems to verify and control financial transactions.

The Accounting major has a curriculum designed around financial reporting and analysis, managerial accounting and cost management, tax accounting, auditing and accounting ethics, and financial management.

Graduates of the B.S. Accounting program will have the educational background needed to pursue professional certification (e.g., Certified Public Accountant, Certified Management Accountant, or Certified Internal Auditor). These designations are achieved through additional study beyond that required for the Bachelor of Science degree, and successful passage of rigorous examinations. Qualified students are encouraged to pursue opportunities for training and work experience through internships at certified public accounting firms, and in private industry and government.

The University Accounting faculty members are active in the accounting profession. Most work or have worked in public accounting, industry or government. The faculty believes that a thorough exposure to the diversity of the accounting field is essential for an understanding of the discipline's principles and theory. Many accountants avail themselves of professional development and growth opportunities, and students may do the same through the following organizations and associations: . American Institute of CPAs (AICPA) . The Ohio Society of CPAs (OSCPA) . American Accounting Association (AAA) . Financial Executives International (FEI) . Association of Certified Fraud Examiners (ACFE) . The Institute of Internal Auditors (IIA) . Information Systems Audit and Control Association (ISACA) . National Association of Black Accountants, Inc. (NABA) . National Association of Tax Professionals, Ohio Chapter (NATP) . Institute of Management Accountants (IMA) . Association of Government Accountants (AGA)

### Program Learning Outcomes

1. Demonstrate technical accounting skills in intermediate-level accounting topics/concepts
2. Demonstrate the ability to research and analyze specific intermediate-level accounting issues
3. Demonstrate the ability to research and analyze specific federal income tax issues regarding individuals
4. Demonstrate oral and written communication skills

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| ACCT 215 | I | I |  | I |
| ACCT 225 | R | R |  | R |
| ACCT 310 | R | R |  | R |
| ACCT 320 | R, A | R, A |  | R, A |
| ACCT 390 |  |  | I, R, A | I, R, A |

## CURRICULUM

64 Semester Hours

### Fundamental General Education Core

**English Composition (3 hours)**

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics (3 hours)

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University Elective.

### Sciences (6 hours)

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences (6 hours)

ECON 220 - Introduction to Macroeconomics (4)

Also choose an additional course from Anthropology, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

### Arts and Humanities (6 hours)

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)

Also select another course from the Humanities discipline.  A minimum of 6 semester hours of Arts & Humanities coursework is required.

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Elective (4)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)

## Major Area

ACCT 310 - Intermediate Accounting I (4)
ACCT 320 - Intermediate Accounting II (4)
ACCT 390 - Federal Income Tax I (4)

## Major Electives

Select 4 hours from:

ACCT 330 - Cost Management (4)
ACCT 341 - Fraud Examination (4)
ACCT 360 - Government & Not for Profit Accounting (4)
ACCT 420 - Federal Income Tax II (4)
ACCT 425 - Accounting Information Systems (4)
ACCT 470 - Auditing (4)

ENTR 395 - Foundations of Entrepreneurship (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# A.S. Business Administration

*Available onsite at Franklin University , online at Franklin University .*

Business Administration is a diverse field encompassing business strategy, management and operations, marketing, accounting, finance and economics, business ethics and corporate responsibility. Today's dynamic business environment requires professionals with the most current and relevant skillsets.

The major in Business Administration provides students with a foundational curriculum including quantitative and qualitative methods for decision-making, management skills, business and professional writing, and critical communication and technology skills. Students will benefit from a focus on the following concepts that are integrated throughout the program: . Ethics in action . Current management issues . Global business perspectives . Conflict and change management . Personal and professional management development

The flexible Business Administration major allows students to pursue specific career interests through focused coursework in accounting, finance, human resources, management, marketing, operations and supply chain management, and other fields.

## Program Learning Outcomes

1. Describe the functions, roles, and skills of a manager
2. Evaluate the planning, organizing, leading, and controlling functions of a business using stated criteria.
3. Write and present error-free arguments for an internal business audience

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 |
|---|---|---|---|
| ACCT 215 | I | I |  |
| BSAD 220 |  | R, A | I |
| MGMT 312 | R, A | R, A | R, A |

## CURRICULUM

64 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Take:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as University elective.

#### Sciences

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

ECON 220 - Introduction to Macroeconomics (4)
Choose additional coursework from the Anthropology, Psychology, and Sociology disciplines, or POSC 204 American Government

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Elective (4)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
BSAD 220 - Business Law (4)
MGMT 312 - Principles of Management (4)

## Major Area

Choose 12 hours from the following:

ACCT 225 - Managerial Accounting (4)
ACCT 310 - Intermediate Accounting I (4)
ACCT 320 - Intermediate Accounting II (4)
ACCT 330 - Cost Management (4)
ACCT 341 - Fraud Examination (4)
ACCT 390 - Federal Income Tax I (4)
ACCT 425 - Accounting Information Systems (4)
AMGT 440 - Project and Team Management (4)
AMGT 450 - Organizational Supervision (4)
BSAD 320 - Quant & Qual Methods for Decision Making (4)
BSAD 410 - Business Administration Internship (1-4)
BSAD 460 - Business Ethics for Leaders (4)
BSAD 476 - Global Business Issues (4)
BSAD 480 - Special Topics in Business Administration (1-4)
BSAD 499 - Independent Studies in Business Administration (1-4)
COMM 321 - Organizational Communication (4)
ECON 321 - Intermediate Microeconomics (4)
ECON 322 - Intermediate Macroeconomics (4)
ECON 420 - Forecasting (4)
ENTR 395 - Foundations of Entrepreneurship (4)
FINA 301 - Principles of Finance (4)
FINA 340 - Money, Banking, & Financial Markets (4)
FINA 403 - Advanced Financial Management (4)
FINA 405 - Investments (4)
FINA 450 - Global Finance (4)
FPLN 300 - Principles of Financial Planning (4)
FPLN 440 - Risk Management & Insurance Planning (4)
HCM 300 - Healthcare Management (4)

HCM 320 - Healthcare Financial Management I (4)
HCM 442 - Legal Aspects of Healthcare Management (4)
HRM 300 - Human Resources Management (4)
HRM 301 - Staffing (4)
HRM 302 - Training & Development (4)
HRM 401 - Compensation & Benefits (4)
HRM 402 - Employee & Labor Relations (4)
HRM 420 - Principles of Organizational Development (4)
MGMT 325 - Organizational Behavior (4)
MGMT 425 - Organizational Change (4)
MGMT 440 - Organizational Culture & Performance (4)
MGMT 470 - Organizational Leadership (4)
MIS 200 - Management Information Systems (4)
MKTG 300 - Marketing (4)
MKTG 320 - Advertising & Promotion (4)
MKTG 330 - Marketing Behavior (4)
MKTG 332 - Marketing Research (4)
MKTG 340 - Digital Marketing (4)
MKTG 430 - Customer Relationship Management (4)
MKTG 450 - Global Marketing (4)
OSCM 390 - Operations Management (4)
OSCM 440 - Quality Management (4)
OSCM 450 - Supply Chain Management (4)
OSCM 455 - Transportation & Logistics Management (4)
OSCM 458 - Purchasing & Inventory Management (4)
OSCM 491 - Integrated Project Management (4)
PBRL 325 - Public Relations (4)
PSYC 325 - Coaching in Organizations (4)
RMI 300 - Principles of Risk Management & Insurance (4)
RMI 420 - Commercial Lines Property & Casualty Insurance (4)
RMI 430 - Life & Health Insurance Insurance (4)
RMI 440 - Employee Benefits & Retirement Planning (4)
RMI 470 - Insurance Company Operations (4)
SOCL 335 - Applied Research Methods (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# A.S. Communications

*Available online at Franklin University .*

Create messaging for a mobile multi-screen world. This program integrates media courses with applied communication. Learners gain a comprehensive understanding of communication and a depth of knowledge about how media influence and engage audiences across communication platforms. Tell compelling stories using the latest communication tools and tactics!

Great messaging requires images and text that work together to inspire change, promote ideas, and influence behavior. Enhance your skill set with video or photography as well as document design. Franklin University's Communications program equips you to create, design and shape messaging that strategically supports achieving specific goals.

Courses in this program cultivate skills such as communications planning, visual and media literacy, message development, audience research, and communications design. The curriculum emphasizes creative messaging, tailoring projects, and collaborating to achieve strategic goals.

Learners create a customized communications portfolio that displays skills in visually appealing messaging, ethical communications, audience research, and strategic communication planning. The Communications program provides a broad understanding of the communications discipline while helping students demonstrate in-demand skills.

Communications students must have the following in addition to the University's General Technology Requirements: Broadband access and Web Cam

## Program Learning Outcomes

1. Evaluate ethical perspectives applied to interpersonal, organizational, and media communications
2. Apply creative, technical, and organizational skills to create professional communications solutions
3. Apply concepts and theories of communication to produce communication products such as web pages, written summaries of communication strategies and case studies, social media posts, and presentations

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 |
|---|---|---|---|
| COMM 202 | I |  | I |
| COMM 205 |  | I, R | R, A |
| COMM 241 | I, R | R | R, A |
| COMM 301 | I, R |  | R, A |
| COMM 315 | R, A |  |  |
| COMM 335 |  | A |  |
| COMM 321 or COMM 400 |  | A | R, A |

## CURRICULUM

60 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Choose a minimum of three semester hours from:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *at least one mathematics or statistics course beyond the level of intermediate algebra.

### Sciences

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

### Arts and Humanities

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
GRPH 117 - Graphic Editing Software (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

## Professional Core

COMM 105 - Digital Design (1)
COMM 202 - Introduction to Mass Media (3)
COMM 205 - Communication Design (1)
COMM 241 - Media Design (3)
COMM 301 - Theories of Communication (3)

## Major Area

COMM 315 - Communication Ethics (4)
COMM 335 - Communication in Groups and Teams (4)
COMM 321 - Organizational Communication (4)
**OR** COMM 400 - Intercultural Communication (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# A.S. Computer Science

*Available online at Franklin University .*

There is a tremendous need for technical experts with the ability to create innovative computer systems. The Computer Science program is offered for individuals who are interested in applying, designing and implementing computer systems. Students are provided with a sound theoretical and practical background coupled with the skills to understand, develop, and use theories. The specific goal of the program is to graduate highly-trained computer professionals who have firm foundations in software systems development and software engineering.

The curriculum for the Computer Science program involves development of significant high-level technical skills, but is not a programming degree. Although it provides students with a solid foundation of programming expertise, the Computer Science curriculum prepares students to assume significant responsibility in an IT organization. Graduates will be knowledgeable in advanced software design, design of multi-tier enterprise applications, and software architecture. The Computer Science program is designed to develop a broad base of skills, from basic software design to extending and maintaining large-scale software systems in a corporate environment using industrial strength tools and practices. Because of their broad exposure to elements of the field of computer science, graduates enjoy flexibility in the types of careers they are prepared to pursue.

TECHNOLOGY REQUIREMENTS: Students in the Computer and Information Sciences Majors are expected to exceed the University's General Technology Requirements, and may be required to purchase hardware and/or software with capabilities greater than the standard technology requirements. There will be software requirements such as software development environments, operating systems, virtualization environments and tools, website development and business process documentation tools that will be used in various courses. Students should be prepared to invest in this software, and be able to install and uninstall it without assistance. Courses with specific hardware and software requirements are detailed in the course syllabus under the "Required Materials" section.

To maximize the educational experience, Computer and Information Sciences students must have: . Current model computer (less than 2 years of age) . DVD optical drive . 2 GB RAM minimum (4 GB+ recommended) . Broadband access . 40 GB or higher of available hard drive space at the beginning of each term

## Program Learning Outcomes

1. Develop and implement effective solutions to real world problems
2. Demonstrate the knowledge and skills required to contribute to the development and maintenance of large-scale software applications within an organizational structure
3. Communicate appropriately for technical and expert audiences
4. Apply mathematical models and methods in problem solving

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 |
|---|---|---|---|
| COMP 111 |  |  | I |
| COMP 121 |  |  | R, A |
| COMP 201 | I, A |  |  |
| COMP 204 | I |  |  |
| COMP 215 | I |  | R |
| CMP 281 | I | I, A |  |
| COMP 294 | R | R | R |
| ISEC 200 | A |  |  |

## CURRICULUM

64 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper (2 credit hours) is also required.

**Mathematics**

Choose a minimum of three semester hours from:

MATH 160 - College Algebra (4)

Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *at least one mathematics or statistics course beyond the level of intermediate algebra.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

Choose coursework from the Anthropology, Economics, Psychology, and Sociology disciplines, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Elective (6)

## Major Area

COMP 111 - Introduction to Computer Science & Object-Oriented Programming (4)
COMP 121 - Object-Oriented Data Structures & Algorithms I (4)
COMP 201 - Principles of Computer Organization (2)
COMP 204 - Principles of Computer Networks (2)
COMP 215 - Programming Language: Principles & Practice (4)
COMP 281 - Database Management Systems (4)
COMP 294 - Computer Science Practucim I (2)
ISEC 200 - Cyber Security Fundamentals (2)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# A.S. Criminal Justice

*Available online at Franklin University .*

The Associate of Science is an introductory sequence of courses that builds the knowledge of the student with respect to the different components of the criminal justice system in the United States. It discusses and gives opportunities for students to compare the workings of the key sub-systems that make up the criminal justice system and it allows students to apply their knowledge to strategies to combat crime, increase collaborative working relationships across the system. Policing, Corrections, and the Courts will be emphasized.

## Program Learning Outcomes

1. Compare and contrast contemporary theories and strategies of policing in America
2. Explain the purpose and function of the correctional system in the U.S.
3. Describe the purpose and function of the courts system in the U.S.
4. Compare and contrast theories of crime and offending that are commonly accepted in the field of criminal justice

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1 | 2 | 3 | 4 |
|----------|---|---|---|---|
| CJAD 210 | I | I | I | I |
| CJAD 240 |   |   |   | R |
| CJAD 310 |   |   | R |   |
| CJAD 315 | R |   |   |   |
| CJAD 320 |   | R |   |   |
| SEMT 420 | R |   |   | R |

## CURRICULUM

60 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics

MATH 160 - College Algebra (4)
**OR** MATH 215 - Statistical Concepts (4)

Take MATH 150 Fundamental Algebra as the prerequisite to MATH 160 or MATH 215.  Course can count as a University Elective.

#### Sciences (6 hours)

Choose a minimum of 6 semester hours from the Science discipline.

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

One course must have a laboratory component.

#### Social and Behavioral Sciences (6 hours)

POSC 204 - American Government (3)

Also choose an additional course from Anthropology, Economics, Geography, History, Psychology, and Sociology. Must

select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

Choose a minimum of 6 semester hours from:

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)

Choose an additional course from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Elective (6)

## Major Area

CJAD 210 - Intro to Criminal Justice Administration (4)
CJAD 240 - Introduction to Criminology (4)
CJAD 310 - Courts and Criminal Procedure (4)
CJAD 315 - Policing in America (4)
CJAD 320 - Corrections in America (4)
SEMT 240 - Disaster Planning & Response (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# A.S. Cybersecurity

*Available online at Franklin University .*

When a data network or computer system is exposed or exploited, the result can be catastrophic to both business and industry. That's why information security has grown into its own field - one that provides critical protection of information assets from unauthorized disclosure or modification, and accidental or intentional loss of data. At Franklin University, students will learn about the typical development mistakes that lead to application-level security issues, including CSRF, XSS, cryptography, CAPTCHA, configuration errors, authentication, and authorization, as well as how to defend against them. This program also teaches design and implementation of high availability systems through storage redundancy, load balancing, virtualization clusters, and disaster recovery systems. Students will have the opportunity to learn how security requirements and activities, such as risk identification, threat modeling, security testing, and monitoring, fit into the overall systems development lifecycle (SDLC).

## Program Learning Outcomes

1. Communicate effectively for a range of purposes and audiences
2. Describe the breadth of the information security field and its impact on computer networks and businesses
3. Identify and analyze security risks to determine potential impacts to people, processes and systems
4. Develop plans to mitigate security risks

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | **1** | **2** | **3** | **4** |
|---|---|---|---|---|
| COMP 101 | I |  | I, R, A | I, R, A |
| COMP 204 |  |  | I, R, A |  |
| ISEC 200 |  | I, R, A | I, R, A |  |
| MIS 200 | I | A | R, A | R |
| ITEC 136 |  | I, R, A | I, R, A |  |
| ISEC 325 |  | I, R, A | I, R, A |  |
| COMP 281 |  |  |  | I, R, A |
| WEBD 101 |  | I, R, A |  | I, R, A |

## CURRICULUM

60 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics

MATH 160 - College Algebra (4)
**OR** MATH 280 - Intro to Probability & Statistics (4)

*Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective.

#### Sciences (6 hours)

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

#### Social and Behavioral Sciences (6 hours)

A minimum of 6 hours of Social & Behavioral Sciences coursework is required.  Choose from Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet

requirements.

**Arts and Humanities (6 hours)**

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)

Choose an additional course from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion, or Theater disciplines.

## Additional General Education Requirements

PF 321 - Learning Strategies (2)
**OR** UNI 199 - University Seminar (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)

## Major Area

COMP 101 - Problem Solving With Computing (2)
ITEC 136 - Principles of Programming (4)
COMP 204 - Principles of Computer Networks (2)
COMP 281 - Database Management Systems (4)
ISEC 200 - Cyber Security Fundamentals (2)
ISEC 325 - Communication & Network Security (4)
MIS 200 - Management Information Systems (4)
WEBD 101 - Introduction to Web Page Construction (2)

# A.S. Financial Management

*Available online at Franklin University .*

Financial Management is a broad, interdisciplinary profession which combines concepts, analytical tools and information resources from a number of other disciplines, including accounting, economics, and information management.

The Financial Management major is designed around a robust curriculum including financial analysis and forecasting, cash management, portfolio management, international finance, and financial risk management. The program is designed to prepare students for careers in business financial management (large and small firms), investment management, international finance, as well as the financial services industry (banking, insurance and securities). It is also an excellent foundation for students wishing to pursue graduate study in business or law.

## Program Learning Outcomes

1. Conduct analyses of financial statements
2. Utilize time-value-of-money techniques in the valuation of securities
3. Compare capital investment opportunities using capital budgeting tools
4. Identify the functions of financial markets and institutions and examine their impact on the level of interest rates and interest rate differentials
5. Appraise the risk and return of various investments and their combination in the creation and management of investment portfolios

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ACCT 215 | I | I |  |  |  |
| FINA 301 | R, A | R, A | I, A | I | I |
| FINA 340 | R | R |  | R, A | R |
| FINA 405 | R | R |  | R | R, A |

# CURRICULUM

64 Semester Hours

## Fundamental General Education Core

### English Composition (3 hours)

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics (3 hours)

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University Elective.

### Sciences (6 hours)

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences (6 hours)**

ECON 220 - Introduction to Macroeconomics (4)

Also choose an additional course from Anthropology, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)

Also select another course from the Humanities discipline.  A minimum of 6 semester hours of Arts & Humanities coursework is required.

## Additional General Education Requirements

PF 321 - Learning Strategies (2)
PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Electives (4) (if necessary)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
ECON 210 - Introduction to Microeconomics (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

FINA 301 - Principles of Finance (4)
FINA 340 - Money, Banking, & Financial Markets (4)
FINA 405 - Investments (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# A.S. Forensic Accounting

*Available online at Franklin University .*

Forensic accounting is the specialty practice area of accountancy describing work that results from actual or anticipated disputes or litigation. Forensic accountants - sometimes called forensic auditors or investigative auditors - are often called to provide expert testimony at trial.

Graduates with majors in Forensic Accounting are prepared for employment or promotion in public accounting, private industry or government. They also have the requisite educational background to seek professional certification (e.g., Certified Fraud Examiner, Certified Internal Auditor). These designations are achieved following successful passage of rigorous examinations, and in the case of the Certified Public Accountant certification, additional study beyond that required for the Bachelor of Science degree. Preparatory courses are available, and often beneficial, to the graduate seeking such certifications. Qualified students are encouraged to gain additional training and work experience through internships with certified public accounting firms, private industry and government.

All Forensic Accounting students take a two-course sequence in intermediate accounting. The intermediate courses and a four-course sequence in fraud examination provide the conceptual framework for the major.

Members of the University's Forensic Accounting faculty are active in the accounting professions. Instructors have extensive professional accounting experience and most work or have worked in government or private industry, or at top firms.

## Program Learning Outcomes

1. Demonstrate technical accounting skills in intermediate-level accounting topics/concepts.
2. Demonstrate the ability to research and analyze specific intermediate-level accounting issues.
3. Demonstrate oral and written communication skills.
4. Demonstrate the ability to research and analyze fraudulent activities in an organization and recommend needed internal control measures.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| ACCT 310 | I, R | I, R |  |  |
| ACCT 320 | R, A | R, A |  |  |
| ACCT 341 |  |  | I | I |
| ACCT 342 |  |  | R | R |
| ACCT 343 |  |  | R | R |
| ACCT 344 |  |  | R, A | R, A |

## CURRICULUM

64 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics (3 hours)

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University Elective.

**Sciences (6 hours)**

Choose a minimum of 6 semester hours from:

  SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
  SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

  *Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences (6 hours)**

  ECON 220 - Introduction to Macroeconomics (4)

  Also choose an additional course from Anthropology, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

  HUMN 210 - Intro to Logic & Critical Thinking Skill (2)

  Also select another course from the Humanities discipline.  A minimum of 6 semester hours of Arts & Humanities coursework is required.

## Additional General Education Requirements

  PF 106 - Introduction to Spreadsheets (1)
  **OR** PF 116 - Computer Applications (3)
  PF 108 - Introduction to Databases (1)
  PF 321 - Learning Strategies (2)
  COMM 150 - Interpersonal Communication (4)
  **OR** SPCH 100 - Speech Communication (4)
  General Education Electives (4) (if necessary)

## Major Foundational Courses

  ACCT 215 - Financial Accounting (4)
  ACCT 225 - Managerial Accounting (4)
  MGMT 312 - Principles of Management (4)

## Major Area

  ACCT 310 - Intermediate Accounting I (4)
  ACCT 320 - Intermediate Accounting II (4)
  ACCT 341 - Fraud Examination (4)

## Major Electives

Select 4 hours from:

  ACCT 342 - Interviewing Techniques for Fraud Invest (4)
  ACCT 343 - Legal Elements of Fraud (4)
  ACCT 344 - Corp Gvrnc/Intrnl Control Assessment (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# A.S. Health Sciences

*Available online at Franklin University .*

The Associates of Science Degree (AS.) in Health Sciences is designed for those that want to begin or expand their healthcare career by translating their professional training and certifications into a college degree. The AS. in Health Sciences is an interdisciplinary degree designed to educate the student in broad areas in healthcare where they can apply competencies learned from any industry to help promote health and wellness. The focus is on human connections, interactions, and the effect of healthcare needs on those systems. Graduates of this program may find employment In many different areas of healthcare, depending upon their background and interests, including entry-level positions in doctors' offices, hospitals, nursing homes, home healthcare agencies, and others.

## Program Learning Outcomes

1. Identify common terminology, tools, and practices used In health and wellness domains
2. Describe the potential risks to human wellness from personal behavior, environment, and social factors
3. Identify the theories of human behavior within societal groups
4. Apply processes, approaches, and Interventions used In addressing population health Issues

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1 | 2 | 3 | 4 |
|----------|---|---|---|---|
| HIM 150  | I |   |   |   |
| SCIE 244 | R |   |   |   |
| SCIE 254 | R | I |   |   |
| PUBH 201 | A | A |   | A |
| SOCL 110 |   |   | I |   |
| ANTH 215 |   |   | A |   |

# CURRICULUM

60 Semester Hours

## Fundamental General Education Core

ENG 120 - College Writing (4)
MATH 160 - College Algebra (4)
**OR** MATH 215 - Statistical Concepts (4)
SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 244 - Foundations of Anatomy & Physiology (4)
PSYC 110 - General Psychology (4)
ANTH 215 - Cultural Anthropology (4)
PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
Choose additional coursework from the Humanities discipline.

## Major Area

HIM 150 - Medical Terminology (2)
PUBH 201 - Introduction to Public Health (4)
SCIE 254 - Health & Human Disease (4)
SOCL 110 - Introduction to Sociology (4)
ENG 205 - Business & Professional Writing (4)
COMM 355 - Introduction to Grant Writing for Non-Profits (4)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or

fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# A.S. Information Technology

*Available online at Franklin University .*

The Information Technology program is offered to students interested in working independently at a business, maintaining established IT systems. The role needed is not wholesale development, but rather the need to keep an organization's IT system running by providing some customization of applications, integrating sub-systems into a whole, and maintaining day to day operations.

The University's curriculum will begin by adding depth to students existing IT knowledge and experience. Highlights include gaining knowledge of how to administer Windows Server 2008, UNIX, Linux, Oracle 10g, Firewalls, Cisco switches and routers, IP addressing, WAN, and Wireless LAN. Students will also be introduced to programming languages like Perl, Shell, and PowerShell, and will be prepared to build, connect, and manage the systems and devices of major computing platforms.

In addition to these skills, the University will prepare IT students to effectively communicate the student's work to business leadership, stakeholders, end users and others, enabling students to be their own IT champions for everything from daily operational activities to new technologies.

TECHNOLOGY REQUIREMENTS: Students in the Computer and Information Sciences Majors are expected to exceed the University's General Technology Requirements, and may be required to purchase hardware and/or software with capabilities greater than the standard technology requirements. There will be software requirements such as software development environments, operating systems, virtualization environments and tools, website development and business process documentation tools that will be used in various courses. Students should be prepared to invest in this software, and be able to install and uninstall it without assistance. Courses with specific hardware and software requirements are detailed in the course syllabus under the "Required Materials" section. To maximize the educational experience, Computer and Information Sciences students must have: . Current model computer (less than 2 years of age) . DVD optical drive . 2 GB RAM minimum (4 GB+ recommended) . Broadband access . 40 GB or higher of available hard drive space at the beginning of each term

## Program Learning Outcomes

1. Communicate effectively for a range of purposes and audiences
2. Recognize the importance of the value proposition of information technology to a business
3. Design and manage small to medium scale networks
4. Develop small web sites and programs
5. Design and query databases

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| COMP 101 |  |  |  | I |  |
| COMP 204 |  |  | I |  |  |
| COMP 281 |  |  |  | R | I, A |
| ISEC 200 |  | R | R |  |  |
| ITEC 136 |  |  |  | A |  |
| ITEC 275 | R |  | A |  |  |
| MIS 200 | R | I, A |  |  |  |
| WEBD 101 |  |  |  |  |  |
| ENG 120 | I, A |  |  |  |  |

## CURRICULUM

64 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper (2 credit hours) is also required.

**Mathematics**

Choose a minimum of three semester hours from:

MATH 160 - College Algebra (4)

Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *at least one mathematics or statistics course beyond the level of intermediate algebra.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

Choose coursework from the Anthropology, Economics, Psychology, and Sociology disciplines, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

COMM 315 - Communication Ethics (4)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Elective (6)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

COMP 101 - Problem Solving With Computing (2)
COMP 204 - Principles of Computer Networks (2)
COMP 281 - Database Management Systems (4)
ISEC 200 - Cyber Security Fundamentals (2)
ITEC 136 - Principles of Programming (4)
ITEC 275 - Computer Networks: Switching, Routing, & Wans (4)
MIS 200 - Management Information Systems (4)
WEBD 101 - Introduction to Web Page Construction (2)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# A.S. Public Relations

*Available online at Franklin University .*

When it comes to organizations and individuals operating in the public eye, managing information flow and maintaining a positive image in the marketplace is paramount to achieving a favorable public opinion. The University's Public Relations program is designed to provide students a solid foundation of knowledge about the public relations industry as well as the skill sets specific to today's public relations professionals.

Courses in this curriculum cultivate in-demand skills such as publicity, promotions and special events, crisis management, media and community relations, and internal communications. Emphasis is placed on four central areas of the profession - relationship building, advocacy, ethics, and communication.

Students in this major will apply their knowledge of public relations in developing PR campaigns, managing media relations, developing image and identity, and improving the effectiveness of external communications in various settings. Students will learn to write for a multitude of media and will utilize the latest technology to conduct their public relations efforts; thereby producing a customized portfolio of public relations experiences. Students will also have the opportunity to participate in project based internships to gain practical experience in the field.

## Program Learning Outcomes

1. Acquire the knowledge and skills necessary to be an effective public relations professional
2. Demonstrate the ability to integrate and apply conceptual and technical competencies within public relations contexts
3. Apply appropriate communication skills to systematically address public relations issues within a societal, cultural, and environmental context
4. Acquire practical, real-life experience within a public relations context

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1 | 2 | 3 | 4 |
|----------|---|---|---|---|
| PBRL 325 | I | I | I | I |
| PBRL 350 | R | R | R | R |
| PBRL 425 | A | R | R | R |
| PBRL 445 | R | A | R |   |
| PBRL 450 | R | R | R |   |
| PBRL 495 |   |   | A | A |

## CURRICULUM

64 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Choose a minimum of three semester hours from: (At least one mathematics or statistics course beyond the level of intermediate algebra)

MATH 215 - Statistical Concepts (4)
MATH 160 - College Algebra (4)
MATH 210 - Finite Mathematics (4)

Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

PSYC 110 - General Psychology (4)
Choose an additional course from the Anthropology, Economics, or Sociology discipline, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
PF 321 - Learning Strategies (2)
**OR** UNI 199 - University Seminar (2)
SOCL 110 - Introduction to Sociology (4)
SPCH 100 - Speech Communication (4)

Select another Social Science elective if SOCL 110 is used in the Fundamental General Education Core.

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Professional Core

COMM 150 - Interpersonal Communication (4)
MKTG 300 - Marketing (4)
ENG 320 - Business & Professional Writing (4)

## Major Area

PBRL 325 - Public Relations (4)
PBRL 350 - Media Research & Writing (4)
PBRL 425 - Media & Crisis Communication (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# BACHELOR PROGRAMS

## B.S. Accounting

*Available onsite at Franklin University , online at Franklin University .*

The accounting profession provides essential qualitative and quantitative information to decision-makers, managers, investors, creditors, government regulators and other key players in the global economy. Accountants develop budgets, analyze and record financial transactions, summarize financial data in statements and reports, and develop systems to verify and control financial transactions.

The Accounting major has a curriculum designed around financial reporting and analysis, managerial accounting and cost management, tax accounting, auditing and accounting ethics, and financial management.

Graduates of the B.S. Accounting program will have the educational background needed to pursue professional certification (e.g., Certified Public Accountant, Certified Management Accountant, or Certified Internal Auditor). These designations are achieved through additional study beyond that required for the Bachelor of Science degree, and successful passage of rigorous examinations. Qualified students are encouraged to pursue opportunities for training and work experience through internships at certified public accounting firms, and in private industry and government. The University Accounting faculty members are active in the accounting profession. Most work or have worked in public accounting, industry or government. The faculty believes that a thorough exposure to the diversity of the accounting field is essential for an understanding of the discipline's principles and theory. Many accountants avail themselves of professional development and growth opportunities, and students may do the same through the following organizations and associations: . American Institute of CPAs (AICPA) . The Ohio Society of CPAs (OSCPA) . American Accounting Association (AAA) . Financial Executives International (FEI) . Association of Certified Fraud Examiners (ACFE) . The Institute of Internal Auditors (IIA) . Information Systems Audit and Control Association (ISACA) . National Association of Black Accountants, Inc. (NABA) . National Association of Tax Professionals, Ohio Chapter (NATP) . Institute of Management Accountants (IMA) . Association of Government Accountants (AGA)

## Program Learning Outcomes

1. Apply key concepts in financial accounting and reporting, auditing and attestation, regulation, and business environment
2. Apply critical thinking skills to financial analysis and decision-making
3. Evaluate various accounting issues using decision support tools
4. Analyze the needs of the various users of accounting data
5. Communicate accounting data and recommendations effectively, both orally and in writing

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ACCT 215 | I | I |  | I | I |
| ACCT 225 | R | R | I | R | R |
| BSAD 220 |  |  |  | R |  |
| MGMT 312 |  |  |  | R |  |
| ECON 210 |  |  |  | R |  |
| FINA 301 | R | R |  | R |  |
| MKTG 300 |  |  |  | R |  |
| ACCT 310 | R | R | R | R | R |
| ACCT 320 | R | R | R | R | R |
| ACCT 330 | R | R | R | R | R |
| ACCT 390 | R | R | R | R | R |
| ACCT 420 | R | R | R, A | R | R |
| ACCT 425 | R | R | R | R | R, A |
| ACCT 470 | R | R | R | R | R |
| ACCT 495 | R, A | R, A | R, A | R, A | R, A |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

**English Composition (3 hours)**

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

**Mathematics (3 hours)**

Select:

MATH 215 - Statistical Concepts (4)

*Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215. Course can count as a University Elective.

**Sciences (6 hours)**

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

**Social and Behavioral Sciences (6 hours)**

ECON 220 - Introduction to Macroeconomics (4)

Also choose an additional course from Anthropology, Geography, History, Political Science, Psychology, and Sociology. Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)

Choose an additional course from the Art, English Literature, Fine Arts, Music, Philosophy, Religion or Theater disciplines.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Electives (4) (if necessary)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## Major Area

ACCT 310 - Intermediate Accounting I (4)
ACCT 320 - Intermediate Accounting II (4)
ACCT 330 - Cost Management (4)
ACCT 390 - Federal Income Tax I (4)
ACCT 420 - Federal Income Tax II (4)
ACCT 425 - Accounting Information Systems (4)
ACCT 470 - Auditing (4)
ACCT 495 - Accounting Research & Analysis (4)

## Major Electives

Select 4 hours from:

ACCT 341 - Fraud Examination (4)
ACCT 342 - Interviewing Techniques for Fraud Invest (4)
ACCT 343 - Legal Elements of Fraud (4)

ACCT 344 - Corp Gvrnc/Intrnl Control Assessment (4)
ACCT 360 - Government & Not for Profit Accounting (4)
ACCT 401 - Accounting Ethics & Prof Rspnsblties (4)
ACCT 410 - Accounting Intership (1-9)
ACCT 411 - Tax Practicum (1-4)
ACCT 480 - Special Topics in Accounting (1-4)
ACCT 499 - Independent Study in Accounting (1-4)
ENTR 395 - Foundations of Entrepreneurship (4)
FINA 403 - Advanced Financial Management (4)
FPLN 300 - Principles of Financial Planning (4)
FPLN 430 - Tax Planning (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Adolescent to Young Adult Education (7-12)

*Available online at Franklin University .*

For more information about the B.S. Education, please visit our website.

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics (3 hours)

Select:

MATH 215 - Statistical Concepts (4)

*Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215. Course can count as a University Elective.

#### Sciences (6 hours)

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

#### Arts and Humanities (6 hours)

Choose 2 courses from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

#### Social and Behavioral Sciences (6 hours)

PSYC 110 - General Psychology (4)

Also choose an additional course from Anthropology, Economics, Geography, History, Political Science or Sociology.

### Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)

General Education Electives (6 hours) (if necessary)

### Professional Education Component

EDP 400 - Introduction to Principles of Education (3)
EDP 401 - Education in Diverse Society (3)
EDP 403 - Nature & Need of Learners With Exceptionalities (3)
EDP 421 - Child & Adolescent Literature (3)
EDP 423 - Instructional Planning for Pk12 Learners (3)
EDUC 309 - Technology in the Classroom (3)
EDP 405 - Educational Psyc for the PK12 Learner (3)
EDP 429 - Classroom Assessment (3)
EDP 471 - Collaboration & Management (3)
EDP 472 - Differentiating Curricul. (3)
EDP 495 - PK12 Reflection and Seminar (3)

### Adolescent to Young Adult Education (Grades 7-12)

Students are required to take the Methods course for their selected content area.  All students are required to take the EDP 493.

  EDUC 471 - AYA Language Arts Methods (3)
  **OR** EDUC 473 - AYA Social Studies Methods (3)
  **OR** EDUC 474 - AYA Mathematics Methods (3)
  EDP 493 - Professional Growth & Development AYA (9)

## Foundations of Reading

  EDUC 332 - Reading in the Content Area (3)

## Content Areas

Adolescent to Young Adult Education (Grades 7 to 12) program requires teachers to be highly qualified in one major content areas. Students will need 30 credit hours in their selected content area (English Language Arts, Mathematics or Social Studies) to meet program requirements. As a result, required courses may be taken online directly from Franklin University, online through Franklin's partnership with Acadeum or on-site or online as part of an agreement with one of our community college partners. Students should work directly with their academic advisor to review coursework remaining to fulfill their selected content areas and the best plan to complete those courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Applied Management

*Available online at Franklin University .*

Applied management includes the areas of accounting and finance, supervision and management, operations management, project management, business ethics, and strategic planning.

The Applied Management major is designed for students with an Associate's degree, or a vocational/technical background, who seek the essential skills needed to excel in managerial and supervisory roles. The program focuses on both foundational and advanced competencies required for middle and upper management positions. Graduates will emerge with an innovative and entrepreneurial spirit, technological and global literacy, and key communication and problem-solving skills.

## Program Learning Outcomes

1. Analyze the essential functions necessary to manage a successful organization
2. Recommend process design solutions and operations strategies to address common classes of business problems
3. Create a project plan based on the theories of project management
4. Apply supervisory principles to simple and complex processes to accomplish organizational and departmental goals
5. Design a performance plan or project design based on the application of management theory and principles

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ACCT 215 |  | I |  |  | I |
| ACCT 225 | I | I |  |  | I |
| BSAD 110 |  | I | I | I | I |
| BSAD 220 |  |  |  | I | I |
| ECON 210 |  | I |  |  |  |
| FINA 301 |  | I |  |  |  |
| MGMT 312 | I | I |  | I | I |
| MKTG 300 |  | I | I |  | R |
| ENTR 395 | R |  |  |  | R |
| OSCM 390 |  | R |  |  | R |
| AMGT 440 |  |  | R |  | R |
| AMGT 450 |  |  |  | R | R |
| AMGT 497 | R, A | R, A | R, A | R, A | R, A |

# CURRICULUM

124 Semester Hours

## Fundamental General Education Core

### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

### Mathematics

MATH 160 - College Algebra (4)
**OR** MATH 215 - Statistical Concepts (4)

Take MATH 150 Fundamental Algebra as the prerequisite to MATH 160 or MATH 215.  Course can count as a University Elective.

### Sciences (6 hours)

Choose a minimum of 6 semester hours from the Science discipline.

   SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
   SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

   One course must have a laboratory component.

**Social and Behavioral Sciences (6 hours)**

   ECON 220 - Introduction to Macroeconomics (4)

   Also choose an additional course from Anthropology, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

   Take a minimum of 6 semester hours from:

   HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
   HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
   HUMN 218 - World Religions (4)
   HUMN 232 - Introduction to Literature (4)
   HUMN 240 - Popular Culture (4)
   HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

   PF 121 - Basic Learning Strategies (2)
   **OR** PF 321 - Learning Strategies (2)
   PF 106 - Introduction to Spreadsheets (1)
   PF 108 - Introduction to Databases (1)
   COMM 150 - Interpersonal Communication (4)
   **OR** SPCH 100 - Speech Communication (4)
   ENG 205 - Business & Professional Writing (4)

## Major Foundational Courses

   ACCT 215 - Financial Accounting (4)
   ACCT 225 - Managerial Accounting (4)
   BSAD 220 - Business Law (4)
   ECON 210 - Introduction to Microeconomics (4)
   FINA 301 - Principles of Finance (4)
   MGMT 312 - Principles of Management (4)
   MKTG 300 - Marketing (4)

## Major Area

   AMGT 440 - Project and Team Management (4)
   AMGT 450 - Organizational Supervision (4)
   ENTR 395 - Foundations of Entrepreneurship (4)
   OSCM 390 - Operations Management (4)
   BSAD 495 - Business Administration Capstone (4)

## Major Electives

Select 8 credit hours from the following:

   ENTR 400 - Commercialization of Entrepreneurial Products & Services (4)
   ENTR 420 - Managing Micro Business & Generating Funding (4)
   HRM 300 - Human Resources Management (4)
   MKTG 320 - Advertising & Promotion (4)
   MKTG 330 - Marketing Behavior (4)
   MKTG 340 - Digital Marketing (4)
   MKTG 450 - Global Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

## Additional Information

Franklin University's Applied Management completion program enables students to add to previous technical education and complete the bachelor of science degree. It has been designed to build a professional and managerial ability around a student's chosen technical competency. Students who meet lower division requirements that include 24 semester hours core and/or related work experience are admitted into the Applied Management major with approval of the Program Chair. These 24 hours must consist of an identifiable core of work indicative of mastery in an area, discipline or topic appropriate at the undergraduate level. Students entering the major with an Associate of Applied Science (A.A.S.) or technical training and other college credit must satisfy General Education requirements listed above for a total of 36 hours in General Education.

# B.S. Business Administration

*Available onsite at Franklin University , online at Franklin University .*

Business Administration is a diverse field encompassing business strategy, management and operations, marketing, accounting, finance and economics, business ethics and corporate responsibility. Today's dynamic business environment requires professionals with the most current and relevant skillsets.

The major in Business Administration provides students with a foundational curriculum including quantitative and qualitative methods for decision-making, management skills, business and professional writing, and critical communication and technology skills. Students will benefit from a focus on the following concepts that are integrated throughout the program: . Ethics in action . Current management issues . Global business perspectives . Conflict and change management . Personal and professional management development

The flexible Business Administration major allows students to pursue specific career interests through focused coursework in accounting, finance, human resources, management, marketing, operations and supply chain management, and other fields.

## Program Learning Outcomes

1. Define, explain, and properly use the terms, concepts, and principles in the functional areas of management, marketing, accounting, finance, and economics
2. Define and discuss the legal and ethical obligations for working within the social environment of businesses
3. Differentiate and evaluate business concepts and theories to solve complex problems in domestic and international environments using a multi-functional approach
4. Demonstrate proficiency in the use of business tools
5. Research and analyze existing information resources
6. Integrate business theories and concepts to determine the optimal strategic direction for an organization

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1    | 2    | 3    | 4    | 5    | 6    |
|----------|------|------|------|------|------|------|
| BSAD 110 | I    | I    | I    |      |      |      |
| ACCT 215 | I    |      |      | I    | I    | I    |
| ACCT 225 | I    |      |      | I    | I    | I    |
| BSAD 220 |      | I    |      |      |      | I    |
| MGMT 312 | I    | I    | I    | I    | I    | I    |
| ECON 210 | I    |      |      |      |      | I    |
| FINA 301 | I    |      |      | I    | I    | I    |
| MKTG 300 | I    |      |      | I    | I    | I, R |
| BSAD 320 | R    | R    | R    | R, A | R    | R    |
| BSAD 460 | R    | R, A |      |      |      | R    |
| BSAD 495 | R, A | R, A | R, A | R, A | R, A | R, A |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics (3 hours)

Select:

MATH 215 - Statistical Concepts (4)

*Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215. Course can count as a University Elective.

**Sciences (6 hours)**

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

**Social and Behavioral Sciences**

ECON 220 - Introduction to Macroeconomics (4)

Also choose an additional course from Anthropology, Geography, History, Political Science, Psychology, and Sociology. Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

A minimum of 6 hours of Arts and Humanities coursework is required.  Choose from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## Major Area

BSAD 320 - Quant & Qual Methods for Decision Making (4)
BSAD 460 - Business Ethics for Leaders (4)
BSAD 495 - Business Administration Capstone (4)

## Major Electives

Choose 16 Hours from the following:

ACCT 310 - Intermediate Accounting I (4)
ACCT 320 - Intermediate Accounting II (4)
ACCT 330 - Cost Management (4)
ACCT 341 - Fraud Examination (4)
ACCT 390 - Federal Income Tax I (4)
ACCT 425 - Accounting Information Systems (4)
AMGT 440 - Project and Team Management (4)
AMGT 450 - Organizational Supervision (4)
BSAD 410 - Business Administration Internship (1-4)
BSAD 476 - Global Business Issues (4)
BSAD 480 - Special Topics in Business Administration (1-4)
BSAD 499 - Independent Studies in Business Administration (1-4)
COMM 321 - Organizational Communication (4)
ECON 321 - Intermediate Microeconomics (4)
ECON 322 - Intermediate Macroeconomics (4)
ECON 420 - Forecasting (4)
ENTR 395 - Foundations of Entrepreneurship (4)
FINA 340 - Money, Banking, & Financial Markets (4)
FINA 403 - Advanced Financial Management (4)

FINA 405 - Investments (4)
FINA 450 - Global Finance (4)
FPLN 300 - Principles of Financial Planning (4)
FPLN 440 - Risk Management & Insurance Planning (4)
HCM 300 - Healthcare Management (4)
HCM 320 - Healthcare Financial Management I (4)
HCM 442 - Legal Aspects of Healthcare Management (4)
HCM 472 - Contemporary Issues in Healthcare Mgmt (4)
HRM 300 - Human Resources Management (4)
HRM 301 - Staffing (4)
HRM 302 - Training & Development (4)
HRM 401 - Compensation & Benefits (4)
HRM 402 - Employee & Labor Relations (4)
HRM 420 - Principles of Organizational Development (4)
MGMT 325 - Organizational Behavior (4)
MGMT 425 - Organizational Change (4)
MGMT 440 - Organizational Culture & Performance (4)
MGMT 470 - Organizational Leadership (4)
MIS 200 - Management Information Systems (4)
MKTG 320 - Advertising & Promotion (4)
MKTG 330 - Marketing Behavior (4)
MKTG 332 - Marketing Research (4)
MKTG 340 - Digital Marketing (4)
MKTG 430 - Customer Relationship Management (4)
MKTG 450 - Global Marketing (4)
OSCM 390 - Operations Management (4)
OSCM 440 - Quality Management (4)
OSCM 450 - Supply Chain Management (4)
OSCM 455 - Transportation & Logistics Management (4)
OSCM 458 - Purchasing & Inventory Management (4)
OSCM 491 - Integrated Project Management (4)
PBRL 325 - Public Relations (4)
PBRL 445 - Public Relations & Promotional Strategy (4)
PSYC 325 - Coaching in Organizations (4)
RMI 300 - Principles of Risk Management & Insurance (4)
RMI 420 - Commercial Lines Property & Casualty Insurance (4)
RMI 430 - Life & Health Insurance Insurance (4)
RMI 440 - Employee Benefits & Retirement Planning (4)
RMI 470 - Insurance Company Operations (4)
SOCL 335 - Applied Research Methods (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Business Forensics

*Available online at Franklin University .*

Business Forensics is the application of business and basic accounting principles, and theory, to facts or hypotheses at issue in a legal dispute. It consists of two major components: (1) litigation services that recognize the role of the skilled business professional as an expert or consultant and (2) investigative services performed by the business professional which may lead to courtroom testimony. Business Forensics also engages fundamental aspects of business specializations such as auditing, finance, law, and legal research.

The curriculum of the Business Forensics major encompasses fraud examinations, financial investigations, ethics, decision-making skills, corporate governance and internal control assessment. It also introduces students to the investigative skills needed to collect, analyze and evaluate legal evidence, and to interpret and communicate findings to expose the causes and effects of business fraud, questionable business practices, and identity theft.

## Program Learning Outcomes

1. Define, explain, and properly use the terms, concepts, and principles in the functional areas of management, marketing, accounting, finance, and economics
2. Define and discuss the legal and ethical obligations for working within the social environment of businesses
3. Differentiate and evaluate business concepts and theories to solve complex problems in domestic and international environments using a multi-functional approach
4. Demonstrate proficiency in the use of business tools
5. Research and analyze existing information resources
6. Integrate business theories and concepts to determine the optimal strategic direction for an organization
7. Construct documentation of the findings of an interview plan
8. Construct documentation of the findings of a fraud investigation
9. Construct documentation analyzing internal controls

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| BSAD 110 | I | I | I | | | | | | I |
| ACCT 215 | I | | | I | I | I | | | R |
| ACCT 225 | I | | | I | I | I | | | |
| BSAD 220 | | I | | | | I | | | |
| MGMT 312 | I | I | I | I | I | I | | | |
| ECON 210 | I | | | | | I | | | |
| FINA 301 | I | | | I | I | I | | | |
| MKTG 300 | I | | | I | I | I, R | | | |
| BSAD 320 | R | R | R | R, A | R | R | | | |
| BSAD 460 | R | R, A | | | | R | | | |
| BSFR 341 | | R | | R | R | R | I | I | R |
| BSFR 342 | | | | R | | R | R, A | R | R |
| BSFR 343 | | R | | R | R | R | R | R, A | R |
| BSFR 344 | | | | R | | | | R | R, A |
| BSFR 495 | R, A | R, A | R, A | R, A | R, A | R, A | | | |

## CURRICULUM

124 Semester Hours

## Fundamental General Education Core

### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

**Mathematics (3 hours)**

Select:

MATH 215 - Statistical Concepts (4)

*Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215. Course can count as a University Elective.

**Sciences (6 hours)**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences (6 hours)**

ECON 220 - Introduction to Macroeconomics (4)

Also choose an additional course from Anthropology, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)

Also select another course from the Humanities discipline.  A minimum of 6 semester hours of Arts & Humanities coursework is required.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Electives (4) (if necessary)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## Major Area

BSAD 320 - Quant & Qual Methods for Decision Making (4)
BSAD 460 - Business Ethics for Leaders (4)
ACCT 341 - Fraud Examination (4)
ACCT 342 - Interviewing Techniques for Fraud Invest (4)
ACCT 343 - Legal Elements of Fraud (4)
ACCT 344 - Corp Gvrnc/Intrnl Control Assessment (4)
BSFR 495 - Business Foren/Forensic Account Capstone (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Communications

*Available online at Franklin University .*

Create messaging for a mobile multi-screen world. This program integrates media courses with applied communication. Learners gain a comprehensive understanding of communication and a depth of knowledge about how media influence and engage audiences across communication platforms. Tell compelling stories using the latest communication tools and tactics!

Great messaging requires images and text that work together to inspire change, promote ideas, and influence behavior. Enhance your skill set with video or photography as well as document design. Franklin University's Communications program equips you to create, design and shape messaging that strategically supports achieving specific goals.

Courses in this program cultivate skills such as communications planning, visual and media literacy, message development, audience research, and communications design. The curriculum emphasizes creative messaging, tailoring projects, and collaborating to achieve strategic goals.

Learners create a customized communications portfolio that displays skills in visually appealing messaging, ethical communications, audience research, and strategic communication planning. The Communications program provides a broad understanding of the communications discipline while helping students demonstrate in-demand skills.

## Program Learning Outcomes

1. Apply ethical reasoning to professional communications.
2. Explain communication processes and the dynamics of leadership and groups.
3. Apply the forms of effective communication.
4. Analyze human behavior in an organizational culture.
5. Research communication audiences and media effects.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| COMM 150 | | I | I | |
| COMM 315 | R, A | | R | R |
| COMM 321 | R | I | R, A | R |
| COMM 335 | | I, R | R | R |
| COMM 400 | | R | R | R, A |
| COMM 495 | R | A | R, A | A |
| MKTG 332 | | | R | |
| MGMT 312 | | I | | I |
| MKTG 300 | | | R | |
| GRPH 210 | | | I, R | |
| SPCH 100 | I, R | | I, R | |
| ENG 205 | | | I, R | |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics (3 hours)

Select:

MATH 215 - Statistical Concepts (4)

*Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215. Course can count as a University Elective.

**Sciences (6 hours)**

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

**Social and Behavioral Sciences (6 hours)**

A minimum of 6 hours of Social & Behavioral Sciences coursework is required.  Choose from Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)

Choose an additional course from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
GRPH 117 - Graphic Editing Software (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

## Professional Core

COMM 105 - Digital Design (1)
COMM 202 - Introduction to Mass Media (3)
COMM 205 - Communication Design (1)
COMM 241 - Media Design (3)
COMM 261 - Video Production (3)
**OR** GRPH 317 - Digital Photography (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## Major Area

COMM 301 - Theories of Communication (3)
COMM 315 - Communication Ethics (4)
COMM 321 - Organizational Communication (4)
**OR** COMM 400 - Intercultural Communication (4)
COMM 335 - Communication in Groups and Teams (4)
COMM 495 - Communications Capstone (4)
MKTG 332 - Marketing Research (4)

## Major Electives

Select 12 hours from:

BSAD 320 - Quant & Qual Methods for Decision Making (4)
COMM 355 - Introduction to Grant Writing for Non-Profits (4)
COMM 410 - Communications Internship (1-4)
COMM 480 - Special Topics in Communications (4)
COMM 499 - Independent Studies in Communications (1-4)
ENG 360 - Introduction to Creative Writing (4)
ENG 460 - Advanced Creative Writing (4)
HRM 300 - Human Resources Management (4)
HRM 301 - Staffing (4)
HRM 302 - Training & Development (4)
HUMN 301 - Creative Thinking (4)

MGMT 325 - Organizational Behavior (4)
MIS 200 - Management Information Systems (4)
MKTG 320 - Advertising & Promotion (4)
MKTG 330 - Marketing Behavior (4)
MKTG 340 - Digital Marketing (4)
MKTG 430 - Customer Relationship Management (4)
MKTG 450 - Global Marketing (4)
PBRL 325 - Public Relations (4)
PBRL 425 - Media & Crisis Communication (4)
PSYC 325 - Coaching in Organizations (4)
SPM 320 - Sports Information (3)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Computer Science

*Available online at Franklin University .*

There is a tremendous need for technical experts with the ability to create innovative computer systems. The Computer Science program is offered for individuals who are interested in applying, designing and implementing computer systems. Students are provided with a sound theoretical and practical background coupled with the skills to understand, develop, and use theories. The specific goal of the program is to graduate highly-trained computer professionals who have firm foundations in software systems development and software engineering.

The curriculum for the Computer Science program involves development of significant high-level technical skills, but is not a programming degree. Although it provides students with a solid foundation of programming expertise, the Computer Science curriculum prepares students to assume significant responsibility in an IT organization. Graduates will be knowledgeable in advanced software design, design of multi-tier enterprise applications, and software architecture. The Computer Science program is designed to develop a broad base of skills, from basic software design to extending and maintaining large-scale software systems in a corporate environment using industrial strength tools and practices. Because of their broad exposure to elements of the field of computer science, graduates enjoy flexibility in the types of careers they are prepared to pursue.

TECHNOLOGY REQUIREMENTS: Students in the Computer and Information Sciences Majors are expected to exceed the University's General Technology Requirements, and may be required to purchase hardware and/or software with capabilities greater than the standard technology requirements. There will be software requirements such as software development environments, operating systems, virtualization environments and tools, website development and business process documentation tools that will be used in various courses. Students should be prepared to invest in this software, and be able to install and uninstall it without assistance. Courses with specific hardware and software requirements are detailed in the course syllabus under the "Required Materials" section.

To maximize the educational experience, Computer and Information Sciences students must have: . Current model computer (less than 2 years of age) . DVD optical drive . 2 GB RAM minimum (4 GB+ recommended) . Broadband access . 40 GB or higher of available hard drive space at the beginning of each term

## Program Learning Outcomes

1.  Be able to develop and implement effective solutions to real world problems
2.  Demonstrate the knowledge and skills required to contribute to the development and maintenance of large-scale software applications within an organizational structure
3.  Be able to communicate appropriately for technical and expert audiences
4.  Apply mathematical models and methods in problem solving

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1       | 2    | 3 | 4    |
|----------|---------|------|---|------|
| COMP 111 | I       | I    |   |      |
| COMP 121 | I, R    | R    |   | I    |
| COMP 201 | I       | I    |   |      |
| COMP 204 | I       | I    |   |      |
| COMP 215 | I       | I    |   |      |
| COMP 323 | I       | I    |   |      |
| COMP 281 | I, R    | R    |   |      |
| COMP 294 | I, R, A |      |   | R    |
| COMP 311 | R, A    | R    |   | R, A |
| COMP 321 | I, R    | R    |   |      |
| COMP 325 | I, R    |      |   |      |
| COMP 394 | R       | A    |   |      |
| COMP 461 | I, R    | I, R |   |      |
| COMP 486 | I, R    | I, R |   |      |
| COMP 495 | R       | A    | A |      |
| MIS 310  | I       |      |   |      |
| ISEC 200 | I       |      |   |      |
| MATH 320 | I       |      |   | I    |

## CURRICULUM

124 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper (2 credit hours) is also required.

### Mathematics

Choose a minimum of three semester hours from:

MATH 160 - College Algebra (4)

Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *at least one mathematics or statistics course beyond the level of intermediate algebra.

### Sciences

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

Choose coursework from the Anthropology, Economics, Psychology, and Sociology disciplines, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

### Arts and Humanities

Choose a minimum of 6 semester hours from:

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)
MATH 280 - Intro to Probability & Statistics (4)

## Professional Core

COMP 111 - Introduction to Computer Science & Object-Oriented Programming (4)
COMP 121 - Object-Oriented Data Structures & Algorithms I (4)
COMP 201 - Principles of Computer Organization (2)
COMP 204 - Principles of Computer Networks (2)
COMP 215 - Programming Language: Principles & Practice (4)
COMP 281 - Database Management Systems (4)
COMP 294 - Computer Science Practucim I (2)
ISEC 200 - Cyber Security Fundamentals (2)

## Major Area

COMP 311 - Object-Oriented Data Structures & Algorithms II (4)

COMP 321 - Application Server Programming (4)
COMP 323 - Fundamentals of Operating Systems (4)
COMP 394 - Computer Science Practicum II (2)
COMP 495 - Computer Science Practicum Iii/Capstone (4)
MATH 320 - Discrete Mathematics (4)

## Major Electives

Select 16 hours from the following:

COMP 325 - Human-Computer Interaction (4)
COMP 411 - Principles of Machine Learning (4)
COMP 461 - Enterprise Software Architecture (4)
COMP 471 - Software Testing (4)
COMP 480 - Special Topics in Computer Science (1-4)
COMP 486 - Object-Oriented Analysis & Design (4)
INFA 300 - Introduction to Analytics (4)
ISEC 300 - Information Assurance (4)
MIS 310 - Info Systems Architecture & Technology (4)
WEBD 325 - Mobile Programming (4)

*Other 300 or 400 level courses may be selected from Computer Science, Information Security, Information Systems, Information Technology, or Web Development upon approval of the Program Chair.

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Criminal Justice Administration

*Available online at Franklin University .*

The interdisciplinary field of Criminal Justice examines the multi-faceted criminal justice system of the United States, and the causes and consequences of crime. It draws on key principles from related disciplines, such as public administration, law and sociology.

The Criminal Justice Administration major explores social, cultural, political, and organizational influences on criminal justice policies and operations from both theoretical and real-world perspectives. Its curriculum is designed to meet the educational needs of those working with the police, courts, probation and parole systems, and correctional institutions. Students are instructed in fundamental aspects of the field: law enforcement; criminology theory and crime control; juvenile justice, delinquency and corrections; ethical decision making; corrections, probation and parole, and criminal justice leadership.

## Program Learning Outcomes

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| CJAD 210 | I | I | I |  | I | I | I |
| CJAD 240 |  |  |  | I |  | R |  |
| POSC 204 |  |  |  |  | R |  |  |
| CJAD 340 |  |  | I |  | I, R |  |  |
| CJAD 310 |  |  | R, A |  |  |  |  |
| CJAD 315 | R |  |  |  |  |  |  |
| CJAD 320 |  | R, A |  |  |  |  |  |
| CJAD 330 |  |  | R | R |  |  |  |
| CJAD 450 |  |  |  |  | R | R | R |
| CJAD 455 |  |  |  |  | R | R | R |
| CJAD 495 | R, A | R, A | R, A | R, A | R, A | R, A | R, A |

1. Compare and contrast contemporary theories and strategies of policing in America
2. Explain the purpose and function of the correctional system in the U.S.
3. Describe the purpose and function of the courts system in the U.S.
4. Compare and contrast theories of crime and offending that are commonly accepted in the field of criminal justice
5. Apply critical thinking, reasoning, and analytical skills required for ethical decision-making and problem solving in criminal justice
6. Demonstrate knowledge of ethical principles, laws, and standards of professional conduct applicable to the criminal justice system
7. Apply management, administrative, and leadership skills appropriate to a criminal justice agency

# CURRICULUM

120 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics

Select from:

MATH 160 - College Algebra (4)
**OR** MATH 215 - Statistical Concepts (4)

Choose MATH 150 Fundamental Algebra as the prerequisite to MATH 160. Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215.  Prerequisite course can count as a University Elective.

### Sciences (6 hours)

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

### Social and Behavioral Sciences (6 hours)

POSC 204 - American Government (3)

Also choose an additional course from Anthropology, Economics, Geography, History, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

### Arts and Humanities (6 hours)

Choose a minimum of 6 semester hours from:

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)

Choose an additional course from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)
General Education Electives (2)

## Professional Core

CJAD 210 - Intro to Criminal Justice Administration (4)
CJAD 240 - Introduction to Criminology (4)
CJAD 340 - Evidence Based Practice & Research (4)

## Major Area

CJAD 310 - Courts and Criminal Procedure (4)
CJAD 315 - Policing in America (4)
CJAD 320 - Corrections in America (4)
CJAD 330 - Juvenile Justice & Delinquency (4)
CJAD 450 - Criminal Justice Management & Admin (4)
CJAD 455 - Ethics in the Criminal Justice System (4)
CJAD 495 - Criminal Justice Administration Capstone (4)

## Major Electives

Select 8 hours of any courses from within or across the suggested pathways listed.

**Corrections**

CJAD 425 - Probation and Parole (4)
CJAD 430 - Juvenile Corrections (4)

**Homeland Security**

CJAD 360 - Intro: Terrorism & Intelligence Analysis (4)
CJAD 420 - Cybercrime (4)

**Law Enforcement**

CJAD 360 - Intro: Terrorism & Intelligence Analysis (4)
CJAD 415 - Contemporary Policing Strategies & Issue (4)

**Public Administration**

PUAD 420 - Government & Nonprofit Budgeting (4)
PUAD 305 - Introduction to Public Administration (4)

**Special Populations**

CJAD 335 - Case Management (3)
CJAD 445 - Victimology (3)
CJAD 440 - Sociology of Deviant Behavior (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Cybersecurity

*Available online at Franklin University .*

## Program Learning Outcomes

1. Communicate effectively for a range of purposes and audiences
2. Describe the breadth of the information security field and its impact on business
3. Employ firewalls, VPNs, and stateful packet inspection techniques to harden networks
4. Identify and analyze, determine impacts, and develop plans to mitigate security risks
5. Identify and correct programming and software architecture mistakes that lead to application security vulnerabilities
6. Employ a layered approach to hardware, operating systems, middleware, and applications to produce high-availability services
7. Develop a consistent and strategic balance among business needs, security policy, industry and regulatory standards, and technology for overall information security architecture
8. Be prepared to compete successfully in securing employment or progressing in their chosen field

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| ISEC 300 | R | I | I | I | I | I | I | R |
| ISEC 325 |  |  | R |  |  |  |  | R |
| ISEC 350 | R | R |  | R |  |  |  | R |
| ISEC 400 |  |  |  |  | R |  |  | R |
| ISEC 425 | R | R |  |  |  | R |  | R |
| ISEC 450 | R | R |  |  |  |  | R | R |
| ISEC 495 | A | A | A | A | A | A | A | A |
| ITEC 400 |  |  | R |  |  | R |  | R |
| MIS 310 |  |  |  |  |  | I |  | R |
| COMP 101 |  |  |  |  | I |  |  | I |
| COMP 204 |  |  | I |  |  |  |  | R |
| COMP 281 |  |  |  |  | R |  |  | R |
| ITEC 136 |  |  |  |  | R |  |  | R |
| WEBD 101 |  |  |  |  | I |  |  | I |
| WEBD 236 |  |  |  |  | R |  |  | R |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics (3 hours)

MATH 160 - College Algebra (4)

Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective.

#### Sciences (6 hours)

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

#### Social and Behavioral Sciences (6 hours)

A minimum of 6 hours of Social & Behavioral Sciences coursework is required.  Choose from Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)

Choose additional course from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)
MATH 280 - Intro to Probability & Statistics (4)

## Professional Core

COMP 101 - Problem Solving With Computing (2)
COMP 204 - Principles of Computer Networks (2)
COMP 281 - Database Management Systems (4)
ISEC 200 - Cyber Security Fundamentals (2)
ISEC 325 - Communication & Network Security (4)
ITEC 136 - Principles of Programming (4)
MIS 200 - Management Information Systems (4)
WEBD 101 - Introduction to Web Page Construction (2)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

ISEC 300 - Information Assurance (4)
ISEC 350 - Security Risk Management (4)
ISEC 375 - Digital Forensics & Incident Response (4)
ISEC 400 - Software Development Security (4)
ISEC 475 - Security Engineering & Assessment (4)
ISEC 495 - Cyber Security Capstone (4)
ITEC 350 - Windows Administration (4)
MIS 310 - Info Systems Architecture & Technology (4)
WEBD 236 - Web Information Systems Programming (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Emergency Management & Homeland Security

*Available online at Franklin University .*

Emergency management and homeland security are interconnected fields that focus on public safety, private security and emergency management operations. Today's police, fire, and EMS and EMA teams, as well as individuals working in private industry, must coordinate planning efforts to achieve complex collaborative safety and security management tasks.

The curriculum of the Emergency Management & Homeland Security major draws on essential principles from public administration, public safety management, and sociology. Students will study key concepts and topics such as threat assessment and risk management, labor relations, fiscal administration, safety and security operations, crisis readiness and disaster preparedness.

## Program Learning Outcomes

1. Apply principles of leadership, basic accounting, fiscal management, and budgeting in support of the leadership and vision of appropriate intergovernmental, interagency, and interdisciplinary Emergency Management & Homeland Security agencies
2. Compare and contrast the similarities and differences between the roles of managers and leaders in intergovernmental, interagency, and interdisciplinary Emergency Management & Homeland Security agencies
3. Apply basic management skills of planning, organizing, staffing, directing, coordinating, managing change, and decision making within appropriate intergovernmental, interagency, and interdisciplinary Emergency Management & Homeland Security agencies
4. Apply critical thinking, reasoning, and analytical skills required for ethical decision making and problem solving in intergovernmental, interagency, and interdisciplinary Emergency Management & Homeland Security agencies
5. Apply appropriate ethical principles, laws, and human relations skills to all applicable areas of operations in intergovernmental, interagency, and interdisciplinary Emergency Management & Homeland Security agencies
6. Demonstrate the ability to make optimal use of available assets, resources, comm, and evolving tech to successfully administer EMHS operations and projects in intergovernmental, interagency, and interdisciplinary EMHS agencies
7. Apply appropriate federal laws, regulations, and guidelines regarding emergency management and homeland security to local intergovernmental, interagency, and interdisciplinary Emergency Management & Homeland Security agencies
8. Use clear and effective oral and written comm strategies coupled with strong interpersonal, tech, and social media skills to facilitate building collaborative partnerships in intergov't, interagency, and interdisciplinary EMHS agencies
9. Assess risks and threats, design response plans, exercise and eval programs, and use of tech that coordinate public and private resources to effectively manage disaster prevention, improve emergency resp, enhance recovery, & effectively mitigate disasters

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| CJAD 340 | | | | I | I | | | | |
| SEMT 335 | I | I | I | I | I | I | I | I | I |
| HRM 302 | R | | | R | | | | | R |
| SEMT 335 | | R | | I, R | R | | R | | |
| PUAD 305 | I, R | | I, R | | I, R | | | | |
| PUAD 420 | I, R, A | | R | A | R | | A | | |
| PUAD 495 | A | A | A | A | A | A | A | A | |
| **Emergency Management & Disaster Recovery** | | | | | | | | | |
| SEMT 240 | I | I | I | | | | | | |
| FIES 310 | | | | | I | I | I | I | |
| FIES 430 | | | | | R | R | R | R | R |
| SEMT 450 | | I | R | | | | | | R |
| SEMT 328 | | | | I, R | | | | | R |
| **Homeland Security** | | | | | | | | | |
| CJAD 210 | | | | I | I | I | I | | |
| CJAD 360 | R | | | R | | R | | | |
| SEMT 326 | | I, R | I, R | R | | | | | I, R |
| SEMT 432 | R | R | R | R | R | R | R | R | R |
| COMM 355 | | | R | R | | R | | | |

## CURRICULUM

120 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics

Choose a minimum of three semester hours from:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as University elective. *At least one mathematics or statistics course beyond the level of intermediate algebra.

### Sciences

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

POSC 204 - American Government (3)
Choose an additional course from the Anthropology, Psychology, or Sociology discipline.

*The six semester hours must come from at least two different disciplines

### Arts and Humanities

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
COMM 107 - Intro to Web Presentation & Publishing (1)
**OR** COMM 205 - Communication Design (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

CJAD 340 - Evidence Based Practice & Research (4)
HRM 302 - Training & Development (4)
PUAD 305 - Introduction to Public Administration (4)
PUAD 420 - Government & Nonprofit Budgeting (4)
PUAD 495 - Public Administration Capstone (4)
SEMT 322 - Ethics & Leadership in Public Safety Agencies (4)
SEMT 335 - Introduction to Emergency Management & Homeland Security (4)

## Major Specializations

Choose One:

### Emergency Management & Disaster Response

FIES 310 - Fire & Emergency Services Administration (4)
FIES 430 - Political & Legal Foundations for Fire Protection (4)
SEMT 240 - Disaster Planning & Response (4)
SEMT 328 - Emergency Management Theory & Practice (4)
SEMT 450 - Critical Incident Management (4)

### Homeland Security

CJAD 210 - Intro to Criminal Justice Administration (4)
CJAD 360 - Intro: Terrorism & Intelligence Analysis (4)
CJAD 430 - Juvenile Corrections (4)
COMM 355 - Introduction to Grant Writing for Non-Profits (4)
SEMT 432 - Homeland Security: Theory & Practice At The Local Level (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Energy Management

*Available online at Franklin University .*

The oil and gas industry is a large and vital part of the global economy. Its professional workforce holds management and leadership positions such as plant coordinator, procurement coordinator, production services representative, rental analyst for lease payments, lease analyst, business analyst, and business development, to name a few.

The Energy Management program curriculum is designed to create a knowledge base with regard to the field's key topics. These include legal issues, such as leases, lease transfers, and environmental regulations; energy supply and demand; financial markets; strategic planning; and best practices as applied to energy economics.

Industry leaders and professionals are represented among program faculty. The program's advisory board is also made up of industry professionals, and its members are charged with providing input with regard to the latest industry-related courses and topics relevant in today's marketplace.

Graduates of the Energy Management program will have the educational foundation needed to pursue professional certification in the field. One of these is the Certified Professional Landman (CPL), offered by the American Association of Professional Landmen, or AAPL. It is obtained through a combination of professional and educational experience, and successful passage of the CPL examination.

Program students are encouraged to pursue opportunities for training and work experience in this field.

## Program Learning Outcomes

1. Apply concepts from conventional business administration courses such as accounting, business law, economics, management, marketing and finance to the field of energy
2. Describe the history of production and usage in the oil and gas industry in the United States and internationally
3. Evaluate oil and gas financing and valuation of energy markets
4. Apply economic tools used for analyzing energy markets and innovation
5. Apply ethical and legal considerations regarding rights of mineral ownership, transfers of interest and contracts associated with the oil and gas industry
6. Analyze and interpret costs, risks and benefits related to the energy industry

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1 | 2 | 3 | 4 | 5 | 6 |
|----------|---|---|---|---|---|---|
| EGMT 330 | I |   |   |   |   |   |
| EGMT 430 |   | I |   | R |   |   |
| EGMT 450 |   | I |   |   |   |   |
| EGMT 460 |   | I | I |   |   |   |
| EGMT 495 | A | A | A | A | A | A |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Take:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as University elective.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

ECON 220 - Introduction to Macroeconomics (4)
Choose additional coursework from the Anthropology, Psychology, and Sociology disciplines, or POSC 204 American Government

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

# Additional General Education Requirements

PF 321 - Learning Strategies (2)
PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

# Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

# University Electives

Any undergraduate courses offered by the University except developmental education courses.

# Major Area

EGMT 330 - Introduction to the Energy Industry (4)
EGMT 430 - Legal/Ethical Envir of Energy Industry (4)
EGMT 450 - Energy Finance (4)
EGMT 460 - Energy Markets & Innovation (4)
EGMT 495 - Energy Management Strategy Capstone (4)

# Major Electives

AMGT 440 - Project and Team Management (4)
AMGT 450 - Organizational Supervision (4)

BSAD 476 - Global Business Issues (4)
ENTR 395 - Foundations of Entrepreneurship (4)
ENTR 400 - Commercialization of Entrepreneurial Products & Services (4)
OSCM 390 - Operations Management (4)
HRM 300 - Human Resources Management (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Entrepreneurship

*Available online at Franklin University .*

Entrepreneurship is the process of developing and launching a new business enterprise, sourcing and organizing the required resources, and accepting both the risks and the rewards associated with the venture.

The Entrepreneurship major integrates key principles from management, marketing, finance, and accounting to provide students - who may already be successful business managers or owners - with a broad understanding of entrepreneurship. The program focuses on the development and refinement of key entrepreneurial skills necessary for the effective creation, development and growth of small- to large-scale businesses. Students will acquire a fundamental understanding of business planning, company valuation, information technology, and consulting as they relate to new ventures, small enterprises and family businesses.

The Entrepreneurship program focuses on the creation of social and economic value by developing core capabilities of idea generation, opportunity recognition, resource acquisition, and entrepreneurial management.

## Program Learning Outcomes

1. Analyze the essential functions necessary to launch and manage a successful microbusiness organization
2. Analyze and lead the key initiatives necessary to effectively market and sell a business's products and services
3. Master state-of-the-art theories and concepts essential for leading general operations in a microbusiness
4. Evaluate the appropriate methods for fund generation and distribution for an entrepreneurial business
5. Develop a fully-integrated business development plan for a new entrepreneurial venture

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ACCT 215 |  |  | I |  | I |
| ACCT 225 | I |  | I |  | I |
| BSAD 220 |  |  |  | I | I |
| ECON 210 |  | I |  | I | I |
| FINA 301 |  |  | I |  | I |
| MGMT 312 | I |  |  | I | I |
| MKTG 300 |  | I |  |  | I |
| MKTG 340 |  | R |  |  | R |
| ENTR 395 | R |  |  |  | R |
| ENTR 400 |  | R |  |  | R |
| ENTR 420 |  |  | R | R | R |
| ENTR 495 | R, A | R, A | R, A | R, A | R, A |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics (3 hours)

Choose a minimum of three semester hours from: (at least one mathematics or statistics course beyond the level of intermediate algebra)

MATH 160 - College Algebra (4)

MATH 215 - Statistical Concepts (4)

*Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as University elective.

### Sciences (6 hours)

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

ECON 220 - Introduction to Macroeconomics (4)
Choose additional coursework from the Anthropology, Psychology, or Sociology disciplines, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines.

### Arts and Humanities (6 hours)

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

ENTR 395 - Foundations of Entrepreneurship (4)
ENTR 400 - Commercialization of Entrepreneurial Products & Services (4)
ENTR 420 - Managing Micro Business & Generating Funding (4)
ENTR 495 - Entrepreneurship Capstone (4)
MKTG 340 - Digital Marketing (4)

## Major Electives

HRM 300 - Human Resources Management (4)
AMGT 440 - Project and Team Management (4)
AMGT 450 - Organizational Supervision (4)
MGMT 325 - Organizational Behavior (4)
MKTG 320 - Advertising & Promotion (4)
MKTG 330 - Marketing Behavior (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Exercise Science

*Available online at Franklin University .*

The Exercise Science major prepares students for leadership positions in sport, health and fitness and other allied health professions. Graduates will recognize the challenges that come with performing in public and private sector, for-profit and not-for-profit, corporate or educational settings. Graduates will have demonstrated an understanding and mastery of applied physiology, including but not limited to, human movement, bioenergetics, sport performance, motivation and organizational leadership.

## Program Learning Outcomes

1. Evaluate the physiological status of a client using tests of cardiovascular fitness, muscular strength, and body composition.
2. Explain to clients the processes and behaviors for changing physiological status.
3. Analyze client's ability to move and design programs for modifying movement profiles.
4. Identify different behavioral change techniques and choose appropriate behavioral change strategies.
5. Describe and locate various technologies for assessment and communication of physiological and physical literacy characteristics.
6. Apply the design of individually tailored exercise prescriptions and the associated exercise techniques.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| EXS 125 | I |  | I |  | I | I |
| EXS 140 | I |  |  |  | I, R |  |
| EXS 203 |  | I | I, R |  | I |  |
| EXS 204 |  | I, R, A |  | I, A | I, A |  |
| EXS 252 | R, A | I, A |  | R | R, A |  |
| EXS 335 | I, R, A |  |  |  |  | I, A |
| EXS 351 |  |  | I, R, A |  | R, A |  |
| EXS 400 | R, A | R, A | R, A | R, A | R, A | R, A |
| EXS 423 |  | R, A |  | R, A |  |  |
| EXS 460 | R, A |  | R, A |  | R, A | R, A |
| HEA 152 | I | I |  | I | I | I |
| HEA 254 |  |  |  | I, R | I, R |  |
| SOCL 335 |  |  | I, R, A |  |  |  |
| SPM 351 |  |  |  |  |  | I |
| EXS 491 | R, A | R, A | R | R |  | R, A |

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics (3 hours)

Select:

MATH 215 - Statistical Concepts (4)

*Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215. Course can count as a University Elective.

**Sciences (6 hours)**

SCIE 244 - Foundations of Anatomy & Physiology (4)

Plus choose one additional course from the Science discipline.

**Social and Behavioral Sciences (6 hours)**

PSYC 110 - General Psychology (4)

Choose an additional course from Anthropology, Economics, Geography, History, Political Science and Sociology disciplines.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

A minimum of 6 hours of Arts and Humanities coursework is required.  Choose from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)
PF 106 - Introduction to Spreadsheets (1)

General Education elective (1) if needed

## Major Area

EXS 125 - Designing Exercise Programs (3)
EXS 140 - Foundations/Principles/History Sport (3)
EXS 203 - Sport and Society (3)
EXS 204 - Intro to Sports and Exercise Psychology (3)
EXS 252 - Exercise Physiology (3)
EXS 335 - Principles of Strength Train/Condition (3)
EXS 351 - Kinesiology/Biomechanics (3)
EXS 400 - Exercise Special Populations (3)
EXS 423 - Organization/Admin of Sports Programs (3)
EXS 460 - Exercise Testing and Prescription (3)
HEA 152 - Wellness (3)
HEA 254 - Nutrition and Fitness (3)
SOCL 335 - Applied Research Methods (4)
SPM 351 - Sports Law (3)
EXS 491 - Field Exp Exercise Science Wlns & Fit (1-6)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Financial Management

*Available online at Franklin University .*

Financial Management is a broad, interdisciplinary profession which combines concepts, analytical tools and information resources from a number of other disciplines, including accounting, economics, and information management.

The Financial Management major is designed around a robust curriculum including financial analysis and forecasting, cash management, portfolio management, international finance, and financial risk management. The program is designed to prepare students for careers in business financial management (large and small firms), investment management, international finance, as well as the financial services industry (banking, insurance and securities). It is also an excellent foundation for students wishing to pursue graduate study in business or law.

## Program Learning Outcomes

1. Use data provided within financial statements to calculate and analyze financial ratios and common-size statements
2. Apply time-value-of-money and other techniques to determine the value of financial securities
3. Calculate the weighted average cost of capital in the assessment of a firm's capital structure
4. Evaluate the capital expenditure and investment alternatives of a firm
5. Assess the impact of participation in global financial markets on a firm's financial decision-making

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ACCT 215 | I |  |  |  |  |
| ACCT 225 |  | I |  |  |  |
| BSAD 220 |  |  |  |  |  |
| ECON 210 |  |  |  |  |  |
| FINA 301 | R | R | I | I |  |
| MGMT 312 |  |  |  |  |  |
| MKTG 300 |  |  |  |  |  |
| FINA 340 | R | R | R | R | I |
| FINA 403 | R | R | R | R |  |
| FINA 405 |  | R |  |  |  |
| FINA 450 |  | R | R | R | R |
| FINA 495 | R, A | R, A | R, A | R, A | R, A |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics (3 hours)

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University Elective.

#### Sciences (6 hours)

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences (6 hours)**

ECON 220 - Introduction to Macroeconomics (4)

Also choose an additional course from Anthropology, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)

Also select another course from the Humanities discipline.  A minimum of 6 semester hours of Arts & Humanities coursework is required.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Electives (4) (if necessary)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

FINA 340 - Money, Banking, & Financial Markets (4)
FINA 403 - Advanced Financial Management (4)
FINA 405 - Investments (4)
FINA 450 - Global Finance (4)
FINA 495 - Financial Policy Seminar (4)

## Major Electives

Select 8 hours from:

ACCT 310 - Intermediate Accounting I (4)
ACCT 320 - Intermediate Accounting II (4)
ACCT 330 - Cost Management (4)
ENTR 395 - Foundations of Entrepreneurship (4)
FINA 410 - Finance Internship (1-4)
FINA 480 - Special Topics in Finance (1-4)
FPLN 300 - Principles of Financial Planning (4)
FPLN 430 - Tax Planning (4)
FPLN 440 - Risk Management & Insurance Planning (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Financial Planning

*Available online at Franklin University .*

Financial planning is the development of strategies to assist individuals and small business owners who wish to manage their financial affairs, and to meet specific goals or objectives. This process involves reviewing all relevant aspects of a client's current situation, performing financial analyses, and designing a comprehensive financial plan that meets stated needs.

Financial planning, and the major in the field, consists of six major components: personal financial planning; investment and wealth management; income tax planning; risk management and insurance; employee benefits; retirement planning; and, estate planning. A financial planning professional should master each of these areas, and be able to create comprehensive financial plans for individuals and businesses. Graduates of the program will be prepared for a variety of career paths in this growing specialized business discipline.

The University's Financial Planning major is registered with the Certified Financial Planning (CFP) Board of Standards. At completion of the program, students will have satisfied the education requirement for attaining CFP Certification, and be eligible to sit for the CFP Certification Examination.

## Program Learning Outcomes

1. Demonstrate written communication skills in financial planning
2. Analyze ethical issues in the financial planning profession
3. Apply strategies and techniques to manage financial exposure due to personal or business risk
4. Apply financial planning strategies and techniques to maximize the present value of the client's after-tax net worth
5. Apply strategies to efficiently preserve and distribute accumulated wealth
6. Develop long-term strategies and recommendations for a comprehensive financial plan

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| ACCT 215 |  |  |  |  |  |  |
| ACCT 225 |  |  |  |  |  |  |
| BSAD 220 |  | I |  |  |  |  |
| ECON 210 |  |  |  |  |  |  |
| FINA 301 |  |  | I |  |  |  |
| MGMT 312 |  |  |  |  |  |  |
| MKTG 300 |  |  |  |  |  |  |
| FPLN 300 | I | I | I | I | I | I |
| FPLN 405 | R | I | I | I | R | R |
| FPLN 430 | R | I | I | I, R | R | R |
| FPLN 440 | R | I | I, R | R | R | R |
| FPLN 450 | R | I | R | R | I, R | R |
| FPLN 460 | R | I | R | R | I, R | R |
| FPLN 495 | R, A | R, A | R, A | R, A | R, A | R, A |

## CURRICULUM

124 Semester Hours

## Fundamental General Education Core

### English Composition (3 hours)

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

**Mathematics (3 hours)**

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University Elective.

**Sciences (6 hours)**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences (6 hours)**

ECON 220 - Introduction to Macroeconomics (4)

Also choose an additional course from Anthropology, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)

Also select another course from the Humanities discipline.  A minimum of 6 semester hours of Arts & Humanities coursework is required.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Electives (4) (if necessary)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

FPLN 300 - Principles of Financial Planning (4)
FINA 405 - Investments (4)
FPLN 430 - Tax Planning (4)
FPLN 440 - Risk Management & Insurance Planning (4)
FPLN 450 - Retirement Savings & Income Planning (4)
FPLN 460 - Estate Planning (4)
FPLN 495 - Financial Plan Development (4)

## Major Electives

Select 4 hours from:

ACCT 390 - Federal Income Tax I (4)
CJAD 420 - Cybercrime (4)
ENTR 395 - Foundations of Entrepreneurship (4)
FINA 340 - Money, Banking, & Financial Markets (4)
FINA 450 - Global Finance (4)
FINA 480 - Special Topics in Finance (1-4)
FPLN 410 - Financial Planning Internship (1-4)
FPLN 499 - Independent Studies in Financial Planning (1-4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Forensic Accounting

*Available online at Franklin University .*

Forensic accounting is the specialty practice area of accountancy describing work that results from actual or anticipated disputes or litigation. Forensic accountants - sometimes called forensic auditors or investigative auditors - are often called to provide expert testimony at trial.

Graduates with majors in Forensic Accounting are prepared for employment or promotion in public accounting, private industry or government. They also have the requisite educational background to seek professional certification (e.g., Certified Fraud Examiner, Certified Internal Auditor). These designations are achieved following successful passage of rigorous examinations, and in the case of the Certified Public Accountant certification, additional study beyond that required for the Bachelor of Science degree. Preparatory courses are available, and often beneficial, to the graduate seeking such certifications. Qualified students are encouraged to gain additional training and work experience through internships with certified public accounting firms, private industry and government.

All Forensic Accounting students take a two-course sequence in intermediate accounting. The intermediate courses and a four-course sequence in fraud examination provide the conceptual framework for the major.

Members of the University's Forensic Accounting faculty are active in the accounting professions. Instructors have extensive professional accounting experience and most work or have worked in government or private industry, or at top firms.

## Program Learning Outcomes

1. Apply logical thinking and critical analysis
2. Research specific financial accounting issues
3. Analyze ethical issues in the accounting profession
4. Analyze information systems through evaluation of process controls and organizational system risks within a business process
5. Demonstrate written communication skills in accounting
6. Construct documentation of the findings of an interview plan
7. Construct documentation of the findings of a fraud investigation
8. Construct documentation analyzing internal controls

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    |
|----------|------|------|------|------|------|------|------|------|
| ACCT 215 | I    | I    | I    | I    | I    |      |      | I    |
| ACCT 225 | R    |      | R    |      | R    |      |      | R    |
| BSAD 220 |      |      | R    |      | R    |      |      |      |
| MGMT 312 |      |      | R    |      | R    |      |      |      |
| ECON 210 |      |      | R    |      | R    |      |      |      |
| FINA 301 | R    | R    | R    |      | R    |      |      |      |
| MKTG 300 |      |      | R    |      | R    |      |      |      |
| ACCT 310 | R    | R    | R    | R    | R    |      |      | R    |
| ACCT 320 | R    | R    | R    | R    | R    |      |      | R    |
| ACCT 341 | R    | R    | R    |      | R    | I    | I    | R    |
| ACCT 342 | R    | R    | R    |      | R    | R, A | R    | R    |
| ACCT 343 | R    | R    | R    |      | R    | R    | R, A | R    |
| ACCT 344 | R    | R    | R    | R    | R    |      | R    | R, A |
| ACCT 425 | R    | R    | R    | R, A | R    |      |      | R    |
| ACCT 470 | R    | R    | R    | R    | R    |      |      | R    |
| ACCT 495 | R, A | R, A | R, A | R    | R, A |      |      | R    |

## CURRICULUM

124 Semester Hours

**Fundamental General Education Core**

### English Composition (3 hours)

Choose a minimum of 3 semester hours from:

  ENG 120 - College Writing (4)

  *If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics (3 hours)

  MATH 215 - Statistical Concepts (4)

  Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University Elective.

### Sciences (6 hours)

Choose a minimum of 6 semester hours from:

  SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
  SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

  *Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences (6 hours)

  ECON 220 - Introduction to Macroeconomics (4)

  Also choose an additional course from Anthropology, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

### Arts and Humanities (6 hours)

  HUMN 210 - Intro to Logic & Critical Thinking Skill (2)

  Also select another course from the Humanities discipline.  A minimum of 6 semester hours of Arts & Humanities coursework is required.

## Additional General Education Requirements

  PF 106 - Introduction to Spreadsheets (1)
  **OR** PF 116 - Computer Applications (3)
  PF 108 - Introduction to Databases (1)
  PF 321 - Learning Strategies (2)
  COMM 150 - Interpersonal Communication (4)
  **OR** SPCH 100 - Speech Communication (4)
  General Education Electives (4) (if necessary)

## Major Foundational Courses

  ACCT 215 - Financial Accounting (4)
  ACCT 225 - Managerial Accounting (4)
  BSAD 220 - Business Law (4)
  ECON 210 - Introduction to Microeconomics (4)
  FINA 301 - Principles of Finance (4)
  MGMT 312 - Principles of Management (4)
  MKTG 300 - Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

  ACCT 310 - Intermediate Accounting I (4)
  ACCT 320 - Intermediate Accounting II (4)
  ACCT 341 - Fraud Examination (4)

ACCT 342 - Interviewing Techniques for Fraud Invest (4)
ACCT 343 - Legal Elements of Fraud (4)
ACCT 344 - Corp Gvrnc/Intrnl Control Assessment (4)
ACCT 425 - Accounting Information Systems (4)
ACCT 470 - Auditing (4)
BSFR 495 - Business Foren/Forensic Account Capstone (4)

## Major Electives

Select 4 hours from:

ACCT 330 - Cost Management (4)
ACCT 360 - Government & Not for Profit Accounting (4)
ACCT 390 - Federal Income Tax I (4)
ACCT 401 - Accounting Ethics & Prof Rspnsblties (4)
ACCT 410 - Accounting Intership (1-9)
ACCT 420 - Federal Income Tax II (4)
ACCT 480 - Special Topics in Accounting (1-4)
ACCT 499 - Independent Study in Accounting (1-4)
ENTR 395 - Foundations of Entrepreneurship (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Health Information Management

*Available online at Franklin University .*

As professionals, health information managers are an integral part of an organization's management team, working with other healthcare managers and clinical staff to provide information resources that are vital to effective, high-quality patient care. In operational settings, health information managers will design and maintain information systems, assess and disseminate clinical and administrative information, provide expert leadership in decision-making and perform as integral members of a healthcare team.

The Health Information Management major is a degree program that meets the health industry's need for professionally-trained and educated individuals in the converging fields of business, information technology, and healthcare management. The program is designed to meet professional competencies established by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), and to create effective managers of information in the diverse and interdisciplinary healthcare world. The major provides students with the knowledge and skills necessary to assume management responsibility for health information in a variety of settings, including acute care hospitals, clinics, long-term care facilities, consulting firms, government and planning agencies, insurance companies, software vendors, health maintenance organizations, and regulatory agencies.

At the completion of all other coursework, and with the approval of the Program Chair, students will enroll in an internship (PPE) with a healthcare-related organization that applies the program competencies to a high-quality academic project.

Please note: Due to the unique nature of a healthcare internship, a required component of the Health Information Management (HIM) program, students must complete specific medical screenings. In addition, any student with a felony conviction will be barred from such an internship and should not enroll in the HIM program. Students should consult the Professional Practice Experience (PPE) Handbook for important information on the required internship, and other program details, before selecting this major.

## Program Learning Outcomes

1. Establish continuous quality improvement benchmarks and processes using data analysis tools and techniques
2. Formulate the short and long term health information governance strategies to align with organizational mission and goals
3. Lead collaborative work groups and teams to achieve organizational strategic goals
4. Create professional communications using appropriate data visualization tools
5. Design health information systems, policies and procedures in compliance with federal, state, and local regulations and standards

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|         | 1    | 2    | 3    | 4    | 5    | 6    |
|---------|------|------|------|------|------|------|
| HIM 250 |      | I    |      | I    |      |      |
| HCM 320 | R    | R    | R    | R    | R    | R    |
| HIM 300 | I    | R    | I, R | R    | I, R | R    |
| HIM 320 | R    | R    |      |      |      | R    |
| HIM 350 |      | R    |      | R    |      | R    |
| HIM 470 | R    | R    |      |      |      | R    |
| HIM 485 | R    | R    |      | R    | R    |      |
| HIM 497 | R, A | R, A | R, A | R, A | R, A | R, A |
| HIM 498 | A    | A    | A    | A    | A    | A    |

## CURRICULUM

120 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics

Choose a minimum of three semester hours from:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *at least one mathematics or statistics course beyond the level of intermediate algebra.

### Sciences

Choose a minimum of 6 semester hours from:

SCIE 244 - Foundations of Anatomy & Physiology (4)
SCIE 254 - Health & Human Disease (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

Choose coursework from the Anthropology, Economics, Psychology, and Sociology disciplines, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

### Arts and Humanities

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
**OR** PF 116 - Computer Applications (3)
PF 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

## Professional Core

ACCT 215 - Financial Accounting (4)
COMM 335 - Communication in Groups and Teams (4)
HCM 210 - Healthcare Foundations (2)
HIM 150 - Medical Terminology (2)
HIM 200 - Introduction to Health Info Management (2)
HIM 210 - Clinical Classification Systems I (4)
HIM 215 - Clinical Classification Systems II (4)
SCIE 264 - Introduction to Pharmacology (2)

## University Electives

Any undergraduate courses offered by the University except developmental education courses. Current Franklin students are eligible to take up to 8 credit hours of graduate coursework towards fulfillment of both their undergraduate, and future graduate degree. Please speak with your Academic Advisor if you are interested in this opportunity. Students should

choose from the following graduate courses: HCM 733 - FINANCE AND MANAGERIAL ACCOUNTING IN HEALTHCARE ORGANIZATIONS (4) HCM 735 - HEALTHCARE DELIVERY SYSTEMS (4) HCM 742 - HEALTHCARE LAWS AND ETHICS (4) HIM 702 - HEALTH INFORMATION GOVERNANCE (4) HIM 710 - CLINICAL WORKFLOW & APPLICATIONS (4) HIM 761 - HEALTHCARE ANALYTICS (4)

## Major Area

HCM 320 - Healthcare Financial Management I (4)
HIM 250 - Medical Reimbursement (4)
HIM 300 - Health Information Management Practice (4)
HIM 320 - Health Data (4)
HIM 350 - Health Informatics (4)
HIM 470 - Health Information Systems (4)
HIM 485 - Applications in Health Info Systems (2)
HIM 497 - Professional Practice Experience in HIM (4)
HIM 498 - RHIA Exam Preparation (1)
PUBH 201 - Introduction to Public Health (4)

Payment of the Health Information Management Internship and Screening fee ($150) is due upon registration for HIM 300. Please see the PPE Handbook for more information.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

## Program Specific Requirements

Please note: Due to the unique requirements of a healthcare internship, students should consult the Professional Practice Experience (PPE) Handbook for important information on the program's required internship component before selecting this major. Applicants must complete and return the Acknowledgement of Receipt of the PPE Handbook prior to enrolling in the HIM program. For questions regarding the handbook or forms, please contact the HIM Program Chair. The handbook and forms may be accessed via the links below: Professional Practice Experience (PPE) Handbook Acknowledgement of Receipt of the PPE Handbook PPE Proposal PPE Student Checklist

# B.S. Health Sciences

*Available online at Franklin University .*

The Bachelor of Science degree in Health Sciences is designed for those that wish to begin or expand their careers in professions related to improving the lives of others. The B.S. in Health Sciences is an interdisciplinary degree designed to educate the student in broad areas of disease processes, prevention, and research to promote health and wellness. Graduates of this program may find employment in a broad spectrum of professions related to health such as data analytics, risk management and insurance, public and community health, emergency management, healthcare organizational management, and many others.

## Program Learning Outcomes

1. Evaluate the economic, legal, social, and ethical challenges facing health and wellness
2. Create professional communications using appropriate data visualization tools
3. Analyze the benefits and challenges of organizational-level policies relating to health and wellness
4. Formulate strategies to alleviate obstacles to achieving health and wellness
5. Identify common terminology, tools, and practices used in health and wellness domains

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced(I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| COMM 335 |  | I |  |  |  |
| HCM 442 | R | R | R |  |  |
| HIM 150 |  |  |  |  | I |
| SOCL 335 |  | R |  |  |  |
| SOCL 355 | I |  | I | R | R |
| PUAD 305 | R | R | R | I |  |
| PUBH 201 | R |  | R | R | R |
| HEA 495 | A | A | A | A | A |

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics

Choose a minimum of three semester hours from:

MATH 160 - College Algebra (4)
MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. See Course Schedule for specific prerequisite for MATH 160 and MATH 215. Course can count as University Elective.

#### Sciences

Choose a minimum of 6 semester hours from:

SCIE 244 - Foundations of Anatomy & Physiology (4)
SCIE 254 - Health & Human Disease (4)

(Two science courses, with one having a laboratory component)

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

PSYC 110 - General Psychology (4)
SOCL 110 - Introduction to Sociology (4)

*The six semester hours must come from at least two different disciplines

**Arts and Humanities (6 hours)**

A minimum of 6 hours of Arts and Humanities coursework is required.  Choose from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
ENG 205 - Business & Professional Writing (4)

## Professional Core

COMM 355 - Introduction to Grant Writing for Non-Profits (4)
HCM 210 - Healthcare Foundations (2)
HCM 442 - Legal Aspects of Healthcare Management (4)
HIM 150 - Medical Terminology (2)
SOCL 335 - Applied Research Methods (4)
SOCL 355 - Community Mental Health (4)
PUAD 305 - Introduction to Public Administration (4)
PUBH 201 - Introduction to Public Health (4)
PUBH 250 - Health Behavior (4)
HEA 495 - Health Sciences Capstone (4)

## Major Electives

Choose any sixteen (16) credits from the following domains:

**Cultural Diversity**

ANTH 215 - Cultural Anthropology (4)
COMM 400 - Intercultural Communication (4)
SOCL 310 - Diversity in the Workplace (4)
SOCL 400 - Social Justice (4)

**Emergency Planning**

SEMT 240 - Disaster Planning & Response (4)
SEMT 328 - Emergency Management Theory & Practice (4)
SEMT 335 - Introduction to Emergency Management & Homeland Security (4)
SEMT 450 - Critical Incident Management (4)

**Healthcare Management**

HCM 300 - Healthcare Management (4)
HCM 320 - Healthcare Financial Management I (4)
HCM 422 - Healthcare Outcomes & Quality Management (4)
HCM 442 - Legal Aspects of Healthcare Management (4)

**Risk Management & Insurance**

ACCT 215 - Financial Accounting (4)
HCM 432 - Healthcare Financial Management II (4)
RMI 300 - Principles of Risk Management & Insurance (4)
RMI 430 - Life & Health Insurance Insurance (4)

**Exercise Science**

HEA 152 - Wellness (3)
HEA 254 - Nutrition and Fitness (3)
EXS 125 - Designing Exercise Programs (3)
EXS 140 - Foundations/Principles/History Sport (3)
EXS 203 - Sport and Society (3)

**Health Information**

HIM 210 - Clinical Classification Systems I (4)
HIM 215 - Clinical Classification Systems II (4)
HIM 250 - Medical Reimbursement (4)
HIM 300 - Health Information Management Practice (4)

**Sports Management**

EXS 140 - Foundations/Principles/History Sport (3)
SPM 207 - Principles of Sport Management (3)
SPM 300 - Coaching Methodologies I (3)
SPM 306 - Sports Marketing (3)
SPM 351 - Sports Law (3)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Healthcare Management

*Available online at Franklin University .*

Today's healthcare management professionals may work in any number of fields, including public health, physician practice, marketing, finance, operations, fund-raising, strategic planning or government relations. Managers ensure implementation of best practices in healthcare informatics, community health, healthcare systems, healthcare quality management, and healthcare leadership.

The major in Healthcare Management is intended for individuals with little or no healthcare education or experience, and are seeking entry or mid-level management positions in the industry or are seeking a foundation for future graduate education in a healthcare field. The program curriculum includes an array of subjects emphasizing leadership, professionalism, and operational improvement knowledge and skills.

Some courses include field experience, which may entail conducting interviews or visiting hospitals, medical offices, and/or other healthcare organizations.

## Program Learning Outcomes

1. Knowledge: Demonstrate the ability to recognize and articulate facts, concepts, and procedures related to healthcare management theories and practices
2. Comprehension and Synthesis: Be able to integrate the healthcare management theories, principles, and practices for future application
3. Application: Demonstrate the ability to systematically apply communication, technical, and analytical knowledge and skills to administrative and clinical healthcare management problem solving
4. Analysis/Evaluation: Be able to evaluate the effectiveness of the plans, development, and implementation of healthcare management solutions
5. Creation: Be able to plan, design, and create solutions to address and solve societal, cultural, and environmental healthcare issues

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| HCM 210 | I |  |  | I |  |
| HCM 300 |  | I |  |  | I |
| HCM 320 |  | R | I |  |  |
| HCM 340 | I | R |  |  |  |
| HCM 422 |  |  | I | R |  |
| HCM 442 |  | R |  | R | R |
| HCM 472 | R |  | R |  |  |
| HCM 495 | R, A | R, A | R, A | R, A | A |
| HIM 350 |  | R |  | I |  |

## CURRICULUM

120 Semester Hours

## Fundamental General Education Core

### English Composition (3 hours)

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics (3 hours)

Choose a minimum of three semester hours from:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a University Elective. *At least one mathematics or statistics course beyond the level of intermediate algebra.

### Sciences (6 hours)

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences (6 hours)

Choose a minimum of 6 semester hours from:

ECON 210 - Introduction to Microeconomics (4)
**OR** ECON 220 - Introduction to Macroeconomics (4)
Choose additional coursework from the Anthropology, Psychology, or Sociology discipline, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

### Arts and Humanities (6 hours)

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

## Professional Core

ACCT 215 - Financial Accounting (4)
BSAD 320 - Quant & Qual Methods for Decision Making (4)
MGMT 312 - Principles of Management (4)
MGMT 325 - Organizational Behavior (4)

## University Electives

The University Electives requirement allows students to select any undergraduate courses (except developmental general education courses) to meet the required degree hours. The Program Chair has provided the following suggested pathways to help guide course selection for these degree hours. Please note these are not required courses and students are not limited to these courses. The recommended focus areas are intended to assist with long term professional goals and provide elective options that align with industry specific interests. Industry Focus Recommended Elective Pathways Emergency Management & Homeland Security SEMT 240 Disaster Planning & Response SEMT 335 Introduction to Emergency Management & Homeland Security Human Resource Management HRM 300 Human Resources Management HRM 301 Staffing HRM 302 Training and Development Operations & Supply Chain Management OSCM 390 Operations Management OSCM 491 Integrated Operations Management Risk Management and Insurance RMI 200 Interviewing Techniques RMI 300 Principles of Risk Management Public Health PUBH 201 Introduction to Public Health Public Administration POSC 204 American Government PUAD 305 Introduction to Public Administration

## Major Area

All Healthcare Management students will complete the Major Area Required courses. Students will also complete either the Technical Credit Track or Non-Technical Credit Track based on their previous healthcare related technical credits.

**Major Area Requirements (16 hours)**

HCM 300 - Healthcare Management (4)
HCM 320 - Healthcare Financial Management I (4)
HCM 442 - Legal Aspects of Healthcare Management (4)
**OR** HCM 742 - Healthcare Laws and Ethics (4)
HCM 495 - Healthcare Management Capstone (4)

**Technical Credit Track (14 hours)**

To qualify for the Technical Credit Track students must transfer in a minimum of 10 technical hours in a healthcare or approved related discipline.

HCM 472 - Contemporary Issues in Healthcare Mgmt (4)

**Non-Technical Credit Track (14 hours)**

The Non-Technical Credit Track is for students with no previous healthcare related technical credits.

HCM 210 - Healthcare Foundations (2)
HCM 340 - Community Health (4)
HIM 350 - Health Informatics (4)
HCM 422 - Healthcare Outcomes & Quality Management (4)

## Major Electives

Select 8 hours from:

**Healthcare**

HCM 210 - Healthcare Foundations (2)
HCM 340 - Community Health (4)
HIM 350 - Health Informatics (4)
HCM 410 - Healthcare Management Internship (1-4)
HCM 422 - Healthcare Outcomes & Quality Management (4)
HCM 472 - Contemporary Issues in Healthcare Mgmt (4)
HCM 499 - Independent Study - Healthcare Management (1-4)

**Emergency Management**

SEMT 240 - Disaster Planning & Response (4)
SEMT 335 - Introduction to Emergency Management & Homeland Security (4)
SEMT 432 - Homeland Security: Theory & Practice At The Local Level (4)
SEMT 450 - Critical Incident Management (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Human Resources Management

*Available online at Franklin University .*

Human resources management examines the role of the human element in work environments. It analyzes the policies and techniques employed in improving people's effectiveness in the workplace, as well as in increasing satisfaction levels associated with those roles. Human resource policy involves the development, allocation, maintenance, and utilization of human resources. Human resources managers are engaged in developing the skills of workers to reach optimal efficiency and satisfaction; matching workers' skills with their organizational roles; preserving the vigor of the working population through adequate support systems such as workers' compensation and social security; and designing and implementing policies that help reduce inefficiencies, such as discriminatory practices.

The major in Human Resources Management focuses on the essential human resource issues confronting today's workplaces. Through a combination of theoretical and practical studies, students will gain a fundamental understanding of staffing, training and development, employee relations, labor unions, compensation management, EEO/affirmative action and other legal aspects of employment, employee and organization development, diversity in the workplace and human resources strategies.

## Program Learning Outcomes

1. Integrate human resources theories and concepts to determine the optimal strategic direction for an organization
2. Apply concepts and theories of compensation to realistic organizational situations
3. Analyze a workplace situation and create a training/development program to meet the needs of the organization
4. Evaluate an organization's staffing requirements and recommend methods for improvement
5. Apply employee and labor relations concepts and theories to organizational situations

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| ACCT 215 |  |  |  |  |  |
| ACCT 225 |  |  |  |  |  |
| BSAD 220 |  |  |  |  |  |
| ECON 210 |  |  |  |  |  |
| FINA 301 |  |  |  |  |  |
| MGMT 312 |  |  |  |  |  |
| HRM 300 | I | I | I | I | I |
| HRM 301 | I | R | I | R | R |
| HRM 302 | R |  | I, R |  | I |
| HRM 401 | R | R |  |  |  |
| HRM 402 | R |  |  |  | R |
| HRM 495 | A | A | A | A | A |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Choose a minimum of three semester hours from*: *at least one mathematics or statistics course beyond the level of intermediate algebra.

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

ECON 220 - Introduction to Macroeconomics (4)
Choose additional coursework from the Anthropology, Psychology, and Sociology disciplines, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
**OR** PF 116 - Computer Applications (3)
PF 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

HRM 300 - Human Resources Management (4)
HRM 301 - Staffing (4)
HRM 302 - Training & Development (4)
HRM 401 - Compensation & Benefits (4)
HRM 402 - Employee & Labor Relations (4)
HRM 495 - Strategic Human Resources Capstone (4)

## Major Electives

Select 4 hours from:

  BSAD 320 - Quant & Qual Methods for Decision Making (4)
  BSAD 476 - Global Business Issues (4)
  ENTR 395 - Foundations of Entrepreneurship (4)
  HRM 400 - Performance Management (4)
  HRM 420 - Principles of Organizational Development (4)
  MGMT 325 - Organizational Behavior (4)
  PSYC 325 - Coaching in Organizations (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. in Nursing

*Available online at Franklin University .*

The practice of nursing draws on contemporary theory in the areas of healthcare management, health informatics, healthcare law and ethics, community health, clinical performance, personalized medicine, and health assessment.

The RN-BSN program offers licensed RNs the opportunity to further their professional nursing education in an online program designed to build on students' basic nursing knowledge and experience. The BSN is awarded upon completion of a prescribed curriculum that includes transfer and technical (advanced standing) credits from an Associate's degree, or diploma in Nursing program.

The outcomes established for graduates of the Commission on Collegiate Nursing Education-accredited RN-BSN program are derived from the American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice.

## Program Learning Outcomes

1. Integrate theories and concepts from arts, humanities, and sciences to develop a foundation for holistic nursing practice
2. Apply leadership concepts, skills, and decision-making in the provision of quality nursing care, multidisciplinary collaboration, and the oversight and accountability for care delivery
3. Integrate current evidence including nursing and healthcare research to ground nursing practice and promote high quality patient care outcomes
4. Apply knowledge and skills in information management and patient care technology to improve patient care outcomes and create a safe care environment
5. Demonstrate knowledge of the influences of healthcare policy, finance, and regulatory environments including local, state, national, and global healthcare trends on nursing practice and the healthcare system
6. Employ effective communication in interactions with healthcare professionals, individuals, and groups to advocate for high quality and safe patient care
7. Apply the principles of health promotion and disease prevention across the health-illness continuum to improve the health of individuals, families, groups, communities, and populations
8. Incorporate professional standards, and the values of caring, ethics, integrity, altruism, and social justice in the practice of nursing
9. Assume roles in nursing practice and leadership to provide high quality and safe care to culturally diverse individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| HIM 350 | R |  |  | I, A |  |  |  |  |  |
| HCM 442 | R |  |  |  | I, R, A |  |  |  |  |
| NURS 310 | I, R, A | I | I, R, A | I, A |  | I |  | I, R, A | I, R, A |
| NURS 325 |  |  | R, A |  |  | R, A | I, R, A | R | R, A |
| NURS 425 | R, A |  | R, A |  | I, R, A |  | R, A |  | R, A |
| NURS 435 | R, A | R, A | R, A | R, A |  | R, A |  | R, A | R, A |
| NURS 445 |  | R, A | R, A |  | R, A |  | R, A | R, A | R, A |
| NURS 455 | R, A | R, A | R, A |  | R, A | R, A |  | R, A | R, A |
| NURS 498 | R, A | R, A | R, A | R, A | R, A | R, A | R, A | R, A | R, A |

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

**Mathematics**

Choose a minimum of three semester hours from: (At least one mathematics or statistics course beyond the level of intermediate algebra)

MATH 160 - College Algebra (4)
MATH 210 - Finite Mathematics (4)
MATH 215 - Statistical Concepts (4)

Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

Choose from the Anthropology, Economics, Psychology, or Sociology discipline, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Elective (6)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Technical Credit

24 credit hours of transfer credit from a diploma or associate degree registered nursing program.

## Major Area

HIM 350 - Health Informatics (4)
**OR** HIM 702 - Health Information Governance (4)
HCM 442 - Legal Aspects of Healthcare Management (4)
**OR** HCM 742 - Healthcare Laws and Ethics (4)
**OR** HCM 752 - Health Policy (4)
NURS 310 - Transition to Professional Nursing (4)

NURS 325 - Health Assessment & Promotion (4)
NURS 425 - Genetics in Nursing & Healthcare (2)
NURS 435 - Nurs Research & Evidence-Based Practice (4)
NURS 445 - Community Health Nursing (4)
NURS 455 - Leadership & Mgmt for Professional Nurse (4)
NURS 498 - Nursing Capstone (4)

Current Franklin students are eligible to take up to 8 credit hours of graduate coursework toward fulfillment of the undergraduate degree requirements. Contact your Academic Advisor for more information about this opportunity.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Information Systems

*Available online at Franklin University .*

A tremendous need exists for technical experts in Information Systems Analytics and Project Management. These experts help organizations with the systematic analysis of data to solve business and real world projects and problems. Learning and utilizing skills across computing, statistics and business, graduates of this program find employment in practically every industry including technology, healthcare, insurance, banking & finance, telecommunications and consulting.

Students will be able to choose one of two pathways: Analytics or Project Management.

Analytics refers to the process of collecting, analyzing and using data to generate insights that inform fact-based decision making. Organizations gain unprecedented opportunities in the way such insights are applied to drive outcomes and influence strategic directions. Students who choose this pathway gain from courses that cover data manipulation and information modeling, in addition to grasping a firm foundation in information systems.

Students who choose the Project Management pathway will be taught methodological approaches to conceptualizing, planning and executing projects from start to finish. Life cycle approaches focusing on requirements analysis and testing, as well as current and emerging approaches including agile, critical path and scrum are covered. Foundational courses include database management, information systems architecture and technology, systems analysis and design, and introductory analytics.

TECHNOLOGY REQUIREMENTS: Students in the Computer and Information Sciences Majors are expected to exceed the University's General Technology Requirements, and may be required to purchase hardware and/or software with capabilities greater than the standard technology requirements. There will be software requirements that will be used to perform functions such as website development and business process documentation. Students should be prepared to invest in this software, and be able to install and uninstall it without assistance. Courses with specific hardware and software requirements are detailed in the course syllabus under the "Required Materials" section. To maximize the educational experience, Computer and Information Sciences students must have: . Current model computer (less than 2 years of age) . DVD optical drive . 2 GB RAM minimum (4 GB+ recommended) . Broadband access . 40 GB or higher of available hard drive space at the beginning of each term

## Program Learning Outcomes

1. Have the communication skills to develop text and speech, which are rhetorically appropriate for a range of purposes and audiences
2. Demonstrate the ability to interpret and use numerical information and mathematical manipulation in problem solving
3. Demonstrate critical thinking, analytical, and problem solving skills to resolve information systems issues
4. Be able to manage an information system project by employing appropriate theories, methodologies, techniques, and tools to capitalize on process improvement opportunities
5. Demonstrate the ability to work in teams to accomplish a common goal

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|           | 1    | 2    | 3    | 4    | 5    |
|-----------|------|------|------|------|------|
| COMP 281  | I    |      |      | R    | R    |
| MIS 310   | I    | I    | I    | I    | I    |
| MIS 400   | R    |      | R    | R    | R    |
| ITEC 430  | R    | R    | R    | R    | R    |
| INFA 300  | R    | R    |      | R    | R    |
| MIS 495   | R, A | R, A | R, A | R, A | R, A |
| INFA 350  | R    |      |      | R    | R    |
| INFA 420  | R    |      |      | R    | R    |
| ISPM 320  | R    | R    | R    | R    | R    |
| ISPM 45R  | R    | R    | R    | R    | R    |

## CURRICULUM

124 Semester Hours

**Fundamental General Education Core**

**English Composition**

Choose a minimum of 3 semester hours from:

  ENG 120 - College Writing (4)

  *If the course does not have a research paper component, ENG 130 Research Paper (2 credit hours) is also required.

**Mathematics**

Choose a minimum of three semester hours from:

  MATH 160 - College Algebra (4)

  Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *at least one mathematics or statistics course beyond the level of intermediate algebra.

**Sciences**

Choose a minimum of 6 semester hours from:

  SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
  SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

  *Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

Choose coursework from the Anthropology, Economics, Psychology, and Sociology disciplines, or POSC 204 American Government.

  *The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

  HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

  PF 321 - Learning Strategies (2)
  **OR** UNI 199 - University Seminar (2)
  COMM 150 - Interpersonal Communication (4)
  **OR** SPCH 100 - Speech Communication (4)
  ENG 220 - Research Writing: Exploring Professional (4)
  MATH 280 - Intro to Probability & Statistics (4)

## Professional Core

If completing courses at Franklin, students will need the following:

  COMP 111 - Introduction to Computer Science & Object-Oriented Programming (4)
  **OR** ITEC 136 - Principles of Programming (4)
  COMP 204 - Principles of Computer Networks (2)
  COMP 281 - Database Management Systems (4)
  ISEC 200 - Cyber Security Fundamentals (2)
Additional Information Systems disciplines acceptable for fulfillment of this area or transfer include*: Accounting Computer Science Human Resources Information Technology Management Marketing Web Development *A maximum of 8 credit hours may be at the 100 level. Other information systems disciplines not listed above may be accepted for transfer. Inquiries should be directed to the Information Systems program chair.

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

INFA 300 - Introduction to Analytics (4)
ITEC 430 - Information Technology Project Management (4)
MIS 310 - Info Systems Architecture & Technology (4)
MIS 360 - Enterprise-Wide Electronic Commerce (4)
MIS 400 - Systems Analysis & Design (4)
MIS 495 - Information Systems Capstone (4)

## Major Electives

### Analytics

INFA 350 - Data Manipulation & Visualization (4)
INFA 415 - Information Analytics Architecture (4)
INFA 420 - Information Modeling (4)

### Project Management

COMM 335 - Communication in Groups and Teams (4)
ISPM 320 - Requirements Analysis & Testing (4)
ISPM 450 - Advanced Project Management (4)

### Systems Analysis

INFA 415 - Information Analytics Architecture (4)
ISPM 320 - Requirements Analysis & Testing (4)
MIS 330 - Systems Integration Concepts & Practices (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Information Technology

*Available online at Franklin University .*

The Information Technology program is offered to students interested in working independently at a business, maintaining established IT systems. The role needed is not wholesale development, but rather the need to keep an organization's IT system running by providing some customization of applications, integrating sub-systems into a whole, and maintaining day to day operations.

The University's curriculum will begin by adding depth to students existing IT knowledge and experience. Highlights include gaining knowledge of how to administer Windows Server 2008, UNIX, Linux, Oracle 10g, Firewalls, Cisco switches and routers, IP addressing, WAN, and Wireless LAN. Students will also be introduced to programming languages like Perl, Shell, and PowerShell, and will be prepared to build, connect, and manage the systems and devices of major computing platforms.

In addition to these skills, the University will prepare IT students to effectively communicate the student's work to business leadership, stakeholders, end users and others, enabling students to be their own IT champions for everything from daily operational activities to new technologies.

TECHNOLOGY REQUIREMENTS: Students in the Computer and Information Sciences Majors are expected to exceed the University's General Technology Requirements, and may be required to purchase hardware and/or software with capabilities greater than the standard technology requirements. There will be software requirements such as software development environments, operating systems, virtualization environments and tools, website development and business process documentation tools that will be used in various courses. Students should be prepared to invest in this software, and be able to install and uninstall it without assistance. Courses with specific hardware and software requirements are detailed in the course syllabus under the "Required Materials" section. To maximize the educational experience, Computer and Information Sciences students must have: . Current model computer (less than 2 years of age) . DVD optical drive . 2 GB RAM minimum (4 GB+ recommended) . Broadband access . 40 GB or higher of available hard drive space at the beginning of each term

## Program Learning Outcomes

1. Be prepared to compete successfully in securing employment or progressing in their chosen field
2. Apply network design to small and medium-scale networks
3. Apply the foundations of management information systems to redesign and reshape organizations through the information systems that support them
4. Practice effective systems administration and scripting techniques
5. Apply current industry practices to the assessment of information systems in order to prepare, implement, and maintain security plans
6. Communicate effectively for a range of purposes and audiences

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum. *Includes that course is an elective and reinforces the outcomes, but all outcomes can be met through the major area curriculum.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| INFA 300* | R | | R | | | |
| ISEC 300 | R | R | R | | R, A | R |
| ISEC 325* | R | R | | | R | |
| ISEC 350* | R | R | | | R | |
| ISPM 450* | R | | R | | | R |
| ITEC 275 | R | R, A | | | | R |
| ITEC 350* | R | R | | R | R | |
| ITEC 400 | R | R | | R, A | R | R |
| ITEC 430 | R | | R | | | |
| ITEC 450* | R | | | R | | |
| ITEC 475 | R | R | | R | | |
| ITEC 495 | A | A | A | A | A | A |
| MIS 310 | R | R | R, A | | | R |

## CURRICULUM

124 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper (2 credit hours) is also required.

### Mathematics

Choose a minimum of three semester hours from:

MATH 160 - College Algebra (4)

Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *at least one mathematics or statistics course beyond the level of intermediate algebra.

### Sciences

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

Choose coursework from the Anthropology, Economics, Psychology, and Sociology disciplines, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

### Arts and Humanities

Choose a minimum of 6 semester hours from:

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)
MATH 280 - Intro to Probability & Statistics (4)

## Technical Credit

COMP 111 - Introduction to Computer Science & Object-Oriented Programming (4)
**OR** ITEC 136 - Principles of Programming (4)
COMP 204 - Principles of Computer Networks (2)
COMP 281 - Database Management Systems (4)
ISEC 200 - Cyber Security Fundamentals (2)
If transferring credits into Franklin, students must have credits in the following disciplines: Programming Fundamentals Course (4) Database Fundamentals Course (4) Network Fundamentals Course (2) Cybersecurity Fundamentals Course (2) Students must also have 12 hours of coursework in information technology. Courses can be selected from the following technology related areas: Computer Graphics Operating Systems Networks Web Design & Implementation Multimedia Technologies Programming Other IT related area with approval from the Program Chair

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

ISEC 300 - Information Assurance (4)
ITEC 275 - Computer Networks: Switching, Routing, & Wans (4)
ITEC 400 - Linux Administration (4)
ITEC 430 - Information Technology Project Management (4)
ITEC 495 - Information Technology Capstone (4)
MIS 310 - Info Systems Architecture & Technology (4)
ITEC 475 - Virtualization & Cloud Computing (4)

## Major Electives

Select 8 hours from the following:

INFA 300 - Introduction to Analytics (4)
ISEC 325 - Communication & Network Security (4)
ISEC 350 - Security Risk Management (4)
ISPM 450 - Advanced Project Management (4)
ITEC 350 - Windows Administration (4)
ITEC 450 - Database Administration (4)

Other 300 or 400 level courses may be selected from Computer Science, Information Security, Information Systems, Information Technology, or Web Development upon approval of the Program Chair.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Interactive Media Design

*Available online at Franklin University .*

The Bachelor of Science major in Interactive Media Design is a degree completion program designed for those students who have associate's degrees, or the equivalent coursework, in interactive media or a related area. The program is geared for students who are at points in their careers where they now need bachelor's degrees to advance to the next level of achievement.

Students with associate's degrees in interactive media, or the equivalent, can transfer complete the requirements for the Bachelor of Science with a major in Interactive Media Design. The major will accept students who have the equivalent of an associate's degree that includes 24 semester credits of courses in interactive media, web design, animation, or other related technology from an accredited institution.

The Interactive Media Design major offers a combination of design, technology, and project management courses that develop the ability to apply technology and design skills to develop interactive training, advertising, and entertainment tools essential in a wide range of settings such as advertising agencies, educational organizations, media groups, and other professional situations.

TECHNOLOGY REQUIREMENTS: Interactive Media Design students are expected to exceed the University's General Technology Requirements, and may be required to purchase hardware and/or software with capabilities greater than the standard technology requirements. Students should be prepared to invest in additional software, and be able to install and uninstall it without assistance. Courses with specific hardware and software requirements are detailed in the course syllabus under the "Required Materials" section. To maximize the educational experience, students must have: . Current model computer (less than 2 years of age) . DVD optical drive . 2 GB RAM minimum (4 GB+ recommended) . Broadband access . 40 GB or higher of available hard drive space at the beginning of each term

## Program Learning Outcomes

1. Manage the design and development process for interactive media projects
2. Apply team dynamics to collaborate effectively in design teams to design and development interactive media
3. Apply technical, organizational, and creative skills to produce interactive media training materials
4. Apply technical, organizational, and creative skills to produce interactive media advertising materials
5. Apply technical, organizational, and creative skills to produce interactive media entertainment activities

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| COMM 335 |  | I |  |  |  |
| COMP 325 | I |  |  |  |  |
| GRPH 310 | I |  | I | I | I |
| IMD 300 |  |  | I | I | I |
| IMD 400 | I | I | I |  |  |
| IMD 430 | I | I |  | I |  |
| IMD 450 | I | I |  |  | I |
| IMD 490 | R | R | R | R | R |
| IMD 495 | A | A | A | A | A |

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics

Choose a minimum of three semester hours from: (At least one mathematics or statistics course beyond the level of intermediate algebra)

MATH 160 - College Algebra (4)
MATH 210 - Finite Mathematics (4)
MATH 215 - Statistical Concepts (4)

Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective.

### Sciences

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

Choose from the Anthropology, Economics, Psychology, or Sociology discipline, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

### Arts and Humanities

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
PF 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)

## Technical Credit

Web Design Fundamentals (at least 3 semester hours) Graphic Design Fundamentals (at least 3 semester hours) Interactive Design Fundamentals (at least 3 semester hours)* Students must have at least 15 hours of coursework in interactive media. Courses can be selected from the following related areas: Web Design Interactive Media Flash Animation Media Design *Courses should incorporate Flash or similar technology

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

COMM 335 - Communication in Groups and Teams (4)
COMP 325 - Human-Computer Interaction (4)
GRPH 310 - Advanced Graphic Design (4)
IMD 300 - Digital Media Design (4)
IMD 400 - Interactive Media for Training & Instruction (4)
IMD 430 - Interactive Media for Entertainment (4)

IMD 450 - Interactive Media for Advertising (4)
IMD 490 - Interactive Media Design Practicum (4)
IMD 495 - Interactive Media Design Capstone (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Intervention Specialist: Mild-Moderate (K-12)

*Available online at Franklin University .*

For more information about the B.S. Education, please visit our  website.

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics (3 hours)

Select:

MATH 215 - Statistical Concepts (4)

*Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215. Course can count as a University Elective.

#### Sciences (6 hours)

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

#### Arts and Humanities (6 hours)

A minimum of 6 semester hours of Arts & Humanities coursework is required.  Choose from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

#### Social and Behavioral Sciences (6 hours)

Take a minimum of 6 semester hours of Social & Behavioral Sciences coursework. Courses must be from at least two different disciplines.

PSYC 110 - General Psychology (4)

Choose an additional course from the Anthropology, Economics, or Sociology discipline, or POSC 204 American Government.

### Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)

General Education Electives (6 hours) (if necessary)

### Professional Education Component

EDP 400 - Introduction to Principles of Education (3)
EDP 401 - Education in Diverse Society (3)
EDP 403 - Nature & Need of Learners With Exceptionalities (3)
EDP 421 - Child & Adolescent Literature (3)
EDP 423 - Instructional Planning for Pk12 Learners (3)
EDUC 309 - Technology in the Classroom (3)
EDP 405 - Educational Psyc for the PK12 Learner (3)
EDP 429 - Classroom Assessment (3)

EDP 471 - Collaboration & Management (3)
EDP 472 - Differentiating Curricul. (3)
EDP 495 - PK12 Reflection and Seminar (3)

## Intervention Specialist Professional Education Component

MATH 113 - Mathematics for Educators I (3)
MATH 222 - Mathematics for Educators II (3)
EDUC 224 - Creative Experiences and Play for All (2)
SED 300 - Int Spec Curr, Instruction, & Assessment (3)
SED 405 - Transition Planning & Career Issues (3)
EDP 443 - Collaborative Instructional Strategies (3)
EDP 494 - Prof Growth & Development for IS (9)

## Foundations of Reading

EDUC 230 - The Teaching of Phonics (3)
EDUC 330 - Emergent Reading & Writing (3)
EDUC 331 - Teaching Early Childhood Reading (FE) (3)
EDUC 431 - Diagnostic Reading & Remediation (3)

## Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Logistics Management

*Available online at Franklin University .*

Logistics Management involves the design, planning, execution, control, and monitoring of supply chains. Professionals in the field are engaged in demand planning, procurement, supply chain optimization, strategic sourcing, transportation and logistics, and materials inventory management. Logistics managers are well-versed in the design of efficient supply chains.

The Bachelor of Science major in Logistics Management exposes the student to various strategies for designing efficient and environmentally-friendly supply chains, and focuses on their creation, development and growth. Real-world application of Logistics Management theory and principles is built into all program course work. Students will learn about different transportation methods, inventory management, purchasing, tracking, and supply chain management. This degree program and its curriculum includes the skills and competencies utilized in management positions such as warehouse manager, transportation manager, and purchasing manager.

## Program Learning Outcomes

1. Incorporate efficiently the different variables that make up a supply chain
2. Incorporate the business needs into an efficient supply chain
3. Analyze the essential functions needed in a supply chain
4. Analyze and lead the key initiatives necessary to make supply chains efficient
5. Design state-of-the art supply chains

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ACCT 215 |  |  |  | I |  |
| ACCT 225 |  |  |  | I |  |
| BSAD 220 |  |  |  | I |  |
| ECON 210 |  |  |  | I |  |
| FINA 301 |  |  |  | I |  |
| MGMT 312 |  |  |  | I |  |
| MKTG 300 |  |  |  | I |  |
| OSCM 378 | I, R |  |  |  |  |
| OSCM 450 |  | I, R |  |  |  |
| OSCM 455 |  |  | I, R |  |  |
| OSCM 458 |  |  |  | I, R |  |
| LOGI 495 | R, A | R, A | R, A | R, A | R, A |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Choose a minimum of three semester hours from:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *At least one mathematics or statistics course beyond the level of

intermediate algebra.

**Sciences**

Choose a minimum of 6 semester hours from:

  SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
  SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

  *Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

  ECON 220 - Introduction to Macroeconomics (4)
  Choose additional coursework from the Anthropology, Economics, or Sociology disciplines, or
  POSC 204 American Government.

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

  HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
  Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

  PF 106 - Introduction to Spreadsheets (1)
  PF 108 - Introduction to Databases (1)
  PF 321 - Learning Strategies (2)
  COMM 150 - Interpersonal Communication (4)
  **OR** SPCH 100 - Speech Communication (4)
  General Education Electives (4) (if necessary)

## Major Foundational Courses

  ACCT 215 - Financial Accounting (4)
  ACCT 225 - Managerial Accounting (4)
  BSAD 220 - Business Law (4)
  ECON 210 - Introduction to Microeconomics (4)
  FINA 301 - Principles of Finance (4)
  MGMT 312 - Principles of Management (4)
  MKTG 300 - Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Technical Credit

  20 credit hours in a related discipline from transfer credit.

## Major Area

  OSCM 378 - Business Modeling (4)
  OSCM 450 - Supply Chain Management (4)
  OSCM 455 - Transportation & Logistics Management (4)
  OSCM 458 - Purchasing & Inventory Management (4)
  LOGI 495 - Logistics Management Capstone (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning

Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Management & Leadership

*Available online at Franklin University .*

The Management & Leadership program focuses on the key skills employed by highly-effective managers and leaders. The field investigates how individual and organizational effectiveness is achieved through critical gains in productivity, profitability and satisfaction.

The University's Bachelor of Science major in Management & Leadership provides core knowledge and competency development in the areas of transformational leadership, organizational behavior and development, change management, cultural and performance enhancement, and human resource management. The program includes coursework from the disciplines of Accounting, Business Administration, Finance, Human Resources Management, Management, and Marketing. Students will gain a combination of cross-discipline knowledge and hands-on experience.

## Program Learning Outcomes

1. Analyze organizational culture and evaluate its impact on an organizational performance
2. Analyze the organizational behavior of a department or business and recommend changes for improvement
3. Analyze, recommend, and apply change management processes to real world situations
4. Create a leadership development plan through the integration of transformational leadership theory
5. Integrate management and leadership theories and concepts to determine the optimal strategic direction for an organization

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| BSAD 110 | I | I | I |  |  |
| ACCT 215 |  |  |  |  | I |
| ACCT 225 |  |  |  |  | I |
| BSAD 220 |  | I |  |  | I |
| MGMT 312 | I | I | I | I | I |
| ECON 210 |  |  |  |  | I |
| FINA 301 |  |  |  |  | I |
| MKTG 300 |  |  |  |  | I, R |
| HRM 300 |  | R |  |  | I, R |
| MGMT 325 | R | R, A | R |  | R |
| MGMT 425 | R | R | R, A |  | R |
| MGMT 440 | R, A | R | R |  | R |
| MGMT 470 | R | R |  | R. A | R |
| MGMT 495 | R | R | R | R | R, A |

## CURRICULUM

124 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics

Take:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as University elective.

### Sciences

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

ECON 220 - Introduction to Macroeconomics (4)
Choose additional coursework from the Anthropology, Psychology, and Sociology disciplines, or POSC 204 American Government

*The six semester hours must come from at least two different disciplines

### Arts and Humanities

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
**OR** PF 116 - Computer Applications (3)
PF 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

MGMT 325 - Organizational Behavior (4)
MGMT 425 - Organizational Change (4)
MGMT 440 - Organizational Culture & Performance (4)
MGMT 470 - Organizational Leadership (4)
BSAD 495 - Business Administration Capstone (4)

## Major Electives

Select 12 hours from:

BSAD 320 - Quant & Qual Methods for Decision Making (4)
BSAD 460 - Business Ethics for Leaders (4)
COMM 335 - Communication in Groups and Teams (4)
ENTR 395 - Foundations of Entrepreneurship (4)
HRM 300 - Human Resources Management (4)
HRM 302 - Training & Development (4)
HRM 400 - Performance Management (4)
HRM 420 - Principles of Organizational Development (4)
MGMT 410 - Management Internship (1-4)
MGMT 480 - Special Topics in Management (1-4)
MGMT 499 - Independent Studies in Management (1-4)
OSCM 390 - Operations Management (4)
PBRL 445 - Public Relations & Promotional Strategy (4)
PSYC 310 - The Psychology of Personal Development (4)
PSYC 325 - Coaching in Organizations (4)
SOCL 345 - Sociology of Work & Organizations (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Marketing

*Available online at Franklin University .*

Marketing is an innovative and interdisciplinary field that draws upon economics, psychology, social psychology and technology. Marketers are responsible for understanding consumer needs and wants, quantifying the market demand, directing the production of goods and services that fulfill that demand, and communicating the product's value in an effective, compelling way.

The Bachelor of Science major in Marketing curriculum includes courses in business, social and behavioral sciences, humanities, communications and technology. Industry leaders and professionals are represented among program faculty, and play a central role in the Program Advisory Board charged with maintaining a leading-edge curriculum.

The major focuses on the development of the marketing skills required to succeed in the digital age conducting and analyzing consumer behavioral research, persuasive and promotional strategies, social media and web marketing. Students prepare for careers in market research and consumer behavior, brand management, promotional strategy, social media and content marketing, marketing analytics, marketing strategy, and search engine optimization and marketing (SEO and SEM).

## Program Learning Outcomes

1. Demonstrate appropriate use of marketing research methods including assessment of information needs, data collection, analysis, and interpretation
2. Demonstrate knowledge of generally accepted terms and concepts of the marketing profession
3. Demonstrate an understanding of the foundational consumer behavior constructs and the effect of message on product image and the purchase decision process
4. Working in teams, demonstrate the ability to manipulate the variables of the marketing mix to produce a marketing plan appropriate to accomplishing an organization's goals
5. Demonstrate effective written and oral communication skills consistent with the marketing profession

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ACCT 215 | | | | | |
| ACCT 225 | | | | | |
| BSAD 220 | | | | | |
| ECON 210 | | | | | |
| FINA 301 | | | | | |
| MGMT 312 | | | | | |
| MKTG 300 | I | I | I | I | I |
| MKTG 320 | R | | R | R | |
| MKTG 330 | R | R | | | |
| MKTG 332 | R | R | | | |
| MKTG 340 | R | | R | R | R |
| MKTG 495 | A | A | A | A | A |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Take:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as University elective.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

ECON 220 - Introduction to Macroeconomics (4)
Choose additional coursework from the Anthropology, Psychology, and Sociology disciplines, or POSC 204 American Government

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
**OR** PF 116 - Computer Applications (3)
PF 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 205 - Business & Professional Writing (4)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

MKTG 320 - Advertising & Promotion (4)
MKTG 330 - Marketing Behavior (4)
MKTG 332 - Marketing Research (4)
MKTG 340 - Digital Marketing (4)
MKTG 495 - Integrated Marketing (4)

## Major Electives

Select 8 hours from:

MKTG 345 - Social Media Marketing (4)
MKTG 410 - Marketing Internship (1-4)
MKTG 415 - Search Engine Marketing (4)
MKTG 430 - Customer Relationship Management (4)
MKTG 435 - Digital Marketing Analytics (4)
MKTG 450 - Global Marketing (4)
MKTG 480 - Special Topics in Marketing (1-4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Middle Childhood Education

*Available online at Franklin University .*

For more information about the B.S. Education, please visit our <span style="color:blue">website</span>.

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics (3 hours)

Select:

MATH 215 - Statistical Concepts (4)

*Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215. Course can count as a University Elective.

#### Sciences (6 hours)

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

#### Arts and Humanities (6 hours)

Choose 2 courses from Art, English Literature, Fine Arts, Music, Philosophy, Religion, or Theater

#### Social and Behavioral Sciences (6 hours)

PSYC 110 - General Psychology (4)

Also choose an additional course from Anthropology, Economics, Geography, History, Political Science or Sociology.

### Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)

General Education Electives (6 hours) (if necessary)

### Professional Education Component

EDP 400 - Introduction to Principles of Education (3)
EDP 401 - Education in Diverse Society (3)
EDP 403 - Nature & Need of Learners With Exceptionalities (3)
EDP 421 - Child & Adolescent Literature (3)
EDP 423 - Instructional Planning for Pk12 Learners (3)
EDUC 309 - Technology in the Classroom (3)
EDP 405 - Educational Psyc for the PK12 Learner (3)
EDP 429 - Classroom Assessment (3)
EDP 471 - Collaboration & Management (3)
EDP 472 - Differentiating Curricul. (3)
EDP 495 - PK12 Reflection and Seminar (3)

### Middle Childhood Education

Students are required to take the two Methods courses for their selected content areas.  All students are required to take the EDP 492.

  EDUC 461 - Middle Childhood Language Arts Methods (3)
  EDUC 462 - Middle Childhood Science Methods (3)
  EDUC 463 - Middle Childhood Social Studies Methods (3)
  EDUC 464 - Middle Childhood Mathematics Methods (3)
  EDP 492 - Professional Growth & Development MCE (9)

## Foundations of Reading

  EDUC 230 - The Teaching of Phonics (3)
  EDUC 331 - Teaching Early Childhood Reading (FE) (3)
  EDUC 332 - Reading in the Content Area (3)
  EDUC 431 - Diagnostic Reading & Remediation (3)

## Content Areas

Middle Childhood Education (Grades 4 to 9) program requires teachers to be highly qualified in one major content areas. Students will need 48 credit hours in their selected content area (English Language Arts, Mathematics or Social Studies) to meet program requirements. As a result, required courses may be taken online directly from Franklin University, online through Franklin's partnership with Acadeum or on-site or online as part of an agreement with one of our community college partners. Students should work directly with their academic advisor to review coursework remaining to fulfill their selected content areas and the best plan to complete those courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Operations & Supply Chain Management

*Available online at Franklin University .*

Operations & Supply Chain Management comprises the design, planning, execution, control, and monitoring of operations and supply chain activities with a focus on the areas of demand planning, quality management, procurement, supply chain optimization, strategic sourcing, transportation and logistics, and materials and inventory management. Managers are concerned with each step involved in providing a product or service, and must be familiar with all facets of their company's operations.

The Bachelor of Science major in Operations & Supply Chain Management exposes students to today's quality management methods such as Six Sigma, Total Quality Management (TQM), Theory of Constraints, and production practices like "Lean" and "Just in time" (JIT). Students learn how to direct transportation, logistics, outsourcing, and other operations functions while enhancing project and program management skills. The curriculum includes strategies to integrate planning for the challenges of climate change into the supply chain, from green-friendly product design and material sourcing to responsible end-of-life management. An emphasis on real world application of operations and supply chain management's theory and principles is built into all program coursework.

## Program Learning Outcomes

1. Build network models using linear programming methods and software
2. Create plans to optimize manufacturing and service processes with minimal impact on the environment
3. Produce quality standards for manufacturing and service processes that meet customer requirements
4. Design efficient supply chains
5. Create processes for moving resources efficiently between locations
6. Formulate efficient ways to acquire and store resources
7. Explain the principles and processes required to efficiently manage multiple projects
8. Design a program plan for the development of a product

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| ACCT 215 |  |  |  |  |  |  | I |  |
| ACCT 225 |  |  |  |  |  |  | I |  |
| BSAD 220 |  |  |  |  |  |  | I |  |
| ECON 210 |  |  |  |  |  |  | I |  |
| FINA 301 |  |  |  |  |  |  | I |  |
| MGMT 312 |  |  |  |  |  |  | I |  |
| MKTG 300 |  |  |  |  |  |  | I |  |
| BSAD 320 | I |  |  |  | I |  |  |  |
| MGMT 325 |  |  |  |  |  |  | I |  |
| OSCM 378 | I, R |  |  |  |  |  |  |  |
| OSCM 390 |  | I, R |  |  |  |  |  |  |
| OSCM 440 |  |  | I, R |  |  |  |  |  |
| OSCM 450 |  |  |  | I, R |  |  |  |  |
| OSCM 455 |  |  |  |  | I, R |  |  |  |
| OSCM 458 |  |  |  |  |  | I, R |  |  |
| OSCM 491 |  |  |  |  |  |  | I, R |  |
| OSCM 495 | R, A | R, A | R, A | R, A | R, A | R, A | R, A | R, A |

## CURRICULUM

126 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

\*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

**Mathematics**

Choose a minimum of three semester hours from:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. \*At least one mathematics or statistics course beyond the level of intermediate algebra.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

\*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

ECON 220 - Introduction to Macroeconomics (4)
Choose additional coursework from the Anthropology, Economics, or Sociology disciplines, or POSC 204 American Government.

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
**OR** PF 116 - Computer Applications (3)
PF 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
General Education Electives (4) (if necessary)

## Major Foundational Courses

ACCT 215 - Financial Accounting (4)
ACCT 225 - Managerial Accounting (4)
BSAD 220 - Business Law (4)
ECON 210 - Introduction to Microeconomics (4)
FINA 301 - Principles of Finance (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

BSAD 320 - Quant & Qual Methods for Decision Making (4)
MGMT 325 - Organizational Behavior (4)
OSCM 378 - Business Modeling (4)
OSCM 390 - Operations Management (4)

OSCM 440 - Quality Management (4)
OSCM 450 - Supply Chain Management (4)
OSCM 455 - Transportation & Logistics Management (4)
OSCM 458 - Purchasing & Inventory Management (4)
OSCM 491 - Integrated Project Management (4)
OSCM 495 - Operations & Supply Chain Mgmt Capstone (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Primary Education (PK-5)

*Available online at Franklin University .*

For more information about the B.S. Education, please visit our website.

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

#### Mathematics (3 hours)

Select:

MATH 215 - Statistical Concepts (4)

*Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite to MATH 215. Course can count as a University Elective.

#### Sciences (6 hours)

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

#### Arts and Humanities (6 hours)

A minimum of 6 hours of Arts and Humanities coursework is required.  Choose from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

#### Social and Behavioral Sciences (6 hours)

PSYC 110 - General Psychology (4)

Also choose an additional course from Anthropology, Economics, Geography, History, Political Science or Sociology.

### Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)

General Education Electives (6 hours) (if necessary)

### Professional Education Component

EDP 400 - Introduction to Principles of Education (3)
EDP 401 - Education in Diverse Society (3)
EDP 403 - Nature & Need of Learners With Exceptionalities (3)
EDP 421 - Child & Adolescent Literature (3)
EDP 423 - Instructional Planning for Pk12 Learners (3)
EDUC 309 - Technology in the Classroom (3)
EDP 405 - Educational Psyc for the PK12 Learner (3)
EDP 429 - Classroom Assessment (3)
EDP 471 - Collaboration & Management (3)
EDP 472 - Differentiating Curricul. (3)
EDP 495 - PK12 Reflection and Seminar (3)

## Primary Education Professional Education Component

MATH 113 - Mathematics for Educators I (3)
MATH 222 - Mathematics for Educators II (3)
EDUC 224 - Creative Experiences and Play for All (2)
EDUC 451 - Early Childhood Language Arts Methods (3)
EDUC 452 - Elementary Education Science Methods (3)
EDUC 453 - Early Childhood Social Studies Methods (3)
EDUC 454 - Mathematics Methods for Elementary Educators (3)
EDP 491 - Professional Growth & Development ECE (9)

## Foundations of Reading

EDUC 230 - The Teaching of Phonics (3)
EDUC 330 - Emergent Reading & Writing (3)
EDUC 331 - Teaching Early Childhood Reading (FE) (3)
EDUC 431 - Diagnostic Reading & Remediation (3)

## Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Psychology

*Available online at Franklin University .*

The major in Psychology provides a fundamental and broad introduction to the discipline of psychology. The student is afforded considerable exposure to the science of describing, explaining, controlling, predicting, and understanding human behavior. The student will study psychological concepts, theories, research methods, and explore applications of contemporary psychology within a variety of career settings. The student will develop knowledge and skills needed for a variety of positions within private or public sector occupations. Also, the major in psychology is excellent preparation for Master's and Ph.D. level study in psychology, social work, human ecology, and other disciplines.

## Program Learning Outcomes

1. Apply principals of effective communication to enable individuals and groups to pursue equitable interaction and opportunities.
2. Recognize major historical events, significant theorists, theoretical perspectives, concepts, and principles in psychology.
3. Engage in innovative and integrative thinking to interpret, design, and conduct basic psychological research.
4. Articulate ethical standards in psychological contexts, which can further be applied to the values that build community at the local, national, and global levels.
5. Practice self-regulation, develop teamwork capacity, and utilize project management skills in order to prepare for a personally meaningful professional direction.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| General Education | I | | | | I |
| PSYC 110 | R | I | I | I | R |
| PSYC 201 | R | I | I | I | R |
| PSYC 202 | R | I | I | I | R |
| PSYC 207 or PSYC 209 | R | I | I | I | R |
| PSYC 390 | R | I | I | I | R |
| PSYC 403 | R | I | I | I | R |
| PSYC 407 | R | I | I | I | R |
| COMM 335 | R | I | I | I | R |
| SOCL 335 | R | I | I | I | R |
| Forensic & Criminal Psychology Focus | | | | | |
| CJAD 210 | R | R | R | R | R |
| CJAD 240 | R | R | R | R | R |
| PSYC 302 | R | R | R | R | R |
| Industrial Organizational Psychology Focus | | | | | |
| PSYC 204 | R | R | R | R | R |
| PSYC 325 | R | R | R | R | R |
| PSYC 420 | R | R | R | R | R |
| Sports Psychology Focus | | | | | |
| EXS 204 | R | R | R | R | R |
| PSYC 204 | R | R | R | R | R |
| EXS 203 | R | R | R | R | R |
| Senior Experience (PSYC 495 or SOSC 495) | A | A | A | A | A |

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

ENG 120 - College Writing (4)

*If College Writing is transferred in and the course does not have a research paper component, ENG 130 Research Paper (2 semester hours) is also required.

**Mathematics (3 hours)**

Choose a minimum of three semester hours from: (At least one mathematics or statistics course beyond the level of intermediate algebra)

MATH 160 - College Algebra (4)
MATH 215 - Statistical Concepts (4)

MATH 215 is recommended. MATH 150 Fundamental Algebra is the prerequisite for MATH 160 or MATH 215. Course can count as a University elective.

**Sciences (6 hours)**

Choose a minimum of 6 semester hours from the Science discipline. One course must have a laboratory component.

**Social and Behavioral Sciences (6 hours)**

A minimum of 6 hours of Social & Behavioral Sciences coursework is required.  Choose from Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology.  Must select at least two different disciplines to meet requirements.

**Arts and Humanities (6 hours)**

A minimum of 6 semester hours of Arts & Humanities coursework is required.  Choose from the Art, English Literature, Fine Arts, Humanities, Music, Philosophy, Religion or Theater disciplines.

## Additional General Education Requirements

PF 121 - Basic Learning Strategies (2)
**OR** PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
COMM 315 - Communication Ethics (4)
General Education Electives (2)

## Professional Core

Select 24 hours from the following subject areas: Acceptable coursework includes selections from Accounting, Anthropology, Business Administration, Business Forensics, Communication, Economics, Emergency Management & Homeland Security, Finance, Healthcare, Human Resources Management, Information Systems, Management, Marketing, Operations & Supply Chain Management, Organizational Development, Political Science, Psychology, Public Relations, Public Safety Management, Social Science, or Sociology. Other courses may be accepted upon review by the Program Chair.

ENG 205 - Business & Professional Writing (4)
**OR** ENG 220 - Research Writing: Exploring Professional (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

PSYC 110 - General Psychology (4)
PSYC 201 - Neuropsychology (3)
PSYC 202 - Social Psychology (3)
PSYC 207 - Lifespan Development (3)
**OR** PSYC 209 - Adult Development and Aging (3)
PSYC 390 - Cognition (3)
PSYC 403 - Theories of Counseling (3)
PSYC 407 - Abnormal Psychology (3)
COMM 335 - Communication in Groups and Teams (4)
SOCL 335 - Applied Research Methods (4)
PSYC 495 - Psychology & Soc Scie Capstone Capstone (4)

**OR** SOSC 495 - Psychology & Social Sciences Practicum (4)

## Major Electives

Students may enroll in any course from any focus area and are not limited to just one area of focus. Additional courses with a psychology prefix may be transferred in as PSYC 903 Psychology Major Area Elective

### Forensic & Criminal Psychology

CJAD 210 - Intro to Criminal Justice Administration (4)
CJAD 240 - Introduction to Criminology (4)
PSYC 302 - Psychological Testing (3)

### Industrial Organizational Psychology

PSYC 204 - Principles of Motivation (4)
PSYC 325 - Coaching in Organizations (4)
PSYC 420 - Assessment & Intervention in Organizations (4)

### Sports Psychology

EXS 203 - Sport and Society (3)
EXS 204 - Intro to Sports and Exercise Psychology (3)
PSYC 204 - Principles of Motivation (4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Public Administration

*Available online at Franklin University .*

The Bachelor of Science with a major in Public Administration is a multidisciplinary major that uniquely prepares students for administrative and management positions in government and nonprofit organizations. Students learn to apply professional concepts and values essential to effective public administration. Students also learn analytical, management, and leadership approaches for effectively navigating the American political system, managing and improving mission-driven organizations, and acting in the public and community interest.

## Program Learning Outcomes

1. Examine the impact of government institutions and the political system on program implementation and administrative decision making in public and nonprofit organizations
2. Apply legal and ethical principles for administrative decision making
3. Analyze administrative situations using public administration concepts and organizational theories and principles of management from multiple disciplines
4. Create and present credible arguments using multiple media
5. Analyze budget and financial information for administrative decision making and reporting
6. Apply leadership and management skills in administrative and group situations
7. Create an administrative action plan for addressing an important administrative problem by applying concepts and skills learned in the Public Administration Program and the student's specialization area

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| POSC 204 | I | I | I | I | I | I |
| PUAD 305 | R | R | R | R | R | R |
| HRM 400 | R | R | R | R | R | R |
| PUAD 420 | R | R | R | R | R | R |
| AMGT 450 | R | R | R | R | R | R |
| PUAD 495 | A | A | A | A | A | A |

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Choose a minimum of three semester hours from:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University Elective. *At least one mathematics or statistics course beyond the level of intermediate algebra.

#### Sciences

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Take a minimum of 6 semester hours of Social & Behavioral Sciences coursework. Courses must be from at least two different disciplines.

POSC 204 - American Government (3)

Choose additional course from Anthropology, Economics, Psychology, or Sociology disciplines.

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

PF 321 - Learning Strategies (2)
PF 106 - Introduction to Spreadsheets (1)
**OR** PF 116 - Computer Applications (3)
COMM 107 - Intro to Web Presentation & Publishing (1)
**OR** COMM 205 - Communication Design (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)

## Professional Core

ACCT 215 - Financial Accounting (4)
COMM 321 - Organizational Communication (4)
**OR** COMM 335 - Communication in Groups and Teams (4)
HRM 300 - Human Resources Management (4)
MIS 200 - Management Information Systems (4)
ENG 205 - Business & Professional Writing (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

AMGT 450 - Organizational Supervision (4)
HRM 400 - Performance Management (4)
POSC 206 - State and Local Government (3)
POSC 405 - Constitutional Law (3)
PUAD 305 - Introduction to Public Administration (4)
**OR** PUAD 701 - Foundations of Government & Nonprofit Administration (4)
PUAD 420 - Government & Nonprofit Budgeting (4)
**OR** PUAD 740 - Financial Management & Budgeting (4)
PUAD 495 - Public Administration Capstone (4)

## Major Electives

Select 16 hours of any courses from within or across the suggested pathways listed.

**Criminal Justice**

CJAD 210 - Intro to Criminal Justice Administration (4)
CJAD 240 - Introduction to Criminology (4)
CJAD 450 - Criminal Justice Management & Admin (4)
CJAD 455 - Ethics in the Criminal Justice System (4)

**Pre-Law**

ENG 406 - Advanced Composition (3)
HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
BSAD 220 - Business Law (4)
CJAD 310 - Courts and Criminal Procedure (4)
CJAD 455 - Ethics in the Criminal Justice System (4)

**Recreation & Sport Management**

EXS 140 - Foundations/Principles/History Sport (3)
EXS 203 - Sport and Society (3)
EXS 423 - Organization/Admin of Sports Programs (3)
SPM 207 - Principles of Sport Management (3)
SPM 306 - Sports Marketing (3)
SPM 450 - Managing Athletic Programs (3)

In addition to the suggested pathway options above, students can select 16 hours of coursework from within or across any subject area offered at the University. Please see your academic advisor to discuss as other major area elective options will require program chair approval. Suggested pathways are to take the courses listed for any one of Franklin's undergraduate academic minors. Please note that these courses will only count toward the Public Administration major and not towards a minor. PUAD 295 and PUAD 305 must be completed before taking any major area elective courses, and any prerequisite requirements must be honored.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Public Relations

*Available online at Franklin University .*

When it comes to organizations and individuals operating in the public eye, managing information flow and maintaining a positive image in the marketplace is paramount to achieving a favorable public opinion. The University's Public Relations program is designed to provide students a solid foundation of knowledge about the public relations industry as well as the skill sets specific to today's public relations professionals.

Courses in this curriculum cultivate in-demand skills such as publicity, promotions and special events, crisis management, media and community relations, and internal communications. Emphasis is placed on four central areas of the profession - relationship building, advocacy, ethics, and communication.

Students in this major will apply their knowledge of public relations in developing PR campaigns, managing media relations, developing image and identity, and improving the effectiveness of external communications in various settings. Students will learn to write for a multitude of media and will utilize the latest technology to conduct their public relations efforts; thereby producing a customized portfolio of public relations experiences. Students will also have the opportunity to participate in project based internships to gain practical experience in the field.

## Program Learning Outcomes

1. Acquire the knowledge and skills necessary to be an effective public relations professional
2. Demonstrate the ability to integrate and apply conceptual and technical competencies within public relations contexts
3. Apply appropriate communication skills to systematically address public relations issues within a societal, cultural, and environmental context
4. Acquire practical, real-life experience within a public relations context

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | **1** | **2** | **3** | **4** |
|---|---|---|---|---|
| PBRL 325 | I | I | I | I |
| PBRL 350 | R | R |  |  |
| PBRL 425 | A | R | R | R |
| PBRL 445 | R | A | R |  |
| PBRL 450 | R | R | R |  |
| PBRL 495 |  |  | A | A |
| MKTG 300 | I | I | I | I |
| MKTG 320 | R |  | R | R |
| MKTG 330 | R | R |  |  |
| MKTG 332 | R | R |  |  |
| MKTG 340 | R |  | R | R |
| MKTG 495 | A | A | A | A |

## CURRICULUM

124 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Choose a minimum of three semester hours from: (At least one mathematics or statistics course beyond the level of intermediate algebra)

    MATH 215 - Statistical Concepts (4)
    MATH 160 - College Algebra (4)
    MATH 210 - Finite Mathematics (4)

    Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective.

### Sciences

Choose a minimum of 6 semester hours from:

    SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
    SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

    *Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

    PSYC 110 - General Psychology (4)
    Choose an additional course from the Anthropology, Economics, or Sociology discipline, or POSC 204 American Government.

    *The six semester hours must come from at least two different disciplines

### Arts and Humanities

Choose a minimum of 6 semester hours from:

    HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
    Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

    PF 321 - Learning Strategies (2)
    HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
    SOCL 110 - Introduction to Sociology (4)
    SPCH 100 - Speech Communication (4)

## Professional Core

    COMM 150 - Interpersonal Communication (4)
    COMM 315 - Communication Ethics (4)
    ENG 205 - Business & Professional Writing (4)
    MGMT 312 - Principles of Management (4)
    MKTG 300 - Marketing (4)
    PSYC 204 - Principles of Motivation (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

    PBRL 325 - Public Relations (4)
    PBRL 350 - Media Research & Writing (4)
    PBRL 425 - Media & Crisis Communication (4)
    PBRL 445 - Public Relations & Promotional Strategy (4)
    PBRL 460 - Client Engagement (4)
    PBRL 495 - Public Realtions Capstone (4)

## Major Electives

Select 4 hours from:

COMM 321 - Organizational Communication (4)
COMM 335 - Communication in Groups and Teams (4)
COMM 355 - Introduction to Grant Writing for Non-Profits (4)
MKTG 430 - Customer Relationship Management (4)
PBRL 410 - Public Relations Internship (1-4)
PBRL 450 - Rhetoric & Social Influence (4)
PBRL 480 - Special Topics in Public Relations (4)
PBRL 499 - Independent Studies in Public Relations (1-4)

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Public Safety Management & Leadership

*Available online at Franklin University .*

Public Safety Management & Leadership combines principles of safety planning, legal and policy compliance, crisis prevention and disaster preparedness, and emergency response and homeland security with important skills, such as fiscal responsibility and decision-making, emphasized by today's public safety agencies.

The Bachelor of Science major in Public Safety Management & Leadership prepares the individual with a dedicated background in law enforcement, criminal justice, fire safety, emergency medical services, corrections, or other public safety-related field, for management and leadership roles. The program includes courses in public administration, emergency management and homeland security, communication, sociology and leadership. Students will gain knowledge and skills essential to managing change and the stewardship of limited resources in today's public safety agency.

## Program Learning Outcomes

1. Apply principles of basic accounting fiscal management and budgeting appropriate to a public safety agency
2. Compare and contrast the similarities and differences between the roles of managers and leaders in a public safety agency
3. Apply basic management skills of planning, organizing, staffing, directing, coordinating, managing change, and decision making within a public safety agency
4. Apply critical thinking, reasoning and analytical skills required for ethical decision-making and problem solving in a public safety agency
5. Apply appropriate ethical principles, laws, and human relations skills to all facets of operation in a public safety agency
6. Demonstrate the ability to make optimal use of available resources to successfully design and manage projects in a public safety agency

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1 | 2 | 3 | 4 | 5 | 6 |
|----------|---|---|---|---|---|---|
| POSC 204 | I | I | I | I | I | I |
| PUAD 305 | R | R | R | R | R | R |
| PUAD 350 | R | R | R | R | R | R |
| PUAD 420 | R | R | R | R | R | R |
| AMGT 450 | R | R | R | R | R | R |
| PUAD 495 | A | A | A | A | A | A |

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

#### Mathematics

Choose a minimum of three semester hours from:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as University elective. *At least one mathematics or statistics course beyond the level of intermediate algebra.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

POSC 204 - American Government (3)
Choose an additional course from the Anthropology, Psychology, or Sociology discipline.

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
HUMN 218 - World Religions (4)
HUMN 232 - Introduction to Literature (4)
HUMN 240 - Popular Culture (4)
HUMN 246 - Film Appreciation (4)

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
PF 321 - Learning Strategies (2)
COMM 107 - Intro to Web Presentation & Publishing (1)
**OR** COMM 205 - Communication Design (1)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Technical Credit

24 credit hours in a public safety related discipline from transfer credit.

## Major Area

PUAD 305 - Introduction to Public Administration (4)
PUAD 420 - Government & Nonprofit Budgeting (4)
PUAD 495 - Public Administration Capstone (4)
SEMT 322 - Ethics & Leadership in Public Safety Agencies (4)

## Major Specializations

Choose one:

**Fire & Emergency Medical Services**

FIES 310 - Fire & Emergency Services Administration (4)
FIES 330 - HR Management for the Fire & Emergency Services (4)
FIES 430 - Political & Legal Foundations for Fire Protection (4)
SEMT 240 - Disaster Planning & Response (4)
SEMT 450 - Critical Incident Management (4)

**Law Enforcement**

CJAD 315 - Policing in America (4)
CJAD 340 - Evidence Based Practice & Research (4)
CJAD 360 - Intro: Terrorism & Intelligence Analysis (4)
CJAD 415 - Contemporary Policing Strategies & Issue (4)
CJAD 450 - Criminal Justice Management & Admin (4)

**Individualized Specialization**

Students may also design an individualized discipline area using any courses from Franklin's catalog. Students must obtain approval from the Program Chair of the Public Safety Leadership & Management Program for an individualized program focus.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

## Program Specific Requirements

Public Safety Management & Leadership is a completion major designed to complement the existing technical skills of an individual to include general knowledge, communication skills and application of business and leadership practices. The major will accept students who have the equivalent of an associate's degree, including 24 semester credit hours (36 quarter credit hours) of courses in a defined technical discipline that has a public safety mission, from an accredited institution or professional certification from an approved public safety training academy. The 24 semester hours of instruction must be approved by the Public Safety Management & Leadership Program Chair. Students seeking a bachelor's degree must earn at least 30 credit hours in residence at Franklin University to be eligible for a degree. Students entering the major with an Associate of Applied Science (A.A.S.) or technical training and other college credit must satisfy General Education requirements listed below for a total of 36 hours in General Education. Technical Credit Students with Associate of Applied Science (A.A.S.) degrees in Law Enforcement, Criminal Justice, Fire Safety, Emergency Medical Services, Corrections or other Public Safety related fields will satisfy the Technical and some of the General Education requirements of the B.S. degree in Public Safety Management & Leadership at Franklin University. Students without an A.A.S. degree must satisfy the Technical and all of the General Education requirements listed below.

# B.S. Social Sciences

*Available online at Franklin University .*

The Social Sciences are a group of academic disciplines that focus on understanding and examining the structure, theoretical basis, evolution, and the interrelationships of societal institutions and organizations and how they influence and are influenced by human behavior. The University's Social Sciences major is designed as a multidisciplinary approach that specifically provides students with a comprehensive and research-based perspective for understanding human behavior, social interactions, and social dynamics while grounding them in fundamental core competencies employers are looking for in employees: effective communication, interpersonal teamwork, critical thinking, creative thinking, and problem solving.

For this major, students have the flexibility to select any number of specialization areas or disciplines (but at least two) from existing university options (i.e., anthropology, criminal justice, economics, psychology, or sociology) or can transfer in courses derived from other Social Science disciplines (e.g., archaeology, anthropology, geography, history, international relations, political science, and other human behavior-based areas) into a customized program of study. By combining such disciplines, students have the opportunity to develop unique critical thinking and problem solving skills within the vast context of social and behavioral human development derived from both major area required and elective courses.

As a result of such a customizable curriculum, graduates are able to enter the workforce via a variety of pathways including business, for- and not-for-profit organizations, government, and public and human services. In addition, an undergraduate program in Social Sciences opens up a number of graduate school opportunities not only in Social Science disciplines but also medicine, law, education, and other professional programs.

## Program Learning Outcomes

1. Communicate effectively
2. Apply logical thinking and critical analysis
3. Apply fundamental concepts, theories, and research methodologies of the social and behavioral sciences into personal, social, and professional contexts
4. Apply problem-solving strategies to the behavior of individuals and small groups
5. Analyze and evaluate different sociocultural contexts as they influence human behavior individually and collectively
6. Analyze and evaluate historical and contemporary social science issues
7. Find, interpret, analyze, and evaluate the results of sociological research

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| ENG 220 | I |  |  |  |  |  |  |
| SPCH 100 or COMM 150 | I, R | I |  |  |  |  |  |
| HUMN 210 | R | I, R |  | I |  |  |  |
| HUMN 345 | R | R | I, R | R |  |  |  |
| IDST 301 | R | R |  |  |  |  |  |
| SOCL 335 | R | R | I, R | R |  |  | I |
| Major Area Elective | R | R | I, R | I, R | I, R | I, R | R |
| SOSC 495 | A | A | A | A | A | A | A |

## CURRICULUM

120 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper, two semester credits, is also required.

### Mathematics

Choose a minimum of three semester hours from:

MATH 215 - Statistical Concepts (4)

Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *At least one mathematics or statistics course beyond the level of intermediate algebra.

**Sciences**

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

**Social and Behavioral Sciences**

Choose a minimum of 6 semester hours from:

PSYC 110 - General Psychology (4)
Choose an additional course from the Anthropology, Economics, or Sociology discipline.

*The six semester hours must come from at least two different disciplines

**Arts and Humanities**

Choose a minimum of 6 semester hours from:

HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
Choose additional coursework from the Humanities discipline.

## Additional General Education Requirements

PF 106 - Introduction to Spreadsheets (1)
PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ANTH 215 - Cultural Anthropology (4)
**OR** CJAD 210 - Intro to Criminal Justice Administration (4)
**OR** ECON 210 - Introduction to Microeconomics (4)
**OR** ECON 220 - Introduction to Macroeconomics (4)
**OR** POSC 204 - American Government (3)
**OR** SOCL 110 - Introduction to Sociology (4)
General Education Elective (1)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Major Area

COMM 335 - Communication in Groups and Teams (4)
ENG 205 - Business & Professional Writing (4)
**OR** ENG 220 - Research Writing: Exploring Professional (4)
SOCL 335 - Applied Research Methods (4)
HUMN 345 - Philosophy of Science (4)
HUMN 301 - Creative Thinking (4)
SOSC 495 - Psychology & Social Sciences Practicum (4)

## Major Electives

Courses selected must be from at least two social and behavioral science disciplines. Courses available at Franklin University:

**Anthropology**

ANTH 215 - Cultural Anthropology (4)
ANTH 480 - SPECIAL TOPICS IN ANTHROPOLOGY (1-4)

**Criminal Justice**

CJAD 210 - Intro to Criminal Justice Administration (4)
CJAD 240 - Introduction to Criminology (4)
CJAD 310 - Courts and Criminal Procedure (4)
CJAD 315 - Policing in America (4)
CJAD 320 - Corrections in America (4)
CJAD 330 - Juvenile Justice & Delinquency (4)
CJAD 415 - Contemporary Policing Strategies & Issue (4)
CJAD 425 - Probation and Parole (4)
CJAD 430 - Juvenile Corrections (4)
CJAD 440 - Sociology of Deviant Behavior (4)
CJAD 450 - Criminal Justice Management & Admin (4)
CJAD 455 - Ethics in the Criminal Justice System (4)
CJAD 480 - Special Topics in Criminal Justice Administration (1-4)

**Economics**

ECON 210 - Introduction to Microeconomics (4)
ECON 220 - Introduction to Macroeconomics (4)
ECON 321 - Intermediate Microeconomics (4)
ECON 322 - Intermediate Macroeconomics (4)
ECON 420 - Forecasting (4)
ECON 450 - History of Economic Thought (4)
ECON 480 - SPECIAL TOPICS IN ECONOMICS (1-4)

**Psychology**

PSYC 204 - Principles of Motivation (4)
PSYC 310 - The Psychology of Personal Development (4)
PSYC 315 - Applied Psychology: Theory to Practice (4)
PSYC 325 - Coaching in Organizations (4)
PSYC 420 - Assessment & Intervention in Organizations (4)
PSYC 480 - ST: PSYCHOLOGY (1-4)

**Sociology**

SOSC 205 - Issues in Social Sciences (2)
SOCL 210 - Public Sociology (4)
SOCL 310 - Diversity in the Workplace (4)
SOCL 345 - Sociology of Work & Organizations (4)
SOCL 355 - Community Mental Health (4)
SOCL 400 - Social Justice (4)
SOCL 480 - ST: SOCIOLOGY (1-4)

Additional social and behavioral science disciplines acceptable for transfer include*: Anthropology Archaeology Cultural Resources Management Criminology Geography History International Relations Political Science Statistics and Decision Science * Other social science disciplines not listed above may be accepted for transfer. Inquiries should be directed to the Social Sciences program chair.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Sport Management

*Available online at Franklin University .*

The intent of this major is to prepare students for leadership positions in public, private, and commercial employment settings with the fitness, recreational, sport, and wellness industries. Students in the sport management major will find job opportunities in the media, high school and college athletic departments, and minor league and professional sport organizations.

## Program Learning Outcomes

1. Graduates will be able to identify the disciplines and sub-disciplines within the sport management industry.
2. Graduates will be able to describe customer-centric principles and apply them to the sport setting.
3. Graduates will be able to demonstrate critical thinking to sport management challenges that exist within public and private sector, for-profit and not-for-profit sector, and educational sport settings.
4. Graduates will able to explain the principle concepts, theories, practices, and styles of leadership in sport.
5. Graduates will be able to demonstrate applied sport management principles to scenario based and practical settings.
6. Graduates will be able to recognize and describe theories of human behaviors in the coaching, exercise and sport settings.

## CURRICULUM

120 Semester Hours

### Fundamental General Education Core

#### English Composition (3 hours)

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required.

#### Mathematics (3 hours)

Choose a minimum of three semester hours from*:

MATH 215 - Statistical Concepts (4)

*At least one mathematics or statistics course beyond the level of intermediate algebra. Choose either MATH 140 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective.

#### Sciences (6 hours)

Choose a minimum of 6 semester hours.

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

#### Social and Behavioral Sciences (6 hours)

Choose a minimum of 6 semester hours from:

SOCL 110 - Introduction to Sociology (4)

Choose additional coursework from the Anthropology, Economics, and Psychology disciplines, or POSC 204 American Government. *The six semester hours must come from at least two different disciplines

#### Arts and Humanities (6 hours)

Choose a minimum of 6 semester hours from:

  HUMN 210 - Intro to Logic & Critical Thinking Skill (2)
  HUMN 211 - Intro to Ethical Analysis & Reasoning (2)
  HUMN 218 - World Religions (4)
  HUMN 232 - Introduction to Literature (4)
  HUMN 240 - Popular Culture (4)
  HUMN 246 - Film Appreciation (4)
  HUMN 305 - Global Issues (4)

## Additional General Education Requirements

  PF 106 - Introduction to Spreadsheets (1)
  **OR** PF 116 - Computer Applications (3)
  COMM 150 - Interpersonal Communication (4)
  **OR** SPCH 100 - Speech Communication (4)
  ENG 220 - Research Writing: Exploring Professional (4)
  General Education Elective (1)
  PF 321 - Learning Strategies (2)
  **OR** UNI 199 - University Seminar (2)

## Major Area

  BSAD 110 - Business Principles (4)
  ENG 205 - Business & Professional Writing (4)
  EXS 140 - Foundations/Principles/History Sport (3)
  EXS 203 - Sport and Society (3)
  EXS 204 - Intro to Sports and Exercise Psychology (3)
  EXS 423 - Organization/Admin of Sports Programs (3)
  HEA 152 - Wellness (3)
  HRM 300 - Human Resources Management (4)
  SOCL 335 - Applied Research Methods (4)
  SPM 207 - Principles of Sport Management (3)
  SPM 300 - Coaching Methodologies I (3)
  SPM 306 - Sports Marketing (3)
  SPM 310 - Coaching Methodologies II (3)
  SPM 320 - Sports Information (3)
  SPM 351 - Sports Law (3)
  SPM 430 - Sports Industry (3)
  SPM 450 - Managing Athletic Programs (3)
  SPM 470 - Leadership in Sport (3)
  SPM 491 - Field Experience Sport Management (1-6)

## University Electives

Any undergraduate courses offered by the University except developmental education courses.

## Additional Requirements

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# B.S. Web Development

*Available online at Franklin University .*

The University's Web Development program is an innovative and interdisciplinary major that gives students a wide range of exposure to the many disciplines required to build these next-generation, enterprise-level websites. With the explosive growth of the Internet and electronic commerce, successful businesses are increasingly employing the Internet and related electronic commerce technologies.

These business initiatives require graduates who understand current and future trends in electronic commerce and are prepared to manage the analysis, design, implementation, marketing and operation of web-based systems.

Electronic commerce has expanded beyond its early roots in electronic funds transfer and data interchange to embrace the use of Internet technologies for such applications as Web-based retailing, electronic supply chain management, Web marketing, and Web publishing. The Web Development Major is designed to meet that demand. Students earning a Bachelor of Science Web Development will acquire Web development, marketing, graphic design and electronic commerce system skills as well as knowledge of the technology of databases, user interface design, and management information systems.

The curriculum helps students acquire highly sought after skills, including web application development, front-end development, database development, user experience design, graphic design, and web animation. Students will gain hands-on experience with industry-standard software, databases, and languages, including Adobe Creative Suite (PhotoShop) and Flash. Students will also discover best practices for translating business requirements into design, and design into fast, immersive web experiences for different browsers and screen sizes using HTML, CSS, JavaScript, AJAX, JQuery, and Ruby on Rails.

TECHNOLOGY REQUIREMENTS: Students in the Computer and Information Sciences Majors are expected to exceed the University's General Technology Requirements, and may be required to purchase hardware and/or software with capabilities greater than the standard technology requirements. There will be software requirements such as software development environments, operating systems, virtualization environments and tools, website development and business process documentation tools that will be used in various courses. Students should be prepared to invest in this software, and be able to install and uninstall it without assistance. Courses with specific hardware and software requirements are detailed in the course syllabus under the "Required Materials" section. To maximize the educational experience, Computer and Information Sciences students must have: . Current model computer (less than 2 years of age) . DVD optical drive . 2 GB RAM minimum (4 GB+ recommended) . Broadband access . 40 GB or higher of available hard drive space at the beginning of each term

## Program Learning Outcomes

1. Develop server-side software systems to support Web-based services employing industry standard web-based information architectures, user-centered design methodologies, development approaches, deployment tools and operational environments
2. Develop client-side software to support accessing Web-based services employing industry standard user-centered design methodologies, development approaches, deployment tools and operational environments
3. Develop Web-based end-user interfaces applying industry standard requirement analysis, design principles and development approaches
4. Apply analytics methodologies, tools and algorithms to the analysis and improvement of web services performance
5. Communicate appropriately for a range of purposes and audiences

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| COMP 101 | | I | | I |
| COMP 281 | | I | | I |
| COMP 325 | | I | | I |
| GRPH 210 | I | I | R | I |
| GRPH 310 | R, A | R | R | R |
| ITEC 136 | | I | | I |
| WEBD 101 | | I | | I |
| WEBD 117 | | I | | I |
| WEBD 236 | | R | | R |
| WEBD 335 | | R | R | R |
| WEBD 435 | | A | R | R |
| WEBD 495 | R | R | R | A |
| ENG 120 | | | I | |
| ENG 320 | | | R | |

# CURRICULUM

124 Semester Hours

## Fundamental General Education Core

### English Composition

Choose a minimum of 3 semester hours from:

ENG 120 - College Writing (4)

*If the course does not have a research paper component, ENG 130 Research Paper (2 credit hours) is also required.

### Mathematics

Choose a minimum of three semester hours from:

MATH 160 - College Algebra (4)

Choose MATH 150 Fundamental Algebra as the prerequisite. Course can count as a University elective. *at least one mathematics or statistics course beyond the level of intermediate algebra.

### Sciences

Choose a minimum of 6 semester hours from:

SCIE 210 - Understanding Science: Principles, Practice, & Theory (2)
SCIE 211 - Introduction to Scientific Analysis & Reasoning (4)

*Two science courses, with one having a laboratory component.

### Social and Behavioral Sciences

Choose a minimum of 6 semester hours from:

Choose coursework from the Anthropology, Economics, Psychology, and Sociology disciplines, or POSC 204 American Government.

*The six semester hours must come from at least two different disciplines

### Arts and Humanities

Choose a minimum of 6 semester hours from:

HUMN 211 - Intro to Ethical Analysis & Reasoning (2)

Choose additional coursework from the Humanities discipline.

**Additional General Education Requirements**

PF 321 - Learning Strategies (2)
COMM 150 - Interpersonal Communication (4)
**OR** SPCH 100 - Speech Communication (4)
ENG 220 - Research Writing: Exploring Professional (4)
MATH 280 - Intro to Probability & Statistics (4)

**Professional Core**

COMP 101 - Problem Solving With Computing (2)
COMP 204 - Principles of Computer Networks (2)
COMP 281 - Database Management Systems (4)
GRPH 117 - Graphic Editing Software (1)
GRPH 210 - Fundamentals of Graphic Design (4)
ITEC 136 - Principles of Programming (4)
WEBD 101 - Introduction to Web Page Construction (2)
WEBD 146 - Javascript for Programmers (2)
WEBD 236 - Web Information Systems Programming (4)

**University Electives**

Any undergraduate courses offered by the University except developmental education courses.

**Major Area**

COMP 325 - Human-Computer Interaction (4)
INFA 300 - Introduction to Analytics (4)
ITEC 400 - Linux Administration (4)
WEBD 320 - Freelancing for Technical Professional (4)
WEBD 325 - Mobile Programming (4)
WEBD 335 - Advanced Client Side Development (4)
WEBD 435 - Advanced Server Side Development (4)
WEBD 445 - Advanced Web Development (4)
WEBD 495 - Web Development Capstone (4)

**Additional Requirements**

All students are required to pass College Writing (ENG 120), and either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) prior to enrolling in any course at the 200 level or above. Students who enroll at Franklin with 30 or fewer hours of transfer credit are required to pass PF 121 Basic Learning Strategies in place of PF 321 Learning Strategies. Interpersonal Communication (COMM 150) or Speech Communication (SPCH 100) must be taken prior to enrolling in any course at the 300 level or above. Students must also meet the University algebra competency requirement.

# MASTER PROGRAMS

## M.A. in Criminal Justice Administration

*Available online at Franklin University .*

The program leading to the Master of Arts degree in Criminal Justice Administration offers a comprehensive examination of the criminal justice system, an exploration of criminal and delinquent behaviors, a foundation in research and statistics, and an opportunity to explore other relevant topics of interest to the student.

As our society evolves, so does the threat to law and order. From the treatment of youth in the criminal justice system to the prevention and prosecution of cybercrime, today's criminal justice leaders are in uncharted territory. The M.A. in Criminal Justice Administration arms in-career professionals with a comprehensive understanding of the criminal justice system. Theory-to-practice coursework equips graduates to apply knowledge to solve present-day challenges at the local, state or federal level.

# Program Learning Outcomes

1. Apply criminal justice theories to the development of effective and sustainable criminal justice programs
2. Analyze complex and multi-systemic adult and juvenile systems of justice and social control mechanisms
3. Develop solutions to crime through the administration of criminal justice organizations, community partnerships, and stakeholders, utilizing criminology theories
4. Evaluate critical issues in criminal justice administration and management
5. Develop ethical leadership models for administration of justice
6. Evaluate contemporary law enforcement strategies and structures, integrating policy and legal perspectives

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| CJAD 700 |  | I | I | I | I |  |
| CJAD 710 |  | R | R | R | R | I |
| CJAD 620 | I | R | R | R |  |  |
| PUAD 745 |  |  |  | R | R |  |
| CJAD 720 | I | R | R | R |  | R |
| CJAD 670 | R | R | R |  |  |  |
| CJAD 680 | R |  |  | R |  |  |
| CJAD 740 |  | R | R | R | R | R |
| CJAD 730 | R | R | R | R |  |  |
| PUAD 790 | R, A | R, A | R, A | R, A | R, A | R, A |

# CURRICULUM

30 Semester Hours

## Core Courses

CJAD 620 - Stats and Rsch Methods for Crim Just (3)
CJAD 670 - Victimology (3)
**OR** CJAD 680 - Grant Writing (3)
CJAD 700 - Effective Administration of Justice (4)
CJAD 710 - Adult & Juvenile Systems of Justice (4)
CJAD 720 - Criminology Theory & Solutions to Crime (4)
CJAD 730 - Adult & Juvenile Penology (4)
**OR** CJAD 740 - Strategic Policing & Contemporary Crime Control Strategies (4)
PUAD 745 - Strategy, Collaboration, & Communication (4)
PUAD 790 - Public Administration Capstone (4)

# M.S. Computer Science

*Available online at Franklin University .*

The Master of Science - Computer Science (MSCS) is designed to provide students with the theoretical and practical application skills required: 1) to master a good understanding of the Computer Science discipline; 2) to be able to contribute immediately and make a positive impact in the workplace. This graduate degree is intended for the working person who wants to be part of the development of the technology of the future.

## Program Learning Outcomes

1. Planning project processes and products, analyzing problems and design trade-offs, and making design decisions to address stakeholder needs
2. Designing and implementing a software architecture and related products according to software plans and requirements
3. Monitoring, controlling, verifying, validating, and communicating software development progress relative to plans and requirements

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 |
|---|---|---|---|
| COMP 620 |  | R |  |
| COMP 630 |  | R |  |
| COMP 645 | I, R, A | I, R, A | I, R, A |
| COMP 655 | R | R |  |
| COMP 671 | R | R | R |
| COMP 691 | R, A | R, A | R, A |

## CURRICULUM

36 Semester Hours

### Core Courses

COMP 620 - Analysis of Algorithms (4)
COMP 630 - Issues in Database Management (4)
COMP 645 - Object-Oriented Design & Practice (4)
COMP 655 - Distributed Systems (4)
COMP 671 - Verification and Testing (4)
COMP 691 - Capstone (4)

### Pathways/Electives

#### Data Analytics

These pathways are designed to provide students with concentrated knowledge in specific areas, however, students may choose any three (12 hours) elective courses to align with their personal and career goals.

MATH 601 - Introduction to Analytics (4)
DATA 605 - Data Visualization & Reporting (4)
DATA 611 - Applied Machine Learning (4)

#### Cybersecurity

These pathways are designed to provide students with concentrated knowledge in specific areas, however, students may choose any three (12 hours) elective courses to align with their personal and career goals.

ISEC 610 - Information Assurance (4)
ISEC 620 - Software and App Security (4)
ISEC 640 - Cryptography (4)

#### Software Systems

These pathways are designed to provide students with concentrated knowledge in specific areas, however, students may choose any three (12 hours) elective courses to align with their personal and career goals.

COMP 650 - System Architecture & Engineering (4)
ITEC 640 - Project Management (4)
COMP 670 - Application of Artificial Intelligence (4)

**Internships/Independent Studies**

COMP 610 - Internship in Computer Science (1-4)
COMP 699 - Independent Studies in Graduate Computer Science (1-4)

## Program Co-Requisites

Upon review of your completed undergraduate courses, work experience, or demonstrated competency in computer science, you may be required to complete co-requisite courses alongside your master's degree courses.  The program chair will determine which, if any, co-requisite courses are required. The need for co-requisite courses will not delay your acceptance to the program or your ability to begin taking master's-level courses. Your academic advisor will assist you with scheduling co-requisites to ensure smooth and steady progress toward your degree. Graduate co-requisite courses must be completed with a grade of "B-" or better. The Master of Science Computer Science program requires the following courses (or the equivalent from an accredited school):

COMP 111 - Introduction to Computer Science & Object-Oriented Programming (4)
**OR** COMP 501 - Foundations of Programming (4)
**OR** ITEC 136 - Principles of Programming (4)
COMP 311 - Object-Oriented Data Structures & Algorithms II (4)
**OR** COMP 502 - Foundations of Data Structures & Algorithms (4)
MATH 320 - Discrete Mathematics (4)
**OR** MATH 503 - Foundations of Mathematics for Computing (4)

# M.S. in Accounting

*Available online at Franklin University .*

Franklin University's Master of Science in Accounting Program (MSA) has been designed to meet the evolving changes in business organizations. The Program reinforces the core technical aspects of financial and managerial accounting theory, but also provides graduate students with the abilities employers request most in graduates such as communication, research, and technology skills. Employers need competent accounting professionals who can research and communicate complex accounting issues, as well as navigate organization-wide enterprise resource planning systems and effectively utilize data mining software for in-depth analysis of information. The MSA Program provides students with a relevant, high quality curriculum that is convenient and affordable.

Graduates of the MSA Program are prepared for employment or promotion in public accounting, private industry, or government. They will also have the educational background and framework to seek professional certification (i.e., Certified Public Accountant, Certified Management Accountant, Certified Internal Auditor, or Certified Fraud Examiner). These designations require successful completion of rigorous examinations and additional study beyond that required for the master's degree may be necessary.

Goals of the Master of Science in Accounting Program 1. Provide quality, comprehensive, and relevant curriculum 2. Build a community among students, faculty, alumni and accounting professionals 3. Assist students in their transition from academic studies to a professional career 4. Develop strategic alliances with professional, corporate, governmental, and educational organizations

## Program Learning Outcomes

1. Financial Operations 1: Investigate and evaluate specific enterprise-wide planning system issues
2. Financial Operations 2: Investigate and evaluate specific risk assessment and implementation issues
3. Financial Operations 3: Investigate and evaluate audit or data mining issues
4. Financial Operations 4: Investigate and evaluate forensic accounting issues
5. Financial Operations 5: Research and synthesize specific accounting information to create new knowledge.
6. Taxation Pathway 1: Research and analyze the tax circumstances of individual taxpayers to identify advanced tax compliance issues and/or identify tax planning opportunities
7. Taxation Pathway 2: Research and analyze the tax issues and planning opportunities associated with corporations
8. Taxation Pathway 3: Research and analyze the tax issues and planning opportunities associated with the formation of pass-through tax entities
9. Taxation Pathway 4: Research and analyze the tax issues and planning opportunities associated with the federal gift and estate taxes on individuals, trusts, and estates
10. Taxation Pathway 5: Research and synthesize specific accounting information to create new knowledge.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Financial Operations** | | | | | |
| ACCT 710 | | | | | I |
| ACCT 715 | | | | | R |
| ACCT 725 | | | | | R |
| ACCT 731 | I, R, A | | | | R |
| ACCT 732 | | | | I, R, A | R |
| ACCT 733 | | | I, R, A | | R |
| ACCT 734 | | I, R, A | | | R |
| ACCT 795 | R | R | R | R | A |
| **Taxation** | | | | | |
| ACCT 710 | | | | | I |
| ACCT 715 | | | | | R |
| ACCT 725 | | | | | R |
| ACCT 751 | I, R, A | | | | R |
| ACCT 752 | | I, R, A | | | R |
| ACCT 753 | | | I, R, A | | R |
| ACCT 755 | | | | I, R, A | R |
| ACCT 795 | R | R | R | R | A |

## CURRICULUM

30 Semester Hours

## Core Courses

ACCT 710 - Introduction to Research in Accounting (2)
ACCT 715 - Financial Accounting Theory (4)
ACCT 725 - Management Control Processes & Systems (4)

## Pathways/Electives

### Taxation

These Suggested Pathways are designed to provide students with concentrated knowledge in specific areas of accounting, however, students may choose any four (16 hours) elective courses to align with their personal and career goals.

ACCT 751 - Advanced Personal Income Taxation (4)
ACCT 752 - C-Corporation Taxation (4)
ACCT 753 - Pass-Through Entity Taxation (4)
ACCT 755 - Federal Tax Practice & Procedure (4)

### Financial Operations

These Suggested Pathways are designed to provide students with concentrated knowledge in specific areas of accounting, however, students may choose any four (16 hours) elective courses to align with their personal and career goals.

ACCT 731 - Enterprise Resource Planning Systems (4)
ACCT 732 - Forensic Accounting (4)
ACCT 733 - Advanced Auditing and Data Analytics (4)
ACCT 734 - Enterprise Risk Analysis & Management (4)

## Capstone Course

ACCT 795 - Accounting Research Seminar (4)

# M.S. in Business Analytics

*Available online at Franklin University .*

The Master of Science in Business Analytics (MSBA) program is designed to equip students with the statistical and analytical skills needed to pursue a career in a fast-growing field. Students are trained in topics that include Database Management; Data Analytics; Data Visualization and Presentation; Big Data Analytics; Marketing Management and Analytics; Financial Decision Modeling; and Business Strategy. Students will learn the tools and techniques needed to analyze business-related data including descriptive, predictive, prescriptive and diagnostic data. They will learn to apply analytics across a wide range of industries and functions including finance, insurance, retail and healthcare.

## Program Learning Outcomes

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|           | 1 | 2    | 3       | 4    | 5 |
|-----------|---|------|---------|------|---|
| MATH 601  | I |      |         |      |   |
| COMP 630  | R | I, R |         |      |   |
| DATA 605  |   |      | R, A    |      |   |
| DATA 610  |   |      | I, R, A |      |   |
| BUSA 603  |   |      |         | A    |   |
| BUSA 604  |   |      |         | R, A |   |
| BUSA 605  |   |      |         | A    | A |
| BUSA 695  | A | A    | A       | A    | A |

1. Develop foundational statistical and data analytics skills applicable to business decision making and problem solving
2. Collect, clean, prepare, and visualize data to support fact-based decision making
3. Apply descriptive, predictive, prescriptive and diagnostic approaches to analyzing structured and unstructured data for specific business-related scenarios
4. Model and Interpret results from analytics using business-relevant and applicable scenarios
5. Present and communicate analytics results in ways that are visually appealing and applicable to business scenarios

## CURRICULUM

32 Semester Hours

### Course Sequence

MATH 601 - Introduction to Analytics (4)
COMP 630 - Issues in Database Management (4)
DATA 605 - Data Visualization & Reporting (4)
DATA 610 - Big Data Analytics (4)
BUSA 603 - Marketing Management & Analytics (4)
BUSA 604 - Financial Decision Modeling (4)
BUSA 605 - Business Analytics Strategy (4)
BUSA 695 - Capstone in Business Analytics (4)

# M.S. in Business Psychology

*Available online at Franklin University .*

Applied Psychology, with its emphasis on a pragmatic understanding of individual thought and action offers an excellent complement to the practical field of business. The Master of Science degree in Business Psychology is specifically designed to fuse a functional understanding of business with applied psychology. By connecting relevant theory with practice students can immediately apply their in-course learning to their current work situations, prepare themselves for their next position, and obtain a long-term educational advantage for future positions.

This program integrates concepts and practices from the emerging fields of positive psychology, neuroscience, sociobiology, and organizational coaching with the basic business functions of management, finance, marketing and human resources. The intent is to graduate professionals who have a practical insight into human behavior, a working knowledge of business functions and practices, who can thoughtfully integrate the two, and who can make effective organizational contributions at both the individual and group level.

## Program Learning Outcomes

1. Assess the value of a neuroscience tool for use in the workplace
2. Assess the business intelligence of an organization
3. Evaluate psychological assessments for use in leadership and organization development
4. Create behaviorally-based measures of economic performance
5. Apply psychological principles in new product marketing
6. Differentiate job applicants using behavioral science methods
7. Design a process to stimulate organizational innovation
8. Employ coaching techniques to deal with dysfunctional individuals

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|           | 1       | 2       | 3       | 4       | 5       | 6       | 7       | 8       |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|
| PSYC 601  | I, R, A |         |         |         |         |         |         |         |
| PSYC 602  |         | I, R, A |         |         |         |         |         |         |
| PSYC 603  |         |         | I, R, A |         |         |         |         |         |
| PSYC 604  |         |         |         | I, R, A |         |         |         |         |
| PSYC 605  |         |         |         |         | I, R, A |         |         |         |
| PSYC 606  |         |         |         |         |         | I, R, A |         |         |
| PSYC 607  |         |         |         |         |         |         | I, R, A |         |
| PSYC 608  |         |         |         |         |         |         |         | I, R, A |
| PSYC 609  | R       | R       | R       | R       | R       | R       | R       | R       |

## CURRICULUM

36 Semester Hours

### Course Sequence

PSYC 601 - Introduction to Business Psychology (4)
PSYC 602 - Individual & Organizational Intelligence (4)
PSYC 603 - Managerial Psychology (4)
PSYC 604 - Behavioral Economics and Neurofinance (4)
PSYC 605 - Psychology of Marketing (4)
PSYC 606 - Psychology of Human Resources (4)
PSYC 607 - Psychology of Creativity, Innovation And Change (4)
PSYC 608 - Psychology of Organizational Coaching (4)
PSYC 609 - Business Psychology Mastery Demonstration (4)

# M.S. in Cybersecurity

*Available online at Franklin University .*

The Master of Science in Cybersecurity is designed to provide students with the theoretical and practical security skills required to meet the growing need for security knowledge as a standard business process. Graduates should be able to contribute immediately and make a positive impact in the workplace. The degree is intended for application immediately in the business world and covers a broad range of topics including cryptography, advanced network security, computer forensics and investigations, offensive security and ethical hacking, and security governance.

## Program Outcomes

1. Evaluate organizational security posture in light of the breadth of the information security body of knowledge.
2. Model threats in software development in order to recommend changes in software development processes and implementations.
3. Analyze risk in information systems.
4. Recommend cryptographic implementations for preserving confidentiality and integrity in information systems.
5. Deploy infrastructure-based countermeasures against common threats and attacks.
6. Assess an organization's compliance with regulatory requirements and ethical standards.
7. Assess network security and recommend appropriate remediation at the protocol, device, operating system, and application level.
8. Develop organizational policies and procedures to govern overall IT security strategy.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| ISEC 610 | I | I | I | I | I | I | I | I |
| ISEC 620 |  | R |  |  |  |  |  |  |
| ISEC 630 |  |  | R |  |  |  |  |  |
| ISEC 640 |  |  |  | R |  |  |  |  |
| ISEC 650 |  |  |  |  | R |  |  |  |
| ISEC 660 |  |  |  |  |  | R |  |  |
| ISEC 670 |  |  |  |  |  |  | R |  |
| ISEC 680 |  |  |  |  |  |  |  | R |
| ISEC 690 | A | A | A | A | A | A | A | A |

## CURRICULUM

36 Semester Hours

### Course Sequence

ISEC 610 - Information Assurance (4)
ISEC 620 - Software and App Security (4)
ISEC 630 - Information Risk Management (4)
ISEC 640 - Cryptography (4)
ISEC 650 - Advanced Network Security (4)
ISEC 660 - Cybercrime, Ethics, and Privacy (4)
ISEC 670 - Ethical Hacking (4)
ISEC 680 - Information Security Policy & Governance (4)
ISEC 690 - Security Research and Capstone (4)

# M.S. in Data Analytics

*Available online at Franklin University .*

The Master of Science in Data Analytics (MSDA) at Franklin University is a fully online program that is designed for current and aspiring data analytics professionals and provides them with the knowledge and advanced skills necessary to support strategic organizational decisions based on data. As they progress in the program, students learn to manage, visualize and analyze complex data sets; apply a number of analytics methods to solve business problems and effectively communicate their results through a combination of interactive and relevant coursework. The capstone project gives them an opportunity to integrate and synthesize the skills and knowledge gained throughout the program. The MSDA at Franklin University offers the convenience and flexibility of a quality online education, expert instructors who have relevant and real-world experience, and strong student support from dedicated faculty, tutors and advisors.

## Program Learning Outcomes

1. Create visualizations and interactive dashboards from multiple data sets
2. Apply appropriate data analytics methods to solve real-world business challenges
3. Articulate assumptions, analyses and interpretations of data in a variety of modes
4. Evaluate appropriate ethical use of data
5. Apply best practices in management of security of data

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1 | 2 | 3 | 4 | 5 |
|----------|---|---|---|---|---|
| MATH 601 | I | I | I | I |   |
| COMP 630 | R |   | I |   | I |
| DATA 605 | A |   | A | I |   |
| DATA 610 | R |   | R | R | R |
| DATA 611 | R | R |   |   |   |
| DATA 612 | R | R |   |   |   |
| DATA 621 |   | R | R |   |   |
| DATA 695 | A | A | A | A | A |

## CURRICULUM

32 Semester Hours

### Course Sequence

MATH 601 - Introduction to Analytics (4)
COMP 630 - Issues in Database Management (4)
DATA 605 - Data Visualization & Reporting (4)
DATA 610 - Big Data Analytics (4)
DATA 611 - Applied Machine Learning (4)
DATA 612 - Data Mining (4)
DATA 621 - Advanced Analytics (4)
DATA 695 - Capstone (4)

# M.S. in Health Informatics

*Available online at Franklin University .*

Students in the Master of Science in Health Informatics will focus on the integration of data, technology, and policy that forms the cornerstone of healthcare delivery, research, and development; the skills to turn the ever-increasing amount of patient data into knowledge that improves lives. They will also critically examine how legal and regulatory requirements, reimbursement model changes, and consumer empowerment effect measureable patient outcomes generated through data analysis. The student will develop a multi-disciplinary approach to implementing and sustaining health informatics needs of an organization through project management, information governance, and supporting human factors.

## Program Learning Outcomes

1. Recommend policies, procedures, and systems that manage information as a healthcare asset.
2. Integrate information technology systems, applications, and principles into the short and long-term strategic goals of a healthcare organization.
3. Recommend patient-centered quality improvement strategies using data analysis.
4. Evaluate the impact of current societal, legal, ethical, and regulatory standards on health information governance.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| MATH 601 | I |  | I |  |
| COMP 630 | R | I | R |  |
| HIM 701 | R | R | R | I |
| DATA 605 | R | R | R |  |
| HIM 710 | R | R | R | R, A |
| DATA 610 | R | R |  | R |
| HIM 761 | R | R | R, A | R |
| HCM 772 | R, A | R, A | R, A | R, A |

## CURRICULUM

32 Semester Hours

### Course Sequence

MATH 601 - Introduction to Analytics (4)
COMP 630 - Issues in Database Management (4)
DATA 605 - Data Visualization & Reporting (4)
DATA 610 - Big Data Analytics (4)
HIM 702 - Health Information Governance (4)
HIM 710 - Clinical Workflow & Applications (4)
HIM 761 - Healthcare Analytics (4)
HCM 772 - Healthcare Strategic Management (4)

# M.S. in Human Resource Management

*Available online at Franklin University .*

The Master of Science in Human Resource Management program prepares graduates to become "strategic partners" to CEOs - or CEOs themselves. Using current research, best practices, and software applications, students will learn how to promote maximum employee performance in any organization. The Master of Science in Human Resource Management program is ideal for working professionals, those wanting to change careers, managers and executives who want to better develop their employees, and anyone involved in assessing and responding to the development needs of employees and their organization.

The Master of Science in Human Resource Management degree examines theory and applications in all levels of organizational strategy, culture, and practice. Topic areas include human resource management roles and contributions in business planning and strategy, job value analyses, alternative work systems, recruitment and selection, fair employment practices, performance appraisal and management, compensation design and management, job evaluation systems, career development, and employee rights. The topics include the study of specific quantitative and qualitative theories and methods used to collect reliable and valid human resource management data for decision purposes.

Statement of Purpose To provide a life-enhancing educational experience that leads to realizing career and personal objectives. This inter-disciplinary program has been developed for working professionals seeking practical engagement with the fields of human resources and business.

Goals of the Master of Science in Human Resource Management Program To combine relevant theory and practice in order for students to: 1. Obtain knowledge applicable to enhancing their current position, next position, and long-term careers 2. Apply skills and aptitudes appropriate to solving business problems and capitalizing on business opportunities 3. Learn to utilize their strengths and pre-dispositions to societal advantage

## Program Learning Outcomes

1. Develop and research how to implement legal and ethical strategic HR planning and processes: recruitment, selection and retention; training; performance management; implement total reward systems; managing change; and labor-management practices in a globa
2. Contrast international HR practices and recognize necessary adjustments for cross cultural differences
3. Critically analyze and recommend strategic action plans to address HR and organizational issues
4. Evaluate organizational culture and understand how to implement organizational change strategies that foster collaboration, work/life balance, and commitment
5. Demonstrate proficiency in oral, written, and interpersonal communication including technology and presentation skills

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|         | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|
| HRM 701 | I | I | I | I | I |
| HRM 702 | R | R | R | R | R |
| HRM 703 | R |   |   | R | R |
| HRM 704 | R | R | R |   | R |
| HRM 705 |   |   | R | R | R |
| HRM 706 | R | R | R | A | R |
| HRM 707 | R | R | R | R | R |
| HRM 708 | R | R | A | R | R |
| HRM 709 |   | A |   |   | R |
| HRM 710 | A | R | A | A | A |

## CURRICULUM

36 Semester Hours

### Course Sequence

HRM 701 - Human Resource Management (4)
HRM 702 - Employee Rights, Responsibilities, Discp (4)
HRM 703 - Labor Relations: Process & Law (4)

HRM 704 - Performance Appraisal Systems (4)
HRM 705 - Compensation Design & Administration (4)
HRM 706 - Organizational Development/Intervention (4)
HRM 708 - Strategic Human Resource Planning (4)
HRM 709 - International Human Resource Management (4)
HRM 710 - Capstone Project (4)

# M.S. in Information Technology

*Available online at Franklin University .*

The Master of Science in Information Technology is designed to provide students with the theoretical and practical technology and strategy skills required to meet the growing need for highly qualified technology managers and leaders. A strong grounding in technology fundamentals - networks, databases, servers, cloud, security, etc. is only the start. However, effective communication, presentation, and analysis skills are becoming increasingly important as technology moves from the server room into the board room. Students will proceed to apply advanced analysis skills to direct organizations into effective IT strategy within a chosen application domain.

## Program Learning Outcomes

1. Design, develop, query, normalize, and manage advanced database systems.
2. Analyze security posture and mitigate risks through cost-effective controls.
3. Develop and deploy modern web applications using current tools and technologies.
4. Initiate, plan, execute, monitor, control, and close information technology projects.
5. Manage advanced IT infrastructure, including networks, cloud, systems, and services.
6. Analyze IT initiatives to determine competitive parity or advantage. Employ IT strategy in disparate application domains.

## CURRICULUM

36 Semester Hours

### Core Courses

ISEC 610 - Information Assurance (4)
COMP 630 - Issues in Database Management (4)
ITEC 640 - Project Management (4)
ITEC 660 - Web Development and Deployment (4)
ITEC 670 - Network, Cloud and Systems Management (4)
ITEC 690 - IT Strategy and Policy (4)

### Pathways/Electives

#### Learning Technology

IDPT 601 - Foundations of Instructional Design (4)
IDPT 640 - Enhancing Learning With Technology (4)
IDPT 645 - Learning Management Systems (4)

#### IT Leadership

PSYC 601 - Introduction to Business Psychology (4)
PSYC 602 - Individual & Organizational Intelligence (4)
PSYC 603 - Managerial Psychology (4)

#### IT Management

MGMT 711 - Business Environment (4)
ECON 723 - Managerial Economics (4)
ACCT 729 - Financial & Managerial Accounting (4)

#### Analytics

MATH 601 - Introduction to Analytics (4)
DATA 605 - Data Visualization & Reporting (4)
DATA 610 - Big Data Analytics (4)

#### Security

ISEC 630 - Information Risk Management (4)

ISEC 650 - Advanced Network Security (4)
ISEC 670 - Ethical Hacking (4)

**Healthcare**

HIM 702 - Health Information Governance (4)
HIM 710 - Clinical Workflow & Applications (4)
HIM 761 - Healthcare Analytics (4)

# M.S. in Nursing (MSN)

*Available online at Franklin University .*

The MSN program builds upon the goals and competencies of the BSN Program and focuses on an advanced level of nursing theory, practice, and research. The program is designed for nurses who want to pursue more advanced positions in today's challenging health care environments. The program blends nursing theory and advanced practice concepts necessary to work within the structure, culture, and mission of a variety of health care organizations or educational settings.

The MSN program prepares nurses to assume advanced leadership roles and responsibilities within the nursing profession. Graduate education builds upon knowledge and competencies gained in baccalaureate education. Graduate students use critical thinking, creativity, and problem solving skills that require in-depth nursing knowledge and are prepared to coordinate health care programs within complex systems in an era of health care reform. The curriculum is based upon nursing and related theories and the application of research findings to clinical, administrative and educational nursing issues. Graduate students are also prepared for doctoral study in nursing and continued personal and professional development.

EARN AN ACCREDITED DEGREE Adding credibility to your Franklin MSN degree is specialized accreditation from the Commission on Collegiate Nursing Education (CCNE), an accrediting body affiliated with the American Association of Colleges of Nursing (AACN). CCNE evaluates nursing programs for academic quality and standards. As a student, you can rest assured that an accredited MSN prepares you for what comes next - advanced practice, leadership roles or even doctoral study in nursing.

## Program Learning Outcomes

1. Synthesize theories and knowledge from nursing and related disciplines to develop a theoretical basis to guide practice in an advanced nursing role.
2. Apply leadership skills and decision making in the provision of high quality nursing care in diverse settings.
3. Provide leadership across the care continuum in diverse settings to promote high quality, safe, effective patient centered care.
4. Appraise, use, and participate in the extension of nursing knowledge through scientific inquiry.
5. Integrate current and emerging technologies into professional practice.
6. Demonstrate responsive leadership, collaboration, and management to influence the advancement of nursing practice and the profession of nursing and to influence health policy.
7. Employ collaborative strategies and effective communication to advocate for the role of the professional nurse as a member and leader of interprofessional teams.
8. Integrate clinical prevention and population health concepts to provide holistic, comprehensive nursing care for individual, families, and aggregates.
9. Demonstrate an advanced level of understanding of nursing and relevant sciences and integrate this knowledge into practice.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| HCM 735 | I, R | I, R | | | I, R | | I, R, A | | |
| HCM 752 | | I, R | I, R | | I, R | I, R, A | I, R | | |
| NURS 612 | I | I | I | I | I | I | I | I | I |
| NURS 644 | I, R | | | | | | | | I, R |
| NURS 646 | I, R | | | | | | | I, R | I, R |
| NURS 648 | I, R | | | | | I, R | I, R | | I, R |
| NURS 650 | | | I | I, R | I, R | I, R, A | I, R | I, R, A | |
| NURS 693 | I | | I, R | I, R, A | I, R | | I, R | | |
| NURS 795 | A | A | A | A | A | A | A | A | A |

## CURRICULUM

38 Semester Hours

**Major Area**

NURS 612 - Role of the Master's Prepared Nurse (3)

NURS 650 - Population Focused Care (3)
NURS 648 - Advanced Pharmacology (3)
HCM 735 - Healthcare Delivery Systems (4)
HCM 752 - Health Policy (4)
NURS 644 - Advanced Pathophysiology (3)
NURS 646 - Advanced Physical Assessment (3)
NURS 693 - Evidence Based Practice & Quality Improv (3)
NURS 795 - Practicum (4)

## Major Electives

Choose two courses from:

NURS 772 - Curric Design, Devel, & Eval (4)
NURS 777 - Strat & Tech in Nurs Edu (4)
HIM 702 - Health Information Governance (4)
HIM 710 - Clinical Workflow & Applications (4)
HIM 761 - Healthcare Analytics (4)
HCM 733 - Finance and Managerial Accounting in Healthcare Organizations (4)
HCM 742 - Healthcare Laws and Ethics (4)
HCM 762 - Global Health (4)
HRM 701 - Human Resource Management (4)
HRM 706 - Organizational Development/Intervention (4)
HRM 707 - Organizational Leadership (4)
IDPT 600 - Principles of Learning Theory (4)
IDPT 645 - Learning Management Systems (4)
IDPT 650 - Evaluation (4)

## Program Specific Requirements

Please note: Due to the unique requirements of the MSN practicum experience, students should consult the Nursing MSN Program Handbook for important information on the program's required practicum component before selecting this major. Applicants must complete and return the Acknowledgement of Receipt of the Handbook form prior to enrolling in the MSN program. For questions regarding the handbook or form, please contact the MSN Program Chair. The handbook and form may be accessed via the links below: MSN Program Handbook - Updated 10/20 Acknowledgement of Receipt of the Handbook Clinical Practicum Documentation Checklist

# M.S. in Nursing-Family Nurse Practitioner (MSN-FNP)

*Available online at Franklin University .*

The MSN program builds upon the goals and competencies of the BSN Program and focuses on an advanced level of nursing theory, practice, and research. The program is designed for nurses who want to pursue more advanced positions in today's challenging health care environments. The program blends nursing theory and advanced practice concepts necessary to work within the structure, culture, and mission of a variety of health care organizations or educational settings.

The MSN program prepares nurses to assume advanced leadership roles and responsibilities within the nursing profession. Graduate education builds upon knowledge and competencies gained in baccalaureate education. Graduate students use critical thinking, creativity, and problem solving skills that require in-depth nursing knowledge and are prepared to coordinate health care programs within complex systems in an era of health care reform. The curriculum is based upon nursing and related theories and the application of research findings to clinical, administrative and educational nursing issues. Graduate students are also prepared for doctoral study in nursing and continued personal and professional development.

EARN AN ACCREDITED DEGREE Adding credibility to your Franklin MSN degree is specialized accreditation from the Commission on Collegiate Nursing Education (CCNE), an accrediting body affiliated with the American Association of Colleges of Nursing (AACN). CCNE evaluates nursing programs for academic quality and standards. As a student, you can rest assured that an accredited MSN prepares you for what comes next - advanced practice, leadership roles or even doctoral study in nursing.

## Program Learning Outcomes

1. Synthesize theories and knowledge from nursing and related disciplines to develop a theoretical basis to guide practice in an advanced nursing role.
2. Apply leadership skills and decision making in the provision of high quality nursing care in diverse settings.
3. Provide leadership across the care continuum in diverse settings to promote high quality, safe, effective patient centered care.
4. Appraise, use, and participate in the extension of nursing knowledge through scientific inquiry.
5. Integrate current and emerging technologies into professional practice.
6. Demonstrate responsive leadership, collaboration, and management to influence the advancement of nursing practice and the profession of nursing and to influence health policy.
7. Employ collaborative strategies and effective communication to advocate for the role of the professional nurse as a member and leader of interprofessional teams.
8. Integrate clinical prevention and population health concepts to provide holistic, comprehensive nursing care for individual, families, and aggregates.
9. Demonstrate an advanced level of understanding of nursing and relevant sciences and integrate this knowledge into practice.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| HCM 752 | | I, R | I, R | | I, R | I, R, A | I, R | | |
| NURS 612 | I | I | I | I | I | I | I | I | I |
| NURS 644 | I, R | | | | | | | | I, R |
| NURS 646 | I, R | | | | | | | I, R | I, R |
| NURS 648 | I, R | | | | | I, R | I, R | | I, R |
| NURS 693 | I | | I, R | I, R, A | I, R | | I, R | | |
| NURS 698 | I, R | | | | | | | | I, R |
| NURS 700 | I, R | I, R | I, R | | | | R, A | I, R | I, R |
| NURS 701 | R, A | R, A | R, A | | | | R, A | R, A | R, A |
| NURS 702 | R, A | R, A | R, A | | | | R, A | R, A | R, A |
| NURS 703 | R, A | R, A | R, A | | | | R, A | R, A | R, A |
| NURS 704 | | | | | | | | | A |
| NURS 790 | A | A | A | A | | | | | A |

## CURRICULUM

41 Semester Hours

## Course Sequence

NURS 612 - Role of the Master's Prepared Nurse (3)
NURS 693 - Evidence Based Practice & Quality Improv (3)
NURS 644 - Advanced Pathophysiology (3)
NURS 648 - Advanced Pharmacology (3)
NURS 698 - Diagnostic Methods for the Nurse Practitioner (2)
HCM 752 - Health Policy (4)
NURS 646 - Advanced Physical Assessment (3)
NURS 700 - Foundations of Nurse Practition Practice (3)
NURS 701 - Primary Care I (4)
NURS 702 - Primary Care II (4)
NURS 703 - Management of Multidimensional Health (4)
NURS 704 - Family Nurse Practitioner Certification Prep (1)
NURS 790 - FNP Capstone (4)

## Program Specific Requirements

Please note: Due to the unique requirements of the family nurse practitioner clinical experience, students should consult the Nursing MSN Program Handbook for important information on the program's required clinical component before selecting this major. Applicants must complete and return the Acknowledgement of Receipt of the Handbook and the Criminal History Disclosure form prior to enrolling FNP track of the MSN program. For questions regarding the handbook or forms, please contact the FNP Program Chair. The handbook and forms may be accessed via the links below: MSN Program Handbook - Updated 10/20 Acknowledgement of Receipt of the Handbook Criminal History Disclosure Form Clinical Practicum Documentation Checklist

# M.S. in Nursing-Nurse Administrator

*Available online at Franklin University .*

The MSN program builds upon the goals and competencies of the BSN Program and focuses on an advanced level of nursing theory, practice, and research. The program is designed for nurses who want to pursue more advanced positions in today's challenging health care environments. The program blends nursing theory and advanced practice concepts necessary to work within the structure, culture, and mission of a variety of health care organizations or educational settings.

The MSN program prepares nurses to assume advanced leadership roles and responsibilities within the nursing profession. Graduate education builds upon knowledge and competencies gained in baccalaureate education. Graduate students use critical thinking, creativity, and problem solving skills that require in-depth nursing knowledge and are prepared to coordinate health care programs within complex systems in an era of health care reform. The curriculum is based upon nursing and related theories and the application of research findings to clinical, administrative and educational nursing issues. Graduate students are also prepared for doctoral study in nursing and continued personal and professional development.

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## Program Learning Outcomes

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

1. Synthesize theories and knowledge from nursing and related disciplines to develop a theoretical basis to guide practice in an advanced nursing role.
2. Apply leadership skills and decision making in the provision of high quality nursing care in diverse settings.
3. Provide leadership across the care continuum in diverse settings to promote high quality, safe, effective patient centered care.
4. Appraise, use, and participate in the extension of nursing knowledge through scientific inquiry.
5. Integrate current and emerging technologies into professional practice.
6. Demonstrate responsive leadership, collaboration, and management to influence the advancement of nursing practice and the profession of nursing and to influence health policy.
7. Employ collaborative strategies and effective communication to advocate for the role of the professional nurse as a member and leader of interprofessional teams.
8. Integrate clinical prevention and population health concepts to provide holistic, comprehensive nursing care for individual, families, and aggregates.
9. Demonstrate an advanced level of understanding of nursing and relevant sciences and integrate this knowledge into practice.

## CURRICULUM

33 Semester Hours

### Major Area

NURS 612 - Role of the Master's Prepared Nurse (3)
NURS 650 - Population Focused Care (3)
NURS 693 - Evidence Based Practice & Quality Improv (3)
NURS 795 - Practicum (4)
HCM 735 - Healthcare Delivery Systems (4)
HCM 752 - Health Policy (4)

### Electives

Choose three courses from:

HCM 733 - Finance and Managerial Accounting in Healthcare Organizations (4)
HCM 742 - Healthcare Laws and Ethics (4)
HCM 765 - Healthcare Operations Management (4)
HCM 762 - Global Health (4)
PUAD 725 - Management Decision Making Methods (4)

GRAD 770 - Lean Six Sigma (4)
HRM 701 - Human Resource Management (4)
HIM 702 - Health Information Governance (4)
PUAD 701 - Foundations of Government & Nonprofit Administration (4)

## Program Specific Requirements

Please note: Due to the unique requirements of the MSN-ADM practicum experience, students should consult the Nursing MSN Program Handbook for important information on the program's required practicum component before selecting this major. Applicants must complete and return the Acknowledgement of Receipt of the Handbook form prior to enrolling in the MSN program. For questions regarding the handbook or form, please contact the MSN-ADM Program Chair. The handbook and form may be accessed via the links below: MSN Program Handbook - Updated 10/20 Acknowledgement of Receipt of the Handbook Clinical Practicum Documentation Checklist

# M.S. Instructional Design & Learning Technology

*Available online at Franklin University .*

The Master of Science - Instructional Design and Learning Technology (IDLT) balances theory and practice to develop student competencies in the disciplines of instructional design and learning technology. Courses require students to apply their learning to create authentic instructional or training products. The capstone project provides students with the opportunity to work with real clients to apply their learned expertise to solve a real-world learning, training, or performance problem. Because this program is aligned with industry standards, graduates are equipped with the skills and abilities necessary to excel as learning and performance improvement professionals.

## Program Learning Outcomes

1. Conduct systematic analyses to identify opportunities for learning and performance improvement.
2. Design interventions to solve learning and performance problems.
3. Evaluate the quality and effectiveness of learning and performance interventions.
4. Manage learning and performance projects.
5. Develop instructional design or performance technology interventions consistent with ethical standards and practices in the respective fields.
6. Integrate new and emerging technologies into learning and performance environments to enhance learning and collaboration.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|          | 1 | 2 | 3 | 4    | 5 | 6 |
|----------|---|---|---|------|---|---|
| IDPT 601 | I | I |   | I    | I |   |
| IDPT 715 | R |   |   | R, A |   |   |
| IDPT 620 | R | R | I | R    | R |   |
| IDPT 640 | R | R | R | R    | R | I |
| IDPT 645 |   |   |   |      | R | R |
| IDPT 650 |   |   | R | R    | R |   |
| IDPT 660 | R | R | R | R    | R | R |
| IDPT 670 | A | A | A | A    | A | A |

## CURRICULUM

32 Semester Hours

### Core Courses

IDPT 601 - Foundations of Instructional Design (4)
IDPT 715 - Theories & Appl for Mging Proj & Relatio (4)
IDPT 620 - Principles of Human Performance Technology (4)
IDPT 640 - Enhancing Learning With Technology (4)
IDPT 645 - Learning Management Systems (4)
IDPT 650 - Evaluation (4)
IDPT 660 - Advanced Instructional Design & Performance Technology (4)
IDPT 670 - Capstone (4)

# M.S. Marketing & Communication

*Available online at Franklin University .*

The Master of Science - Marketing & Communication Program is designed to accommodate the evolving development of marketing within today's forward-thinking organizations and increasingly diverse, technology driven digital environments. The Program responds to ongoing shifts in how the world communicates and how the marketing function is positioned in organizations of the future.

The Marketing & Communication Program integrates instruction in the marketing and communication disciplines to help students develop knowledge and expertise in these two separate but related fields. As a graduate of the Marketing & Communication Program, individuals will be a candidate for key positions in organizations where marketing and communication are recognized as being critical skillsets to carry out a wide array of responsibilities.

The Program offers the benefits of Franklin's unique approach, blending the theoretical and practical to equip you with knowledge and skills you can put to use in today's dynamic marketing environment.

## Program Learning Outcomes

1. Synthesize complex environmental information to identify and define marketing communication opportunities and threats
2. Design research and theory-based marketing communication strategies to support SMART organizational outcomes
3. Recommend traditional and contemporary processes and tactics to implement marketing communication strategies
4. Write and present a marketing communication plan that persuades stakeholders to adopt the plan
5. Analyze and evaluate a marketing communication plan based on the appropriate metrics
6. Assess the ethical and social impact of marketing communication decisions
7. Integrate scholarly marketing communication knowledge into marketing communication practices
8. Create a scholarly work that proposes new applications of a marketing communication concept

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|         | 1    | 2    | 3    | 4    |
|---------|------|------|------|------|
| MCM 707 | I    | I    | I    | I    |
| MCM 713 | I, R | I, R | I, R | I, R |
| MCM 727 | R    | R    | R    | R    |
| MCM 711 | R    | R    | R    | R    |
| MCM 721 | R    | R    | R    | R    |
| MCM 723 | R    | R    | R    | R    |
| MCM 733 | R, A | R, A | R, A | R, A |
| MCM 737 | R, A | R, A | R, A | R    |
| MCM 741 | R    | R    | R, A | R, A |

## CURRICULUM

36 Semester Hours

### Course Sequence

MCM 707 - Marketing Communication Foundations (4)
MCM 713 - Marketing Communication Essentials (4)
MCM 727 - Behavioral Research (4)
MCM 711 - Digital Marketing Strategies (4)
MCM 721 - Creative Concepts (4)
MCM 723 - Metrics & Analytics (4)
MCM 733 - Marketing Communication Planning (4)
MCM 737 - Marketing Communication Management & Leadership (4)
MCM 741 - Marketing Communication Capstone (4)

# Master of Business Administration

*Available onsite at Franklin University , online at Franklin University .*

The MBA Program provides the graduate student with a unique learning experience that is both instructional - teaching essential business skills -and formational-instilling in the student the critical qualities required of a business professional of the new age. The program emphasizes key themes throughout its courses and blends traditional business disciplines. Material based on the needs identified by business world experts is combined with conventional MBA instruction to prepare students for leadership roles in the companies of today and beyond.

Statement of Purpose: To prepare students for leadership roles to make beneficial contributions to their work, their organization, and to society.

The MBA Program is designed for busy professionals who are interested in advancing their career while meeting the demands of a challenging workplace by increasing their level of competence and resolving increasingly complex business challenges. The program of study emphasizes theory to practice and the acquisition of lifelong learning skills essential in being personally and professionally effective in a world characterized by uncertainty and growing levels of complexity.

Goals of the Program Provide a transformational process for students to: 1. Improve their effectiveness in their current work and life role. 2. Recognize and capitalize on their next major professional and personal opportunity. 3. Identify and develop their potential for meeting future leadership challenges and make meaningful contributions in a world characterized by uncertainty.

## Program Learning Outcomes

1. Create and communicate sustained, coherent arguments in two or more media to both internal and external audiences of a business organization
2. Integrate and initiate tactical, operational, and strategic decision making to address organizational challenges
3. Design and execute solutions for problems using a multi-functional business approach
4. Deconstruct and reformulate business decisions by applying theoretical and practical perspectives from multiple disciplines

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| MGMT 707 | I | I | I | I |
| MGMT 711 |  | R | R | R |
| HRM 713 | R | R | R | R |
| MKTG 721 | R | R | R | R |
| ECON 723 |  | R | R | R |
| OSCM 731 |  | R | R | R |
| ACCT 729 |  | R | R | R |
| FINA 737 |  | R | R | R |
| MGMT 741 | A | A | A | A |

## CURRICULUM

36 Semester Hours

### Course Sequence

MGMT 707 - MBA Foundations (4)
MGMT 711 - Business Environment (4)
ECON 723 - Managerial Economics (4)
MKTG 721 - Marketing Management (4)
ACCT 729 - Financial & Managerial Accounting (4)
HRM 713 - Human Resource Management (4)
OSCM 731 - Operations Management (4)
FINA 737 - Corporate Finance (4)
MGMT 741 - Strategic Management (4)

### Optional Focus Areas

Adding a focus area to your MBA provides an opportunity for customization but is not required for completion of the degree. The focus area may require up to two additional courses beyond the 36-hour requirement for the MBA depending on the discipline you choose.

**Human Resources (4 hours)**

HRM 713 is a required course for the MBA. Take HRM 706 to complete focus area requirements.

HRM 713 - Human Resource Management (4)
HRM 706 - Organizational Development/Intervention (4)

**Marketing (4 hours)**

MKTG 721 is a required course for the MBA.  Take MCM 711 to complete focus area requirements.

MKTG 721 - Marketing Management (4)
MCM 711 - Digital Marketing Strategies (4)

**Organizational Psychology (8 hours)**

PSYC 601 - Introduction to Business Psychology (4)
PSYC 607 - Psychology of Creativity, Innovation And Change (4)

# Master of Healthcare Administration (MHA)

*Available online at Franklin University .*

The healthcare industry plays a vital role in both the nation's economic growth as well as improving the quality of life in our communities. Buoyed by socio-demographic changes, technological advances, the growth of consumerism and public policy the healthcare industry has become and will continue to be one of the largest employers in the United States. As a result of the continued expansion of the industry and the diverse career opportunities in the healthcare field, healthcare management has becomes one of the fastest growing study disciplines in institutions of higher learning.

Statement of Purpose: The purpose of the MHA Program is to meet the intellectual and career objectives of professionals who: 1) want to excel as leaders in the delivery of healthcare services, and 2) recognize the importance of life-long learning and career development in healthcare management as a career choice.

Goals of the Program 1. Provide students with the management knowledge and skills to fulfill leadership roles in the healthcare industry. 2. Provide students with the managerial knowledge and skills to ensure organizational responsiveness and sustainability. 3. Provide students with problem-solving skills to achieve tangible and long-lasting organizational results. 4. Prepare students to apply theory to the practical world-setting. 5. Enhance student appreciation of diversity in the workplace and society. 6. Prepare students to integrate information technology systems, applications, and principles into the short and long-term strategic goals of an organization.

## Program Learning Outcomes

1. Recognize and articulate facts, concepts, and procedures related to healthcare administration theories and practices
2. Integrate healthcare administration theories, principles, and practices for future application
3. Systematically apply communication, technical, analytical knowledge, and critical thinking skills to administrative and clinical healthcare related problem-solving
4. Evaluate the effectiveness of the plans, development, and implementation of healthcare administrative solutions
5. Design and create solutions to address and solve societal, cultural, and environmental healthcare issues

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| HCM 735 | I, R, A | I | I | I | I | I | I | I |
| HCM 733 |  | R, A |  |  |  |  |  |  |
| HRM 701 | R |  | R |  | R |  |  | R |
| HCM 742 | R |  | R, A | R |  | A |  | R |
| HCM 765 | R | R, A | R | R, A | R | R | R, A | R |
| PSYC 603 | R |  |  |  | R |  |  | R |
| HCM 772 | A | A | A | A | A | A | A | R |

## CURRICULUM

36 Semester Hours

### Course Sequence

HCM 733 - Finance and Managerial Accounting in Healthcare Organizations (4)
HCM 735 - Healthcare Delivery Systems (4)
HCM 742 - Healthcare Laws and Ethics (4)
HCM 752 - Health Policy (4)
HCM 762 - Global Health (4)
HCM 765 - Healthcare Operations Management (4)
HCM 772 - Healthcare Strategic Management (4)
HIM 702 - Health Information Governance (4)

### Electives

Select 4 hours from the following:

**Health Informatics**

HIM 710 - Clinical Workflow & Applications (4)
HIM 761 - Healthcare Analytics (4)

**Healthcare Quality Management**

GRAD 685 - GRADUATE STUDIES: INTEGRATIVE FIELD EXPERIENCE (4)
GRAD 770 - Lean Six Sigma (4)

**Other**

HRM 701 - Human Resource Management (4)
PUAD 701 - Foundations of Government & Nonprofit Administration (4)
PSYC 603 - Managerial Psychology (4)

# Master of Public Administration (MPA)

*Available online at Franklin University .*

The Master of Public Administration (MPA) program prepares students to lead and manage government and nonprofit organizations. Students learn to perform financial, statistical, operational, and strategic analyses in order to develop effective administrative plans and make critical management decisions that will improve organizational performance and advance the public and community interest. They also learn the leadership and management skills needed to implement these plans and decisions.

Further, students develop expertise in an area of professional interest by selecting electives from the graduate programs offered at Franklin. The MPA program offers suggested pathways of study in criminal justice, healthcare administration, and human resource management for students who want to develop more in-depth expertise in one of these areas.

Mission of the MPA Program Provide a high quality and relevant professional education that will enable our students to: 1. Enhance the quality of the public and nonprofit programs 2. Advance within their public and not-for-profit organizations 3. Succeed in providing leadership that serves our communities

## Program Learning Outcomes

1. Critique management and leadership theories and concepts as they apply to professional practice in mission-driven organizations
2. Incorporate appropriate ethical principles and a public service perspective into professional decision-making
3. Perform analysis for administrative problem solving and decision making
4. Evaluate and recommend strategies for improving organizational performance, taking into account effective human resources, information systems, and financial and political management practices
5. Develop and evaluate plans for implementing recommendations for improving organizational performance and advancing the missions of government and nonprofit organizations
6. Create and effectively communicate well-reasoned arguments appropriate for diverse audiences and contexts

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| PUAD 701 | I | I | I | I | I | I |
| PUAD 710 | R | R | R | R | R | R |
| PUAD 715 | R | R | R | R | R | R |
| PUAD 725 | R | R | R | R | R | R |
| PUAD 740 | R | R | R | R | R | R |
| PUAD 745 | R | R | R | R | R | R |
| PUAD 750 | R | R | R | R | R | R |
| PUAD 795 | A | A | A | A | A | A |

## CURRICULUM

36 Semester Hours

### Core Courses

PUAD 701 - Foundations of Government & Nonprofit Administration (4)
PUAD 710 - Managing Personnel & Information Systems (4)
PUAD 715 - Methodological Reasoning and Quantitative Analysis (4)
PUAD 725 - Management Decision Making Methods (4)
PUAD 740 - Financial Management & Budgeting (4)
PUAD 745 - Strategy, Collaboration, & Communication (4)
PUAD 750 - Leading Government & Nonprofit Organizations (4)
PUAD 790 - Public Administration Capstone (4)

### Electives

Students must complete PUAD 701, PUAD 740, and PUAD 715 before taking elective courses. Students may take any graduate courses offered at Franklin to meet the elective requirement, except for graduate capstone courses. Students must meet the prerequisite requirements for any graduate elective course or must obtain approval of the appropriate

program chair to admit them into the course by waiving any prerequisite requirements. Suggested Pathways: Select 4 hours from any of the following courses, or select another graduate elective course:

**Criminal Justice Administration**

CJAD 720 - Criminology Theory & Solutions to Crime (4)
CJAD 730 - Adult & Juvenile Penology (4)
**OR** CJAD 740 - Strategic Policing & Contemporary Crime Control Strategies (4)
CJAD 740 - Strategic Policing & Contemporary Crime Control Strategies (4)

**Healthcare Administration**

HCM 735 - Healthcare Delivery Systems (4)
HCM 742 - Healthcare Laws and Ethics (4)
HCM 752 - Health Policy (4)

**Human Resources**

HRM 701 - Human Resource Management (4)
HRM 702 - Employee Rights, Responsibilities, Discp (4)
HRM 703 - Labor Relations: Process & Law (4)

# MBA-Healthcare

*Available online at Franklin University .*

The objective of the MBA Health Care program is to equip individuals with advanced business skills that will enable them to enhance their career potential in the workplace. The target audience for the program is individuals who have already obtained an undergraduate degree and are enrolled in a medical program or want to pursue a management position in the health care industry. The MBA Health Care program is designed as a generalist degree that features curriculum and instruction that focuses on broadening and deepening the management and leadership skills of its graduates.

## CURRICULUM

36 Semester Hours

**Course Sequence**

MHC 500 - MBA Essentials Health Care (4)
MHC 502 - Managerial Economics - Health Care (4)
MHC 503 - Mgmt Science & Operations - Health Care (4)
MHC 504 - Leadership & Org Behav. - Health Care Lead & Org Behav. - Hlth Car (4)
MHC 505 - Managerial Acct - Health Care Managers (4)
MHC 506 - Mkt Strategy for Health Care Org (4)
MHC 507 - Managerial Finance - Health Care Fac. (4)
MHC 508 - International Health Care Ins Bus Model (4)
MHC 600 - Business Strategy of Hlth Care Industry (4)

## RN to MSN

*Available online at Franklin University .*

The MSN program builds upon the goals and competencies of the BSN Program and focuses on an advanced level of nursing theory, practice, and research. The program is designed for nurses who want to pursue more advanced positions in today's challenging health care environments. The program blends nursing theory and advanced practice concepts necessary to work within the structure, culture, and mission of a variety of health care organizations or educational settings.

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### CURRICULUM

Semester Hours

# DOCTORAL PROGRAMS

# Doctor of Business Administration (DBA)

*Available online at Franklin University .*

The Franklin University's Doctor of Business Administration (DBA) has been designed to meet the evolving changes in business organizations and in business education. The program reinforces the core technical aspects of qualityresearch, but also provides graduate students with the abilities employers request most in graduates such as communication and technology skills. Employers need competent professionals who can research and communicate complex issues, as well as navigate organization-wide issues.

Goals of the DBA Program 1. Provide a quality, comprehensive, and relevant curriculum 2. Build a community among students, faculty, alumni and professionals 3. Assist students in their transition from academic studies to a professional career 4. Develop strategic alliances with professional, corporate, governmental, and educational organizations

## Program Learning Outcomes

1. Demonstrate effective research skills: Formulate a research problem; Integrate previous literature into an appropriate literature review; Design a research study; Analyze data; Summarize and present research results; Discuss research results
2. Demonstrate advanced knowledge and competencies in a major field of study in business
3. Create and present advanced forms of oral and written communication
4. Evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management

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|          | 1    | 2    | 3    | 4    |
|----------|------|------|------|------|
| ENG 800  | I    |      | I    |      |
| MTHD 805 | I, R |      | I, R |      |
| MATH 810 | I, R |      | I, R |      |
| MTHD 820 | I, R |      | I, R |      |
| MTHD 822 | I, R |      | I, R |      |
| MGMT 840 | I, R | I, R | I, R | I, R |
| GRAD 888 | I    |      | I    | I    |
| GRAD 889 | R    | R    | R    | R    |
| MGMT 845 | I, R | I, R | I, R | I, R |
| MGMT 850 | I, R | I, R | I, R | I, R |
| MGMT 855 | I, R | I, R | I, R | I, R |
| MGMT 860 | I, R | I, R | I, R | I, R |
| MGMT 865 | I, R | I, R | I, R | I, R |
| MGMT 870 | I, R | I, R | I, R | I, R |
| MGMT 875 | I, R | I, R | I, R | I, R |
| GRAD 901 | A    | A    | A    | A    |
| GRAD 902 | A    | A    | A    | A    |
| GRAD 903 | A    | A    | A    | A    |
| GRAD 904 | A    | A    | A    | A    |

## CURRICULUM

58 Semester Hours

### Research Core

GRAD 888 - Introduction to Doctoral Studies (1)
ENG 800 - Doctoral Writing & Research (3)
MTHD 803 - Intro to Quantitative Methods & Design (2)
MTHD 804 - Intro to Qualitative Methods & Design (2)
MATH 807 - Introduction to Statistics (2)
MATH 810 - Applied Statistics (3)

MTHD 820 - Advanced Quantitative Research & Design (3)
**OR** MTHD 822 - Advanced Qualitative Research & Design (3)
**OR** MTHD 824 - Advanced Mixed Methods Research & Design (3)

## Major Area

Select 20 hours from the following:

MGMT 840 - Development of Management Theory Practice (4)
MGMT 845 - Organizational Behavior, Culture & Effectiveness (4)
MGMT 850 - Organizational Leadership (4)
MGMT 855 - Org Sys Perspect Theory & Application (4)
MGMT 860 - Strategic Thinking, Dec. Making/Innov. (4)
MGMT 865 - Organizational Performance Analysis (4)
MGMT 870 - Ethics & Social Responsibility (4)
MGMT 875 - Change Mgmt & Organizational Development (4)

## Electives

Select 12 hours. Can take any Management course not used within the Major Area or select from the following:

ACCT 840 - Advanced Financial Accounting (4)
ACCT 850 - Advanced Managerial Accounting (4)
ACCT 860 - Advanced Auditing (4)
EDUC 801 - Leadership of Organizational Principles (4)
EDUC 802 - Teaching in Higher Education (4)
EDUC 805 - Leadership of Organizational Resources, Initiatives and Performances (4)
EDUC 820 - Leading Schools in the 21st Century (4)
EDUC 825 - Building & District Leadership Structure (4)
EDUC 840 - College & University Leader Structures (4)
EDUC 845 - History of Higher Education (4)
HCM 810 - Organizations, Community & Global Health (4)
HCM 820 - Healthcare Policy, Regulations & Reform (4)
HCM 830 - Healthcare Economics, Resources & Finance (4)
HCM 840 - Healthcare Quality, Process & Improvement (4)
HIM 802 - Advanced Health Information Governance (4)
HIM 810 - Advanced Clinical Workflow & Applications (4)
HIM 861 - Advanced Healthcare Analytics (4)
HRM 840 - Foundations of Human Resource Management (4)
HRM 850 - Strategic Human Resource Management (4)
HRM 860 - Leading Organizational Transformation (4)
IDL 800 - Strategic Examination of Trends & Technology (4)
IDL 810 - Innovative Learning Environment Design (4)
IDL 820 - Strategic Assessment & Decision Making (4)
IDL 830 - Organizational Learning & Knowledge Management (4)
IDL 840 - Instrnl Design Ldrshp, Coach & Consult (4)
MKTG 840 - Contemporary Issues in Marketing Management (4)
MKTG 850 - Consumer & Behavioral Research (4)
MKTG 860 - Marketing Quantitative & Qualitative Analysis (4)
PUAD 840 - Cross-Sector Collaboration (4)
PUAD 850 - Innovations in Service Delivery and Stakeholder Engagment (4)
PUAD 860 - Program Evaluation and Policy Analysis (4)

## Dissertation Requirements

DISS 9000 - Comprehensive Exam (1)
DISS 9100 - Dissertation (1-4)
**OR** DISS 9200 - Dissertation in Practice (1-4)
DISS 9400 - Defense of Dissertation (1)

## Optional Focus Areas

Adding a focus area to your DBA provides an opportunity for customization but is not required for completion of the degree.  Hours completed for a focus area can be utilized towards the required hours for program electives.  Students should work directly with their academic advisor to review coursework options to fulfill an optional focus area and the best plan to complete those courses.

ACCT 840 - Advanced Financial Accounting (4)
ACCT 850 - Advanced Managerial Accounting (4)
ACCT 860 - Advanced Auditing (4)

HRM 840 - Foundations of Human Resource Management (4)
HRM 850 - Strategic Human Resource Management (4)
HRM 860 - Leading Organizational Transformation (4)
MKTG 840 - Contemporary Issues in Marketing Management (4)
MKTG 850 - Consumer & Behavioral Research (4)
MKTG 860 - Marketing Quantitative & Qualitative Analysis (4)
PUAD 840 - Cross-Sector Collaboration (4)
PUAD 850 - Innovations in Service Delivery and Stakeholder Engagment (4)
PUAD 860 - Program Evaluation and Policy Analysis (4)

# Doctor of Education in Organizational Leadership (Ed.D.)

*Available online at Franklin University .*

Franklin University's Doctor of Education (Ed.D.) program is designed to produce exemplary local, regional, state, national, and international leaders who possess the necessary skills and attributes to effectively lead within an array of settings including the PK-12 educational setting, higher education setting, and other organizational settings such as corporate, military, government, and more. The Ed.D. program was specifically designed to be interdisciplinary, rigorous, relevant, and offers students the option of three focus areas: (1) PK-12 Educational Leadership; (2) Higher Education Leadership; and (3) Organizational Leadership. Graduates of this program will learn the vital leadership, research, and analytical skills necessary to solve real-world problems and excel in their chosen field. The Ed.D. program is student-centered, professionally focused, and inquiry-driven, while placing a high value on diverse cultures, experiences, and perspectives.

## Program Learning Outcomes

1. Apply leadership and management theory in an organizational context.
2. Demonstrate ethical leadership and management in an organization.
3. Evaluate data to prioritize and plan organizational change.
4. Respond to industry legal and regulatory requirements impacting an organization.
5. Analyze organizations to determine leadership, learning, and performance needs.
6. Apply research skills to analyze organizational problems, develop solutions, and measure their impact.

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| ENG 800 |  |  |  |  |  | I |
| MTHD 805 |  |  |  |  |  | I, R |
| MATH 810 |  |  |  |  |  | I, R |
| MTHD 820 |  |  |  |  |  | I, R |
| MTHD 822 |  |  |  |  |  | I, R |
| GRAD 888 |  |  |  |  |  |  |
| GRAD 889 |  |  |  |  |  |  |
| MGMT 875 | I, R | I, R | I, R | I, R | I, R | I, R |
| IDL 810 | I, R | I, R |  |  | I, R | I, R |
| IDL 820 | I, R | I, R |  |  | I, R | I, R |
| EDUC 801 | I, R | I, R |  | I, R | I, R | I, R |
| EDUC 805 |  |  | I, R | I, R | I, R | I, R |
| MGMT 850 | I, R | I, R | I, R | I, R | I, R | I, R |
| MGMT 845 | I, R | I, R | I, R | I, R | I, R | I, R |
| EDUC 820 | I, R | I, R |  | I, R | I, R | I, R |
| EDUC 825 | I, R | I, R | I, R | I, R | I, R | I, R |
| EDUC 840 | I, R |  | I, R | I, R | I, R | I, R |
| EDUC 845 |  |  | I, R | I, R | I, R | I, R |
| GRAD 901 | A | A |  |  | A | A |
| GRAD 905 | A | A | A | A | A | A |
| GRAD 906 | A | A | A | A | A | A |
| GRAD 907 | A | A | A | A | A | A |
| GRAD 908 | A | A | A | A | A | A |

## CURRICULUM

58 Semester Hours

### Research Core

GRAD 888 - Introduction to Doctoral Studies (1)
ENG 800 - Doctoral Writing & Research (3)

MTHD 803 - Intro to Quantitative Methods & Design (2)
MTHD 804 - Intro to Qualitative Methods & Design (2)
MATH 807 - Introduction to Statistics (2)
MATH 810 - Applied Statistics (3)
MTHD 820 - Advanced Quantitative Research & Design (3)
**OR** MTHD 822 - Advanced Qualitative Research & Design (3)
**OR** MTHD 824 - Advanced Mixed Methods Research & Design (3)

## Leadership Core

MGMT 875 - Change Mgmt & Organizational Development (4)
EDUC 801 - Leadership of Organizational Principles (4)
EDUC 802 - Teaching in Higher Education (4)
EDUC 805 - Leadership of Organizational Resources, Initiatives and Performances (4)

## Focus Area

MGMT 850 - Organizational Leadership (4)
MGMT 845 - Organizational Behavior, Culture & Effectiveness (4)
EDUC 820 - Leading Schools in the 21st Century (4)
EDUC 825 - Building & District Leadership Structure (4)
EDUC 840 - College & University Leader Structures (4)
EDUC 845 - History of Higher Education (4)

## Electives

Any two current doctoral courses from the following list:

IDL 800 - Strategic Examination of Trends & Technology (4)
IDL 810 - Innovative Learning Environment Design (4)
IDL 820 - Strategic Assessment & Decision Making (4)
IDL 830 - Organizational Learning & Knowledge Management (4)
IDL 840 - Instrnl Design Ldrshp, Coach & Consult (4)
MGMT 840 - Development of Management Theory Practice (4)
MGMT 855 - Org Sys Perspect Theory & Application (4)
MGMT 860 - Strategic Thinking, Dec. Making/Innov. (4)
MGMT 865 - Organizational Performance Analysis (4)
MGMT 870 - Ethics & Social Responsibility (4)
HCM 810 - Organizations, Community & Global Health (4)
HCM 820 - Healthcare Policy, Regulations & Reform (4)
HCM 830 - Healthcare Economics, Resources & Finance (4)
HCM 840 - Healthcare Quality, Process & Improvement (4)
HIM 802 - Advanced Health Information Governance (4)
HIM 810 - Advanced Clinical Workflow & Applications (4)
HIM 861 - Advanced Healthcare Analytics (4)

## Dissertation in Practice

DISS 9000 - Comprehensive Exam (1)
DISS 9200 - Dissertation in Practice (1-4)
DISS 9400 - Defense of Dissertation (1)

# Doctor of Healthcare Administration (DHA)

*Available online at Franklin University .*

Franklin University's Doctor of Healthcare Administration (DHA) program has been designed to meet the evolving changes in the healthcare industry. The program reinforces the core technical aspects of quality research, but also provides graduate students with the abilities employers request most in graduates such as communication and technology skills. Employers need competent professionals who can research and communicate complex issues, as well as navigate organization-wide issues.

The objectives of the Franklin University DHA program are: . Advance healthcare leadership domestically and globally . Provide a quality, professionally tailored, comprehensive, and practiced oriented curriculum . Build a community among students, faculty, alumni and professionals . Create a transformational environment for students to achieve their personal and professional goals . Integrate academic, professional and community goals and well-fare . Develop strategic alliances with professional, corporate, governmental, and educational organizations

## Program Learning Outcomes

1. Demonstrate effective research skills; Formulate a research problem; Integrate previous literature into an appropriate literature review; Design a research study; Analyze data; Summarize and present research results; Discuss research results
2. Demonstrate advanced knowledge and competencies in a major field of study in healthcare administration
3. Create and present advanced forms of oral and written communication
4. Evaluate and assess the ethical obligations and responsibilities of healthcare administration for the purpose of responsible leadership

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| ENG 800 | I |  | I |  |
| MTHD 805 | I, R |  | I, R |  |
| MATH 810 | I, R |  | I, R |  |
| MTHD 820 | I, R |  | I, R |  |
| MTHD 822 | I, R |  | I, R |  |
| GRAD 888 | I |  |  |  |
| GRAD 889 | I, R |  |  |  |
| HCM 810 | I | I | I | I |
| HCM 820 | I, R | I, R | I, R | I, R |
| HCM 830 | I, R | I, R | I, R | I, R |
| HCM 840 | I, R | I, R | I, R | I, R |
| HIM 802 | I, R | I, R | I, R | I, R |
| HIM 810 | I, R | I, R | I, R | I, R |
| HIM 861 | I, R | I, R | I, R | I, R |
| GRAD 901 | A | A | A | A |
| GRAD 902 | A | A | A | A |
| GRAD 903 | A | A | A | A |
| GRAD 904 | A | A | A | A |

## CURRICULUM

58 Semester Hours

**Research Core**

GRAD 888 - Introduction to Doctoral Studies (1)
ENG 800 - Doctoral Writing & Research (3)
MTHD 803 - Intro to Quantitative Methods & Design (2)
MTHD 804 - Intro to Qualitative Methods & Design (2)

MATH 807 - Introduction to Statistics (2)
MATH 810 - Applied Statistics (3)
MTHD 820 - Advanced Quantitative Research & Design (3)
**OR** MTHD 822 - Advanced Qualitative Research & Design (3)
**OR** MTHD 824 - Advanced Mixed Methods Research & Design (3)

## Major Area

HCM 810 - Organizations, Community & Global Health (4)
HCM 820 - Healthcare Policy, Regulations & Reform (4)
HCM 830 - Healthcare Economics, Resources & Finance (4)
HCM 840 - Healthcare Quality, Process & Improvement (4)
HIM 802 - Advanced Health Information Governance (4)

## Electives

Select 12 hours from the following:

ACCT 840 - Advanced Financial Accounting (4)
ACCT 850 - Advanced Managerial Accounting (4)
ACCT 860 - Advanced Auditing (4)
EDUC 801 - Leadership of Organizational Principles (4)
EDUC 802 - Teaching in Higher Education (4)
EDUC 805 - Leadership of Organizational Resources, Initiatives and Performances (4)
EDUC 820 - Leading Schools in the 21st Century (4)
EDUC 825 - Building & District Leadership Structure (4)
EDUC 840 - College & University Leader Structures (4)
EDUC 845 - History of Higher Education (4)
HIM 810 - Advanced Clinical Workflow & Applications (4)
HIM 861 - Advanced Healthcare Analytics (4)
HRM 840 - Foundations of Human Resource Management (4)
HRM 850 - Strategic Human Resource Management (4)
HRM 860 - Leading Organizational Transformation (4)
IDL 800 - Strategic Examination of Trends & Technology (4)
IDL 810 - Innovative Learning Environment Design (4)
IDL 820 - Strategic Assessment & Decision Making (4)
IDL 830 - Organizational Learning & Knowledge Management (4)
IDL 840 - Instrnl Design Ldrshp, Coach & Consult (4)
MGMT 840 - Development of Management Theory Practice (4)
MGMT 845 - Organizational Behavior, Culture & Effectiveness (4)
MGMT 850 - Organizational Leadership (4)
MGMT 855 - Org Sys Perspect Theory & Application (4)
MGMT 860 - Strategic Thinking, Dec. Making/Innov. (4)
MGMT 865 - Organizational Performance Analysis (4)
MGMT 870 - Ethics & Social Responsibility (4)
MGMT 875 - Change Mgmt & Organizational Development (4)
MKTG 840 - Contemporary Issues in Marketing Management (4)
MKTG 850 - Consumer & Behavioral Research (4)
MKTG 860 - Marketing Quantitative & Qualitative Analysis (4)
PUAD 840 - Cross-Sector Collaboration (4)
PUAD 850 - Innovations in Service Delivery and Stakeholder Engagment (4)
PUAD 860 - Program Evaluation and Policy Analysis (4)

## Dissertation Requirements

DISS 9000 - Comprehensive Exam (1)
DISS 9100 - Dissertation (1-4)
**OR** DISS 9200 - Dissertation in Practice (1-4)
DISS 9400 - Defense of Dissertation (1)

## Optional Focus Areas

Adding a focus area to your DHA provides an opportunity for customization but is not required for completion of the degree.  Hours completed for a focus area can be utilized towards the required hours for program electives.  Students should work directly with their academic advisor to review coursework options to fulfill an optional focus area and the best plan to complete those courses.

ACCT 840 - Advanced Financial Accounting (4)
ACCT 850 - Advanced Managerial Accounting (4)
ACCT 860 - Advanced Auditing (4)

HRM 840 - Foundations of Human Resource Management (4)
HRM 850 - Strategic Human Resource Management (4)
HRM 860 - Leading Organizational Transformation (4)
MKTG 840 - Contemporary Issues in Marketing Management (4)
MKTG 850 - Consumer & Behavioral Research (4)
MKTG 860 - Marketing Quantitative & Qualitative Analysis (4)
PUAD 840 - Cross-Sector Collaboration (4)
PUAD 850 - Innovations in Service Delivery and Stakeholder Engagment (4)
PUAD 860 - Program Evaluation and Policy Analysis (4)

# Doctor of Professional Studies - Instructional Design Leadership

*Available online at Franklin University .*

Franklin University's Doctor of Professional Studies Program - Instructional Design Leadership (DPS) is designed to meet the evolving changes in the training and instructional design industry. The program reinforces the core technical aspects of quality research, but also provides graduates with the abilities employers request most such as leadership, communication, and technology skills. Franklin's DPS program provides students with relevant, high-quality curriculum that is convenient and affordable. This program will prepare exemplary domestic and international leaders in instructional design and training by establishing a student-centered, professionally focused, inquiry-driven, and globally significant environment that places high value on diverse cultures, experiences, and perspectives.

## Program Learning Outcomes

1. Analyze organizations to determine learning and performance improvement needs
2. Strategize and implement solutions to complex learning problems
3. Demonstrate leadership and management in a learning organization
4. Design and develop advanced curricula and instructional products
5. Evaluate training and learning at a systems level
6. Demonstrate effective research skills: Formulate a research problem; Integrate previous literature into an appropriate literature review; Design a research study; Analyze data; Summarize and present research results; Discuss research results

A learning outcome map functions as a roadmap to help guide students' progress through their program of study. It shows where each outcome is Introduced (I), Reinforced (R), and Assessed (A) within the program's curriculum.

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| ENG 800 |  |  |  |  |  | I |  |
| MTHD 805 |  |  |  |  |  | I, R |  |
| MATH 810 |  |  |  |  |  | I, R |  |
| MTHD 820 |  |  |  |  |  | I, R |  |
| MTHD 822 |  |  |  |  |  | I, R |  |
| GRAD 888 |  |  |  |  |  |  | I, R |
| GRAD 889 |  |  |  |  |  |  | I, R |
| IDL 800 | I, R | I | I, R | I, R | I, R |  | I, R |
| IDL 810 | I, R | I, R | I, R | I, R, A | I, R | I, R | I, R |
| IDL 820 | I, R | I, R | I, R | I, R | I, R, A | I, R | I, R |
| IDL 830 | I, R | I, R | I, R | I, R | I, R | I, R | I, R |
| IDL 840 | I, R, A | I, R, A | I, R, A | I, R | I, R | I, R | I, R |
| GRAD 901 |  | A | A |  | A | A | A |
| GRAD 902 |  |  |  |  |  |  | A |
| GRAD 903 |  |  |  |  |  |  | A |
| GRAD 904 |  |  |  |  |  |  | A |

## CURRICULUM

58 Semester Hours

### Research Core

GRAD 888 - Introduction to Doctoral Studies (1)
ENG 800 - Doctoral Writing & Research (3)
MTHD 803 - Intro to Quantitative Methods & Design (2)
MTHD 804 - Intro to Qualitative Methods & Design (2)
MATH 807 - Introduction to Statistics (2)
MATH 810 - Applied Statistics (3)
MTHD 820 - Advanced Quantitative Research & Design (3)
**OR** MTHD 822 - Advanced Qualitative Research & Design (3)
**OR** MTHD 824 - Advanced Mixed Methods Research & Design (3)

**Major Area**

Take 5 of the following courses to fulfill major area requirements:

EDUC 802 - Teaching in Higher Education (4)
IDL 800 - Strategic Examination of Trends & Technology (4)
IDL 810 - Innovative Learning Environment Design (4)
IDL 820 - Strategic Assessment & Decision Making (4)
IDL 830 - Organizational Learning & Knowledge Management (4)
IDL 840 - Instrnl Design Ldrshp, Coach & Consult (4)

**Electives**

EDUC 801 - Leadership of Organizational Principles (4)
EDUC 805 - Leadership of Organizational Resources, Initiatives and Performances (4)
EDUC 820 - Leading Schools in the 21st Century (4)
EDUC 825 - Building & District Leadership Structure (4)
EDUC 840 - College & University Leader Structures (4)
EDUC 845 - History of Higher Education (4)
HCM 810 - Organizations, Community & Global Health (4)
HCM 820 - Healthcare Policy, Regulations & Reform (4)
HCM 830 - Healthcare Economics, Resources & Finance (4)
HCM 840 - Healthcare Quality, Process & Improvement (4)
HIM 802 - Advanced Health Information Governance (4)
HIM 810 - Advanced Clinical Workflow & Applications (4)
HIM 861 - Advanced Healthcare Analytics (4)
MGMT 840 - Development of Management Theory Practice (4)
MGMT 845 - Organizational Behavior, Culture & Effectiveness (4)
MGMT 850 - Organizational Leadership (4)
MGMT 855 - Org Sys Perspect Theory & Application (4)
MGMT 860 - Strategic Thinking, Dec. Making/Innov. (4)
MGMT 865 - Organizational Performance Analysis (4)
MGMT 870 - Ethics & Social Responsibility (4)
MGMT 875 - Change Mgmt & Organizational Development (4)

**Dissertation Requirements**

DISS 9000 - Comprehensive Exam (1)
DISS 9100 - Dissertation (1-4)
**OR** DISS 9200 - Dissertation in Practice (1-4)
DISS 9400 - Defense of Dissertation (1)

# UNDERGRADUATE CERTIFICATES

# Advanced Certificate in Business Analysis

*Available online at Franklin University .*

Business analysts provide the link between those who manage and operate the business and those who provide the technology-based systems that support the business side of an organization. The Franklin University Advanced Certificate in Business Analysis provides a means for learning the key elements of performing as a business analyst - understanding of information systems architecture and technology, performing project management and undertaking the analysis and design of systems solutions to business needs. The job market for those who have these skills and knowledge sets is wide-open across all sectors - public and private, industrial and services - there is no organization that does not need the services of a business analyst.

## Program Outcomes

1. Apply MIS technology principles and tools to drive business strategies and outcomes.
2. Discuss concepts fundamental to the function and role of business analysts.
3. Recognize and translate business needs into executable projects.

## CURRICULUM

16 Semester Hours

**Required Courses**

MIS 200 - Management Information Systems (4)
ITEC 430 - Information Technology Project Management (4)
MIS 400 - Systems Analysis & Design (4)
ISBA 490 - Business Analysis Certification Review (4)

# Advanced Certificate in Project Management

*Available online at Franklin University .*

The Franklin University Advanced Certificate in Project Management is intended for those individuals with a strong background in Information Systems and Technology who desire to further their career by taking on project management opportunities. The courses in the curriculum provide a foundation in information technology project management, practical guidance in eliciting and analyzing project requirements and advanced project management models and processes. The job market for those with both the systems and technology background and skills and knowledge in project management is very promising, as all organizations, regardless of size or market, need the skills of project managers who can lead the organization in creating and maintaining market leading information systems.

## Program Outcomes

1. Explain the project management models that are currently used: Traditional, Agile and Extreme
2. Apply appropriate project management tools for designing software architectures, managing project communications, performing risk analysis, cost estimation, budgeting and quality control and managing the software development life cycle
3. Apply quality assurance techniques to assure that requirements are: verifiable, traceable, measurable, testable, accurate, unambiguous, consistent, and complete.

### CURRICULUM

16 Semester Hours

### Required Courses

ITEC 430 - Information Technology Project Management (4)
ISPM 320 - Requirements Analysis & Testing (4)
ISPM 450 - Advanced Project Management (4)
ISPM 490 - Project Management Certification Review (4)

# GRADUATE CERTIFICATES

# Graduate Certificate in Criminal Justice Leadership

*Available online at Franklin University .*

The Academic Certificate in Criminal Justice Leadership is a for-credit certificate program that synthesizes research and evaluation skills. Students will integrate theoretical and strategic knowledge from corrections, courts, and law enforcement in order to develop solutions to complex criminal justice challenges. These challenges are addressed within a context of diverse perspectives and ethical administration and leadership that will prepare them for advanced positions in the criminal justice profession or further academic study. Credits earned from courses completed in the Academic Certificate in Criminal Justice Leadership can be transferred towards Franklin University's Master of Public Administration program.* The courses in this certificate program are developed to align with industry standards, and graduates are equipped with the enhanced skills and abilities necessary to advance their careers and compete as criminal justice professionals.

## Program Outcomes

1. Conduct analyses to identify needs or opportunities for performance and learning improvement
2. Design and develop interventions to solve performance and learning problems
3. Design interventions consistent with ethical standards and practices in the field
4. Integrate technologies into learning and performance environments to enhance learning and collaboration

### CURRICULUM

16 Semester Hours

**Required Courses**

CJAD 700 - Effective Administration of Justice (4)
CJAD 710 - Adult & Juvenile Systems of Justice (4)
CJAD 720 - Criminology Theory & Solutions to Crime (4)
CJAD 730 - Adult & Juvenile Penology (4)
**OR** CJAD 740 - Strategic Policing & Contemporary Crime Control Strategies (4)

# Graduate Certificate in Instructional Design

*Available online at Franklin University .*

The Academic Certificate in Instructional Design is a for-credit certificate program that includes theory and practice topics in the disciplines of instructional systems design and human performance technology. Students of this certificate program complete courses in both focus areas, and gain key skills in current instructional design technology. Credits earned from courses completed in the Academic Certificate in Instructional Design can be transferred towards Franklin University's Master of Science in Instructional Design & Learning Technology program.* The courses in this certificate program are developed to align with industry standards, and graduates are equipped with the enhanced skills and abilities necessary to advance their careers and compete as instructional design professionals.

## Program Outcomes

1. Conduct analyses to identify needs or opportunities for performance and learning improvement
2. Design and develop interventions to solve performance and learning problems
3. Design interventions consistent with ethical standards and practices in the field
4. Integrate technologies into learning and performance environments to enhance learning and collaboration

## CURRICULUM

16 Semester Hours

### Required Courses

IDPT 601 is required.  Then select three additional IDPT courses from the list.

IDPT 601 - Foundations of Instructional Design (4)
IDPT 620 - Principles of Human Performance Technology (4)
IDPT 640 - Enhancing Learning With Technology (4)
IDPT 645 - Learning Management Systems (4)
IDPT 650 - Evaluation (4)
IDPT 660 - Advanced Instructional Design & Performance Technology (4)
IDPT 715 - Theories & Appl for Mging Proj & Relatio (4)

# ACADEMIC MINORS

## Accounting (16 hours)

Accounting is often referred to as the "language of business." As such, the Accounting minor is designed to augment a student's skill set for non-accounting-related business fields, including business administration and management. The knowledge obtained in this minor builds on core accounting courses with additional upper-level courses that cover both technical and theoretical accounting skills, preparing students to meet the opportunities and challenges of advanced positions.

The educational objectives of the Accounting minor are to enable a student to:

- Evaluate contemporary financial accounting issues
- Analyze federal income tax issues
- Analyze information systems through evaluation of process controls and organizational system risks within a business process

### ACCT 310 - Intermediate Accounting I (4)
The first of two in-depth financial accounting courses. Theory, the conceptual framework, development of generally accepted accounting principles, and applications are stressed. Topics include the income statement, the statement of cash flows and the balance sheet, specifically asset accounts.

### ACCT 320 - Intermediate Accounting II (4)
The second of two in-depth financial accounting courses. Theory, concepts and applications are stressed. Topics include time value of money, current and non-current liabilities, leases, deferred taxes, retirement benefits, stockholders, equity, earning per share, accounting changes and errors, and statement of cash flows.

## ACCT 390 - Federal Income Tax I (4)

An introduction to the federal income tax structure with emphasis on the individual taxpayer, including employee, sole proprietor and investor. This course also provides exposure to basic concepts that apply equally, or with slight modification, to taxpayers other than individuals. Major topics include filing status, exemptions, excludable and includable income, business and non-business deductions, disallowances, technical tax research, and computer problem applications.

## ACCT 425 - Accounting Information Systems (4)

This course creates a framework for accounting information systems by combining knowledge about business as it relates to information systems, information technology, and accounting. Students will examine the REA enterprise ontology as it relates to databases which can be used to store and retrieve information for decision-making within an organization. Students learn that in the competitive organizations of today, and tomorrow, accountants cannot simply prepare and report information; they must take a more active role in understanding and creating systems and processes that impact the organization's bottom line.

## Business Economics (16 hours)

The Business Economics minor is designed to provide insights into the decision-making process to non-economics majors. Solid understanding of basic economic principles of opportunity cost, scarcity, diminishing returns, and gains from trade enables graduates to successfully compete in a global economy. Tools of economic analysis and "economic way of thinking" provide an essential foundation for forming business strategy. Acquired useful transferrable skills make the graduates with training in Business Economics valuable members of governmental and business organizations, successful entrepreneurs, and knowledgeable decision-makers.

The educational objectives of the Business Economics minor are to enable a student to:

- Evaluate financial and non-financial data for decision-making
- Analyze ethical issues in economic policies and regulations
- Analyze current economic issues

## ECON 321 - Intermediate Microeconomics (4)

This course provides a further examination of profit maximizing strategies by firms and individuals. Evaluation of consumer behavior, firms' production decisions, and market power are at the core of the analysis. Special attention is given to the asymmetric information considerations, game theory, and externalities.

## ECON 322 - Intermediate Macroeconomics (4)

This course examines the differences between the economy in the short run and in the long run. A number of macroeconomic models are considered, and the results are used to conduct macroeconomic policy discussion on stabilization policies and government debt.

And choose two of the following:

## ECON 340 - Money, Banking, & Financial Markets (4)

This course provides an overview of the financial system. The roles of money, financial intermediaries, financial markets, and central banks are discussed in the context of global economy.

## ECON 420 - Forecasting (4)

This course provides a hands-on experience for creating working econometric models to forecast business activities, including revenues, costs, and profits. Trends, seasonal and cyclical fluctuations, as well as error term dynamics, are analyzed.

## ECON 450 - History of Economic Thought (4)

This course provides a broad introduction to the development of economic thought through time. The ideas and concepts are considered in their historical perspective. Contributions by leading economists, emergence of a variety of schools of economic thought, their relevance to the current economic problems constitute the core of the analysis.

## Business Forensics (16 hours)

The detection and deterrence of fraud in the workplace is a management responsibility that crosses all industries. To gain the knowledge necessary to fulfill this requirement, a student who minors in Business Forensics will learn the foundational skills needed to properly assist in the investigation, detection, documentation, and prevention of business fraud. The wide applicability of these specialized skills to all aspects of the business life cycle makes this minor a relevant addition to a manager's expertise.

The educational objectives of the Business Forensics minor are to enable a student to:

- Detect business fraud using technical, analytical, and problem-solving skills
- Determine the internal controls needed to help prevent business fraud
- Demonstrate written and oral communication skills in fraud investigation and reporting

## ACCT 341 - Fraud Examination (4)
This course provides an overview of the behavioral research associated with occupational fraud and the methodology of fraud examination (i.e., obtaining documentary evidence, interviewing witnesses and potential suspects, writing investigative reports, testifying to findings, and forensic document examination). The majority of the course is focused on detecting the most common types of occupational fraud, determining how each type of fraud is committed, and implementing prevention strategies.

## ACCT 342 - Interviewing Techniques for Fraud Invest (4)
This course provides an overview of techniques and strategies useful in interviewing and interrogating occupational fraud suspects and other parties of interest. These techniques and strategies include interpreting the verbal and nonverbal cues of an interviewee, as well as planning, conducting, and documenting the findings from investigative interviews.

## ACCT 343 - Legal Elements of Fraud (4)
This course explores the legal issues associated with occupational fraud investigations with a primary emphasis on the proper preparation of a fraud report. Related topics addressed include analyzing relevant criminal and civil laws, the rights of the parties involved in an investigation, rules of evidence, and expert witnessing.

## ACCT 344 - Corp Gvrnc/Intrnl Control Assessment (4)
This course starts with an overview of key legislation and guidelines associated with corporate governance. This includes analyzing the components of the Committee of Sponsoring Organizations' (COSO) internal control framework, the Sarbanes-Oxley Act of 2002, Statement on Auditing Standards (SAS) No. 99, and the role of the Public Company Accounting Oversight Board (PCAOB). However, the primary focus of the course is on identifying, documenting, analyzing, and testing internal controls in an organization as part of an effective fraud prevention program.

## Communications (16 hours)

Effective written and verbal communication is vital to success in the workplace. Franklin's Communications minor provides an enriching complement to any major, but is especially useful for business, finance, public relations, marketing, and human resources students interested in running a small to medium-sized business and provides a strong compliment to a Public Relations, Marketing, or Human Resources major. Top managers in smaller organizations need to be skilled communicators in order to engage and retain quality employees. This minor enables students
to gain the confidence, skills, and knowledge necessary to structure and manage communication in a variety of professional settings.

The educational objectives of the Communications minor will enable a student to:

- Examine the role of communication in various situations
- Apply principles of communication in various contexts
- Evaluate communication opportunities
- Formulate effective communication strategies

## COMM 315 - Communication Ethics (4)
This course examines the strategies involved in effective, ethical communication in professional contexts. Students examine principles of ethical organizational communication and the temporal/cultural/social forces behind those principles, as well as apply reasoning and critical thinking in individual and group assignments. Comparing values and perspectives from diverse cultures, students will respond to cases in an intercultural professional environment.

## COMM 321 - Organizational Communication (4)
The course examines the role of communication in organizations. Students will learn the major theories of organizational communication, identifying and defining primary concepts, and applying them to discussions of real-world situations. The role of technology, corporate culture, leadership, teamwork, ethics, and diversity in communication is examined. Effective communication in global organizations and critiques of organization communication systems and structures are also presented.

## COMM 335 - Communication in Groups and Teams (4)
The course examines current theories and best practices of working collaboratively in professional contexts. Students apply these concepts to analyze their own work experience, generating strategies for how to improve their performance in work groups. Students will learn basic project management skills and work in online virtual teams to complete a final communication project.

## COMM 400 - Intercultural Communication (4)

This course provides an overview of issues, processes, and theories involved with communicating with individuals from different cultures. Topics include thinking and communicating in global contexts and professional relationships in diverse environments.

## Criminal Justice Administration (16 hours)

The minor in Criminal Justice Administration (CJAD) was developed to offer selected CJAD courses to individuals who may have an interest in criminal justice as an additional area of study. The minor in CJAD may be of particular interest to students who are employed, or who seek to be employed, by a public safety agency in a non-sworn (civilian) capacity. The CJAD minor may also be of interest to students in business degree programs who work with private sector agencies that interact with agencies in the criminal justice system. The minor in CJAD provides an opportunity for personnel who are not directly involved with the criminal justice system to increase the scope of their knowledge, skills, and abilities in the area of criminal justice administration.

The educational objectives of the minor in criminal justice are to enable graduates to:

- Explain the purpose and function of the correctional system in the U.S.
- Describe the purpose and function of the courts system in the U.S.
- Compare and contrast theories of crime and offending that are commonly accepted in the field of criminal justice
- Apply critical thinking, reasoning, and analytical skills required for ethical decision-making and problem solving in criminal justice
- Apply management, administrative, and leadership skills appropriate to a criminal justice agency

## CJAD 210 - Intro to Criminal Justice Administration (4)

This is an introductory course designed to expose students to the various Major elements of the criminal justice system (police, courts, and corrections). Students will learn about the ways in which the various systems interact, the processing of offenders, the various forms of punishment and the alternatives to punishment. The future of the criminal justice system will also be discussed.

## CJAD 240 - Introduction to Criminology (4)

This course will focus on theories of crime and types of offending. Topics related the causation, control and prevention of criminal behavior will be addressed in this course.

and two of the following:

## CJAD 310 - Courts and Criminal Procedure (4)

This course addresses the requirements for processing criminal offenders through the court system. Topics include structure of the court system in the U.S., evidentiary standards, constitutional protections, the role and importance of case law, and the role of the prosecutor and defense attorney in the courts.

## CJAD 315 - Policing in America (4)

This course will provide the student with an overview of the philosophy and history of policing in America. Students will learn about personnel and management issues related to policing. Students will also be exposed to topics including police discretion, police use of force, civil liability, police culture, and the impact of the war on terrorism on police operations and practices.

## CJAD 320 - Corrections in America (4)

This course considers contemporary corrections in America. This course will include a review of recent corrections-related research and a discussion of the role corrections plays in the criminal justice system. Topics covered will include a historical overview of corrections in America, alternatives to incarceration, types and functions of various prison systems in corrections, and various categories of inmates within the corrections system.

## CJAD 330 - Juvenile Justice & Delinquency (4)

This course will address the history of the U.S. juvenile justice system and the nature and extent of youth crime. It will focus on the correlates and theoretical perspectives used to explain juvenile delinquency all within a framework of current research and strategies used to prevent, treat, and control youth crime. Students will analyze and apply these concepts to the structure within which juveniles are taken into custody, treated, processed, rehabilitated or punished in an integrated and collaborative environment. Finally, students will examine basic criminal justice research methods and the role of science and inquiry in criminal justice.

## CJAD 450 - Criminal Justice Management & Admin (4)

This course will examine the basic concepts of management and administration as applied to agencies in the criminal justice system. Emphasis will be placed on issues related to the effective management and administration of criminal justice agencies. Topics covered will include environmental influence; conflict, power, and ethical issues; motivation, leadership, and communication. The concept of the service quality

approach will also be considered.

### CJAD 455 - Ethics in the Criminal Justice System (4)

This course will address the topics of ethical and moral values as they pertain to the criminal justice system. Topics covered will include ethics and the police, racial discrimination in the criminal justice system, the purpose of punishment, ethics in corrections, and the ethics of criminal justice policy making.

## Digital Marketing (17 hours)

In many organizations, employees are called upon to perform a wide variety of activities, including Internet application and other technology-dependent activities. The Digital Marketing minor is designed for students who wish to complement their current expertise or major with the knowledge, skills, and abilities of a marketing generalist. This minor helps develop proficiency in the areas of graphic design, Web authoring, Internet marketing, and eCommerce.

The educational objectives of the Digital Marketing minor are to enable a student to:

- Plan and develop websites in support of an organization's marketing objectives
- Apply principles of graphic design to Internet-based marketing activities
- Evaluate and respond to the implications of eCommerce for an organization

### COMM 107 - Intro to Web Presentation & Publishing (1)

This course is an introduction to the use of Open Source Content Management Systems (CMS) for creating Web sites. It will provide students with the basic knowledge required to design, build, and maintain an informational Web site.

### MKTG 340 - Digital Marketing (4)

Students investigate and evaluate various digital marketing and communication strategies and tactics. An emphasis is placed on critical evaluation skills, as well as social media, search marketing, content marketing, and evaluation of digital marketing initiatives. Students create a full digital marketing plan for a real-world company.

### MKTG 345 - Social Media Marketing (4)

In this course students will explore and utilize techniques for integrating social media marketing as an integral component of marketing campaigns, serving as listening and outreach tools for building brand awareness and promoting business. Through an investigation of tools which include internet forums, message boards, blogs, wikis, podcasts, picture sharing, video sharing, and social networking, students will have the opportunity to create and present a written plan for achieving business goals through the use of a social media marketing campaign.

### MKTG 415 - Search Engine Marketing (4)

In this course students will use search engine optimization to evaluate the processes that bring websites to the top. It will also show students how to choose the best keywords and phrases to target and how to monitor and maintain successful search engine rankings for those keywords.

### MKTG 435 - Digital Marketing Analytics (4)

In this course, students will learn how to quantifiably measure and define client interaction through web analytics. Successful companies today are leveraging the power of web analytics to realize the full potential of their websites, and are able to develop and maintain client relationships that create measurable value to business. In this course students will be introduced to key concepts, tools, techniques, and practices of web analytics. Students will understand how web analytics can drive higher profits and improve the customer experience.

## Emergency Management & Homeland Security (16 hours)

The minor in Emergency Management & Homeland Security (SEMT) was developed to offer major area SEMT courses to individuals who may have an interest in safety, security, and emergency management as an additional area of study. The minor in SEMT may be of particular interest to students who are employed by an Emergency Management, Homeland Security, or public safety agency in a non-sworn (civilian) capacity. Most Emergency Management, Homeland Security, and public safety agencies employ significant numbers of civilian employees in
local, state, and federal agencies to support the sworn personnel in those agencies. The minor in SEMT provides an opportunity for non-sworn Emergency Management, Homeland Security, and public safety employees to increase the scope of their knowledge, skills, and abilities in the area of emergency management and homeland security.

The educational objectives of the Emergency Management & Homeland Security minor are to enable a student to:

- Apply principles of basic accounting, fiscal management, and budgeting appropriate to safety, security, and emergency management agencies
- Apply appropriate ethical principles, laws, and human relations skills to all applicable areas of operations in safety, security, and emergency management agencies
- Analyze the functions and interactions of various safety, security, and emergency management agencies

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- Evaluate the unique roles and challenges faced by safety, security, and emergency management agencies

## SEMT 322 - Ethics & Leadership in Public Safety Agencies (4)

This course will study ethics and leadership theories in the context of public safety agencies. Consideration of leadership skills and traits in both the strategic and tactical settings will be considered. Ethics will be considered in terms of creating a culture of ethics within a public safety agency.

## SEMT 328 - Emergency Management Theory & Practice (4)

This course will focus on Emergency Management and Homeland Security in the Post 9-11 era. Emphasis will be on mitigation and preparedness related to international and domestic terrorism as well as natural disasters.

## SEMT 335 - Introduction to Emergency Management & Homeland Security (4)

This course analyzes emergency management from a historical perspective. Disaster planning and disaster management in the post 9-11 environment are analyzed. The impact of Homeland Security on local public safety agencies is examined as are selected Homeland Security Presidential Directives (HSPD #5 and HSPD #11 in particular). The National Incident Management System (NIMS) and the National Response Plan (NRP) are examined with regard to their impact on local public safety agencies. Finally, special challenges for emergency management and disaster response will be analyzed.

## SEMT 432 - Homeland Security: Theory & Practice At The Local Level (4)

This course will study the impact of Department of Homeland Security requirements on local public safety agencies. Focus will be on interoperability as it relates to planning and responding to terrorist threats or actions at the local level.

## Financial Management (16 hours)

Because financial considerations are of significant element in all types of organizational decision making, Franklin's Financial Management minor is a natural complement to other business disciplines. This minor is designed to provide students with an understanding of finance beyond that achieved through the principles course in the major foundational, providing them with more in-depth knowledge of the financial system, corporate finance, and investments.

The educational objectives of the Financial Management minor are to enable a student to:

- Calculate the value of market securities using bond and stock valuation models
- Analyze financial statements and documentation. Apply cost of capital and budgeting tools to the evaluation of investment projects
- Construct investment portfolios based on the criteria of risk and return

## FINA 340 - Money, Banking, & Financial Markets (4)

This course provides an overview of the financial system. The roles of money, financial intermediaries, financial markets, and central banks are discussed in the context of global economy.

## FINA 403 - Advanced Financial Management (4)

An introduction to advanced concepts and methods of financial management. Topics include risk and return, asset evaluation, capital budgeting, capital structure, business financial planning and working capital management.

## FINA 405 - Investments (4)

An examination of investment markets, transactions, planning and information. Topics include investment risk and return measures, debt and equity instruments, evaluation techniques, hybrid and derivative securities, mutual funds, real estate investments, tax planning and the investment process, and portfolio management.

## FINA 450 - Global Finance (4)

An examination of financial management in the global economy. Topics include international financial markets, exchange rates, interest rates and inflation, exchange rate risk management, working capital management, capital budgeting, country risk analysis, long-term financing, and global strategic planning.

## Fire & Emergency Services Administration (16 hours)

Fire & Emergency Services is an area of study that includes a wide variety of disciplines involved in the preservation and maintenance of social order in society. The Fire & Emergency Services curriculum, based on the Fire & Emergency Services Higher Education model, is designed to prepare students for further academic study or for careers in Fire and Emergency Services.

The educational objectives of the Fire & Emergency Services minor are to enable a student to:

- Select and apply the appropriate statistical and quantitative tools and techniques of analytical decision-making in the context of the Fire and Emergency Services agencies

- Apply critical thinking, reasoning, and analytical skills required for ethical decision-making and problem solving in Fire and Emergency Services
- Demonstrate knowledge of ethical principles, laws and standards of professional conduct applicable to the Fire and Emergency Services system
- Apply management and administration skills appropriate to a Fire and Emergency Services agency.

## FIES 310 - Fire & Emergency Services Administration (4)

This course is designed to be a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills, necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of a fire and emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission.

## FIES 330 - HR Management for the Fire & Emergency Services (4)

This course examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining.

## FIES 430 - Political & Legal Foundations for Fire Protection (4)

This course examines the legal aspects of the fire services and the political and social impacts of legal issues. This course includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters, administrative and operational matters, planning and code enforcement, and legislative and political processes with regard to the fire services.

## FIES 450 - Applications of Fire Research (4)

This course examines the basic principles of research and methodology for analyzing current fire-related research. The course also provides a framework for conducting and evaluating independent research in the following areas: fire dynamics, fire test standards and codes, fire safety, fire modeling, structural fire safety, life safety, firefighter health and safety, automatic detection and suppression, transportation fire hazards, risk analysis and loss control, fire service applied research and new trends in fire-related research.

## Global Business (16 hours)

In order to fully understand and successfully navigate in the 21st century-business environment, professionals will need to broaden their perspectives and adaptability. The minor in Global Business is designed to help students update their understanding of cultures and practices around the world, allowing them to strengthen the value of their primary degree with increased tolerance, communication skills, and marketability.

The educational objectives of the Global Business minor are to enable a student to:

- Identify current global issues and market trends
- Communicate appropriately for a range of purposes and audiences
- Explore ethnocentrism and the nature and function of culture
- Evaluate how businesses adjust to cultural differences in developing a global strategy

## BSAD 476 - Global Business Issues (4)

This course focuses on global economic integration and emerging market economies and the effects these trends have on both service and manufacturing industries in the short- and long-term. Other global business issues will include: the European Union (EU), North American Free Trade Association (NAFTA), and the World Trade Organization (WTO); environmental considerations in business operations; the influences of the political and legal environment on markets; the strategies for business entry into a global market; and the development of leadership talent in a global setting.

## HUMN 305 - Global Issues (4)

This course provides students with a coherent sense of the past and present human societies drawn from five cultural areas: Asia, Africa, Europe, North America and South America. It also reviews the diversity of traditions that have formed the world and continue to interact in it today. Through the synthesis of connections, influences and parallels among cultures, students will gain an understanding of how to communicate in a culturally diverse world.

and choose two of the following:

## ANTH 215 - Cultural Anthropology (4)

This course exposes students to the principles, concepts, research methods, and applications of cultural

anthropology. Students will be introduced to the wide range of variation in social and institutional arrangements found historically and cross-culturally. From language to gender roles, from bases of social stratification to causes and consequences of conformity, from the simpler life in foraging societies to the seeming-chaos in modern post-industrial societies: students will examine the enormous variation in solutions to the requisites of social life.

## COMM 400 - Intercultural Communication (4)
This course provides an overview of issues, processes, and theories involved with communicating with individuals from different cultures. Topics include thinking and communicating in global contexts and professional relationships in diverse environments.

## FINA 450 - Global Finance (4)
An examination of financial management in the global economy. Topics include international financial markets, exchange rates, interest rates and inflation, exchange rate risk management, working capital management, capital budgeting, country risk analysis, long-term financing, and global strategic planning.

## HUMN 218 - World Religions (4)
A comparative study of the founders, sacred writings, beliefs and practices of some of the major world religions: Hinduism, Buddhism, Taoism, Islam, Judaism and Christianity. This course enables the student to study and compare the leading religions of the world in light of their historical and cultural backgrounds. Students will be encouraged to explore faith traditions other than their own. Common themes across religions, spiritual practice, and current related cultural and political issues will also be considered.

## HUMN 405 - Study Abroad: Developing a Global World View (4)
Designed to help develop skills and perspectives in the international arena, this course will provide students the opportunity to do research, travel, and then apply knowledge gained. Additionally, it will assist students in developing professional experiences in another country and then capitalizing on their learning experience once they return home. General intercultural communication techniques will be integrated into class discussion. The travel experience, which will have an added cost, will be between one and two weeks.

## MKTG 450 - Global Marketing (4)
A course in marketing theory and methods as they apply to world markets. Among the topics discussed are: the importance of linking international marketing with the overall strategy of the business while examining the impact of cultural, political and legal issues and the economic differences in global strategies. Emphasis is placed on developing the marketing mix appropriate to various international global environments.

## Healthcare Management (16 hours)

The minor in Healthcare Management was developed to offer selected major area Healthcare Management courses to individuals who have an interest in healthcare management or are interested in pursuing another major such as Healthcare Information Systems Management, or Business Administration. The minor in Healthcare Management, like the minor in Healthcare and Society, may be of interest to students who are employed, or seek to be employed, in a healthcare setting or related discipline. Those interested in pursuing a career in healthcare management degree may want to enroll in the Healthcare Management major. The healthcare industry is one of the fastest growing fields with an increasing demand for qualified personnel to support the delivery of health care services to an expanding population. The minor in Healthcare Management provides the individual with the opportunity to gain insight into the operational issues and opportunities facing today's healthcare organizations.

The educational objectives of the Healthcare Management minor are to enable a student to:

- Demonstrate the ability to interpret financial data and apply financial concepts in solving problems related to healthcare organizations
- Demonstrate the ability to apply legal and ethical reasoning principles in resolving significant patient issues confronted by health services administrators
- Synthesize management and organizational theory in a healthcare environment

## HCM 300 - Healthcare Management (4)
This course provides students with an overview of concepts and issues related to healthcare leadership. It is generally a required course for any subsequent healthcare management courses. Through the examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include healthcare leadership, organizational design as it relates to the uniqueness of healthcare organizations, managing professionals, and diversity in the workplace.

## HCM 320 - Healthcare Financial Management I (4)
This is the first of two healthcare finance courses. Healthcare Financial Management I begins with an introduction to healthcare finance and a description of the current financial environment in which

healthcare organizations function. It then will explore the basics of financial and managerial accounting, presenting concepts that are critical to making sound financial decisions to better the cost-effectiveness of the organization.

## HCM 442 - Legal Aspects of Healthcare Management (4)
Individuals in the healthcare industry face ever changing legal and ethical trends in their environment. Practitioners, therefore, need to develop specific skills to evolve into the role of a change agent in order to manage these trends. This course will provide the student with the skills necessary to mitigate liability through risk management principles, develop relationship management skills, apply an ethical decision-making framework, incorporate employment law procedures, and manage communication.

## HCM 472 - Contemporary Issues in Healthcare Mgmt (4)
This is an issues oriented course that examines the healthcare delivery system in the United States. The course examines the entire continuum of care and uses the construct of a fully integrated system as a means to evaluate the current system to develop recommendations for further developments. Our intent is to identify the key issues confronting healthcare today, examine the causes and develop reasonable solutions to the current set of problems.

## Healthcare & Society (16 hours)

The minor in Healthcare & Society was developed to offer selected major area Healthcare Management courses to individuals who may have an interest in healthcare management. The minor in Healthcare & Society may be of interest to students who are employed, or who are seeking employment in, a healthcare setting or a related discipline. Those interested in pursuing a career in healthcare management may want to enroll in the Healthcare Management major. The healthcare industry is one of the fastest growing fields with an increasing demand for qualified personnel to support the delivery of health care services in the community. The minor in Healthcare & Society provides individuals with the opportunity to gain an appreciation of the role healthcare plays in our society as well as an understanding and skill set to successfully function in the healthcare environment.

The educational objectives of the Healthcare & Society minor are to enable a student to:

- Demonstrate the ability to interpret financial data and apply financial concepts in solving problems related to healthcare organizations
- Demonstrate the ability to apply legal and ethical reasoning principles in resolving significant patient issues confronted by health services administrators
- Illustrate how the social, political, and economic environment in the United States impacts the health services delivery system
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## HCM 300 - Healthcare Management (4)
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## HCM 340 - Community Health (4)
Declining reimbursement impacts the role healthcare organizations play in community health and disease prevention. This course focuses on specific strategies healthcare managers can use to benefit the health of communities. Topics include the role of healthcare stakeholders in promoting community health, connecting with the community, and community benefit standards.

## HCM 442 - Legal Aspects of Healthcare Management (4)
Individuals in the healthcare industry face ever changing legal and ethical trends in their environment. Practitioners, therefore, need to develop specific skills to evolve into the role of a change agent in order to manage these trends. This course will provide the student with the skills necessary to mitigate liability through risk management principles, develop relationship management skills, apply an ethical decision-making framework, incorporate employment law procedures, and manage communication.

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## Human Resources Management (16 hours)

Managers encounter human resources (HR) issues daily, even when functioning in non-HR roles. Franklin's Human Resources Management minor offers students an opportunity to increase the scope of their theoretical knowledge and practical abilities related to human resources management, including interviewing, hiring, training, motivating, and firing employees, as well as providing information about compensation and benefits.

The educational objectives of the Human Resources Management minor are to enable a student to:

- Integrate human resource concepts, principles, and practices into organizational situations
- Apply concepts and theories of staffing, training, and development
- Apply concepts and theories of compensation

## HRM 300 - Human Resources Management (4)

An introduction to the human resources function and related elements and activities. The course outlines the roles and functions of members of the human resources department, as well as educating others outside human resources, in how their roles include human resources-related activities. The student will learn about the evolution in human resources management as we know it today. Emphasis is placed on the modern day importance of HRM and the new "corporate view" of the function. Additionally, the student will be exposed to the view of HRM from the perception of both management and subordinate employees. The importance of maintaining fair and equitable compensation and benefit programs will be discussed. The student will be exposed to practical situations and problem solving regarding areas of employee counseling, discipline and termination. Equal Employment Opportunity will be discussed in order for the student to understand its need, importance and the legal issues surrounding it. Other critical areas of training and development, staffing and strategy will also be explored.

12 credit hours of Human Resources Management courses

## Information Systems (16 hours)

The Information Systems minor is designed for those who have an interest in technology and want to effectively interact with an organization's Information Services (IS) or Technology (IT) department. Students learn the skills necessary to understand information systems architecture, concepts, and practices, and develop a technical vocabulary to help bridge the communication gap between business and technology.

The educational objectives of the Information Systems minor are to enable students to:

- Analyze, plan, design, and maintain enterprise architecture
- Integrate disparate information systems infrastructure
- Analyze and design complete information systems.

## INFA 300 - Introduction to Analytics (4)

This course leads students through the foundational concepts, methods and concerns related to the practice of information / data analysis from the posing of questions needing answers to gathering the data, generating statistics, analyzing the results, formulating answers to the questions, and reporting those answers. Course topics include defining clear, accurate and actionable research questions and the answers, selecting data and methods; generating relevant statistics and reporting the story the data tells regarding the questions and the sought-after answers using basic tools such as those intrinsic to spreadsheet software such as Microsoft Excel.

## ITEC 430 - Information Technology Project Management (4)

This course provides an introduction to the concepts of information technology project management and techniques for initiating, planning, executing, monitoring and controlling of resources to accomplish specific project goals. Both technical and behavioral aspects of project management are discussed. While the focus is on information technology projects, the principles follow the nine project management knowledge areas outlined in the Project Management Institute's PMBOK® Guide Third Edition and thus are applicable to the management of any project. Topics will include integration, scope, time, cost, quality, human resource, communications, risk, and procurement management. Project management software utilization is emphasized.

## MIS 310 - Info Systems Architecture & Technology (4)

This course provides a conceptual survey of general systems theory followed by a conceptual and technological survey of the structure of distributed information systems architectures, operating systems, network operating systems, peripheral technology and user interfaces. Interoperability between these architectural components will be explored and current technology and trends in each architectural element will be reviewed. This course will de-emphasize, although not ignore, mainframe architectures in favor of information architectures more applicable to client/server computing. The various interacting categories of client/server computing as well as the benefits and implications of such a system will be fully explored.

## MIS 400 - Systems Analysis & Design (4)

This course is designed to provide a platform for students to gain both an understanding of, and basic competency in applying, object-oriented systems analysis and design (OOSAD). Emphasis will be on knowledge and skills related to analyzing, modeling and designing processes using the OO model. Topics studied include the software development life cycle (SDLC), analysis modeling, requirements determination, process and function modeling, structural and behavioral modeling and class, method, data management, interface and architecture design. The learning process will be one of working through, both individually and as part of a team, a case study-based project aimed at resolving the case study issues.

## Management & Leadership (16 hours)

The Management minor provides key scholarly- and practitioner-based knowledge that will be of value to managers and leaders. The minor focuses on the development of leadership competencies in human resources, organizational behavior, change management, and transformational leadership.

The educational objectives of the Management minor are to enable a student to:

- Analyze the organizational behavior of a department or business and recommend changes for improvement
- Analyze, recommend, and apply change management processes to real world situations
- Create a leadership development plan through the integration of transformational leadership theory
- Analyze organizational culture and evaluate its impact on an organizational performance

### MGMT 325 - Organizational Behavior (4)
This course focuses on the organizational processes and theoretical constructs related to organizational behavior. The roles of leaders, followers, and teams and their influence on the culture and performance of an organization are addressed through the analysis of key organizational behavior concepts and related cases. Topics will include: values, perception, attitudes, assumptions, learning, motivation, conflict, diversity, and change.

### MGMT 425 - Organizational Change (4)
This course analyzes the forces that drive organizations to change, examines impediments to change, and surveys a range of approaches for making organizational change more effective. Students will develop an understanding of change processes and develop practical skills for becoming an organization change agent.

### MGMT 440 - Organizational Culture & Performance (4)
This course focuses on the relationship between an organization's culture and its performance. The challenges and opportunities presented to both leaders and followers in adapting to and implementing organizational cultural change are addressed in this course. The impact culture performs as a mediating factor between a leader's style and the effective performance of an organization is examined in this course.

### MGMT 470 - Organizational Leadership (4)
This course focuses on the development of leadership theories from trait, skill, style, situational, and contingency constructs and their utilization by managers and leaders. The primary emphasis of the course is the importance of the Full Range Leadership model and the role transformational leadership performs in the interaction with organizational culture and performance.

## Marketing (16 hours)

Because marketing impacts overall business strategy and operations, the Marketing minor provides an opportunity for business generalists (e.g., Business Administration and Management majors) and functional specialists (e.g., Accounting and Human Resources Management majors) to increase the scope of their knowledge, skills, and abilities in marketing, advertising, and consumer behavior. Students are exposed to marketing theories and methods, advertising campaigns and procedures, and how behavioral sciences influence an organization's messaging.

The educational objectives of the Marketing minor are to enable a student to:

- Evaluate marketing activities using generally accepted marketing principles, concepts, and terminology
- Recognize the forces that effect consumer behavior
- Plan for the implementation of advertising activities

### MKTG 300 - Marketing (4)
Theory, strategies and methods are foundational to the informed practice of marketing. Students investigate the importance of marketing to an organization or cause, the interrelationship of the difference phases of marketing, the marketing of goods versus services, analysis and identification of markets, pricing strategies and digital marketing tactics.

### MKTG 320 - Advertising & Promotion (4)
A study of fundamental principles and practices of advertising that emphasizes the development of a creative strategy and the decision-making process for the recommendation, implementation, and evaluation of a promotional campaign in support of the organization's strategy.

### MKTG 330 - Marketing Behavior (4)

An understanding of consumer decision processes is developed through application of behavioral sciences. Organizational decision-making processes are also considered. The implications of these processes are considered in relation to marketing, organizational strategies and decision making.

### MKTG 332 - Marketing Research (4)

Students develop an understanding of the theories and techniques of planning, conducting, analyzing and presenting market studies. Students will study different methodologies with emphasis on primary research including questionnaire design.

## Marketing Promotions (16 hours)

Our Marketing Promotions minor will be of particular interest to students who are employed—or seek to be employed—in a capacity closely aligned with marketing, such as communications or public relations. By providing a working knowledge of advertising, public relations, and persuasion, this minor enables students to increase the depth and scope of their business repertoire.

The educational objectives of the Marketing Promotions minor are to enable a student to:

- Develop strategies that serve to persuade an audience or target population
- Plan for the implementation of advertising activities
- Use public relations activities to build and protect an organization's reputation

### MKTG 320 - Advertising & Promotion (4)

A study of fundamental principles and practices of advertising that emphasizes the development of a creative strategy and the decision-making process for the recommendation, implementation, and evaluation of a promotional campaign in support of the organization's strategy.

### MKTG 340 - Digital Marketing (4)

Students investigate and evaluate various digital marketing and communication strategies and tactics. An emphasis is placed on critical evaluation skills, as well as social media, search marketing, content marketing, and evaluation of digital marketing initiatives. Students create a full digital marketing plan for a real-world company.

### MKTG 345 - Social Media Marketing (4)

In this course students will explore and utilize techniques for integrating social media marketing as an integral component of marketing campaigns, serving as listening and outreach tools for building brand awareness and promoting business. Through an investigation of tools which include internet forums, message boards, blogs, wikis, podcasts, picture sharing, video sharing, and social networking, students will have the opportunity to create and present a written plan for achieving business goals through the use of a social media marketing campaign.

### PBRL 325 - Public Relations (4)

A general course in the technique of establishing and maintaining public relations. Activities span a variety of media to influence public opinion and manage an organization's reputation.

## Performance Management (16 hours)

The performance management minor is designed for undergraduate students who have an interest in increasing the performance of employees and organizations. Using a systems perspective, the performance management minor exposes students to concepts related to change management; organization development; organization analysis; and individual, team, and organizational performance.

The educational objectives of the Performance Management minor are to enable a student to:

- Diagnose organization, group, and individual performance problems
- Recommend organization, group, and individual intervention techniques
- Design strategies to implement and evaluate planned and unplanned change
- Describe the relationship between performance initiatives and organization strategy

### MGMT 325 - Organizational Behavior (4)

This course focuses on the organizational processes and theoretical constructs related to organizational behavior. The roles of leaders, followers, and teams and their influence on the culture and performance of an organization are addressed through the analysis of key organizational behavior concepts and related cases. Topics will include: values, perception, attitudes, assumptions, learning, motivation, conflict, diversity, and change.

### HRM 400 - Performance Management (4)

This course uses a systems perspective to identify, select, develop, and evaluate solutions to document

and improve the performance of individuals, groups, and organizations. Students will learn how to analyze performance problems and make recommendations at the employee, job, and organizational level that will assist the organization and its employees in achieving organizational goals and managing change. Students will also learn how to bridge the gap between organizational strategy, individuals, and departments.

## HRM 420 - Principles of Organizational Development (4)
This course provides students with an overview of the emergence and development of organizational development as a field, processes for diagnosis and intervention, and basic skills needed to facilitate individual, small group, and organizational change. The course will also cover key concepts in organizational transformation, organizational development in global settings, and future directions in the field.

## MGMT 425 - Organizational Change (4)
This course analyzes the forces that drive organizations to change, examines impediments to change, and surveys a range of approaches for making organizational change more effective. Students will develop an understanding of change processes and develop practical skills for becoming an organization change agent.

## Public Administration (16 hours)

The minor in Public Administration is for students who want to work in public or nonprofit organizations or who want to understand the system of American government and how it can be made to function more effectively. The minor can help you become a better citizen, a better community member, and a better business person since all individuals and organizations must interact with government and are significantly affected by government policy and regulations. Students learn how to navigate the American political system at the national, state, and local levels; analyze government finances and the budgeting process; and how public and nonprofit organizations can be improved to operate more efficiently and effectively.

The educational objectives of the Public Administration minor will enable a student to:

- Examine the impact of government institutions and the political system on program implementation and administrative decision making in public and nonprofit organizations
- Apply legal and ethical principles for administrative decision making
- Analyze administrative situations using public administration concepts, organizational theories and principles of management
- Analyze budget and financial information for administrative decision making and reporting

## HRM 400 - Performance Management (4)
This course uses a systems perspective to identify, select, develop, and evaluate solutions to document and improve the performance of individuals, groups, and organizations. Students will learn how to analyze performance problems and make recommendations at the employee, job, and organizational level that will assist the organization and its employees in achieving organizational goals and managing change. Students will also learn how to bridge the gap between organizational strategy, individuals, and departments.

## PUAD 295 - American Government in Action (4)
The course examines the American system of government and how government affects and interacts with individuals and organizations in society. Students learn how politics, law, and the structure and principles of American government impact citizens, public policy, and the administration of public and private organizations. Students apply fundamental political theories and administration law principles in personal and professional contexts.

## PUAD 305 - Introduction to Public Administration (4)
Students are introduced to the field and profession of public administration. Students learn to think and act as ethical public administration professionals by developing a broad understanding of the political and organizational environment in which public administrators work and by applying fundamental analytical, decision- making, and communication skills. The professional knowledge and skills explored in the course provide a foundation for subsequent public administration courses.

## PUAD 420 - Government & Nonprofit Budgeting (4)
Students learn fundamental budgeting, accounting, and financial management concepts and techniques necessary for planning, analysis, and decision making in government and nonprofit organizations. Students also examine the competing values and politics that underlie and impact the budget process and financial decisions. Finally, students apply skills for effectively communicating financial analysis methods and conclusions with colleagues, elected officials, the media, and the public.

## Public Relations (16 hours)

The ability to develop, protect and preserve an organization's positive reputation is critical in any industry. Franklin's Public Relations minor is designed for those who recognize the need for knowledge in and have an appreciation of public relations, promotional strategy, and crisis communication, but work in a non-public relations capacity. Students develop

skills in situation analysis, media response, and top-of mind awareness building.

The educational objectives of the Public Relations minor will enable a student to:

- Establish techniques for maintaining public relations within an organization
- Examine a variety of media and their influence on public opinion
- Create and implement appropriate persuasive and promotional strategies
- Develop organizational crisis communication plans

## PBRL 325 - Public Relations (4)
A general course in the technique of establishing and maintaining public relations. Activities span a variety of media to influence public opinion and manage an organization's reputation.

## PBRL 350 - Media Research & Writing (4)
This course explores approaches and techniques for conducting research and writing within key public relations contexts. Students in this course will examine and utilize research techniques and methodologies that are essential for public relations professionals. Components of this course will include: journalistic research, copywriting, research and writing for broadcast, web research, writing for the Web, transforming technical information for general audiences, and media release writing. Additionally, this course will examine the ethics involved in researching and writing for public relations contexts.

## PBRL 425 - Media & Crisis Communication (4)
Today's public relations professionals have entered a new era where preparedness to respond rapidly to various levels of crisis is essential. Building a positive reputation through the strategic management of communications with internal and external audiences during good times is a necessary foundation for withstanding negative press. Utilizing analysis techniques, public relations tactics, and hands-on projects, students will evaluate crisis situations, create and implement a strategic crisis communication plan, and learn to coach the corporate spokesperson and manage the media, while maintaining the organization's reputation.

## PBRL 445 - Public Relations & Promotional Strategy (4)
Students research, develop and implement persuasive and promotional campaign strategies appropriate to corporate, governmental and non-profit organizations. This advanced course is designed for those who desire specialized skills in public relations and promotional communication. Emphasis is placed on various tactics including investor relations and employee communications.

## Public Safety Management & Leadership (16 hours)

Most public safety agencies in major cities or large metropolitan areas employ significant numbers of civilian employees to support the sworn personnel in those agencies. The Public Safety Management minor is designed for nonsworn public safety employees to enhance their business and management skills in the area of public safety management.

The educational objectives of the Public Safety Management & Leadership minor will enable a student to:

- Apply principles of basic accounting, fiscal management and budgeting
- Analyze the functions and interactions of various public safety agencies
- Apply ethical principles, laws, and human relations skills to all
- Evaluate the unique roles and challenges faced by public safety agencies in the Homeland Security environment

## CJAD 420 - Cybercrime (4)
"Most assets escape exploitation not because they are impregnable but because they are not targeted." (Herley, 2014 p.70) Cybercrime is perpetrated all over the world and results in tremendous financial loss to many individuals, businesses, and countries of the World. This course sets out to accomplish several learning outcomes but also to develop a level of literacy about cyber related crime that will help to diminish or mitigate the problems associated with these types of crimes. The awareness of cybercrime-related activity as it pertains to your everyday life is important to your ability to navigate away from this serious criminal activity that is just beginning to grip our society. This course is designed as a literacy course and although it has critical terminology is not fundamentally a computer forensics or technical course. Herley, C., (2014). Security, Cybercrime, and Scale. Communications of the ACM, 57,(9). DOI:10.1145/2654847

## CJAD 360 - Intro: Terrorism & Intelligence Analysis (4)
This course examines intelligence analysis and its indispensable relationship to the management of terrorist attacks, man-made disasters and natural disasters. It also explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists. Students will discuss substantive issues regarding intelligence support of homeland security measures implemented by the United States and explore how the intelligence community operates.

## OR SEMT 450 - Critical Incident Management (4)

The course will explore the NIMS, ICS, and other federally mandated systems in place for the management of critical incidents such as major fire scenes, major disasters, terrorist attacks, and other events that require a multi-agency response and recovery effort. The course discusses and evaluates the roles of high-level leadership in setting policy direction and planning as well as real-time management of the scene.

## PUAD 420 - Government & Nonprofit Budgeting (4)

Students learn fundamental budgeting, accounting, and financial management concepts and techniques necessary for planning, analysis, and decision making in government and nonprofit organizations. Students also examine the competing values and politics that underlie and impact the budget process and financial decisions. Finally, students apply skills for effectively communicating financial analysis methods and conclusions with colleagues, elected officials, the media, and the public.

## SEMT 335 - Introduction to Emergency Management & Homeland Security (4)

This course analyzes emergency management from a historical perspective. Disaster planning and disaster management in the post 9-11 environment are analyzed. The impact of Homeland Security on local public safety agencies is examined as are selected Homeland Security Presidential Directives (HSPD #5 and HSPD #11 in particular). The National Incident Management System (NIMS) and the National Response Plan (NRP) are examined with regard to their impact on local public safety agencies. Finally, special challenges for emergency management and disaster response will be analyzed.

## Web Development (16 hours)

The Web Development minor enables students to learn Web layout, architecture, navigation, coding, and programming in order to create effective websites. This minor is designed for those who want to learn technical and graphic aspects of website development but do not want Web development to be a career focus. This minor is most suitable for a Computer Science major.

The educational objectives of the Web Development minor will enable a student to:

- Design and implement basic websites incorporating DHTML, Javascript, cascading style sheets, animation and rich internet applications
- Apply the principles and elements of graphic design, typography, and color to the design of Web pages

## GRPH 210 - Fundamentals of Graphic Design (4)

In this course students will explore the fundamental principles and creative process of graphic design. An emphasis is placed on visual problem solving skills and the creative and aesthetic aspects of traditional graphic design. The course also explores the implications of traditional graphic design in a digital format. NOTE: This is a technology course, in a technology program, and it requires the purchase of software that may be used in subsequent courses as well as being suitable for commercial work beyond completion of degree studies. For specific software requirements, consult the course syllabus.

## WEBD 236 - Web Information Systems Programming (4)

This course builds web applications by employing server-side scripts that query relational databases. The student learns and reflects on two- and three-tier software architectures, separation of responsibility, model-view-controller pattern, basic security, and web frameworks. The student will design, code, test, debug, and document programs using a server-based scripting language. Note: This is a technology course in a technology program, and it requires the purchase of software that may be used in subsequent courses as well as being suitable for commercial work beyond completion of degree studies. For specific software requirements, consult the course syllabus.

## WEBD 335 - Advanced Client Side Development (4)

This course builds on the fundamental concepts of constructing web pages by expanding into robust, efficient, and highly responsive client side applications of current web technologies. Students will apply advanced techniques that employ scripting languages, libraries, and frameworks to build interactive front ends to server applications. These web pages will be single page applications that use asynchronous scripting language callbacks to provide user interactivity. These applications will consume RESTful services.

## WEBD 435 - Advanced Server Side Development (4)

This course builds on the fundamental concepts of constructing web pages by expanding into robust, efficient and highly responsive server side applications of current web technologies. Students will apply advanced techniques that employ server side languages, libraries, and frameworks to build interactive RESTful application programming interfaces (APIs). These APIs will be used to drive web applications that use asynchronous scripting language callbacks to provide user interactivity.

# COURSES

**ACCT 215 - Financial Accounting (4 Credit Hours)**                                                                259

An introduction to accounting emphasizing how general purpose financial statements communicate information about the business corporation's performance and position for users external to management. Approximately one third of the course emphasizes how the accountant processes and presents the information and includes exposure to recording transactions, adjusting balances and preparing financial statements for service and merchandise firms according to established rules and procedures. The balance of the course examines major elements of the statements such as cash, receivables, inventory, long-lived assets, depreciation, payroll, bonds, and other liabilities and stocks. Concepts of this course are applied to Managerial Accounting (ACCT 225). Students are advised to avoid any time lapse between these courses.

Course Prerequisites - PF 121 or PF 321, ENG 120, MATH 140 or MATH 150

**ACCT 225 - Managerial Accounting (4 Credit Hours)**

The study of management accounting for internal reporting and decision-making. The course introduces a business-management approach to the development and use of accounting information. Major topics include cost behavior, cost analysis, profit planning and control measures. Accounting for decentralized operations, capital budgeting decisions, and ethical challenges in managerial accounting are also covered.

Course Prerequisites - PF 121 or PF 321, ENG 120, ACCT 215, MATH 140 or MATH 150

**ACCT 310 - Intermediate Accounting I (4 Credit Hours)**

The first of two in-depth financial accounting courses. Theory, the conceptual framework, development of generally accepted accounting principles, and applications are stressed. Topics include the income statement, the statement of cash flows and the balance sheet, specifically asset accounts.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 225

**ACCT 320 - Intermediate Accounting II (4 Credit Hours)**

The second of two in-depth financial accounting courses. Theory, concepts and applications are stressed. Topics include time value of money, current and non-current liabilities, leases, deferred taxes, retirement benefits, stockholders, equity, earning per share, accounting changes and errors, and statement of cash flows.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 310

**ACCT 330 - Cost Management (4 Credit Hours)**

This course is an in-depth study of cost accounting focusing on its role in internal reporting and the resulting decision-making processes. Students will evaluate the foundation, ethics and basic costing systems employed in the management accounting profession; analyze budgeting, cost behavior, pricing and profitability concepts and principles; determine how cost allocations, product quality, and investment decisions are applied by management accountants; determine how current trends in various industries impact cost accounting; and demonstrate knowledge that is in accordance with the educational requirements for the Certified Management Accountant (CMA) exam.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 225

**ACCT 341 - Fraud Examination (4 Credit Hours)**

This course provides an overview of the behavioral research associated with occupational fraud and the methodology of fraud examination (i.e., obtaining documentary evidence, interviewing witnesses and potential suspects, writing investigative reports, testifying to findings, and forensic document examination). The majority of the course is focused on detecting the most common types of occupational fraud, determining how each type of fraud is committed, and implementing prevention strategies.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**ACCT 342 - Interviewing Techniques for Fraud Invest (4 Credit Hours)**

This course provides an overview of techniques and strategies useful in interviewing and interrogating occupational fraud suspects and other parties of interest. These techniques and strategies include interpreting the verbal and nonverbal cues of an interviewee, as well as planning, conducting, and documenting the findings from investigative interviews.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 341

**ACCT 343 - Legal Elements of Fraud (4 Credit Hours)**

This course explores the legal issues associated with occupational fraud investigations with a primary emphasis on the

proper preparation of a fraud report. Related topics addressed include analyzing relevant criminal and civil laws, the rights of the parties involved in an investigation, rules of evidence, and expert witnessing.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 341

**ACCT 344 - Corp Gvrnc/Intrnl Control Assessment (4 Credit Hours)**

This course starts with an overview of key legislation and guidelines associated with corporate governance. This includes analyzing the components of the Committee of Sponsoring Organizations' (COSO) internal control framework, the Sarbanes-Oxley Act of 2002, Statement on Auditing Standards (SAS) No. 99, and the role of the Public Company Accounting Oversight Board (PCAOB). However, the primary focus of the course is on identifying, documenting, analyzing, and testing internal controls in an organization as part of an effective fraud prevention program.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 341

**ACCT 360 - Government & Not for Profit Accounting (4 Credit Hours)**

This course is designed to provide a framework for understanding the special accounting and reporting requirements of nonprofit organizations. The emphasis is on reporting concepts and budgeting principles for governmental and nonprofit economic entities.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 310

**ACCT 390 - Federal Income Tax I (4 Credit Hours)**

An introduction to the federal income tax structure with emphasis on the individual taxpayer, including employee, sole proprietor and investor. This course also provides exposure to basic concepts that apply equally, or with slight modification, to taxpayers other than individuals. Major topics include filing status, exemptions, excludable and includable income, business and non-business deductions, disallowances, technical tax research, and computer problem applications.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 225

**ACCT 401 - Accounting Ethics & Prof Rspnsblties (4 Credit Hours)**

This course explores ethics and professional responsibility in the accounting profession. Students will discuss the evolutionary role of ethics as it pertains to the accounting profession. The course will also have students investigate and analyze case studies regarding ethical situations and issues confronted by the accounting profession. The course will also provide an introduction to professional responsibilities required of those in the CPA profession as prescribed by the state boards of accountancy.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 320

**ACCT 410 - Accounting Intership (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

**ACCT 411 - Tax Practicum (1 Credit Hours)**

This course provides students with a real world work experience opportunity that allows students to interact with taxpayers in completing and filing their income tax returns through the VITA (voluntary income tax assistance) program administered by the Internal Revenue Service (IRS). This supervised work experience in tax return preparation mirrors the tax practice in small accounting firms. In addition, it provides an opportunity for students to demonstrate a commitment to providing community service. Students undertake an intensive course delivered in a series of modules preparing participants to complete tax forms for individuals. Students must successfully pass the IRS VITA volunteer tax preparer exam. Students then are responsible for maintaining the professional requirements of the established tax practice. Tax returns are computerized and electronically filed. Professional skills are emphasized.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, See Academic Advisor

**ACCT 420 - Federal Income Tax II (4 Credit Hours)**

Analysis of the income tax consequences of the formation, operation and liquidation of C-corporations, S-corporations,

partnerships, estates and trusts including the treatment of distributions by these entities and tax planning considerations. Also examined is the tax effect of property transfers by gift or death. Technical tax research and tax memo documentation also required.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 390

**ACCT 425 - Accounting Information Systems (4 Credit Hours)**

This course creates a framework for accounting information systems by combining knowledge about business as it relates to information systems, information technology, and accounting. Students will examine the REA enterprise ontology as it relates to databases which can be used to store and retrieve information for decision-making within an organization. Students learn that in the competitive organizations of today, and tomorrow, accountants cannot simply prepare and report information; they must take a more active role in understanding and creating systems and processes that impact the organization's bottom line.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 310, PF 108 or COMP 281

**ACCT 470 - Auditing (4 Credit Hours)**

A study of the planning, evidence gathering, internal control review, sampling, and application of procedures used to audit assets, liabilities, equity and related income statement accounts of a profit-oriented enterprise. Includes an evaluation of the audit profession including professional standards, ethics and liability of CPAs. Also includes a student-prepared audit case for hands-on application of audit procedures. The reporting requirements for compilation and review services and a thorough study of the types of audit opinions will also be studied. In addition, an audit research paper is required.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 320

**ACCT 495 - Accounting Research & Analysis (4 Credit Hours)**

This course is designed to build upon previous research assignments in all upper level accounting courses and provide a capstone experience for accounting majors by challenging them to identify accounting issues, locate and research appropriate accounting concepts, standards, statements, pronouncements or tax authorities, and then provide a thorough analysis for determination of an appropriate conclusion for the decision-making process. Communication of such research and analysis will require students to prepare organized/structured written papers utilizing appropriate APA format and then present such findings to various audiences. Areas of research will include but will not be limited to SFACs, FASs, SASs, the Internal Revenue Code, and Treasury regulations.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ACCT 310, ACCT 320, ACCT 330, ACCT 390, ACCT 420, ACCT 425, ACCT 470

**ACCT 499 - Independent Study in Accounting (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**ACCT 610 - Internship in Accounting (1 Credit Hours)**

This course provides MSA students the opportunity to further their education with relevant work experience in the field of accounting. This internship is an ongoing seminar between the student, faculty, and employment supervisor. It involves a Learning Contract (Curricular Practical Training (CPT) or similar, periodic meetings with the faculty representative, and professional experience at a level equivalent to to courses in the MSA program. Specification of the materials to be submitted is established in the learning contract. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

**ACCT 699 - Independent Studies in Graduate Accounting (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas currently taught. Study is under faculty supervision and graded on a letter-grade basis. (See the 'Independent Studies' section of the Academic Bulletin for details.)

Course Prerequisites - See Academic Advisor

**ACCT 710 - Introduction to Research in Accounting (2 Credit Hours)**

A study of the fundamentals of research processes in accounting. The primary focus of the course will be on analyzing

specific accounting issues and common methodologies used in accounting research and on evaluating research results using examples from current accounting literature.

Course Prerequisites - Admission into the MSA program

**ACCT 715 - Financial Accounting Theory (4 Credit Hours)**

A study of financial accounting theory as it relates to decision making in a contemporary, global financial reporting environment. Key areas of concentration include development of accounting theory, international financial accounting standards, revenue recognition, review of financial statements and their components, working capital, income taxes, leases, post-retirement benefits, and business combinations.

Course Prerequisites - ACCT 320, ACCT 710

**ACCT 725 - Management Control Processes & Systems (4 Credit Hours)**

A study of the processes and systems used by managers to ensure organizational goals and strategies are being implemented as intended. The course involves analyzing various management control processes and systems, examining the strengths and weaknesses of each, and evaluating effective implementation strategies. Case analysis is emphasized.

Course Prerequisites - ACCT 710

**ACCT 729 - Financial & Managerial Accounting (4 Credit Hours)**

Effective leadership in today's complex and highly regulated business environment demands more than a working knowledge of basic accounting practices. Managers must fully grasp sophisticated financial and managerial accounting concepts and be able to apply them with ease in handling day-to-day responsibilities. Managers must also be well versed in the intricacies of corporate governance and asset protection. In this course, students will develop a clear understanding of these critical functions and issues. Students will study the foundational aspects of financial accounting, including professional structure, the interrelationships of financial statements, and multiple forms of financial analysis. Additionally, the functional aspects of managerial accounting will be covered, including planning, decision making, and performance evaluation.

Course Prerequisites - ECON 723 or PUAD 715

**ACCT 731 - Enterprise Resource Planning Systems (4 Credit Hours)**

A study of the enterprise resource planning (ERP) systems used by organizations to integrate information flow through a wide variety of disparate functions. This course involves analyzing how an ERP system works, examining the advantages and risks of ERP systems, and evaluating ERP system implementation strategies. Case analysis is emphasized.

Course Prerequisites - ACCT 710

**ACCT 732 - Forensic Accounting (4 Credit Hours)**

A study of the investigative and analytical skills used in preventing, discovering, and resolving financial irregularities in a manner that meets the standards required by applicable laws and/or regulations. The course begins with an examination of the legal fundamentals of forensic accounting followed by an analysis of the key tools and techniques used by forensic accountants. This foundational background is then used in the analysis of common forensic accounting applications. Case analysis is emphasized.

Course Prerequisites - ACCT 710

**ACCT 733 - Advanced Auditing and Data Analytics (4 Credit Hours)**

A study of auditing issues from case studies and application of data mining techniques in solving audit issues. Key area of concentration with case studies include client acceptance, understanding client business, audit risk assessment, materiality, fraud considerations, internal control objectives and deficiencies, auditing business processes and related accounts, and professional and ethical responsibilities. Key areas of focus with data mining techniques include application with ACL software tables, filters, and commands; audit planning; test of transactions and test of balances. Students will also explore the use of ACL software for forensic auditing and management reports.

Course Prerequisites - ACCT 470, ACCT 710

**ACCT 734 - Enterprise Risk Analysis & Management (4 Credit Hours)**

A study of the identification, analysis, measurement, management of operational and financial risk within an organization. Key areas of focus include a historical perspective of risk, the implementation of a risk management program, allocation of capital, and measurement of performance.

Course Prerequisites - ACCT 710

**ACCT 751 - Advanced Personal Income Taxation (4 Credit Hours)**

This course provides a detailed review of the most prominent income, deduction, and credit issues affecting individuals, particularly those affecting high-income or net-worth individuals or those involved in certain specialized transactions. Topics discussed will include: detailed review of certain itemized deductions; the various loss limitation rule provisions, including the passive activity and at-risk loss limitation rules; the treatment of certain business income and expense items, including individual net operating losses; significant equity and property transactions; and the alternative minimum tax (AMT). Substantial emphasis will be placed on key compliance issues and tax planning opportunities for individuals, particularly those involved in investment, business, or other entrepreneurial activities. The class will include numerous components requiring students to apply the tax law to completing tax forms and in performing tax research related to issues in the course.

Course Prerequisites - ACCT 710

**ACCT 752 - C-Corporation Taxation (4 Credit Hours)**

This course provides a comprehensive overview of the fundamental tax principles and consequences of corporate formation, operation, and liquidation to both corporations and their shareholders. Principle topics covered include: corporate formation and capital structure, including the treatment and utilization of debt and the application of Section 351; the taxation of corporate operations, including prominent property transactions, tax incentives and credits, and significant deductions; determination of earnings and profits; the tax treatment of distributions or other payments to shareholders and/or corporate officers; stock redemptions; and corporate liquidations and corporate reorganizations, including mergers, acquisitions, and divisive reorganizations.

Course Prerequisites - ACCT 710, ACCT 715

**ACCT 753 - Pass-Through Entity Taxation (4 Credit Hours)**

This course reviews the general provisions of Subchapters S and K of the Internal Revenue Code in considerable detail. Primary topics of focus include: the tax consequences of partnership and S-corporation formation, including the application of Sections 351 and 721; partnership and S-corporation operations, including the pass-through treatment of tax attributes; S-corporation tax accounts (including the accumulated adjustment account and accumulated earnings and profits); S-corporation level taxes; the concepts of inside and outside basis; the treatment of distributions of property to shareholders and partners; partnership and S-corporation liquidation. Special attention will be given to tax issues unique to partnerships, including special allocations, and the various partnership anti-abuse and loss limitation rules. Attention will also be given to practical aspects of pass-through entity tax practice, including key compliance and reporting issues and tax planning opportunities.

Course Prerequisites - ACCT 710

**ACCT 755 - Federal Tax Practice & Procedure (4 Credit Hours)**

In this course, students are introduced to the responsibilities of practitioners dealing with the Internal Revenue Service. It includes a comprehensive overview of the many aspects of dealing with the Internal Revenue Service (IRS) in tax matters. Students will gain a full understanding of the organization of the IRS. The major topics addressed in the course are ethical responsibilities, tax examinations by the IRS, audit procedures, the authority of the IRS, assessment procedures, statute of limitations, interest and penalties, the appeals process, the collection process, claims for refund and private letter rulings.

Course Prerequisites - ACCT 390, ACCT 710, ACCT 751

**ACCT 795 - Accounting Research Seminar (4 Credit Hours)**

This seminar course will provide students with a capstone experience of their academic studies. Students will research and analyze recent literature, both professional and academic, in accounting, focusing on the impact of current developments in various areas of the accounting profession. Students will also apply accounting research strategies, learned over the course of their studies in the program, to a topic agreed upon by the student and professor. Students will present their research findings to colleagues at the end of the course.

Course Prerequisites - Completion of all MSA Core Courses. See Academic Advisor

**ACCT 840 - Advanced Financial Accounting (4 Credit Hours)**

This course is an advanced accounting research seminar in financial reporting. The seminar allows you to begin the process of substantive academic research and formal inquiry into important financial reporting theories and the implications of these for accountants. The seminar will require the synthesis of critical thinking, analysis, research writing and evaluation. Students will develop a key deliverable that involves a research proposal in financial accounting thought and then conduct substantive research into the literature developed by others. The final project in the seminar is the

development of a research ready proposal utilizing at minimum one research methodology.

Course Prerequisites - ENG 800

### ACCT 850 - Advanced Managerial Accounting (4 Credit Hours)

This course is an advanced accounting research seminar in managerial accounting. The seminar allows you to begin the process of substantive academic research and formal inquiry into these important theories and the implications of these for managerial accountants. The seminar will require the synthesis of critical thinking, analysis, research writing and evaluation. Students will develop a key deliverable that involves a research proposal in managerial accounting and then conduct substantive research into the literature developed by others. The final project in the seminar is the development of a research ready proposal utilizing at minimum one research methodology.

Course Prerequisites - ENG 800

### ACCT 860 - Advanced Auditing (4 Credit Hours)

This course is an advanced accounting research seminar in auditing. The seminar allows you to begin the process of substantive academic research and formal inquiry into important auditing theories and the implications of these for accountants. The seminar will require the synthesis of critical thinking, analysis, research, writing and evaluation. Students will develop a research proposal in auditing based on their substantive research into the accounting, auditing and business literature. The final project in the seminar is the development of a research ready proposal, including an appropriate research methodology that describes an issue, problem or proactive need as documented in the literature, for which the student will formulate, describe and defend an appropriate solution.

Course Prerequisites - ENG 800

### AMGT 440 - Project and Team Management (4 Credit Hours)

The focus of this course is on the effective management of projects and the teams responsible for project implementation. This course covers the fundamental theory and practice of project management in an organizational setting. Students learn to apply knowledge, skills, tools, and techniques necessary for effective functioning in a project environment. The course will also provide insights into the management processes related to project team development as well as the project team lifecycle and its dynamics. Accordingly, activities and assignments in this course are designed to help students understand the nature of successful project planning and execution, as well as project team formation and management.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, MGMT 312

### AMGT 450 - Organizational Supervision (4 Credit Hours)

This course is designed to provide the framework and foundation of what it takes to be a first line manager or supervisor. Students will be introduced to the many skills required of a supervisor such as planning and controlling activities to accomplish organizational goals. Areas such as communication, ethical decision-making, conflict management, interpersonal relations and employee development will be explored.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MGMT 312 or PUAD 305

### AMGT 499 - Ind Stdy: Applied Management (1 Credit Hours)

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

### ANTH 215 - Cultural Anthropology (4 Credit Hours)

This course exposes students to the principles, concepts, research methods, and applications of cultural anthropology. Students will be introduced to the wide range of variation in social and institutional arrangements found historically and cross-culturally. From language to gender roles, from bases of social stratification to causes and consequences of conformity, from the simpler life in foraging societies to the seeming-chaos in modern post-industrial societies: students will examine the enormous variation in solutions to the requisites of social life.

Course Prerequisites - PF 121 or PF 321, ENG 120

### BIO 101 - General Biology (2 Credit Hours)

A study of basic processes and functions of all living organisms, with particular emphasis on their implications to humans. Major topics considered include the cell as the basic unit of life, the production and utilization of food, growth and

development of living organisms, sexual reproduction and the elementary laws of inheritance. Two classes and one two-hour laboratory.

**BIO 101L - General Biology Lab (1 Credit Hours)**

A non-refundable science fee of $50 will be added upon registration.

Course Prerequisites - BIO 101

**BIO 201 - Introductory Biology I (3 Credit Hours)**

This course explores general biological problems and processes as they are experienced by all living organisms: evolution and the origin of life, cellular structure and function, bioenergetics, and genetics. Introductory Biology I and Introductory Biology II are required foundational science courses for all science majors and pre-professional students.

**BIO 201L - Introductory Biology I Lab (1 Credit Hours)**

A non-refundable science fee of $50 will be added upon registration.

Course Prerequisites - BIO 201

**BIO 202 - Introductory Biology II (3 Credit Hours)**

This course explores general biological problems and processes as they are experienced by all living organisms: evolution and speciation, diversity in structure, function, behavior, and ecology among prokaryotes and eukaryotes. Introductory Biology I and Introductory Biology II are required foundational science courses for all science majors and pre-professional students.

Course Prerequisites - BIO 201

**BIO 202L - Introductory Biology II Lab (1 Credit Hours)**

A non-refundable science fee of $50 will be added upon registration.

Course Prerequisites - BIO 202

**BIO 207 - Zoology (3 Credit Hours)**

This lab course focuses on biological structures and functions common to animals and on important interactions among animals, plants, people, and the environment. Topics will include animal classification, communication, nutrition, inheritance, adaptation, evolution, and role within ecosystems.

**BIO 207L - Zoology Lab (1 Credit Hours)**

A non-refundable science fee of $50 will be added upon registration.

Course Prerequisites - BIO 207

**BIO 251 - General Anatomy/Physiology I (3 Credit Hours)**

This course is the first of a two semester sequence that explores the structure and function of the human body. During this course, students will study standard terminology, the chemical basis of life, and the structure and function of cells, tissues, integumentary system, skeletal system, muscular system, nervous system, and special sensory organs. Laboratory studies will involve the application of lecture materials through the use of microscopy, dissection, and examination of anatomical models. The course consists of three one hour lectures and one two hour lab per week.

**BIO 251L - General Anatomy and Physiology Lab (1 Credit Hours)**

A non-refundable science fee of $50 will be added upon registration.

Course Prerequisites - BIO 251

**BIO 252 - Gen Anatomy/Physiology II (3 Credit Hours)**

This course is the second of a two semester sequence that explores the structure and function of the human body. During this course, students will study the structure and function of the endocrine system, cardiovascular system (blood, heart, and blood vessels), lymphatic system (fluid return and immunity), respiratory system, digestive system, urinary system,

and reproductive system (male and female); development; and, genetics and inheritance. Laboratory studies will involve the application of lecture materials through the use of microscopy, dissection, and examination of anatomical models. The course consists of three one hour lectures and one two hour lab per week.

Course Prerequisites - BIO 251

**BIO 252L - General Anatomy & Phisiology II Lab (1 Credit Hours)**

A non-refundable science fee of $50 will be added upon registration.

Course Prerequisites - BIO 252

**BIO 515 - Sustainable Resource Management (3 Credit Hours)**

This course introduces concepts and methods of sustainable management from various fields of research on the sustainability of alternative human interactions with the environment. It highlights the role (and limits) of science in the development of management strategies to meet current and future human needs within persistently flourishing and suitably integrated ecological, social, and economic systems. Topics addressed include strong and weak forms of sustainability, pessimistic versus optimistic scenarios, and the analysis of the resiliency and threshold dynamics of integrated, multi-scale systems.

**BIO 607 - Curriculum & Tech Design: Science (3 Credit Hours)**

This course is for graduate students studying curriculum design and development. It is designed for those who are exploring the issues that have potential to influence the planning, implementation, and evaluation of curriculum. The course reflects the emergent trend in the field of curriculum.

**BIO 620 - The Nature & Practice of Science (3 Credit Hours)**

The focus of this course is on critical thinking as it may be applied to scientific claims to introduce the major themes, processes, and methods common to all scientific disciplines so that the student may develop an understanding about the nature and practice of science and develop an appreciation for the process by which we gain scientific knowledge. Furthermore, this philosophical approach to science education highlights the acquisition of scientific knowledge via critical thinking to foment a skeptical attitude in our students so that they do not relinquish their mental capacity to engage the world critically and ethically as informed and responsibly involved citizens.

**BIO 623 - App of Content & Pedagogy Prin for Sci. (3 Credit Hours)**

This course reviews standard and new applications of pedagogy related to specific age groups within science. Students will design and conduct age appropriate lessons on specific mathematic topics throughout the course. Students will analyze learning resources appropriate for science and the age group and integrate technology applications within the application activities.

**BIO 630 - Contemporary Issues in Science (3 Credit Hours)**

The focus of this course is on critical thinking as it may be applied to the claims about autism and vaccinations, GMOs, climate change, and evolution so that the educator may develop a more robust understanding about these four contemporary issues in science. By means of mostly primary research articles, topical keynotes, videos, and dialectical feedback, the course addresses these four issues in science so that the educator may deal directly and systematically with students' misconceptions and resistance to modern science. This will be achieved by highlighting the critical thinking in science that (1) analyzes and evaluates arguments, and (2) engages in a form of methodological skepticism that systematically and continuously asks Critical Questions, and using both of these in helping the students actively compare their initial conceptions (and publicly popular misconceptions) with more fully scientific conceptions. In short, the following methodological approach to critical thinking will be applied to claims about autism and vaccinations, GMOs, climate change, and evolution, after discussing the science and problem behind these four contemporary issues in science.

**BSAD 110 - Business Principles (4 Credit Hours)**

An introductory business course that helps students learn business terminology and provides preliminary study into the areas of economics, global business, ethics, business ownership, business management, human resource management, marketing, accounting and finance.

Course Prerequisites - PF 121 or PF 321

**BSAD 220 - Business Law (4 Credit Hours)**

A study of the everyday legal problems encountered in business with emphasis on the areas of legal procedure, contracts,

agency, employment law, business organizations and torts, with cases relating to these and other areas.

Course Prerequisites - BSAD 110, PF 121 or PF 321, ENG 120

## BSAD 320 - Quant & Qual Methods for Decision Making (4 Credit Hours)

This course focuses on the development of individual and team decision-making and problem solving skills. Real world domestic and global issues will be analyzed, diagnosed, and evaluated through the application of a variety of quantitative and qualitative tools and techniques used to arrive at effective decisions and solutions.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

## BSAD 355 - Economic Issues (3 Credit Hours)

Students will examine the fundamental concepts and terminology of economics. They will understand the nature and determination of the Gross Domestic Product, business cycles, unemployment, inflation, fiscal policy, monetary policy, and economic stabilization. Further, they will understand economic consumer decision making, allocation of scarce resources, and competing uses by the price system. Open only to ACE enrollees

## BSAD 410 - Business Administration Internship (1 Credit Hours)

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

## BSAD 460 - Business Ethics for Leaders (4 Credit Hours)

This course focuses on the application and evaluation of scholarly articles, case studies, and real-life ethical dilemmas using an ethical decision-making model. Students will evaluate personal value systems; individual, leadership driven, organizational, and community ethical issues; and the social responsibilities of global organizations. The course will culminate in an in-depth analysis of a real-life ethical dilemma based on an authentic organization.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

## BSAD 476 - Global Business Issues (4 Credit Hours)

This course focuses on global economic integration and emerging market economies and the effects these trends have on both service and manufacturing industries in the short- and long-term. Other global business issues will include: the European Union (EU), North American Free Trade Association (NAFTA), and the World Trade Organization (WTO); environmental considerations in business operations; the influences of the political and legal environment on markets; the strategies for business entry into a global market; and the development of leadership talent in a global setting.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

## BSAD 480 - Special Topics in Business Administration (1 Credit Hours)

A variable content classroom course in Business Administration in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

## BSAD 491 - Bus. Ethics & Social Responsibilities (3 Credit Hours)

A study of the ethical, moral, religious, legal, and political considerations which influence management in making policy and operating decisions. The growth of government regulations and its significance to the firm are investigated. The questions of morality and ethics relative to profit motives and societal demands are pursued. The notion of responsibility to society vis-à-vis subjects such as pollution, fraudulent practices, and insider-trading are studied in light of long-range consequences of decision-making by management. Prerequisite: Senior Standing

## BSAD 495 - Business Administration Capstone (4 Credit Hours)

This course serves as the Capstone for the Business Administration major. The purpose of the course is to integrate all prior

learning in business administration, related coursework, and workplace experiences to individually assess an organization. Three major components comprise the course: the strategic analysis of an organization; the development of a forward looking strategy with competitive, ethical, and global considerations; and the development of an implementation plan.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, BSAD 320, BSAD 460

**BSAD 498 - Business Seminar I (3 Credit Hours)**

Designed to give hands-on experience to senior students as academic course work and real-life features of setting up and operating a business are brought together. Participants identify a product and set up and operate a business on paper, but get firsthand experience by contacting local governments, performing surveys of consumer interest and organizing the enterprise following recognized legal procedures, evaluating various operating processes and exploring ethical and moral issues involved in business decisions. Prerequisite: Senior Standing

**BSAD 499 - Independent Studies in Business Administration (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**BSFR 495 - Business Foren/Forensic Account Capstone (4 Credit Hours)**

This course serves as the Capstone for the Forensic Accounting and Business Forensics majors. The purpose of this course is to evaluate and integrate all prior learning in Forensic Accounting, Business Forensics, related coursework, and workplace experiences that will enable a professional fraud examiner to plan and report the results of a fraud examination, to assess the internal control environment of an organization with regard to controls that will detect and prevent fraudulent activities, and to perform in accordance with accepted ethical principles and practices.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 341 or BSFR 341, ACCT 342 or BSFR 342, ACCT 343 or BSFR 343, ACCT 344 or BSFR 344, Completion of all Major Area Courses for Business Forensics or Forensic Accounting

**BUSA 603 - Marketing Management & Analytics (4 Credit Hours)**

This course covers the application of analytics tools, techniques, strategies and methods to marketing management. Students learn to analyze market data, enabling management decisions to be based on data-driven facts and customer insights. Using marketing analytics tools to model scenarios, students learn how organizations can measure returns on investment relative to their marketing efforts, drive performance and strengthen the effectiveness of its campaigns.

Course Prerequisites - DATA 605

**BUSA 604 - Financial Decision Modeling (4 Credit Hours)**

This course is built on the theory, strategy and practice of financial management, emphasizing computer-based modeling and forecasting. Students learn to model financial scenarios using analytics tools. The impact of financial decisions relative to financial statements analysis, cash budgeting, cost of capital determination, capital budgeting, and capital structure choices are covered. A variety of techniques, such as sensitivity and scenario analysis, optimization methods, Monte Carlo simulation, and regression analysis are also covered.

Course Prerequisites - DATA 605 & DATA 610

**BUSA 605 - Business Analytics Strategy (4 Credit Hours)**

This course taken prior to the Capstone in Business Analytics course allows students to apply the knowledge gained from the previous courses in the development of an analytics strategy for a business of choice. Given a range of options, students will research and choose the best analytics strategy under given scenarios. The course uses case studies, employing a problem and project-based approach to the development of a strategy.

Course Prerequisites - DATA 605 & DATA 610

**BUSA 695 - Capstone in Business Analytics (4 Credit Hours)**

Students demonstrate an integrative knowledge of analytics in this course by developing a project plan to implement analytics for an important function, unit or department of the organization chosen in the Business Analytics strategy course. Students apply analytics tools, techniques, methods and strategies to drive business outcomes for the chosen company using relevant project-based methodologies. The course allows students to develop a professional portfolio that will highlight the work completed throughout the degree program. This may serve as a relevant employability resource.

Course Prerequisites - BUSA 603, BUSA 604, & BUSA 605

**CHEM 101 - Fundamentals of Chemistry (3 Credit Hours)**

A one-semester beginning chemistry course designed for non-science or allied health majors. The course covers basic concepts in atomic structure, energy, bonding, the periodic table, chemical properties of matter, kinetics, equilibrium, gases, acids and bases, organic chemistry, and selected topics of nutrition, personal care, household products, and medicinal chemistry. A laboratory is designed to supplement the lectures.

**CHEM 101L - Fundamentals of Chemistry Lab (1 Credit Hours)**

A non-refundable science fee of $50 will be added upon registration.

Course Prerequisites - CHEM 101

**CHEM 216 - General Chemistry I (3 Credit Hours)**

The first half of a two-semester course which presents the fundamental concepts of chemistry necessary for further studies in the areas of chemical, physical, or biological sciences. Topics covered include measurement, reactions in a gaseous solution, atomic measurement, stoichiometry, the gaseous state, thermochemistry, periodic law, and chemical bonding. Guidelines for chemical hygiene, safety, and OSHA and EPA regulations are covered in the laboratory. The laboratory is designed to supplement the lectures.

Course Prerequisites - ENG 120, MATH 150

**CHEM 216L - General Chemistry I Lab (1 Credit Hours)**

A non-refundable science fee of $5o will be added upon registration.

Course Prerequisites - CHEM 216

**CHEM 217 - General Chemistry II (3 Credit Hours)**

This course is the second of a two semester sequence that explores the fundamental principles of chemistry. During this course, students will study intermolecular forces and phase changes, solutions and colligative properties, chemical kinetics, chemical equilibrium, acid-base and solubility equilibria, thermodynamics (including entropy and free energy), electrochemistry, descriptive chemistry (chemical properties and periodic patterns of reactivity for transition elements, metals and solid state materials, and main-group elements), and societal applications of chemistry.

Course Prerequisites - CHEM 216, MATH 240

**CHEM 217L - General Chemistry II Lab (1 Credit Hours)**

A non-refundable science fee of $5o will be added upon registration.

Course Prerequisites - CHEM 217

**CJAD 210 - Intro to Criminal Justice Administration (4 Credit Hours)**

This is an introductory course designed to expose students to the various Major elements of the criminal justice system (police, courts, and corrections). Students will learn about the ways in which the various systems interact, the processing of offenders, the various forms of punishment and the alternatives to punishment. The future of the criminal justice system will also be discussed.

Course Prerequisites - PF 121 or PF 321, ENG 120

**CJAD 240 - Introduction to Criminology (4 Credit Hours)**

This course will focus on theories of crime and types of offending. Topics related the causation, control and prevention of criminal behavior will be addressed in this course.

Course Prerequisites - PF 121 or PF 321, ENG 120

**CJAD 310 - Courts and Criminal Procedure (4 Credit Hours)**

This course addresses the requirements for processing criminal offenders through the court system. Topics include structure of the court system in the U.S., evidentiary standards, constitutional protections, the role and importance of case law, and the role of the prosecutor and defense attorney in the courts.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, CJAD 210

### CJAD 315 - Policing in America (4 Credit Hours)

This course will provide the student with an overview of the philosophy and history of policing in America. Students will learn about personnel and management issues related to policing. Students will also be exposed to topics including police discretion, police use of force, civil liability, police culture, and the impact of the war on terrorism on police operations and practices.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, CJAD 210

### CJAD 320 - Corrections in America (4 Credit Hours)

This course considers contemporary corrections in America. This course will include a review of recent corrections-related research and a discussion of the role corrections plays in the criminal justice system. Topics covered will include a historical overview of corrections in America, alternatives to incarceration, types and functions of various prison systems in corrections, and various categories of inmates within the corrections system.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, CJAD 210

### CJAD 330 - Juvenile Justice & Delinquency (4 Credit Hours)

This course will address the history of the U.S. juvenile justice system and the nature and extent of youth crime. It will focus on the correlates and theoretical perspectives used to explain juvenile delinquency all within a framework of current research and strategies used to prevent, treat, and control youth crime. Students will analyze and apply these concepts to the structure within which juveniles are taken into custody, treated, processed, rehabilitated or punished in an integrated and collaborative environment. Finally, students will examine basic criminal justice research methods and the role of science and inquiry in criminal justice.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, CJAD 210

### CJAD 335 - Case Management (3 Credit Hours)

This course focuses on the importance of the case manager's role in the mental health community support services. Included is information on the history of mental health services, the nature of mental health problems, the social service network, as well as the entire range of available client entitlements and legal rights. There is a focus on skills necessary for relating to clients, helping to set goals and solve problems, learning when and how to intervene in crisis situations and how to be effective advocates while drawing on the strengths of the community.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

### CJAD 340 - Evidence Based Practice & Research (4 Credit Hours)

This innovative approach to research describes best practices and data driven solutions in criminal justice research including quantitative, qualitative, and program evaluation research. Students will be good consumers of research and will have the fundamental knowledge necessary to evaluate research studies, evaluate their value toward their field of interest, and evaluate their usefulness for making sound decisions in the field.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

### CJAD 360 - Intro: Terrorism & Intelligence Analysis (4 Credit Hours)

This course examines intelligence analysis and its indispensable relationship to the management of terrorist attacks, man-made disasters and natural disasters. It also explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists. Students will discuss substantive issues regarding intelligence support of homeland security measures implemented by the United States and explore how the intelligence community operates.

Course Prerequisites - ENG 120, COMM 150 or SPCH 100, PF 121 or PF 321

### CJAD 410 - Criminal Justice Administration Internship (1 Credit Hours)

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and work experience in a public or nonprofit organization or participation in approved professional organizations or associations. The Internship is an ongoing seminar between the student, the faculty member and the Internship supervisor. During the Internship students must meet periodically with the faculty representative, obtain professional experience at a level equivalent to other senior level courses, and submit materials as required in the Internship Application and Learning Agreement. Students seeking to obtain credit for an internship experience must follow the University policies and guidelines for Internships outlined in the Academic Bulletin. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

**CJAD 415 - Contemporary Policing Strategies & Issue (4 Credit Hours)**

Students will review contemporary policing strategies to include: Community policing, Problem Oriented Policing and other strategies related to crime prevention and crime reduction. Students will also be exposed to current issues related to both the internal and external environments of police agencies. Issues related to police deviance and ethical issues will also be addressed.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, CJAD 210, CJAD 240, CJAD 340

**CJAD 420 - Cybercrime (4 Credit Hours)**

"Most assets escape exploitation not because they are impregnable but because they are not targeted." (Herley, 2014 p.70) Cybercrime is perpetrated all over the world and results in tremendous financial loss to many individuals, businesses, and countries of the World. This course sets out to accomplish several learning outcomes but also to develop a level of literacy about cyber related crime that will help to diminish or mitigate the problems associated with these types of crimes. The awareness of cybercrime-related activity as it pertains to your everyday life is important to your ability to navigate away from this serious criminal activity that is just beginning to grip our society. This course is designed as a literacy course and although it has critical terminology is not fundamentally a computer forensics or technical course. Herley, C., (2014). Security, Cybercrime, and Scale. Communications of the ACM, 57,(9). DOI:10.1145/2654847

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**CJAD 425 - Probation and Parole (4 Credit Hours)**

This course addresses the role of probation, parole and community corrections in the U.S. corrections system. Topics include management and supervision of a full range of intermediate alternatives to prison and jail including pretrial release, diversion, economic sanctions, probation, residential supervision, and other unique alternatives. Philosophies and theories of offender treatment and punishment will be analyzed within the context and application of public policy. Parole will be examined and various programs will be compared and contrasted in light of best evidence and economic policies in the U.S. A particular focus will be paid to successful reentry and wraparound programming. Risk assessment will be integrated throughout as a contemporary and data-driven means of individualized rehabilitative and treatment models that seek to lower recidivism and improve public safety.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, CJAD 210, CJAD 240, CJAD 340, CJAD 320

**CJAD 430 - Juvenile Corrections (4 Credit Hours)**

This course will present students with an introduction and history of juvenile corrections. More in-depth coverage will focus on contemporary sentencing and correctional strategies including alternative sanctions. Students will be exposed to treatment and rehabilitative programmatic trends both inside and outside secure institutions. Additional topics will include correctional staff training, risk assessment, and evaluative studies both quantitative and qualitative.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, CJAD 210, CJAD 240, CJAD 340, CJAD 330

**CJAD 440 - Sociology of Deviant Behavior (4 Credit Hours)**

Students will become familiar with the various theories of deviant behavior and discuss deviance in terms of both criminal and non-criminal behavior. Topics covered in this course will include types of deviance, deviance and crime, stigma, physical disabilities, mental disorders, and recent forms of deviance.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, CJAD 210, CJAD 240, CJAD 340

**CJAD 445 - Victimology (3 Credit Hours)**

This course is a seminar/survey course in violent victimization in the United States. Emphasis is placed upon the impact of these victimizations upon the victims and society. In addition, the response of the criminal justice system and of society to these victimizations will be explored. Theories of crime prevention and victimization will be discussed throughout the semester to encourage students to analytically consider the factors which cause victimization, and which factors can possibly prevent victimizations from occurring.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**CJAD 450 - Criminal Justice Management & Admin (4 Credit Hours)**

This course will examine the basic concepts of management and administration as applied to agencies in the criminal justice system. Emphasis will be placed on issues related to the effective management and administration of criminal justice agencies. Topics covered will include environmental influence; conflict, power, and ethical issues; motivation

leadership, and communication. The concept of the service quality approach will also be considered.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, CJAD 210, CJAD 240, CJAD 340

**CJAD 455 - Ethics in the Criminal Justice System (4 Credit Hours)**

This course will address the topics of ethical and moral values as they pertain to the criminal justice system. Topics covered will include ethics and the police, racial discrimination in the criminal justice system, the purpose of punishment, ethics in corrections, and the ethics of criminal justice policy making.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, CJAD 210, CJAD 240, CJAD 340

**CJAD 480 - Special Topics in Criminal Justice Administration (1 Credit Hours)**

A variable content classroom course in Criminal Justice Administration in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

**CJAD 495 - Criminal Justice Administration Capstone (4 Credit Hours)**

The Criminal Justice Capstone will be the final course completed by students in the Criminal Justice Program. The capstone course will include a practicum that will allow students to apply the theories, principles and knowledge obtained throughout the criminal justice program to a real-life problem or project in a criminal justice agency. For students who may not be associated with a criminal justice agency; an alternative to the practicum will be a research project that identifies and examines a current criminal justice issue or problem. Students will complete a research paper with recommendations for addressing the identified problem. The recommendations will be based on the theories, principles and knowledge obtained throughout the criminal justice program. Prerequisites: Completion of all Professional Core Courses.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, CJAD 210, CJAD 240, CJAD 340, CJAD 310, CJAD 315, CJAD 320, CJAD 330, CJAD 450, CJAD 455

**CJAD 499 - Independent Studies in Criminal Justice Administration (1 Credit Hours)**

Independent course studies allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**CJAD 620 - Stats and Rsch Methods for Crim Just (3 Credit Hours)**

This course examines various statistical techniques and research design models applied to crime, criminal justice and agency administration issues. This course will prepare students to be intelligent consumers of reported research, to apply appropriate statistical analysis to various types of research designed, to report criminal justice agency performance results, and to identify and use various criminal justice statistical data sources in print and electronic form. Students will be expected to design their own research project, desirably to be used to build their project.

**CJAD 670 - Victimology (3 Credit Hours)**

This course examines theories of victimization, ways to reduce the likelihood of victimization, and service to crime victims. Students will be required to create a community-based plan for reducing criminal victimization or a plan for agency response to crime victims.

**CJAD 680 - Grant Writing (3 Credit Hours)**

This course introduces students to funding sources and grant writing. Students will be expected to locate funding options and write a grant application.

**CJAD 699 - Independent Study for CJAD (1 Credit Hours)**

Students will pursue knowledge and skills in areas not covered by the regular curriculum or extend study in areas addressed in the required CJAD courses. Independent study is supervised by a faculty member. Learning outcomes for the course are established by the supervising faculty member and the student. Students must be in good academic standing and receive approval from the program chair to pursue independent study for up to four credit hours. See the "Independent Studies" section of the Academic Bulletin for more details.

**CJAD 700 - Effective Administration of Justice (4 Credit Hours)**

Applying strategic decision making strategies, students will analyze the structures, practices, and performance of organizations in the administration of justice, including courts, law enforcement, and corrections, both not-for-profit and for-profit. Applied perspectives in ethical leadership functions that respond to organizational problems and objectives through best-practices will also be addressed. Additional topics will include program planning, implementation, and evaluation.

**CJAD 710 - Adult & Juvenile Systems of Justice (4 Credit Hours)**

Students will analyze complex and multi-systemic adult and juvenile systems of justice and social control mechanisms on both a micro and macro level. Attention will be given to innovative initiatives and best-practices from across the nation with a view toward positive social change. Technology for effective cross-system collaboration will also be addressed, as will the role of constitutional protections and constraints on arrest, prosecution, conviction, and incarceration.

**CJAD 720 - Criminology Theory & Solutions to Crime (4 Credit Hours)**

Students will evaluate contemporary criminology theories and apply them to formulate prevention, treatment, and crime control models, within a framework of cultural diversity. Crime data relationships and patterns will also be integrated with biological, psychological, and sociological theories of criminal behavior in a critical evaluation of contemporary criminological theories. Policy formation and implementation will also be addressed.

**CJAD 730 - Adult & Juvenile Penology (4 Credit Hours)**

Students evaluate contemporary prison and punishment models and theories of punishment. Students compare and contrast prison systems and develop solutions to penology challenges, such as overcrowding and the detrimental impacts of prison life. Finally, students analyze penal administration and accountability.

**CJAD 740 - Strategic Policing & Contemporary Crime Control Strategies (4 Credit Hours)**

Students will learn how policing strategies are developed, tested, implemented and evaluated in a democratic society. Evidence-based practice will be explored against innovative policing tactics and the evolving policy and political dynamic at play. Students will learn how policy issues are framed, identify participants in the policy process, and discover how policy is created. Students will examine the usefulness and strategic implications of COMPSTAT, community policing, intelligence led policing, and transnational cybercrime.

**CJAD 760 - Miscarriages of Justice: the Death Penalty & Beyond (4 Credit Hours)**

The course introduces students to the magnitude, complexities, and causes of miscarriages of justice within the U.S. criminal justice system. Students examine individual and systemic injustices and analyze the human and financial costs associated with them. Students develop feasible solutions to mitigate miscarriages of justice, taking into account American political, cultural, and legal frameworks.

Course Prerequisites - CJAD 700

**COMM 105 - Digital Design (1 Credit Hours)**

This course starts with principles of good design relevant for print and ends with active learning through the prepress creation of professional communication items like fliers, posters, and brochures. It includes digital prepress techniques and orientation to software used by industry practitioners for layouts. Please note that access to the Adobe Creative Cloud version of InDesign is required for this course.

Course Prerequisites - PF 121 or PF 321

**COMM 107 - Intro to Web Presentation & Publishing (1 Credit Hours)**

This course is an introduction to the use of Open Source Content Management Systems (CMS) for creating Web sites. It will provide students with the basic knowledge required to design, build, and maintain an informational Web site.

Course Prerequisites - PF 121 or PF 321

**COMM 150 - Interpersonal Communication (4 Credit Hours)**

By using applied critical and creative thinking, students in this course will develop a set of communication skills that will enhance their personal and professional relationships and endeavors. This course will focus on skill development in key areas such as self, perception, listening, verbal messages, conversations, relationships, conflict management, persuasion, and public speaking.

Course Prerequisites - PF 121 or PF 321 and ENG 101 or higher

**COMM 202 - Introduction to Mass Media (3 Credit Hours)**

In this course students learn how to critically engage and make sense of the media around us and become media literate consumers who are knowledgeable and self-critical of mass media content. In addition to introducing students to the use of media, in both contemporary and historical contexts, this course will help students develop the analytical tools that they can use to examine media content, intent, context, and subtext in order to explore what and how we learn from the media, and how media shape our perceptions in regard to race/ethnicity, gender, class, sexuality, geography, and education as well as how media operate and exert their influence on individuals and society.

Course Prerequisites - PF 121 or PF 321, ENG 120

**COMM 205 - Communication Design (1 Credit Hours)**

Students learn about effective communication through intelligent visual design by creating a tri-fold brochure, a Video-CV, and a professional portfolio using a free webpage builder. All products are customized based on the student's major and professional interests. This hands-on approach to learning message development and communication product design for a range of platforms helps students develop in-demand skills.

Course Prerequisites - PF 121 or PF 321, ENG 120

**COMM 241 - Media Design (3 Credit Hours)**

This course teaches the theories and practices associated with visual design principles, and layout for professional communication in traditional and new media formats. The focus of this course is on the creation of media content for use in promotion as well as a cursory overview of the Adobe image and web, creation and editing applications. Specifically, students will learn to utilize PhotoShop, InDesign, and Spark in the completion of these endeavors.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 105, GRPH 117

**COMM 261 - Video Production (3 Credit Hours)**

This course focuses on the professional production of video content. Students learn the basics of the production process from start to finish, including writing scripts, lighting, audio, and camera basics as well as the process associated with directing and shooting content. Students also learn to use professional editing software as well as how to deliver their final work for use on television, mobile devices, internet and physical media.

Course Prerequisites - PF 121 or PF 321, ENG 120

**COMM 301 - Theories of Communication (3 Credit Hours)**

This course serves as an examination of the theoretical foundations of the communication and media discipline. This includes the major approaches to the study of communication and media from the critical, cultural, and empirical foundations. In addition, students will receive an overview of the historical roots, major theory building perspectives and a review of contemporary theories and applications in the various communication contexts and their application in addressing major issues relevant to communication studies, and media content, audiences and effects.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**COMM 315 - Communication Ethics (4 Credit Hours)**

This course examines the strategies involved in effective, ethical communication in professional contexts. Students examine principles of ethical organizational communication and the temporal/cultural/social forces behind those principles, as well as apply reasoning and critical thinking in individual and group assignments. Comparing values and perspectives from diverse cultures, students will respond to cases in an intercultural professional environment.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**COMM 321 - Organizational Communication (4 Credit Hours)**

The course examines the role of communication in organizations. Students will learn the major theories of organizational communication, identifying and defining primary concepts, and applying them to discussions of real-world situations. The role of technology, corporate culture, leadership, teamwork, ethics, and diversity in communication is examined. Effective communication in global organizations and critiques of organization communication systems and structures are also presented.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ENG 220 or ENG 205

**COMM 335 - Communication in Groups and Teams (4 Credit Hours)**

The course examines current theories and best practices of working collaboratively in professional contexts. Students apply these concepts to analyze their own work experience, generating strategies for how to improve their performance in work groups. Students will learn basic project management skills and work in online virtual teams to complete a final communication project.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ENG 220 or ENG 205

**COMM 355 - Introduction to Grant Writing for Non-Profits (4 Credit Hours)**

This course will enable students to recognize when a grant might be appropriate as a source of funds for a non-profit organization or project, identify and understand non-profit status, adhere to conventions and standards associated with successful grant applications, locate grant opportunities, analyze grant requirements, prepare metrics for success, and develop a written grant proposal. This course will provide an opportunity for students to extend and apply their communication skills. Students pursuing this course will also leverage interdisciplinary insights to solve a real-world problem.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**COMM 400 - Intercultural Communication (4 Credit Hours)**

This course provides an overview of issues, processes, and theories involved with communicating with individuals from different cultures. Topics include thinking and communicating in global contexts and professional relationships in diverse environments.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ENG 205

**COMM 410 - Communications Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - ENG 320, COMM 150 or SPCH 100

**COMM 480 - Special Topics in Communications (4 Credit Hours)**

This course allows students to examine significant topics and issues of current interest outside the regular Communications curriculum or to explore a communication issue more in-depth. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

**COMM 495 - Communications Capstone (4 Credit Hours)**

This course examines the strategies involved in planning and managing communication in professional contexts and the ways these strategies are informed by the integration of information provided by other key areas. Students examine principles of integrated applied communication, creating written and web-based communication products in class. Working in collaborative teams, students complete a project that demonstrates planning and managing communication for organizational goals. The course includes media production of communications for a client organization.

Course Prerequisites - PF 121 or PF 321, SPCH 100, ENG 120, COMM 150, GRPH 210, MGMT 312, MKTG 300, ENG 320, COMM 315, COMM 321, COMM 335, COMM 400, MKTG 332

**COMM 499 - Independent Studies in Communications (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the 'Independent Studies' section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**COMM 702 - Public Relations Tools & Strategy (4 Credit Hours)**

In the fast-changing field of communication, practitioners need to be aware of new channels of communication and understand the culture and etiquette of emerging communication contexts. In this course, students apply current tools, such as social media and mobile applications, to address a public relations challenge for an organization. The strengths and weaknesses of current tools will be discussed, using case studies to identify methods of integrating current tools in an organization's public relations plans and processes. The organization's overall communication strategy for achieving communication-related goals is addressed in this course with an emphasis on tools and tactics that align with the identified goals.

**COMP 101 - Problem Solving With Computing (2 Credit Hours)**

Many organizations today utilize computers and information systems to store, organize, analyze, and summarize data to solve problems. As a result, computing is a tool that can benefit students in many different fields. At the heart of solving problems with computers is the study of structured thinking using algorithms. This course is designed for students with no prior programming experience and teaches the building blocks of algorithms, including variables, expressions, selection and repetition structures, functions and parameters, and array processing.

Course Prerequisites - PF 121 or PF 321, MATH 150

**COMP 111 - Introduction to Computer Science & Object-Oriented Programming (4 Credit Hours)**

This course provides an introduction to software construction using an object-oriented approach. The student learns and reflects on problem analysis, object-oriented design, implementation, and testing. To support the concepts and principles of software construction, the student will design, code, test, debug, and document programs using the Java programming language. Basic data types, control structures, methods, and classes are used as the building blocks for reusable software components. Automated unit testing, programming style, and industrial practice are emphasized in addition to the object-oriented techniques of abstraction, encapsulation, and composition.

Course Prerequisites - PF 121 or PF 321, MATH 160, Take COMP 101 or pass the programming aptitude and competency exam.

**COMP 121 - Object-Oriented Data Structures & Algorithms I (4 Credit Hours)**

This course continues the object-oriented approach to software construction. The student learns and reflects on advanced object-oriented techniques, algorithm efficiency, class hierarchies, and data structures. To support the concepts and principles of software construction, the student will design, code, test, debug, and document programs using the Java programming language. Design principles, I/O, exception handling, linear data structures (lists, stacks, and queues), and design patterns are emphasized in addition to the object-oriented techniques of inheritance and polymorphism.

Course Prerequisites - PF 121 or PF 321, COMP 111

**COMP 201 - Principles of Computer Organization (2 Credit Hours)**

This course is one of four courses that holistically explore the structure of computational systems. This course deals with the nature of computer hardware. The course will cover the structure of current computer systems at the level of functional organization, representation of data and programs, the design of the memory hierarchy, and the design of the I/O system. The course will introduce basic assembly language.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMP 111

**COMP 204 - Principles of Computer Networks (2 Credit Hours)**

This course serves as an introduction to the function, design, administration, and implementation of computer networks. Topics include network infrastructure, architecture, protocols, applications, and the OSI networking model.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMP 101, COMP 111 or ITEC 136

**COMP 206 - Computer System Operation (3 Credit Hours)**

An introduction to effective usage of personal computer systems, emphasizing user setup and operation of system, utility, and application programs. Covers comparative review of popular operating systems such as MS Windows, Apple MacOS, and Linux.

**COMP 215 - Programming Language: Principles & Practice (4 Credit Hours)**

This course conveys a high-level vision of programming language theory. It begins with the principles and methodologies of computer programming language such as syntax, semantics, grammar, and parsing. An assortment of programming paradigms is introduced to cover both the traditional imperative and some alternative approaches to program development. These paradigms are presented by the rudiments of a number of representative languages.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMP 121, COMP 201

**COMP 281 - Database Management Systems (4 Credit Hours)**

This course covers fundamental concepts necessary for the design, use, implementation and administration of database systems. The course will stress the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and some techniques for implementing and administering database systems.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMP 101, PF 108, COMP 111 or ITEC 136

**COMP 294 - Computer Science Practucim I (2 Credit Hours)**

This is the first practicum course in the Computer Science program. It provides experience in an on-going software development project. A student at this level will be given an assignment in a team similar to that of a new hire in industry. The software development project will require the student to apply industry best practices in completing an assignment for the project.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMP 121

**COMP 311 - Object-Oriented Data Structures & Algorithms II (4 Credit Hours)**

This course is the third of four courses using the object-oriented approach to software construction. The student learns and reflects on non-linear data structures, recursive algorithms, algorithm efficiency, and design patterns. To support the concepts and principles of software construction, the student will design, code, test, debug, and document programs using the Java programming language. Implementation and analysis of sets, maps, balanced binary search trees, heaps, hashing and hash tables, graphs and graph algorithms, and efficient sorting algorithms are addressed.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMP 121, MATH 320

**COMP 321 - Application Server Programming (4 Credit Hours)**

This course provides an introduction to server-based programming using an object-oriented approach. The student learns and reflects on two- and three-tier software architectures, separation of responsibility, design patterns, and web frameworks. To support the concepts and principles of server-based software construction, the student will design, code, test, debug, and document programs using the Java programming language. Swing-based GUI clients, XHTML clients, XML, JDBC, Java Server Pages and Java Servlets, are used as the implementation mechanisms for Model 1 and Model 2 Web architectures.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, COMP 281, COMP 311

**COMP 323 - Fundamentals of Operating Systems (4 Credit Hours)**

This course introduces the major topics of operating systems such as file systems, IO, virtual memory, and scheduling. The application of operating systems is shown in mobile and personal devices as well as in servers and large scale processing systems. In addition, the student is given an introduction to multi-process and threaded applications and the resultant need to apply synchronization to avoid deadlock.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMP 201, COMP 111

**COMP 325 - Human-Computer Interaction (4 Credit Hours)**

This course covers a broad range of important topics within human computer interaction (HCI) and its implications for the design of interactive systems. By understanding the user's viewpoint and technology's effect on people, we can better plan for the selection, design, implementation, and use of technology so that the effects are positive rather than negative. The focus is on the design of interactive systems and human-computer interfaces. The course will cover the current literature and the knowns and unknowns about HCI and design. The design process is centered on the user and is based on a multidisciplinary approach through a synthesis of computer science, cognitive science, and psychology. HCI designers also use analytical and empirical techniques to assess, predict, and evaluate whether a design meets user requirements.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ENG 220

**COMP 394 - Computer Science Practicum II (2 Credit Hours)**

This is the second practicum course in the Computer Science program. It provides experience in an on-going software development project. A student at this level will be given an assignment in a team similar to that of an experienced team member or as a team leader in industry. The software development project will require the student to apply industry best practices in completing an assignment for the project.

Course Prerequisites - COMP 321, PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, COMP 294

**COMP 410 - Comp Sci Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

**COMP 411 - Principles of Machine Learning (4 Credit Hours)**

Students will learn the basic concepts behind major machine learning algorithms, the essential steps for creating a typical machine learning model, the strengths and weaknesses of different algorithms, and the model evaluation using different performance metrics. Eventually students will be able to build a prediction model by machine learning algorithm using Python language. The differences between Java and Python will be reviewed. The common problems in practical machine learning exercises and their solutions also will be discussed.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMP 101, COMP 111, COMP 121 or COMP 311

**COMP 461 - Enterprise Software Architecture (4 Credit Hours)**

This course reinforces and extends client-server programming concepts to enterprise applications. It introduces Enterprise Java Bean technologies such as JNDI, EJBs and EJB Containers. It explores the current use of XML and XSLT for data representation and communication. The course studies the application of patterns in the design of enterprise architectures. Finally, the course introduces emerging topics related to Web enterprise applications.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, COMP 321

**COMP 471 - Software Testing (4 Credit Hours)**

In this course we will review the traditional software testing techniques that are applicable to any software product, as well as learn techniques for the paradigm of test-driven development. Continuous delivery and its impact on testing will be discussed. We will also discover how innovative companies are able to build testing and quality into every stage of the development process and deliver a multitude of releases with a relatively small testing organization. We will practice test creation and testing techniques through assignments, individual and group projects. Concepts covered include test cycles; testing objectives; testing in the software development process; types of software errors; reporting and analyzing software errors; problem tracking systems; test case design; testing tools; test planning; test documentation; managing a test group; test-driven development principles; continuous delivery principles and their impact on testing.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMP 121

**COMP 480 - Special Topics in Computer Science (1 Credit Hours)**

A variable content classroom course in Computer Science in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

**COMP 486 - Object-Oriented Analysis & Design (4 Credit Hours)**

This course studies the process of designing software systems both from the view of process and from the view of requirements, analysis and the synthesis of a viable software design. It builds on the concepts from the programming sequence to examine the aspects of good design practice.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMP 311, ENG 220

**COMP 495 - Computer Science Practicum Iii/Capstone (4 Credit Hours)**

This is the third practicum course in the Computer Science program. It, like the first two practicum experiences, is an on-going software development project. A student at this level will be given an assignment at the most senior level, requiring planning and overall coordination tasks. Design tasks of extreme complication are also candidates for these students. In addition to the project work, the student will be given introspective assignments to help crystallize his or her overall experience of the program.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, COMP 394

**COMP 499 - Indpndent St-Comp Sci (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

### COMP 501 - Foundations of Programming (4 Credit Hours)

This course covers fundamental programming principles. Students will learn about the basic elements of a computer program such as data types, assignments, conditional branching, loops, functions, recursion, basic data structures, program debugging, and testing.

### COMP 502 - Foundations of Data Structures & Algorithms (4 Credit Hours)

This course continues the objected-oriented approach to software construction and focuses on non-linear data structures and algorithms in Computer Science. The student learns and reflects on advanced object-oriented techniques, algorithm efficiency, and data structures. To support the concepts and principles of software construction, the student will design, code, test, debug, and document programs using the Java programming language. Topics include: I/O, exception handling, non-linear data structures (sets, maps, balanced binary search trees, heaps, hashing and hash tables, and graphs) and efficient sorting algorithms.

Course Prerequisites - COMP 501, MATH 503

### COMP 610 - Internship in Computer Science (1 Credit Hours)

This course provides MSCS students the opportunity to further their education with relevant work experience in the field of Computer Science. This internship is an ongoing seminar between the student, faculty and the employment supervisor. It involves a Learning Contract (Curricular Practical Training [CPT] Information, or other), periodic meetings with the faculty representative, and professional experience at a level equivalent to other electives of the MSCS program. Specification of the materials to be submitted is established in the learning contract. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

### COMP 620 - Analysis of Algorithms (4 Credit Hours)

This course covers various algorithm design paradigms, mathematical analysis of algorithms, empirical analysis of algorithms and NP-completeness.

Course Prerequisites - COMP 502 OR COMP 121 and MATH 320

### COMP 630 - Issues in Database Management (4 Credit Hours)

This course focuses on the fundamental design considerations in designing a database. Specific topics include performance analysis of design alternatives, system configuration and the administration of a popular database system. The course also offers an in-depth analysis of the algorithms and machine organizations of database systems.

### COMP 645 - Object-Oriented Design & Practice (4 Credit Hours)

This course surveys current practices in software development and software design, especially in the area of object-oriented design. The course will examine and contrast current and leading edge methodologies and practices, including agile, extreme programming, test-driven design, patterns, aspect-oriented programming, model-driven architecture, Unified Modeling Language, and integrated development environments.

Course Prerequisites - COMP 121 or COMP 502

### COMP 650 - System Architecture & Engineering (4 Credit Hours)

This course covers topics in software systems engineering. Its scope is the design of the overall architecture for software systems with emphasis on distributed architectures. The issues in an architecture centered software development cycle and project management are addressed.

Course Prerequisites - COMP 645

### COMP 655 - Distributed Systems (4 Credit Hours)

This course introduces the design of distributed computing systems and distributed application programming. Major concepts of distributed systems covered include: transparency, heterogeneity, process communication, consistency, fault tolerance, and security. Students will also learn to develop a real-world distributed application as a RESTful Web-service on

an application server.

Course Prerequisites - COMP 645

**COMP 660 - Comm Strategies for Tech Professional Technical Professional (4 Credit Hours)**

This course focuses on the problems, principles and techniques of communicating technical and scientific information. Types of communication addressed include: proposals, reports and manuals. The course uses a case-study approach to give students both the theoretical foundations and hands-on practice they need to work effectively in heterogeneous corporate groups.

Course Prerequisites - None

**COMP 670 - Application of Artificial Intelligence (4 Credit Hours)**

This course focuses on the use of artificial intelligence tools and techniques in industry. Topics include cognitive psychology topics, foundation material (e.g., search algorithms, knowledge representation and AI languages) and tools (e.g., expert systems, natural language interfaces and neural networks).

Course Prerequisites - See Academic Advisor

**COMP 671 - Verification and Testing (4 Credit Hours)**

This course focuses on the issues of delivering high quality software, especially in large complex systems. Topics covered include testing strategies (black box, white box, regression, etc.), unit testing, system integration, system verification and support tools. It also will reinforce the need for requirements that are testable and traceable from the early design stages.

Course Prerequisites - COMP 121 or COMP 501

**COMP 672 - Human Factors (4 Credit Hours)**

This course provides a broad overview of human-computer interaction (HCI) as a sub-area of computer science and explores user-centered design approaches in information systems. Topics include user interface and software design strategies, user experience levels, interaction styles, usability engineering and assessment models.

**COMP 680 - Special Topics in Graduate Computer Science (4 Credit Hours)**

A variable content course in an advanced topic in the field of computer science in which students may pursue current topics or subjects not found in the regular curriculum. A complete description will be published online in the Course Schedule for the trimester the course is offered. This course counts as an elective in the graduate program.

**COMP 691 - Capstone (4 Credit Hours)**

This course, the final one in the Master of Science - Computer Science program, challenges students to research a current topic of interest in Computer Science and produce an original paper and presentation on the topic. In addition to the research paper, students are introduced to the economics of software development and the tools needed to estimate the cost of a software development project for management in a corporate environment. The last topic in the course is a discussion of ethics as it relates to Information Technology. Current topics in ethics will be discussed through the use of relevant case studies.

Course Prerequisites - See Academic Advisor or Permission of Program Chair

**COMP 699 - Independent Studies in Graduate Computer Science (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on Pass/No Credit basis. For international students, curricular practiced training may be used as an independent study with approval of program chair. (See the "Independent Studies" section of the Academic Bulletin for more details.)

**DATA 605 - Data Visualization & Reporting (4 Credit Hours)**

This course focuses on collecting, preparing, and analyzing data to create visualizations, dashboards, and stories that can be used to communicate critical business insights. Students will learn how to structure and streamline data analysis projects and highlight their implications efficiently using the most popular visualization tools used by businesses today.

Course Prerequisites - MATH 601, COMP 630

**DATA 610 - Big Data Analytics (4 Credit Hours)**

This course examines the issues in management and analytical analysis of massive datasets, and unstructured data, including data warehousing from an enterprise perspective. Students will learn the concepts and techniques for managing the design, development, security and maintenance of enterprise information.

Course Prerequisites - MATH 601, COMP 630

### DATA 611 - Applied Machine Learning (4 Credit Hours)

This course explores two main areas of machine learning: supervised and unsupervised. Topics include linear and logistic regression, probabilistic inference, Support Vector Machines, Artificial Neural Networks, clustering, and dimensionality reduction, and programming.

Course Prerequisites - MATH 601

### DATA 612 - Data Mining (4 Credit Hours)

This course explores data mining methods and procedures for diagnostic and predictive analytics. Topics include association rules, clustering algorithms, tools for classification, and ensemble methods.

Course Prerequisites - DATA 611

### DATA 621 - Advanced Analytics (4 Credit Hours)

This course examines the data analysis process with the emphasis of quantitative and qualitative findings from data. Students will develop skills in data analytics methods and predictive analytics that will allow them to develop algorithmic methods and use them along with popular industry software for data-driven solutions.

Course Prerequisites - DATA 612

### DATA 695 - Capstone (4 Credit Hours)

The purpose of this capstone course in Data Analytics is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework. The course provides students with the opportunity to demonstrate competency on the key domains of data analytics through a comprehensive project including problem scoping, data preparation and analysis, and a model development.

Course Prerequisites - DATA 621, MATH 601, COMP 630, DATA 605, DATA 610, DATA 611, DATA 612

### DISS 9000 - Comprehensive Exam (1 Credit Hours)

This course is designed for students to prepare for, take and complete their comprehensive exam. Remedial strategies and actions will also be provided for students who do not successfully pass their comprehensive exam on the first attempt, with the opportunity for a retake during the six weeks of the course if the student chooses to do so.

Course Prerequisites - MTHD 820, MTHD 822 or MTHD 824, See Academic Advisor

### DISS 9100 - Dissertation (1 Credit Hours)

In consultation with the Dissertation Chair and Committee Members, the doctoral candidate will design and conduct research to complete the aims identified in their research prospectus, proposal and IRB application or as subsequently modified in line with recommendations from the Chair and Committee Members. This course may be repeated as necessary to earn sufficient credit or to finalize the Dissertation to fulfill requirements to earn the doctorate.

Course Prerequisites - DISS 9000, See Academic Advisor

### DISS 9200 - Dissertation in Practice (1 Credit Hours)

In consultation with the Dissertation in Practice (DiP) Chair and Committee members, the doctoral candidate will design and conduct research to complete the aims identified in their research prospectus, proposal and IRB application or as subsequently modified in line with recommendations from the DiP Chair and Committee members. This course may be repeated as necessary to earn sufficient credit or to finalize the DiP to fulfill requirements to earn the doctorate.

Course Prerequisites - DISS 9000, See Academic Advisor

### DISS 9400 - Defense of Dissertation (1 Credit Hours)

Doctoral candidates will finalize all aspects of the Dissertation/Dissertation in Practice and make an oral defense of their design, methods and findings.

Course Prerequisites - Completion of Dissertation or Dissertation in Practice

**ECON 210 - Introduction to Microeconomics (4 Credit Hours)**

An introduction to economic theory involving the examination of how decision making by firms and individuals is shaped by economic forces. Emphasis is placed on demand, supply, market equilibrium analysis, and basic market structure models. The invisible hand as the driving force for economic decisions as well as market externalities are discussed. The class concentrates on providing a balanced approach to studying economic agents' behavior and the global implications and outcomes.

Course Prerequisites - PF 121 or PF 321, ENG 120

**ECON 220 - Introduction to Macroeconomics (4 Credit Hours)**

An introduction to economic theory involving the basic underlying causes and principles of the operation of an economic system. Emphasis is placed on studying the economy as a whole. Issues of inflation, unemployment, taxation, business cycles and growth are discussed in the context of the global economic system.

Course Prerequisites - PF 121 or PF 321, ENG 120

**ECON 321 - Intermediate Microeconomics (4 Credit Hours)**

This course provides a further examination of profit maximizing strategies by firms and individuals. Evaluation of consumer behavior, firms' production decisions, and market power are at the core of the analysis. Special attention is given to the asymmetric information considerations, game theory, and externalities.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ECON 210, ECON 220, MATH 150

**ECON 322 - Intermediate Macroeconomics (4 Credit Hours)**

This course examines the differences between the economy in the short run and in the long run. A number of macroeconomic models are considered, and the results are used to conduct macroeconomic policy discussion on stabilization policies and government debt.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ECON 210, ECON 220, MATH 150

**ECON 410 - Economics Internship (1 Credit Hours)**

This course provides qualified students with the opportunity to receive academic credit for supervised professional training and experience in an actual work environment, or for participation in the Students In Free Enterprise (SIFE). Internship involves a Learning Contract, outlining the student's responsibilities and expectations. Contact with the faculty representative is required. Participation cannot be guaranteed for all applicants.

**ECON 420 - Forecasting (4 Credit Hours)**

This course provides a hands-on experience for creating working econometric models to forecast business activities, including revenues, costs, and profits. Trends, seasonal and cyclical fluctuations, as well as error term dynamics, are analyzed.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ECON 210, ECON 220, MATH 150, MATH 215

**ECON 450 - History of Economic Thought (4 Credit Hours)**

This course provides a broad introduction to the development of economic thought through time. The ideas and concepts are considered in their historical perspective. Contributions by leading economists, emergence of a variety of schools of economic thought, their relevance to the current economic problems constitute the core of the analysis.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**ECON 495 - Sustainable Economic Growth (4 Credit Hours)**

This course serves as a summary of the theoretical perspectives and techniques' application for developing a cohesive model of a sustainable economy. Factors affecting economic growth are discussed. Issues related to depleting resources, role of innovation, and ways for sustainable development are at the core of the analysis. The roles of government and inter-government institutions are evaluated. The final project introduces an idea for an increased sustainability effort and is expected to provide a measurable impact.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ECON 321, ECON 322, ECON 340, ECON 420,

ECON 450

**ECON 499 - Indpndent St-Econ (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**ECON 723 - Managerial Economics (4 Credit Hours)**

This course surveys the fundamental concepts and methods of economic analysis for managers. Real-world decision making is emphasized. Application of key economic concepts such as market demand, market supply, market equilibrium, marginal analysis, production, costs, revenue, profit, and market structure constitute the core material of the course.

Course Prerequisites - MGMT 711

**EDP 203 - Introduction to Special Education (FE) (3 Credit Hours)**

This course is designed for non-traditional students with a bachelor's degree who are seeking the Resident Educator Mild/Moderate Intervention Specialist License. This course focuses on the many different roles that an intervention specialist might take on depending upon the service delivery options specified in individual education plans. There is a great deal of focus on the importance of collaboration with other teachers, educational specialists, parents, and other members of the IEP team. Students will be provided with opportunities to explore the many roles that an intervention specialist must assume as well as guidance on developing resource networks. Prerequisite: Admission to Post Baccalaureate Program

Course Prerequisites - Admission to post baccalaureate program

**EDP 220 - Principles of Early Childhood (3 Credit Hours)**

This course is designed for non-traditional students with a bachelor's degree who are seeking the Resident Educator Early Childhood Licensure. The course is meant to be a survey course that focuses on the foundations of education in the United States, educational philosophy guiding the structure of education in the United States, and how the history and philosophy interact with the stated purposes of education and the needs of society with respect to early childhood education. The organization of the CCSS and the Ohio Academic content standards appropriate for pre-school through grade three are discussed. Prerequisite: Admission to Post Baccalaureate Program

Course Prerequisites - Admission to post baccalaureate program

**EDP 225 - Principles of Middle Childhood (3 Credit Hours)**

This course is designed for non-traditional students with a bachelor's degree who are seeking the Resident Educator Middle Childhood Licensure. The course is meant to be a survey course that focuses on the foundations of education in the United States, educational philosophy guiding the structure of education in the United States, and how the history and philosophy interact with the stated purposes of education and the needs of society with respect to the unique characteristics of middle childhood learners. The organization of the CCSS and the Ohio Academic content standards appropriate for grades four through nine are discussed. The students are introduced to the National Middle School Association Standards and the Interstate New Teachers Assessment & Support Consortium standards. Prerequisite: Admission to Post Baccalaureate Program

Course Prerequisites - Admission to post baccalaureate program

**EDP 228 - Principles of Adolescence to Young Adult (3 Credit Hours)**

This course is designed for non-traditional students with a bachelor's degree who are seeking the Resident Educator Adolescence to Young Adult Education License. The course is meant to be a survey course that focuses on the foundations of education in the United States, educational philosophy guiding the structure of education in the United States, and how the history and philosophy interact with the stated purposes of education and the needs of society with respect to the unique characteristics of adolescent and young adult learners including family concerns, school organizational structures, and research proven instructional techniques. The organization of the CCSS and the Ohio Academic content standards appropriate for grades four through nine are discussed. The students are introduced to the Interstate New Teachers Assessment & Support Consortium standards and the content specific association standards.

Course Prerequisites - Admission to post baccalaureate program

**EDP 400 - Introduction to Principles of Education (3 Credit Hours)**

This course is designed for non-traditional students with a bachelor's degree who are seeking the Resident Educator License in Ohio. This course focuses on the principles which influence teaching in the PK-12 classroom. Students will develop an understanding of the range of individual differences in the classroom and their implication on instruction and classroom environment.

**EDP 401 - Education in Diverse Society (3 Credit Hours)**

This course explores the profession of education and examines the state, federal and institutional standards that guide the profession. Students will examine the psychological, sociological, and philosophical foundations of education as they relate to learning. Topics of discussion and analysis include the development of individual differences; atmosphere of respect; understanding students' needs grouping, education of minorities; how the teacher creates instructional opportunities that are equitable and adaptable to diverse learners; exploring the components of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**EDP 403 - Nature & Need of Learners With Exceptionalities (3 Credit Hours)**

This course provides students the opportunity to develop an understanding of the philosophical, historical, and legal foundations of special education as well as an understanding of the characteristics of learners who have special needs; explore and define the concepts of special education in schools and society; acquire knowledge about the legal and procedural aspects of special education, and develop an understanding and respect for individual needs and diversity. Students relate multicultural issues, beliefs, and practices to the needs of the student with mild/moderate disabilities, explore crisis intervention/prevention models and strategies, and examine conflict resolution. This course presents students with the opportunity to develop an understanding of the issues relating to developing and encouraging positive social interaction skills, issues relating to the diverse emotional needs of students with mild/moderate disabilities, and issues relating to student behavior.

**EDP 405 - Educational Psyc for the PK12 Learner (3 Credit Hours)**

This course provides students the opportunity to apply the principles of education and teaching and learning theory to instructional design.

Course Prerequisites - See Academic Advisor

**EDP 421 - Child & Adolescent Literature (3 Credit Hours)**

The course explores literature for the early and middle childhood aged student with an emphasis on standards for selection of materials with reference to the interests, needs, and abilities of children at the different levels within these ranges of ages. Attention is given to books and their uses in all subject matters. Special emphasis is placed on activities that will motivate early and middle childhood students to read. The goal of creating life-long readers is stressed.

Course Prerequisites - EDP 400 or EDUC 220 or EDUC 225 or EDUC 228 or SED 203

**EDP 423 - Instructional Planning for Pk12 Learners (3 Credit Hours)**

This course is designed for non-traditional students with a bachelor's degree who are seeking the Resident Educator License in Ohio. The course examines introductory aspects of instructional planning as well as the common strategies teachers employ to conduct their lessons. Basic elements of measurement and assessment that are essential to effective teaching are addressed. It assumes students have an understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students and the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes.

Course Prerequisites - EDP 400, EDP 401

**EDP 425 - Early Child Curr. Instruction Assessment (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Early Childhood License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons as well as elements of measurements and assessment that are essential to effective teaching. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students and the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes.

**EDP 426 - Intervention Curr. Inst Assessment (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Intervention Specialist License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons as well as elements of measurements and assessment that are essential to effective teaching. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students and the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes.

### EDP 427 - Middle Childhood Curr Inst. Asssment (3 Credit Hours)

This course is required for prospective teachers seeking the Resident Middle Childhood License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons as well as elements of measurements and assessment that are essential to effective teaching. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students and the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes.

### EDP 428 - Aya Curr, Instruction, Assessment (3 Credit Hours)

This course is required for prospective teachers seeking the Resident Adolescence to Young Adult License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons as well as elements of measurements and assessment that are essential to effective teaching. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students and the central role assessment plays in the instructional process as teachers construct and utilize various types of assessment to provide valid measures of learning outcomes.

### EDP 429 - Classroom Assessment (3 Credit Hours)

This course introduces student to action research methods and procedures as they relate to seeking solutions to instructional problems within the field of education. Research techniques, the analysis of research results, and the uses of research are explored. Students will also explore how to use data to influence classroom decisions; guide and improve teaching skills and tailor instruction to individual learning needs. This course will also the connection between constructive evaluation skills such as constructive feedback; helping student monitor their own progress; influence students' continuing motivation; perceptions of self efficacy as learners and their positive effect student learning.

### EDP 431 - Phonics and Emergent Reading (3 Credit Hours)

This course is required for prospective teachers seeking the Resident Educator Early Childhood License, the Resident Educator Middle Childhood License, and the Resident Educator Intervention Specialist License. The course examines how children's oral language develops, how they learn to read and write, and the teacher's role in this process. It examines the essential components and processes of teaching reading to emergent students: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates learn how to select instructional materials, utilize strategies to meet both the cognitive and affective literacy needs of children, as well as create, utilize, and interpret assessment data to inform teaching and learning.

Course Prerequisites - EDP 421

### EDP 435 - Reading Pedagogy& Diagnostic Remediation (3 Credit Hours)

This course is required for prospective teachers seeking the Provisional Early Childhood License, The Provisional Middle Childhood License, Provisional Intervention Specialist License, or the Reading Endorsement. The course examines the development of communication skills in young children from listening and speaking to reading and writing. Students will become familiar with current approaches to reading, including phonics and a balanced literacy approach. Students will implement use of diagnostic reading instruments, and analyze results to address standards-based foundational reading skills, as well as the continuum of reading skills and miscues in elementary, middle school and high school level passages.

Course Prerequisites - EDP 431

### EDP 441 - Instruct. Strat. for Internvention (FE) (3 Credit Hours)

This course provides students the opportunity to focus on planning, executing, and evaluating best practices in the instructional process; describe and define characteristics of learners with disabilities, and access, diagnose, and evaluate students with disabilities; determine and write goals, long term objectives, and teaching objectives; and survey and

determine appropriate educational settings. Student will demonstrate skills in conducting professional activities; use, score, modify, and adapt assessment instruments; access information, gathers data, evaluates results, and determines service delivery options; develop skills in interpreting assessment data to plan instructional methods, and in developing and selecting instructional content, materials, resources, strategies, and technology as they relate to the education of students with disabilities.

**EDP 442 - Assessment& Mgmt Strategies Intervention (3 Credit Hours)**

This course provides students the opportunity to develop skills in planning, evaluating, and managing the teaching and learning environment. Students become familiar with management and assessment strategies; evaluating the behavioral and social needs of learners; and creating a supportive learning environment. Students demonstrate skills in selecting appropriate assessment instruments to evaluate student needs, conducting and scoring assessments, and evaluating resulting data to make necessary adjustments for students with exceptional needs

Course Prerequisites - SED 405, SED 300

**EDP 443 - Collaborative Instructional Strategies (3 Credit Hours)**

This course provides students the opportunity to develop skills in establishing collaborative professional partnerships to enhance instruction in multiple academic settings. Focus is on interpreting formal and informal classroom assessment data to select instructional content, materials, and resources, as well as co-teaching arrangements and instructional strategies that best meet the diverse needs of learners.

Course Prerequisites - SED 300, SED 405

**EDP 471 - Collaboration & Management (3 Credit Hours)**

This course provides students the opportunity to develop skills in planning and managing the teaching and learning environment; managing student behavior and social interaction skills; communicating effectively; developing collaborative partnerships, and in demonstrating professionalism and ethical practices. Students become familiar with daily management skills, safety and health issues in the classroom, creating and modifying a supportive learning environment, and behavior management skills. The course also focuses on the development and interaction of the educational team, on methods and models of collaborative practices with parents, students, educational personnel, and members of the community and incorporates this into the instructional process.

Course Prerequisites - EDUC 309, EDP 429

**EDP 472 - Differentiating Curricul. (3 Credit Hours)**

This course will provide students with the opportunity to explore research and theory on the effectiveness of differentiated classrooms; examine the importance of differentiating instruction for today's diverse student population; recognize the need to increase variety in teaching, learning, and assessment to respond to individual student needs; utilize strategies including assignment tiering, graphic organizers, critical thinking skills, reflection and assessment strategies customized for a mixed-ability classroom; diagnose student needs and prescribe tasks that create better matches between learning needs and preferences and plan and implement methods appropriate for assessing individual learning needs in a performance-based curriculum.

Course Prerequisites - EDP 405

**EDP 491 - Professional Growth & Development ECE (9 Credit Hours)**

The professional growth and development practicum is the field portion of the student teaching experience designed to meet the requirements for the Elementary Childhood Education Resident Educator License. The practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor.

Course Prerequisites - See Advisor for Registration

**EDP 492 - Professional Growth & Development MCE (9 Credit Hours)**

The professional growth and development practicum is the field portion of the student teaching experience designed to meet the requirements for the Middle Childhood Education Resident Educator License. The practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor.

Course Prerequisites - See Advisor for Registration

**EDP 493 - Professional Growth & Development AYA (9 Credit Hours)**

The professional growth and development practicum is the field portion of the student teaching experience designed to meet the requirements for the Adolescence to Young Adult Resident Educator License. The practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor.

Course Prerequisites - See Advisor for Registration

**EDP 494 - Prof Growth & Development for IS (9 Credit Hours)**

The professional growth and development practicum is the field portion of the student teaching experience designed to meet the requirements for the Intervention Specialist, K-12: Mild/Moderate Resident Educator License. The practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor.

Course Prerequisites - See Advisor for Registration

**EDP 495 - PK12 Reflection and Seminar (3 Credit Hours)**

The PK12 Reflection and Seminar is the in-class seminar portion of the student teaching experienced designed to meet the requirements for the Resident Educator License. The seminar provides teacher candidates with an opportunity to continue developing skills needed to become a reflective practitioner based upon their practicum experience in the field component of student teaching.

Course Prerequisites - See Advisor for Registration

**EDUC 110 - Introduction to Education (2 Credit Hours)**

This survey course is an introduction to the teaching profession and is required for all students desiring to major in Education. Candidates engage in a variety of experiences that broadly explore the profession of education; purposes of schools in society; examines the state, federal and institutional standards that guide the profession; and the knowledge, dispositions, and performances required to be an effective teacher today.

**EDUC 112 - Education in a Diverse Society (3 Credit Hours)**

This course explores the profession of education in the context of key social, political, and cultural issues, examines the historical origins of American public education, and discusses the role of educators in creating equality of opportunity for all students. Topics of discussion and analysis include individual differences; developing an educational atmosphere of respect; understanding student needs, and meeting the needs of diverse learners.

Course Prerequisites - EDUC 110

**EDUC 113 - Science for Teachers (4 Credit Hours)**

A "hands-on" science course for Elementary Education students. Concepts learned in lecture will be enhanced with laboratory activities that could be adapted for elementary school students. Topics include meteorology, astronomy, geology, biology, physics, and chemistry.

Course Prerequisites - EDUC 110

**EDUC 220 - Introduction to Elementary Education (2 Credit Hours)**

This course is required for prospective teachers seeking the Resident Elementary Education License. This course explores the history, philosophy, purposes and societal needs for elementary education. Appropriate organization and curriculum for PK-5 will be discussed. Readiness for learning will be investigated.

Course Prerequisites - Admission to Teacher Education, EDUC 110

**EDUC 222 - Early Childhood Exp Art Drama Music (2 Credit Hours)**

This course discusses planning, implementing, and evaluating developmentally appropriate activities for young children in the creative areas of art, music, drama, and play. Includes experiences and methods for developing self-expression and creativity. Prerequisite: EDU 220 or concurrent enrollment

Course Prerequisites - EDUC 220

**EDUC 223 - Play & Movement in Early Childhood (FE) (2 Credit Hours)**

This course examines the nature and value of play in the lives of children, birth through eight years of age in the areas of cognitive, social, communication, emotional, and physical development. Included in the course will be the role of the teacher during children's play, and the planning for and assessment of play. Activities, songs, movements, and games that can be used in the Early Childhood Classroom will be an integral part of this course.

Course Prerequisites - EDUC 220

**EDUC 224 - Creative Experiences and Play for All (2 Credit Hours)**

Provides teacher candidates with the knowledge and skills necessary to incorporate creative music, art, drama, movement, and play activities into a comprehensive early childhood inclusive curriculum. Integration of creative experience and play designed to enhance and encourage the development of all PreK to Grade 5 learners will be emphasized, as will the historical, theoretical and research base for the integration of play and creative experiences into a fully inclusive classroom. This is a field experience course that requires transportation to local partnership school districts to complete classroom assignments.

Course Prerequisites - EDUC 250 or SED 260

**EDUC 225 - Intro to Middle Childhood Education (2 Credit Hours)**

This course is required for prospective teachers seeking the Provisional Middle Childhood License. The course is designed to provide opportunities to explore characteristics and issues of middle childhood learners, family concerns and structures, various school organizations designed specifically for the middle childhood learner, and techniques to help provide a successful learning experience to middle childhood learners. This course will guide the prospective teacher through the National Middle School Association standards and the Interstate New Teachers Assessment & Support Consortium standards.

Course Prerequisites - Admission to Teacher Education, EDUC 110

**EDUC 228 - Intro to AYA Education (2 Credit Hours)**

This course is required for prospective teachers seeking the Provisional Adolescent & Young Adult Education License. The course is designed to provide opportunities to explore characteristics and issues of adolescent and young adult learners, family concerns and structures, various school organizations designed specifically for the secondary learner, and techniques to help provide a successful learning experience to middle childhood learners. This course will guide the prospective teacher through the Interstate New Teachers Assessment & Support Consortium standards.

Course Prerequisites - Admission to Teacher Education, EDUC 110

**EDUC 230 - The Teaching of Phonics (3 Credit Hours)**

This course is required for prospective teachers seeking the Provisional Early Childhood License, the Provisional Middle Childhood License, and the Provisional Intervention Specialist License or the Reading Endorsement. The course introduces the prospective classroom teacher to the elements of phonics. It explores the English sound system and its relationship to reading and spelling. It acquaints the student with the specific terminology used to describe the various aspects of phonics. It also assists the student in determining the proper place of the phonic's instructor in the reading program. The course emphasizes the methods of teaching phonics. It also assists the prospective teacher in selecting appropriate commercial materials and in developing teacher-made materials to teach phonics in the classroom.

Course Prerequisites - EDUC 250, EDUC 260, EDUC 270 or SED 260

**EDUC 250 - Instruc Planning Elementary Education (4 Credit Hours)**

This course is required for prospective teachers seeking the Resident Elementary Education License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons. It assumes students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make it accessible to students.

Course Prerequisites - EDUC 112, EDUC 220

**EDUC 260 - Instruct Planning Middle Child Education (4 Credit Hours)**

This course is required for prospective teachers seeking the Resident Educator Middle Childhood License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons. It assumes prospective students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in

the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students.

Course Prerequisites - EDUC 112, EDUC 225


**EDUC 270 - Instructional Planning AYA Education (4 Credit Hours)**

This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons. It assumes prospective students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students. The delivery of the Ohio model curriculum will be explored. All types of instructional technology will be utilized, including computer applications.

Course Prerequisites - EDUC 112, EDUC 228


**EDUC 309 - Technology in the Classroom (3 Credit Hours)**

This course is designed to emphasize the connectivity of technology to the classroom and the general curriculum. Students will explore programs that will aid them in classroom management, data collection, student-produced work, creating instructional tools, and administration of classroom responsibilities. Students will develop products that can be used to support their teaching and the learning process of their students.

Course Prerequisites - EDUC 250 or EDUC 260 or EDUC 270 or EDP 423 or SED 260, COMM 150 or SPCH 100


**EDUC 330 - Emergent Reading & Writing (3 Credit Hours)**

This course is required for teacher candidates seeking the Provisional Early Childhood License, the Intervention Specialist: Mild/Moderate Disabilities License, or the Reading Endorsement. This course examines how children's oral language, develops, how they learn to read and write and the teacher's role in this process. Using a balanced approach to literacy instruction, candidates learn how to select instructional materials, utilize strategies to meet the cognitive and affective literacy needs of all children, create, utilize and interpret assessment data to inform teaching and learning. The candidates learn the role of parents in literacy acquisition and the link between play and learning.

Course Prerequisites - EDUC 230, COMM 150 or SPCH 100


**EDUC 331 - Teaching Early Childhood Reading (FE) (3 Credit Hours)**

This course is required for prospective teachers seeking the Provisional Early Childhood License, the Provisional Middle Childhood License, Provisional Intervention Specialist License, or the Reading Endorsement. The course examines the development of communication skills in young children, from listening and speaking to reading and writing. It explores the notions of "readiness and emergent literacy." It investigates the strategies in young children. The course assists students in becoming acquainted with a wide variety of historic and current approaches to reading, including phonics and Whole Language. It explores assessment instruments and highlights valuable methods and materials. It helps prospective teachers begin to develop their own eclectic style of teaching reading.

Course Prerequisites - EDUC 230, COMM 150 or SPCH 100


**EDUC 332 - Reading in the Content Area (3 Credit Hours)**

This course is required for prospective teachers seeking the Provisional Middle Childhood License, the Provisional Adolescent/Young Adult License, the Provisional Intervention Specialist License, or Reading Endorsement. The course explores the development from learning-to-read to using reading-to-learn. It investigates the role of vocabulary instruction, comprehension, study skills, and the writing process. It also addresses the assessment of textbooks, the reading process, and student motivation.

Course Prerequisites - EDUC 250 or EDUC 260 or EDUC 270 or SED 260, COMM 150 or SPCH 100


**EDUC 336 - Children's Early Childhood Literature (2 Credit Hours)**

This course is required for prospective teachers seeking the Provisional Early Childhood License, the Intervention Specialist: Mild/Moderate Disabilities License, or the Reading Endorsement. The course explores literature for young children and with emphasis on standards for selection of materials with reference to the interests, needs, and abilities of children at different age levels. Attention is given to books and their use in all subject matters. Special emphasis is placed on activities that will motivate children to read. The goal of creating life-long readers is stressed.

Course Prerequisites - COMM 150 or SPCH 100

**EDUC 338 - Adolesecent Literature (2 Credit Hours)**

This course is required for prospective teachers seeking the Provisional Adolescent/Young Adult License, the Intervention Specialist: Mild/Moderate Disabilities License, or the Reading Endorsement. This course explores literature for children and adolescents with emphasis on standards for selection of materials with reference to the interests, needs, and abilities of adolescents and young adults at different age levels. Attention is given to books and their use in all subject matters. Special emphasis is placed on activities that will motivate adolescents and young adults to read. The goal of creating life-long readers is stressed.

Course Prerequisites - COMM 150 or SPCH 100

**EDUC 369 - Research, Data and Measurement (2 Credit Hours)**

This course introduces students to action research methods and procedures as they relate to seeking solutions to instructional problems within the field of education. Research techniques, the analysis of research results, and the uses of research are explored. Students will also explore how to use data to influence classroom decisions; guide and improve teaching skills and tailor instruction to individual learning needs. This course will also show the connection between constructive evaluation skills such as constructive feedback; helping students monitor their own progress; influence students' continuing motivation; perception of self efficacy as learners and their positive effect on student learning.

Course Prerequisites - COMM 150 or SPCH 100, EDUC 250 or EDUC 260 or EDUC 270 or SED 260

**EDUC 402 - Differentiating Instruction (2 Credit Hours)**

This course will provide students with the opportunity to explore research and theory on the effectiveness of differentiated classrooms; examine the importance of differentiating instruction for today's diverse student population; recognize the need to increase variety in teaching, learning, and assessment to respond to individual student needs; utilize strategies including assignment tiering, graphic organizers, critical thinking skills, reflection and assessment strategies customized for a mixed-ability classroom; diagnose student needs and prescribe tasks that create better matches between learning needs and preferences and plan and implement methods appropriate for assessing individual learning needs in a performance-based curriculum.

Course Prerequisites - COMM 150 or SPCH 100, EDP 405

**EDUC 404 - American Studies Seminar I (3 Credit Hours)**

This course provides the opportunity to explore the necessary planning and managing the teaching and learning environments in American Educational Systems. Students become familiar with the skills, safety, health, and diversity issues in the classrooms, creating and modifying a supportive learning environment and behavior management skills. It also encourages students to have regard and repspect for a child's total self This course provides an overview ofthe roles of teachers, administrators, boards of educatio, parents and students. It explores the models of education at the preschool, primary, intermediate, middle school and high school levels. It examines and explains the laws, policies, and procedures by which educational systems must follow.

Course Prerequisites - COMM 150 or SPCH 100, Senior Status

**EDUC 405 - American Studies Seminar II (3 Credit Hours)**

This course provides students the opportunity to explore the necessary planning and managing the special circumstances surrounding the teaching and learning environments in American Educational Sytems. Students become familiar with the diversity, disabilities, and legal issues in the classrooms, including family and community interactions. It also ecourages students to have regard and respect for a child's to self. This course also provides an opportunity to interact with teachers, administrators, boards of education, parents, and students, It demonstrates the models of education at the preschool, primary, intermediate, middle school, and high school levels. It examines and explains the laws, policeis, and procedures by which educational systems must follow, including new laws that msut be implemented and the controveries that surround them.

Course Prerequisites - COMM 150 or SPCH 100, EDUC 404

**EDUC 421 - Class Gdnce, Fam, Schl, & Comm Partner (3 Credit Hours)**

Presents an overview of classroom organization and management, and systematic behavior change techniques required for the effective teaching and enhanced students learning for all children in Pre-K through Grades 5. This course explores the social and emotional development of young children; investigates the causes of young children's various behaviors and prepares teacher candidates to support young children in developing self-regulation skills needed to support learning and communicating with others. This course will also focus on classroom management practices necessary to build an effective classroom learning community that supports student learning; establishing and maintain collaborative partnerships that are sensitive to family composition, language, and culture with each student's family to foster student learning and development in all settings and skills needed to establish relationships with and use resources of the students'

communities to support student learning and development.

Course Prerequisites - COMM 150 or SPCH 100, EDUC 309, EDUC 369

**EDUC 425 - Collaboration and Management (2 Credit Hours)**

This course provides students the opportunity to develop skills in planning and managing the teaching and learning environment; managing student behavior and social interaction skills; communicating effectively; developing collaborative partnerships and in demonstrating professionalism and ethical practices. Students become familiar with daily management skills, safety and health issues in the classroom, creating and modifying a supportive learning environment, and behavior management skills. The course also focuses on the development and interaction of the educational team, on methods and models of collaborative practives with parents, students, and educational personnel, and members of the community and incorporates this into the instructional process.

Course Prerequisites - COMM 150 or SPCH 100, EDUC 309, EDUC 369

**EDUC 431 - Diagnostic Reading & Remediation (3 Credit Hours)**

This course is required for students who are seeking the Resident Educator Early Childhood License, the Middle Childhood Licensure, or the Intervention Specialist License. The course provides an overview of the reading process. It explores the strategies that are needed for reading and discusses ways of encouraging the development of these strategies in children. It explores common miscues and discusses ways of using diagnostic reading instruments. It stresses the importance of developing positive attitudes toward reading, as well as developing reading skills.

Course Prerequisites - COMM 150 or SPCH 100, EDUC 331

**EDUC 440 - Instructional Strateg for 4, 5, 6 Grades (3 Credit Hours)**

This course surveys the biological, social, psychological and cultural influences in human development in early adolescence, fosters an understanding of the unique developmental needs and aspects of young adolescents and how they impact learning. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students.

Course Prerequisites - Ohio P-3 Licensure

**EDUC 441 - LA & SS Cont, Mthd, & Assess 4,5,6 (3 Credit Hours)**

This course is one of three courses needed for the Early Childhood Generalist endorsement. It examines the nature, development, purpose and value of social studies with emphasis on methods and techniques of instruction, curriculum reorganization, and evaluation with attention given to citizenship education, the world as a global community, the important role of values in guiding human behavior, and individual differences among learners. This course also provides teacher candidates with a survey of the methods and materials for teaching language arts, including the areas of grammar and usage, spelling handwriting, composition, dramatics, and speaking. Teacher candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work.

Course Prerequisites - Ohio P-3 Licensure

**EDUC 442 - Math & Scie Cont, Mthd, & Assess 4,5,6 (3 Credit Hours)**

This course is one of three courses needed for the Early Childhood Generalist endorsement. It explores both the content of the mathematics curriculum and the methodologies employed in teaching mathematics content. This course also involves the teacher candidate with varying kinds of science approaches with an emphasis on the hands-on approach to investigation. The central focus is placed upon the teacher candidate's ability to become more aware of societal technological needs for science. Teacher candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work.

Course Prerequisites - Ohio P-3 Licensure

**EDUC 451 - Early Childhood Language Arts Methods (3 Credit Hours)**

Presents an overview of language arts for all PreK through Grade 5 learners. Teacher Candidates will examine the continuum of state standards-based skills, curricular components and organization, and diverse learning challenges as they relate to developing and implementing developmentally appropriate lessons and units of study. Candidates will develop positive dispositions toward literacy and foster supportive environments for literacy development of all learners, including children with disabilities and English language learners. Contemporary research on theoretical perspectives and best practices, as well as practical application, are embedded in this course to ensure a balanced approach to the most

effective instructional practices for PreK-Grade 5 learners.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 or EDUC 421 & EDUC 402

**EDUC 452 - Elementary Education Science Methods (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Elementary Education License. The course examines the kinds of curricular themes, problems, and issues that are appropriate for candidates in the elementary education program and is based upon appropriate developmental theory. Learned societies and other research literature have also been used to provide the basis for the selection of curriculum and teaching strategies. The emphasis is a hands on approach to inquiry. The course provides candidates the framework for implementing the Ohio Science Standards.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 or EDUC 425 & EDUC 402

**EDUC 453 - Early Childhood Social Studies Methods (3 Credit Hours)**

Presents an overview of social studies for all PreK through Grade 5 learners. Teacher Candidates will examine the kinds of curricular themes, learning challenges, and standards issues as they relate to developing and implementing developmentally appropriate lessons and units of study to teach social studies knowledge and skills to early childhood learners. Learned societies and other research literature have also been used to provide the basis for the selection of this curriculum and for the materials, teaching strategies, differentiation methods and assessment techniques that are included as part of the course.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 OR EDUC 425 & EDUC 402

**EDUC 454 - Mathematics Methods for Elementary Educators (3 Credit Hours)**

This course is required for prospective teachers seeking the Provisional Elementary License. It examines the kinds of curricular themes, problems, and issues that are appropriate for children in the elementary block and is based upon appropriate developmental theory. Learned societies and other research literature have also been used to provide the basis for the selection of this curriculum and for the materials, teaching strategies and assessment techniques that are included as part of the course.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 OR EDUC 421 & EDUC 402

**EDUC 461 - Middle Childhood Language Arts Methods (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Educator Middle Childhood License. This course provides teacher candidates with a survey of the methods and materials for teaching language arts. It includes the areas of grammar and usage, spelling, handwriting, composition, dramatics, and speaking. It shows students how reading ability is built solidly upon the other language arts of listening, speaking, and writing.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 or EDUC 402 & EDUC 425

**EDUC 462 - Middle Childhood Science Methods (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Educator Middle Childhood License. This course involves the teacher candidate with varying kinds of science approaches. The emphasis in the course involves hands-on approach to investigation. The course provides candidates the framework for implementing the Ohio Science Standards.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 or EDUC 402 & EDUC 425

**EDUC 463 - Middle Childhood Social Studies Methods (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Educator Middle Childhood License with social studies as a content area. Attention is given to citizenship education, the world as a global community, the important role of values in guiding human behavior, financial literacy and individual differences among learners. Additionally, the course examines the nature, development, purpose and value of social studies with emphasis on methods and techniques of instruction, curriculum reorganization, and evaluation.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 or EDUC 402 & EDUC 425

**EDUC 464 - Middle Childhood Mathematics Methods (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Educator Middle Childhood License. The course explores changes in both the content of the mathematics curriculum and the methodologies employed in teaching that content. Teacher candidates will examine the goals, materials, and methodologies most likely to achieve those goals.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 or EDUC 402 & EDUC 425

**EDUC 471 - AYA Language Arts Methods (3 Credit Hours)**

Integrated Language Arts. This course provides teacher candidates with a survey of the methods and materials for teaching language arts. It includes the areas of grammar and usage, spelling, handwriting, composition, dramatics, and speaking. It shows students how reading ability is built solidly upon the other language arts of listening, speaking, and writing. The Common Core Standards for English Language Arts will be utilized in setting instructional objectives and in designing lesson plans.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 or EDUC 402 or EDUC 425

**EDUC 472 - AYA Science Methods (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License: Integrated Science. This course provides the framework for teacher candidates to follow the state model for science instruction. Strategies for translating Ohio's 2011 science competency program goals into instructional objectives will be developed. Contemporary research findings related to the teaching of science will be the basis of instruction for the course. It involves the meaning of science, learning approaches, systems of science, investigations pertinent to the needs of society and technology. The integration of science content will be included. Problem solving strategies will be stressed.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing

**EDUC 473 - AYA Social Studies Methods (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License: Integrated Social Studies. Designed to prepare teacher candidates to teach social studies content for grades 7 to 12, attention is given to citizenship education, the world as a global community, the important role of values in guiding human behavior, financial literacy and individual differences among learners. Additionally, the course examines the nature, development, purpose, and value of social studies, with emphasis on methods and techniques of instruction, curriculum reorganization, and evaluation based on the 2011 Ohio Social Studies Academic standards.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 or EDUC 402 & EDUC 425

**EDUC 474 - AYA Mathematics Methods (3 Credit Hours)**

This course is required for prospective teachers seeking the Resident Educator Adolescence to Young Adult License: Integrated Mathematics. Through experience as members of a learning community, teacher candidates will explore mathematical processes and reasoning, engage in problem solving, explore content-related instructional strategies, and examine the current content mandated in the Common Core standards for Mathematics.

Course Prerequisites - COMM 150 or SPCH 100, Senior Standing, EDP 471 & EDP 472 or EDUC 402 & EDUC 425

**EDUC 481 - Lang Arts Content & Method 4, 5, 6 Gr (6 Credit Hours)**

This course also provides Teacher Candidates with a survey of the methods and materials for teaching language arts, including the areas of grammar and usage, spelling handwriting, composition, dramatics, and speaking. Teacher Candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. 50% of the lessons and activities will center on language arts content.

Course Prerequisites - COMM 150 or SPCH 100

**EDUC 482 - Science Content & Method 4, 5, 6 Gr (6 Credit Hours)**

This course involves the course participant with varying kinds of science approaches with an emphasis on the hands-on approach to investigation. The central focus is placed upon the course participant's ability to become more aware of societal technological needs for science. Course participants will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work.

Course Prerequisites - COMM 150 or SPCH 100

**EDUC 483 - Social Studies Cont & Method 4, 5, 6 Gr (6 Credit Hours)**

This course examines the nature, development, purpose and value of social studies with emphasis on methods and techniques of instruction, curriculum reorganization, and evaluation with attention given to citizenship education, the world as a global community, the important role of values in guiding human behavior, and individual differences among learners. Teacher Candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. 50% of the lessons and activities will center on social studies content aligned to the

Ohio Social Studies Standards.

Course Prerequisites - COMM 150 or SPCH 100

**EDUC 484 - Math Content & Methods 4, 5, 6 Grades (6 Credit Hours)**

This course explores both the content of the mathematics curriculum and the methodologies employed in teaching mathematics content. Teacher Candidates will examine the goals, materials, and methodologies most likely to achieve those goals, providing them with a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. 50% of the lessons and activities will center on mathematics content.

Course Prerequisites - COMM 150 or SPCH 100

**EDUC 489 - Workshop in Education (1 Credit Hours)**

Under special circumstances, undergraduate students may register for special topics to be offered in workshop format. These courses may not be applied toward degree requirements, but may serve as elective hours toward graduation.

Course Prerequisites - COMM 150 or SPCH 100

**EDUC 491 - Early Child Prof Growth & Dev Practicum (12 Credit Hours)**

The professional growth and development practicum is designed to meet the student teaching requirements for the Resident Educator Early Childhood License. The practicum has two components: the student teaching experience and a weekly seminar. Student teaching is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor. The seminar provides teacher candidates with an opportunity to continue developing skills needed to become a reflective practitioner.

Course Prerequisites - Completion of all program and OAE requirements, COMM 150 or SPCH 100

**EDUC 492 - Middle Child Prof Growth & Dev Practicum (12 Credit Hours)**

The professional growth and development practicum is designed to meet the student teaching requirements for the Resident Educator Middle Childhood License. The practicum has two components: the student teaching experience and a weekly seminar. Student teaching is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor. The seminar provides teacher candidates with an opportunity to continue developing skills needed to become a reflective practitioner.

Course Prerequisites - COMM 150 or SPCH 100, Completion of all program and OAE requirements

**EDUC 493 - Adolescent Prof Growth & Devel Practicum (12 Credit Hours)**

The professional growth and development practicum is designed to meet the student teaching requirements for the Resident Educator Adolescent Young Adult License. The practicum has two components: the student teaching experience and a weekly seminar. Student teaching is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor. The seminar provides teacher candidates with an opportunity to continue developing skills to become a reflective practitioner.

Course Prerequisites - COMM 150 or SPCH 100, Completion of all program and OAE requirements

**EDUC 495 - Practicum in Early Childhood Education (6 Credit Hours)**

The early childhood education practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables a teacher seeking licensure in an additional field of study a place where they can reflect on their development as professionals.

Course Prerequisites - COMM 150 or SPCH 100, EDUC 451, EDUC 452, EDUC 453, EDUC 454

**EDUC 496 - Practicum in Middle Childhood Education (6 Credit Hours)**

The middle childhood education practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables a teacher seeking

licensure in an additional field of study a place where they can reflect on their development as professionals.

Course Prerequisites - COMM 150 or SPCH 100, EDUC 461 or EDUC 462 or EDUC 463 or EDUC 464

**EDUC 497 - Practicum in Adol. Young Adult Education (6 Credit Hours)**

The adolescent and young adult education practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher seeking licensure in a second field of study a place where they can reflect on their development as professionals. Students will complete a personal portfolio in which they will document academic/professional skills, classroom organization, and teacher development, and include a personal teaching philosophy.

Course Prerequisites - COMM 150 or SPCH 100, EDUC 471 or EDUC 473 or EDUC 474

**EDUC 601 - Learning Theory Different Populations (3 Credit Hours)**

This course provides students with a foundation and perspectives on the nature of learning. Students will examine the ideas of learning theorists and sample, relevant research, looking for the relationship between theories of learning and the teaching methods by which they are applied in the classroom.

**EDUC 602 - Human Relations for Effective Educators (3 Credit Hours)**

This course is designed to provide educators with the knowledge and skills necessary to establish a classroom learningcommunity in which teachers can organize and conduct effective instruction, and in which their students can be challenged and highly involved in those learning activities. Educators will learn the relationships and interactions of different student populations that will allow the teacher to develop targeted learning communities for multiple populations. Smooth running classrooms exist because teachers have clear ideas about classroom conditions and student behaviors necessary for a healthy learning environment.

**EDUC 606 - Curriculum & Teaching Design: Math (3 Credit Hours)**

An examination of the theory and practice of the design, development, implementation and evaluation of curricula for K-12 in a specific content area. This course reflects the emergent trends in the field of curriculum and teaching design and how it can be best utilized in the specific content area of mathematics

**EDUC 607 - Curriculum and Teaching Design: Science (3 Credit Hours)**

An examination of the theory and practice of the design, development, implementation and evaluation of curricula for K-12 in a specific content area. This course reflects the emergent trends in the field of curriculum and teaching design and how it can be best utilized in the specific content area of sciences.

**EDUC 608 - Curriculum & Teach Design: English (3 Credit Hours)**

An examination of the theory and practice of the design, development, implementation and evaluation of curricula for K-12 in a specific content area. This course reflects the emergent trends in the field of curriculum and teaching design and how it can be best utilized in the specific content area of English language.

**EDUC 609 - Computers in Education (3 Credit Hours)**

This course is designed to emphasize the use of technology in both the classroom and in data management for program evaluation and administration. Students will be expected to generate a series of products that can be used to support the teaching/learning process.

**EDUC 622 - Content & Pedagogy Principles for Math (3 Credit Hours)**

This course reviews standard and new applications of pedagogy related to specific age groups within a specific content area. Students will design and conduct age appropriate lessons on specific content topics throughout the course. Students will analyze learning resources appropriate for the content and age group and integrate technology applications within the application activities.

**EDUC 623 - Content & Pedagogy Principles Science (3 Credit Hours)**

This course reviews standard and new applications of pedagogy related to specific age groups within a specific content area. Students will design and conduct age appropriate lessons on specific content topics throughout the course. Students will analyze learning resources appropriate for the content and age group and integrate technology applications within the application activities.

**EDUC 624 - Content & Pedagogy Principles English (3 Credit Hours)**

This course reviews standard and new applications of pedagogy related to specific age groups within a specific content area. Students will design and conduct age appropriate lessons on specific content topics throughout the course. Students will analyze learning resources appropriate for the content and age group and integrate technology applications within the application activities.

**EDUC 633 - Inclusionary Issues (3 Credit Hours)**

This course will provide an overview of the exceptionalities found in an inclusionary classroom. These will include, but not be limited to students with mental retardation, cognitive delays, specific learning disabilities, attention deficit disorder, attention deficit hyperactivity disorder, severe emotional disorders, communication disorders, autistic spectrum disorders, physical disabilities, health issues, hearing and visual impairment, and talented and gifted. This course will also include studies of cognition, intelligences, learning styles and modalities, as well as various service models of instruction.

**EDUC 645 - Contemporary Issues in Education (3 Credit Hours)**

This course will focus on current educational reform and research findings with respect to school organizations and governance, teaching, learning and classroom management. Students will investigate and discuss these and many other areas of current educational interest.

**EDUC 650 - Evaluation and Assessment (3 Credit Hours)**

This course presents fundamental principles and practices for evaluating and assessing courses and programs, with a focus on formative and summative evaluation and criterion-referenced testing. This course provides student engagement with classical, current, and future models of classroom based assessment methods and procedures as they relate to seeking solutions to instructional problems within the field of education. Action research techniques, the analysis of research results, and the uses of research are explored. A major theme of the class will be to establish the imperative for teachers to use data to influence classroom decisions; guide and improve teaching skills and tailor instruction to individual learning needs. Students will explore assessment models, including learner satisfaction surveys, criterion-referenced tests, and grading rubrics. This course will also show the connection between constructive evaluation skills such as clear descriptive feedback; helping students monitor their own progress; influence students' continuing motivation; perception of self-efficacy as learners and their positive effect on student learning. The course will then establish the connections between the evaluation and assessment of student learning and how it serves as the foundation for strategic planning, budgeting, and required reporting to external stakeholders of the school system. Prerequisite: EDUC 601, EDUC 602, EDUC 606 (or similar), EDUC 622 (or similar). One course may be taken concurrently.

**EDUC 711 - Applications of School Law (3 Credit Hours)**

This course addresses the status and judicial decisions which relates to schools and the responsibilities of the board of education, teachers, and administrators. Emphasis is placed on understanding the legal framework as it relates to providing quality instruction.

**EDUC 722 - Application of School Finances (3 Credit Hours)**

This course emphasizes the individual school's involvement with financial issues and the position of the individual school in the broader system. This course addresses topics such as equity, adequacy, efficiency in school funding; local, state, and federal funding sources; funding methods; and budgeting emphasizing features unique to Ohio.

**EDUC 800 - Research/Capstone (3 Credit Hours)**

This practicum will provide the opportunity for the student to try out new understanding about teaching and schooling. This course will represent a laboratory experience in which the student will experiment, reflect, and critique. It also provides students with an opportunity to apply theoretical principles to their individual situations. A project is to be used as a culminating experience of the candidates' master's program.

**EDUC 801 - Leadership of Organizational Principles (4 Credit Hours)**

This core course focuses on leadership and followership skills and attributes through the lens of traditional and 21st century leadership theories, constructs and concepts as applied to institutions. Students will apply transformational and other state-of-the-art leadership theoretical underpinnings to real-world cases, scenarios and situations that involve optimal practices in leading individuals and organizations through leadership challenging scenarios and other situations. The course concentrates on the application of critical thinking to optimal practices in leading institutions, their stakeholders and culture for optimal effectiveness.

Course Prerequisites - ENG 800

**EDUC 802 - Teaching in Higher Education (4 Credit Hours)**

The course will study the teaching and learning philosophies, methods, and techniques in higher education. Topics will cover learning theories, instructional design models, instructional strategies, and evaluation of student performance. By the end of this course, students will develop their own teaching philosophy along with an instructional unit demonstrating their mastery of learning theories and instructional design models, selection of proper learning technologies in designing the instruction, and incorporation of appropriate instructional and assessment methods. In addition, students will also explore faculty careers in higher education.

**EDUC 805 - Leadership of Organizational Resources, Initiatives and Performances (4 Credit Hours)**

This core course focuses on state-of-the-art leadership skills necessary for the effectiveness of today's leaders and managers. The course concentrates on the specific transformational, servant-leadership, and other leadership competencies and skills necessary for providing sound management of institutional resources, projects, and performance. Students will apply leadership theoretical underpinnings to real-world cases, scenarios and situations that involve effective and ineffective resource and performance management practices. The course concentrates on the application of critical thinking and decision-making in optimal practices for providing highly effective leadership in today's organizations.

Course Prerequisites - ENG 800

**EDUC 820 - Leading Schools in the 21st Century (4 Credit Hours)**

This course is key for students who have chosen the PK-12 educational leadership focus area that require a solid understanding of 21st Century technological skills as it applies to educational technology (including social media). After establishing a foundation and knowledge base of educational technology, students will learn about the most recent and innovative educational technology that can be utilized effectively for both learning and leading in the PK-12 educational setting. Through the lens of ensuring all students in the PK-12 educational setting are college, career, and life ready, students will analyze and learn how educational technology plays a vital role in this process. In addition, students will analyze and evaluate how to utilize the most recent educational technology tools with effective building and district leadership in the PK-12 educational setting. Finally, students will analyze and evaluate current trends and issues associated with use of educational technology (including social media) within the PK-12 educational setting.

Course Prerequisites - ENG 800

**EDUC 825 - Building & District Leadership Structure (4 Credit Hours)**

This course is key for students who have chosen the K-12 leadership focus and must develop expertise and practice in navigating the unique aspects of building and district leadership in K-12 structures. Concepts of transformational leadership developed through the Leadership Core will be leveraged in the examination of school level and district level issues. Students will be required to define problems within their unique professional situation and apply recognized leadership structures to promote a shared vision and establishes a professional learning community that focuses on the mission of ensuring that all students learn through the development of a culture of collaboration rooted in data based results.

Course Prerequisites - ENG 800

**EDUC 840 - College & University Leader Structures (4 Credit Hours)**

This course provides an examination of leadership theories and structures in institutions of higher education. Focusing on major theories of leadership of higher education organizations that inform leadership practices, students will develop skills as practitioners in university leadership. By the end of the course, students will be able to understand the structure and function of university leadership structures from multiple theoretical perspectives. Students will gain an understanding of the management, leadership, and administrative roles of academic and student affairs offices in colleges and universities including personnel, program definition, research and teaching issues, and other functions of academic and programming oversight. Additional consideration to the roles, responsibilities, and leadership styles required will be examined for different organizational contexts. Through the linking of theory to practice, the class activities will lead students to develop skills as campus leaders and to empower them to make conscious, deliberate decisions, utilizing multiple, and at times divergent, theoretical frames.

Course Prerequisites - ENG 800

**EDUC 845 - History of Higher Education (4 Credit Hours)**

The purpose of this course is to explore critical, challenges facing American higher education. The course explores the history of higher education, with an emphasis on the development of higher education in the United States, to present day challenges facing intuitions. It includes issues of access, accountability, academic freedom, financial aid, state and federal government policy, changing legal structures, teaching and learning in a digital age, student issues, diversity, and the influence of business models and values on institutional strategy and practice. This course also covers different educational systems (Community Colleges, Private Colleges, and Public Colleges) and the critical issues affecting their institutional

type. Students will gain an understanding of their responsibilities, critical thinking, and explore current issues that affect managers in institutions of higher education. This course addresses interdisciplinary influences on leadership practice within learning organizations and focuses on recent developments that have broad implications for research and practice in educational leadership.

Course Prerequisites - ENG 800

### EGMT 330 - Introduction to the Energy Industry (4 Credit Hours)

This course will provide students with an overview of the current energy industry and its challenges in regards to policies and issues. This course is designed to provide an in-depth look at energy related events happening around the world, and provide an understanding of the impact of events on future energy use for societal and environmental well-being. This course will also discuss areas for energy efficiency improvement.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

### EGMT 430 - Legal/Ethical Envir of Energy Industry (4 Credit Hours)

This course provides legal and ethical analysis as it relates to the energy industry. Areas of energy law and ethics that relate to the contemporary business environment are examined in this course. Areas of study include: contracts, torts, crime, business organizations, and the legal and ethical responsibilities of energy industry leaders.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, EGMT 330

### EGMT 450 - Energy Finance (4 Credit Hours)

This course provides students with fundamental energy and financial information that is useful in the energy industry. Topics include the fundamentals of energy finance in the oil and gas industry and managing energy risks. The goal of the course is to provide today's energy and financial managers with the fundamental concepts and the tools necessary to be effective in the energy industry.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, EGMT 330, FINA 301

### EGMT 460 - Energy Markets & Innovation (4 Credit Hours)

This course explores existing energy sources and the structures to users around the world that are experiencing a period of rapid growth. The emergence of new technologies, limits to growth, and rapidly changing raw material prices contribute to increased risk and opportunity in the energy arena. Upon completion of the course, students should understand the nature of conventional and emerging energy generation and delivery. Students will also possess the tools for determining potential winners and losers and the innovative pathways to drive the development of energy sources.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, EGMT 330

### EGMT 495 - Energy Management Strategy Capstone (4 Credit Hours)

Energy businesses are increasingly using strategic concepts and tools to incorporate environmental and social considerations into their decisions and operations. This course is designed for those who need to understand the whole dynamic of the energy environment. The course will combine analysis of case studies and interactive activities as well as current readings related to the field of energy.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, EGMT 330, EGMT 430, EGMT 450, EGMT 460

### EMKT 415 - Search Engine Marketing (4 Credit Hours)

In this course students will use search engine optimization to evaluate the processes that bring websites to the top. It will also show students how to choose the best keywords and phrases to target and how to monitor and maintain successful search engine rankings for those keywords.

### ENG 050 - Basic Writing I (4 Credit Hours)

Students must register for this course if their writing placement test so indicates and must pass this course prior to enrolling in any course at the 200 level or above. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements. Basic Writing I prepares students for Basic Writing II by familiarizing them with methods of generating, developing, and organizing paragraphs and very short essays. Students will master limited punctuation, spelling and agreement skills. These college entry-level skills will be applied to a variety of rhetorical modes, including narration, description and expository patterns.

Course Prerequisites - Placement into ENG 050. See Admissions or Academic Advisor.

**ENG 060 - Basic Writing II (4 Credit Hours)**

Students who place into this course must pass it prior to enrolling in any course at the 200 level or above. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements. Basic Writing II is designed to prepare students for College Writing. Consequently, the course expands upon the skills covered in Basic Writing I. Pre-writing, writing, revising and editing skills are covered; however, the skills are applied to longer writing assignments, sentence skills covered are more comprehensive, some documentation skills are presented, and professional as well as students samples are discussed.

Course Prerequisites - PF 121, ENG 050 or Placement into ENG 060. See Academic Advisor.

**ENG 101 - College Preparatory Writing (4 Credit Hours)**

Instruction in the basic mechanics of sentence structure, proper punctuation, and correct grammar, with a focus on the writing of simple three-point enumeration essays. Individualized attention is given to whatever writing problems each student may have. May not be used to fulfill core or major requirements.

Course Prerequisites - PF 121

**ENG 120 - College Writing (4 Credit Hours)**

In this course, students acquire the writing competence necessary for conducting and presenting research. A variety of assignments, beginning with personal reflections, build upon one another, as students develop ideas that respond to, critique, and synthesize the positions of others. Students systematize and organize knowledge in ways that will help them in all of their courses. The course also emphasizes the elements of good writing style, appropriate grammar and mechanics, clarity of language, and logical and cohesive development. It culminates in submission of a documented research paper.

Course Prerequisites - ENG 101 or Placement into ENG 120

**ENG 130 - Research Paper (2 Credit Hours)**

This is a writing course designed to help students successfully complete college writing projects that require research and documentation skills. Students study methods for using a library, gathering information, summarizing and synthesizing material, and writing and documenting a research paper. The course reviews and emphasizes elements of good writing such as unity, coherence, clarity, and appropriate grammar and mechanics. The course will also cover the appropriate application of APA citation and formatting guidelines.

Course Prerequisites - PF 121 or PF 321

**ENG 205 - Business & Professional Writing (4 Credit Hours)**

This is an intermediate composition course focusing on writing for business and professional purposes. Students will review the writing conventions commonly expected within business and professional environments, as well as strategies for analyzing rhetorical situations within those environments. Coursework includes analysis, revision, and research exercises, as well as substantial practice in composing business correspondence. The final project is an extensive, researched business proposal developed in stages and presented to the class. Students will be encouraged to relate course materials to their major programs and workplace experiences.

Course Prerequisites - PF 121 or PF 321, ENG 120

**ENG 220 - Research Writing: Exploring Professional (4 Credit Hours)**

This is an intermediate course focusing on the composition of research papers. Students in this course prepare to be active participants in professional discourse communities by examining and practicing the writing conventions associated with their own fields of study and work. By calling attention to the conventions of disciplinary writing, the course also prepares students for upper-division college writing and the special conventions of advanced academic discourse. Course activities include three extended research papers, semi-formal writing addressing interdisciplinary communication, and readings fostering critical engagement with disciplinary conversations.

Course Prerequisites - ENG 120, PF 121 or PF 321, COMM 150 or SPCH 100

**ENG 232 - Introduction to Literature (4 Credit Hours)**

In this course, students will analyze works from the three major literary genres: poetry, drama, and fiction. Students will become familiar with standard vocabulary and approaches specific to the field of literary criticism and consider the importance of literature in contemporary society. The goal of this course is to encourage students to read for pleasure (engage with the text on an emotional level) while also moving towards a more objective consideration of literature by introducing the fundamentals of close reading and literary analysis.

Course Prerequisites - PF 121 or PF 321, ENG 120

**ENG 360 - Introduction to Creative Writing (4 Credit Hours)**

This course introduces the student to the world of creative writing, presenting the power of the written word, cultivating the individual's style in interpreting and writing poetry, fiction, and non-fiction, as well as drama. Participants will create a portfolio of work, mastering techniques employed by studied authors. Students also will learn strategies for generating ideas, becoming members of a community of writers who encourage and critique one another's craft by participating in writing workshops.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**ENG 406 - Advanced Composition (3 Credit Hours)**

This course is a study in academic and professional writing, with an emphasis on designing and reporting primary research. Students will also examine and produce professional documents such as CVs, personal statements, and research agendas.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ENG 205, ENG 220 or ENG 360

**ENG 460 - Advanced Creative Writing (4 Credit Hours)**

This advanced creative writing course enables students to dive more deeply into an understanding of the written word, using their own poetry, fiction, and drama pieces to engage readers through the original work produced by members of the class. An advanced community of writers will be developed to sharpen each member's craft by participating in writing workshops. Students will be introduced to avenues for publication (including online) to continue to enhance their talents and expose them to a wider audience.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ENG 360

**ENG 608 - Literary Theory (4 Credit Hours)**

This course introduces students to the principle theoretical schools in literary criticism as they relate to close reading. Students will review these schools considering the ways in which different theoretical frameworks allow for different readings of literary texts. Students will develop their own original arguments about literary texts, and they will do so in dialogue with existing scholarly debates and conversations.

**ENG 615 - Graduate Literary Research (3 Credit Hours)**

This course provides an in-depth exploration of literary research methods and the production of writing to incorporate literature-based research and documentation. The primary purpose of this course is to enable credentialed educators to facilitate students with the construction of evidence-based research papers in response to a literary work. Emphasis is on the analysis and interpretation of literary works.

**ENG 620 - Composition & Rhetorical Theory (3 Credit Hours)**

Through the critical analysis of rhetoric and themes, the composition of essays, and the employment of research techniques, credentialed educators of high school ELA will gain a practical understanding of pedagogical methodologies used to facilitate students in recognizing the principles of rhetoric in composition. The primary focus of this course is on the rhetorical analysis of issues of academic significance through the interpretation, analysis, and evaluation of rhetorical approaches utilized in both print and digital texts.

**ENG 624 - Theory and Teaching of Composition (4 Credit Hours)**

This course focuses on the theories that inform the teaching of composition, focusing on how writing is learned and the various ways it can be taught. Students will engage with theories for assigning and assessing writing, for teaching students from various backgrounds, and for teaching writing with digital tools. The course emphasizes using theory and research to design courses, assignments, and activities.

**ENG 690 - Graduate Independent Study (3 Credit Hours)**

Students will demonstrate the skills and knowledge associated with their professional careers in the English discipline to formulate a solution to a specific policy issue or problem of their choosing based on existing practices and research literature. Students will be required to identify specific learning objectives and provide support of master of said objectives.

**ENG 800 - Doctoral Writing & Research (3 Credit Hours)**

In this course, students prepare to be active participants in advanced professional and academic discourse communities by

practicing the writing and research strategies associated with their chosen field of study. By calling attention to the conventions of research writing, the course provides students the analytical tools that will help them join ongoing scholarly conversations. Students will analyze and compose a variety of academic writing genres as they develop a literature review over the course of the term. They will also develop their presentation, peer review, proofing, and reflection skills in alignment with the standards of advanced academic study.

Course Prerequisites - GRAD 888

### ENTR 395 - Foundations of Entrepreneurship (4 Credit Hours)

Foundations of Entrepreneurship is an introductory course that examines the theory, practice, and tools of entrepreneurship. Various entrepreneurship structures and how such structures result in different unique pathways to success are explored. Students will focus on the importance of developing an entrepreneurial mindset as they assess their individual values and determine their affinity for entrepreneurial thinking, while also reviewing the risks and rewards of entrepreneurial businesses in the context of their chosen entrepreneurial philosophy. Finally, students will identify and evaluate opportunities for new ventures, and consider a strategic approach for successful business plan development.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MGMT 312

### ENTR 400 - Commercialization of Entrepreneurial Products & Services (4 Credit Hours)

This course examines the techniques for the commercialization of the products or services offered by the entrepreneur. Students will be taught how to measure the realistic demand for their product or service. Primary and secondary marketing, including research, will be emphasized and addressed. Students will learn how creativity transitions to innovation. Value propositioning, branding, and pricing will be significant topics of discussion. In bringing products to market, students will be taught how to make use of cost-effective, cutting edge tools such as social media.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ENTR 395

### ENTR 420 - Managing Micro Business & Generating Funding (4 Credit Hours)

This course covers the critical role of effective leadership in the successful growth of a new business entity. Students will learn the logical approach to recruiting and leading an effective team. Focus will also be on all aspects of entrepreneurial finance and funding. Students will learn how to make use of a standard accounting software package. Also covered are the fundamentals of raising capital, both debt and equity. Building on prior financial training, students will learn the unique characteristics of analyzing small business financial statements with an eye toward potential valuation. Finally, asset acquisition and wealth strategies will be a topic pertinent to all who desire to pursue an entrepreneurial venture.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MGMT 312, ENTR 395, ACCT 215, ACCT 225

### ENTR 495 - Entrepreneurship Capstone (4 Credit Hours)

In this course, a totally integrated business plan will be developed that encompasses all of the functional entrepreneurial areas covered in the program that are essential for supporting the creation of a new entrepreneurial venture. The business plan will be designed and tested via a simulation program completed by the student. The final draft of the plan will be presented not only to faculty but also to an investment professional for review and reaction.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ENTR 395, ENTR 400, ENTR 420, MKTG 340

### ENV 101 - Humans & Their Environment (3 Credit Hours)

This lab course focuses on current trends in the relationship between human society and the environment, highlighting the contributions and limits of science in identifying and solving environmental problems, such as food and water scarcity, deforestation, resource degradation, and climate change. Critical analysis of opposing environmental claims and perspectives helps students apply the general background they receive in class to society's ongoing environmental discussions. Topics considered include ecological principles of sustainability, alternative energy sources, resource-use efficiency, consumption and waste reduction, environmental policy, biodiversity, and environmental sustainability. Course used as a part of the Associate of Applied Science curriculum.

### ENV 500 - Economic Issues Sustainability Develop (3 Credit Hours)

This course explores economic issues and principles in sustainable development practices for business, government, and nonprofit organizations. Students will be challenged to critically analyze the links between the natural environment and social institutions. Topics include both market and non-market values for environmental and social services, causes and potential solutions to environmental and social degradation, roles of the business, government, and nonprofit sectors in fostering sustainability, and the emerging field of ecological economics.

### ENV 515 - Sustainable Resource Management (3 Credit Hours)

This course introduces concepts and methods of sustainable management from various fields of research on the sustainability of alternative human interactions with the environment. It highlights the role (and limits) of science in the development of management strategies to meet current and future human needs within persistently flourishing and suitably integrated ecological, social, and economic systems. Topics addressed include strong and weak forms of sustainability, pessimistic versus optimistic scenarios, and the analysis of the resiliency and threshold dynamics of integrated, multi-scale systems.

**ENV 520 - Sustainable Mgmt of Water Resources (3 Credit Hours)**

This course introduces the concepts of sustainability in water resources, acquainting students with the challenges and benefits of sustainable management of water resources. Best management practices for sustaining water resources, including groundwater, surface water, precipitation, and wastewater, are highlighted throughout the course. Topics covered include a water resources overview, the hydrologic cycle, water resource issues, and sustainable solutions. The course focuses on freshwater resources sustainability.

**ENV 525 - Sustainable Energy & Society (3 Credit Hours)**

This course is designed to enhance students' understanding of energy resources and their sustainable use, the prospects of renewable energy sources and technologies, and the relations of energy with society. Topics include basic principles of energy transformation and storage, energy technologies, critical assessments of alternative energy sources, and the role of energy markets and policies in a sustainable society. Emphasis is given to social, economic, and environmental costs and benefits of transition from fossil fuel to renewable energy sources.

**ENV 530 - Sustainable Master Planning & Developmnt (3 Credit Hours)**

This course will give students background information concerning what sustainability is, how the development of a Sustainable Master Plan is a critical component for reaching the goals associated with sustainability, and what the various components are that comprise a Sustainable Master Plan. The course will provide students with the basic training necessary to create a Sustainable Master Plan that will serve as a reference for the development of a parcel of land.

**ESL 050 - Intermediate Reading & Writing (8 Credit Hours)**

Through discussion, peer editing, small group work and individual assignments, students will improve their ability to read academic prose and to produce coherent, unified and grammatically correct paragraphs and short essays. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements.

**ESL 051 - Intermediate Listening & Speaking (4 Credit Hours)**

This course is designed to help intermediate-level ESL students improve their understanding of colloquial and formal English, and to increase their vocabulary. Classes will consist of student presentations, short lectures, discussions, role-playing and vocabulary building. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements.

**ESL 060 - High Intermediate Reading & Writing (8 Credit Hours)**

Students will improve reading comprehension of popular and academic writings; and pre-writing, writing and editing skills will be applied to multi-paragraph essays. To learn these skills, students will hear lectures, read student and professional essays, and participate in individual and group activities. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements.

Course Prerequisites - ESL 050 or See Academic Advisor

**ESL 061 - High Intermediate Listening & Speaking (4 Credit Hours)**

By listening to other classmates, tapes, guest speakers and media, students will improve listening comprehension and note-taking. Through group and individual activities, students will also work on presentation skills and vocabulary development. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements.

Course Prerequisites - ESL 051 or See Academic Advisor

**ESL 090 - Advanced Pronunciation (2 Credit Hours)**

This course is designed to address the pronunciation, articulation and fluency of ESL students identified through the placement process as having advanced levels of these skills. In addition, this course will emphasize rate, volume, stress and repair strategies. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements.

Course Prerequisites - See Academic Advisor

**ESL 092 - Intensive American English for Business (4 Credit Hours)**

In this course, students will complete 14-16 hours of highly structured American English through the use of business-related supporting materials embedded within the course for vocabulary, reading, and writing development. Students will attend one synchronous meeting session per week with the instructor for writing instruction and speaking practice.

Course Prerequisites - See Academic Advisor

**ESL 093 - Intensive American English for Nursing (4 Credit Hours)**

In this course, students will complete 14-16 hours of highly structured American English through the use of nursing-related supporting materials embedded within the course for vocabulary, reading, and writing development. Students will attend one synchronous meeting session per week with the instructor for writing instruction and speaking practice.

Course Prerequisites - See Academic Advisor

**ESL 120 - Esl: Advanced Reading & Writing (6 Credit Hours)**

This course is equivalent to College Writing (ENG 120).This writing course is designed to help students improve their ability to successfully complete the work required in many college courses. Students learn how to read, respond to, and analyze various kinds of writing. They also study methods of gathering, synthesizing and documenting information. The course emphasizes elements of good writing such as unity, coherence, clarity and appropriate grammar and mechanics.

Course Prerequisites - ESL 060 or See Academic Advisor

**ESL 122 - Advanced College Writing (4 Credit Hours)**

In this course, students acquire the writing competencies necessary for completing analytical and argumentative papers supported by secondary research. Students practice and apply the steps of the writing process through a series of cumulative assignments that require them to systematize and organize knowledge in ways that will help them in all of their courses. The course also emphasizes the elements of good writing style, appropriate grammar and mechanics, clarity of language, and logical and cohesive development. It culminates in submission of an extended, documented research paper.

Course Prerequisites - PF 321

**ESL 125 - Advanced Listening & Speaking (6 Credit Hours)**

A basic public speaking course intended to improve the student's ability to think critically, communicate orally and develop clear pronunciation. Theory and practice are provided in various speaking situations. Each student is required to speak before class members, but class work also involves reading, gathering and organizing information, writing, listening and participating in a group project.

Course Prerequisites - ESL 061 or See Academic Advisor

**EXS 125 - Designing Exercise Programs (3 Credit Hours)**

This course is an introduction to exercise program design. It will review general principles for designing exercise programs for apparently healthy individuals and individuals with physical disabilities. Strategies to improve exercise compliance and adherence will be included. Legal issues in the designing of exercise programs will be addressed.

Course Prerequisites - PF 121 or PF 321, HEA 152

**EXS 140 - Foundations/Principles/History Sport (3 Credit Hours)**

Students become familiar with the nature, scope, history and philosophy of physical education; changing concepts of physical education; and scientific foundation of physical education.

Course Prerequisites - PF 321 or PF 121

**EXS 203 - Sport and Society (3 Credit Hours)**

Designed to look at sport and its role in society and the influence of society on sport in the areas of preparation for life, deviance in sports, coach's role, gender, race and ethnicity, class relations and social mobility, sports and the economy, sports and the media, sports and politics, sports and religion.

Course Prerequisites - PF 321 or PF 121, ENG 120

**EXS 204 - Intro to Sports and Exercise Psychology (3 Credit Hours)**

This course introduces students to sports and exercise psychology theories, research, and selected applications of those theories and research. Topics include, but are not limited to, motivation, team dynamics, improving performance, and challenges/transitions in sport. Students will also learn how to apply sports psychology concepts to professional, personal, and social contexts.

Course Prerequisites - PF 321 or PF 121, ENG 120

**EXS 252 - Exercise Physiology (3 Credit Hours)**

Presents organ systems of the human body and the role and adaptation of the organ systems to exercise. The immediate, chronic, and residual effects of exercise and methods of prescribing exercise programs are presented.

Course Prerequisites - HEA 152, EXS 125, PF 321 or PF 121, ENG 120

**EXS 335 - Principles of Strength Train/Condition (3 Credit Hours)**

This course will provide students with the knowledge and skills necessary to design strength training and conditioning programs for apparently healthy individuals. Proper exercise techniques and safety will be discussed for stretching, warm-up, resistance training, plyometrics, speed, agility, and endurance programs. The course will also address facility design, scheduling, policies and procedures, maintenance, and risk management concerns.

Course Prerequisites - PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120

**EXS 351 - Kinesiology/Biomechanics (3 Credit Hours)**

Provides the student with an understanding of the human musculoskeletal system's anatomy and functions. Laws of mechanics are discussed as well as the application of physics to the movement of the human body.

Course Prerequisites - PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120, SCIE 244

**EXS 400 - Exercise Special Populations (3 Credit Hours)**

This course is designed to introduce students to the American College of Sports Medicine (ACSM) guidelines for exercise prescription in special populations. Topics will include exercise prescription for cardiac patients, pulmonary patients, children, elderly, and pregnant women. The influence of medications and medical conditions such as obesity and diabetes will also be addressed.

Course Prerequisites - PF 321 or PF 121, COMM 150 OR SPCH 100, ENG 120, EXS 460

**EXS 423 - Organization/Admin of Sports Programs (3 Credit Hours)**

Covers the changing nature of administration of health, physical education, and recreation programs; administrative relationships, administrative setting; physical plant; purchase and care of supplies and equipment; legal liability; insurance management; and professional and public relations.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, EXS 140

**EXS 460 - Exercise Testing and Prescription (3 Credit Hours)**

This course is designed to introduce students the American College of Sports Medicine (ACSM) guidelines for exercise testing and prescription. Topics will include health screening, exercise risk assessment, methods of exercise testing, and exercise prescription. The course will have both lecture and laboratory sessions.

Course Prerequisites - PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120

**EXS 491 - Field Exp Exercise Science Wlns & Fit (1 Credit Hours)**

The student supplements theoretical classroom knowledge with practical, on-the-job experience in Wellness & Fitness, receiving close supervision and comprehensive evaluation for credit purposes by employers and college personnel. It is possible to receive a salary while doing field experience, depending upon placement Opportunities.

Course Prerequisites - PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120

**FI 301 - Principles of Finance (3 Credit Hours)**

An introduction to the key components of financial management for business organizations. The course begins with a review of financial statement analysis and the time value of money. From there it proceeds through a series of core topics which includes bond and stock valuation, estimating risk and return, working capital management, financial planning, capital structure issues, and international corporate finance.

Course Prerequisites - Take CM*100 Minimum grade C, Take CM*112, Take CM*114, Take CM*123, Take MT*223, Take AC*202

**FI 603 - Corporate Finance (3 Credit Hours)**

An overview and application of the primary financial management tools and leverage available to a business organization used to assist in achieving organizational goals and creating shareholder value. Specific topics covered include financial statement analysis, discounted cash flow valuation, bond and stock valuation, risk and return, capital market analysis, and the leveraging of capital structure.

Course Prerequisites - Take CM*601, Take BE*603, Take AC*602

**FIES 310 - Fire & Emergency Services Administration (4 Credit Hours)**

This course is designed to be a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills, necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of a fire and emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**FIES 330 - HR Management for the Fire & Emergency Services (4 Credit Hours)**

This course examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**FIES 430 - Political & Legal Foundations for Fire Protection (4 Credit Hours)**

This course examines the legal aspects of the fire services and the political and social impacts of legal issues. This course includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters, administrative and operational matters, planning and code enforcement, and legislative and political processes with regard to the fire services.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**FIES 450 - Applications of Fire Research (4 Credit Hours)**

This course examines the basic principles of research and methodology for analyzing current fire-related research. The course also provides a framework for conducting and evaluating independent research in the following areas: fire dynamics, fire test standards and codes, fire safety, fire modeling, structural fire safety, life safety, firefighter health and safety, automatic detection and suppression, transportation fire hazards, risk analysis and loss control, fire service applied research and new trends in fire-related research.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**FINA 301 - Principles of Finance (4 Credit Hours)**

This course is designed to survey the field of finance and provide the foundation for more advanced finance coursework. Topics include sources of business and financial information, financial statement analysis, the time value of money, the nature and measurement of risk, financial institutions, investments and corporate finance.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 215, MATH 140 or MATH 150

**FINA 340 - Money, Banking, & Financial Markets (4 Credit Hours)**

This course provides an overview of the financial system. The roles of money, financial intermediaries, financial markets, and central banks are discussed in the context of global economy.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ECON 210, ECON 220, FINA 301

### FINA 403 - Advanced Financial Management (4 Credit Hours)

An introduction to advanced concepts and methods of financial management. Topics include risk and return, asset evaluation, capital budgeting, capital structure, business financial planning and working capital management.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, PF 106, FINA 301, MATH 215

### FINA 405 - Investments (4 Credit Hours)

An examination of investment markets, transactions, planning and information. Topics include investment risk and return measures, debt and equity instruments, evaluation techniques, hybrid and derivative securities, mutual funds, real estate investments, tax planning and the investment process, and portfolio management.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, PF 106, FINA 301, MATH 215

### FINA 410 - Finance Internship (1 Credit Hours)

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

### FINA 450 - Global Finance (4 Credit Hours)

An examination of financial management in the global economy. Topics include international financial markets, exchange rates, interest rates and inflation, exchange rate risk management, working capital management, capital budgeting, country risk analysis, long-term financing, and global strategic planning.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, FINA 301, ECON 210 or ECON 220

### FINA 480 - Special Topics in Finance (1 Credit Hours)

This course is designed to address significant issues of current interest outside the regular Financial Management curriculum. The course topic will vary. The topic description will be published online in the Course Schedule each trimester the course is offered.

Course Prerequisites - See Academic Advisor

### FINA 495 - Financial Policy Seminar (4 Credit Hours)

This course is designed to provide a capstone experience for Financial Management majors, challenging them to apply their knowledge of finance to actual business problems and cases. Topics considered may vary with each offering of the course.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, FINA 340, FINA 403, FINA 405, FINA 450

### FINA 499 - Indpndent St-Finance (1 Credit Hours)

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

### FINA 737 - Corporate Finance (4 Credit Hours)

Financial decisions made at the higher levels of a business organization can have far-reaching effects. Intended to achieve firm operating goals and create shareholder value, they must be made judiciously, with a thorough understanding of all the factors involved. In this course, you will learn to apply the analytical techniques required for developing effective and workable financial solutions at the executive level. You will gain an overall understanding of the workings of the U.S. financial system. In addition, you will study the concepts of financial risk, return, and the valuation of bonds, common and preferred stock, cost of capital, capital budgeting, capital structure, and the evaluation of investment opportunities.

Course Prerequisites - ECON 723

**FINA 770 - Financial Markets and Institutions (4 Credit Hours)**

Businesses do not operate independent of one another and the overall economy. They act and interact in a financial environment made up of many components. In this course, you will develop a foundational understanding of the various financial markets that exist, as well as the different financial institutions that serve those markets. You will learn to distinguish between depository and non-depository firms. In addition, you will come to understand the importance of interest rates, the impact of the Federal Reserve on the economy, the mechanics of such "core" calculations as yield and pricing, and the far-reaching effects of government regulation and legislation.

Course Prerequisites - MBA 741

**FINA 771 - Fl li:undrstndng Advanced Corp Finance (4 Credit Hours)**

Proficiency in the higher levels of corporate finance requires a comprehensive understanding of business finance and a well-developed set of skills for making and implementing sound decisions. In this course, which extends the study of corporate finance begun in FINA 730, you will examine a number of advanced subjects, including risk management, financial planning and dividend policies. The course focuses on the use of valuation techniques to analyze financial choices and develop financial policies that best support the organization's operating strategies. In addition, you will study the use of specialized financial instruments, such as convertible securities, warrants and derivatives, as you master the skills needed to construct a viable financial plan and effectively manage firm working capital. Prerequisite(s): Financial Leadership I: Exploring Financial Markets & Institutions (FINA 770).

Course Prerequisites -

**FINA 772 - Fl lii:devlpng the Invstmnt Portfolio (4 Credit Hours)**

The ability to successfully construct and manage an investment portfolio is critical to achieving success in the financial operations of today's businesses. In this course, you will build on the knowledge obtained in your previous financial leadership courses to complete and applied project involving the development of an investment portfolio. Through this project you will develop a thorough understanding of financial market efficiency and differing investment strategies. You will study how the behavior and psychology of investors affect the stock market, analyze and evaluate the performance of securities portfolios, and apply your understanding of diversification in a simulation exercise in which you will support your decisions with fundamental and technical analyses. Prerequisite(s): Financial Leadership II: Understanding Advanced Corporate Finance (FINA 771).

Course Prerequisites -

**FINA 773 - Global Finance (4 Credit Hours)**

No longer are only mammoth corporations concerned with the complexities and nuances of multinational financial operations. Today the leaders of companies of even moderate size often must have at least a fundamental knowledge of the global financial environment. In this course, you will be introduced to the workings of international finance as it relates to business operations. You will gain an understanding of such international macroeconomic topics as the balance of payments and models of exchange rate determination, while at the same time focusing on institutional issues such as the choice of exchange rate regime and growth of offshore currency markets. You will examine business and investor decisions involving exchange rate risk management, cross-border investment strategies, and participation in international money and capital markets.

Course Prerequisites - MBA 741

**FLA 101 - Foreign Language Studies I (3 Credit Hours)**

A survey of linguistic terminology and pracitice in linguistic analysis, with an historical survey of the history of English from its beginnings in 450 A.D. to modern times. Emphasis will be on morphology, syntax, semantics, and language variation.

**FLA 102 - Foregin Language Studies II (3 Credit Hours)**

This course is designed for students with more than one year's experience in the foreign language being offered. The focus will be on the expansion of grammatical concepts while providing more demanding content and continuing the approach of FLA 101. Emphasis will be on the productive skills, speaking and writing.

**FPLN 300 - Principles of Financial Planning (4 Credit Hours)**

An introduction to personal financial planning. Topics include the financial planning process, money management and investments, insurance needs, income tax planning, retirement planning and estate planning. Cases are used to illustrate important planning concepts, techniques and issues.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**FPLN 410 - Financial Planning Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

**FPLN 430 - Tax Planning (4 Credit Hours)**

An introduction to federal income taxation and the role of the tax code in financial planning for individuals, businesses, and business owners. Topics include the tax environment, fundamentals of income tax planning, the measurement of taxable income, the taxation of business income, individual income taxation, and the tax compliance process.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, FPLN 300

**FPLN 440 - Risk Management & Insurance Planning (4 Credit Hours)**

An introduction to the techniques and issues of risk management and insurance for businesses and individuals. Topics include legal principles in risk and insurance, insurance contracts, personal property and liability risk, life and health risks, social insurance, insurance companies and product markets, insurance pricing, insurance taxation, government regulation of insurance, and professional ethics and market conduct.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, FPLN 300

**FPLN 450 - Retirement Savings & Income Planning (4 Credit Hours)**

An introduction to retirement planning concepts, procedures, and issues for individuals, businesses, and business owners. Topics include understanding and evaluating client retirement objectives, qualified and non-qualified retirement plans, tailoring retirement plans to client needs, funding retirement plans and investing plan assets, retirement planning for individual clients, post-retirement monetary needs, tax considerations in retirement planning, and retirement plan distributions.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, FPLN 300

**FPLN 460 - Estate Planning (4 Credit Hours)**

An introduction to the principles and techniques in estate planning. Topics include the use of living and testamentary trusts, joint ownership of property, life insurance, charitable dispositions, inter vivos gifts, and the marital deduction to efficiently conserve and transfer wealth, consistent with the client's goals.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, FPLN 300, FPLN 405, FPLN 430, FPLN 440, FPLN 450

**FPLN 495 - Financial Plan Development (4 Credit Hours)**

This course is designed to provide a capstone experience, challenging students to apply financial planning techniques, procedures and practices to actual problems and cases.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, FPLN 300, FPLN 405, FPLN 430, FPLN 440, FPLN 450, FPLN 460

**FPLN 499 - Independent Studies in Financial Planning (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis (See the "Independent Studies" section of the Academic Bulletin for more details).

Course Prerequisites - See Academic Advisor

**GEL 211 - Geology (3 Credit Hours)**

A study of the materials on the earth's crust, the processes that produce and modify them, and the development of the earth through time. Three one-hour lectures and one twohour laboratory. Fee applies.

**GEL 211L - Geology Lab (1 Credit Hours)**

A non-refundable science fee of $5o will be added upon registration.

Course Prerequisites - GEL 211

**GRAD 680 - Special Topics in Graduate Studies (1 Credit Hours)**

A variable content course in an advanced topic in the field of graduate studies in which students may pursue current topics or subjects not found in the regular curriculum. A complete description will be published online in the Course Schedule for the trimester the course is offered. This course counts as an elective in the students' specific graduate program.

Course Prerequisites - See Academic Advisor

**GRAD 770 - Lean Six Sigma (4 Credit Hours)**

The purpose of this course is to train individuals in Lean Six Sigma skills and strategies to improve processes and provide safe, effective care environments. The learner will demonstrate the practical application of tools utilized with Lean Six Sigma methodologies. Students will have the opportunity to apply the knowledge learned during this course concurrently with a case study designed specifically to use Six Sigma methodologies. Students will develop a Lean Six Sigma project plan that can serve as the foundation for completing a major project for Lean Six Sigma certification following the completion of the course. Interested students would need to apply for Lean Six Sigma certification and complete the major project with Franklin University's Center for Professional Training & Development.

**GRAD 790 - Project Capstone (4 Credit Hours)**

This Capstone provides students an opportunity to conduct independent research projects, or examinations of specific areas of interest, under the guidance of an instructor. It permits students to conduct the types of research and/or information-gathering projects that are a significant part of the organizational life of business managers and leaders. Students submit and discuss topic proposals for relevant business challenges/opportunities with a Lead Faculty/Program Chair. Upon completion, students deliver both a formal report and accompanying presentation including actionable solutions supported by quantitative and qualitative analyses.

**GRAD 888 - Introduction to Doctoral Studies (1 Credit Hours)**

The doctoral colloquium is designed to build a community and ensure that learners have the support, motivation and guidance necessary to succeed in their doctoral programs. This first colloquia will also provide students with an overview of the doctoral program expectations, coursework sequence, doctoral student support services, as well as comprehensive exam and dissertation requirements. The first colloquium is designed to establish a learning community and graduate culture for the doctoral students at Franklin University. The doctoral colloquium will be held at the University's main campus in facilities that provide appropriate online interaction for out-of-state and international students.

Course Prerequisites - See Academic Advisor

**GRAD 889 - Colloquium II (1 Credit Hours)**

The doctoral colloquium is designed to build a community and ensure that learners have the support, motivation and guidance necessary to succeed in their doctoral programs. The second colloquia will aid students in their transition from coursework to doctoral candidacy. Students will be oriented to the process and requirements for the upcoming comprehensive exam. In addition, they will begin to plan how to navigate and fulfill the requirements of the dissertation process. In addition, students will continue to build their learning network and community through this experience. The doctoral colloquium will be held at the University's main campus in facilities that provide appropriate online interaction for out-of-state and international students.

Course Prerequisites - MTHD 820 or MTHD 822, See Academic Advisor

**GRAD 899 - Independent Study (1 Credit Hours)**

Independent Studies allow students in good academic standing to pursue learning in areas not covered in a regular course or to extend study in areas previously taught. To pursue Independent Study, a student must have achieved a minimum 3.00 cumulative GPA; completed a minimum of 16 credit hours at Franklin University; earned a grade of "B" or higher in a course in an area related to the study; secured the sponsorship of a faculty member; and filed the appropriate form no later than the end of the week before the session begins. Given the discipline and rigor involved, students may take no more than four credits of an Independent Study per trimester. To register for an Independent Study, a student must complete an Independent Studies Proposal Form (available in Student Services) with the assistance and approval of a faculty sponsor. Normally, only full-time faculty will conduct Independent Studies. Grading will be on a letter grade or Pass/No credit basis; changes are not permitted once approval has been given by the supervising faculty member. The complete proposal must be submitted for approval to the College Dean or designee no later than two weeks before the

session begins.

Course Prerequisites - See Academic Advisor

**GRAD 900 - Advanced Integrative Research (1 Credit Hours)**

In this course students will complete a course project. Students will identify a problem or dilemma in their community, workplace, and organization. Students will research a problem or dilemma throughout the course, submitting short papers and eventually developing a poster presentation at the end of the class. This class is a 15 week course that can be used towards the degree as a Doctoral elective course and can only be taken with the approval of the appropriate doctoral program chair.

**GRAD 999 - Study Continuation (3 Credit Hours)**

This course is for the doctoral student to remain continuously registered once he or she has begun the course study. This may be while the student needs to take a one-term break from studies, time for the remainder of the term to prepare for a re-take of the comprehensive exam or a continuation of dissertation work beyond the program's scheduled three semesters of study.

**GRPH 117 - Graphic Editing Software (1 Credit Hours)**

This course provides students with advanced instruction in graphic editing software. Projects will use tools, layers and filters to edit and create digital images for use in design. Note: Students without access to Franklin University's computer laboratories will be required to obtain software at the student's expense.

Course Prerequisites - PF 121 or PF 321

**GRPH 210 - Fundamentals of Graphic Design (4 Credit Hours)**

In this course students will explore the fundamental principles and creative process of graphic design. An emphasis is placed on visual problem solving skills and the creative and aesthetic aspects of traditional graphic design. The course also explores the implications of traditional graphic design in a digital format. NOTE: This is a technology course, in a technology program, and it requires the purchase of software that may be used in subsequent courses as well as being suitable for commercial work beyond completion of degree studies. For specific software requirements, consult the course syllabus.

Course Prerequisites - PF 121 or PF 321, ENG 120, GRPH 117

**GRPH 310 - Advanced Graphic Design (4 Credit Hours)**

In this course students will apply the fundamentals covered in Fundamentals of Graphic Design (DCOM/GRPH 210). A strong focus is placed on preparing students to effectively communicate ideas and information to business and consumer audiences through graphic design. Students will learn to apply these principles using traditional methods supported by computer technology.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, GRPH 210

**GRPH 317 - Digital Photography (4 Credit Hours)**

Digital Photography is a course covering the basics of photography. The focus will be on taking and critiquing photographs with an emphasis on creating professional images for use on the Web. Topics covered include photography and camera basics on how a camera works, lighting, composition, and special types of photography, such as portraiture, nature, landscape, motion, etc. The goal is to shoot professional photographs without manipulation. The course will primarily consist of several focused photography shooting assignments requiring students to take, share, and critique images. The course will not cover digital imaging enhancement, editing, or modification of images (see WEBD 117 - Graphic Editing Software).

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**GRPH 480 - St: Graphics (1 Credit Hours)**

A variable content classroom course in Graphics in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

**HCM 210 - Healthcare Foundations (2 Credit Hours)**

This course will provide fundamental information regarding health, healthcare, and the healthcare delivery system. Students will become familiar with the various types of healthcare organizations, stakeholders, and healthcare issues in order to shape their understanding of the different components of the healthcare delivery system. Through the exploration of health information students will discuss and analyze the role healthcare mangers play within healthcare.

Course Prerequisites - PF 121 or PF 321, ENG 120

### HCM 300 - Healthcare Management (4 Credit Hours)

This course provides students with an overview of concepts and issues related to healthcare leadership. It is generally a required course for any subsequent healthcare management courses. Through the examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include healthcare leadership, organizational design as it relates to the uniqueness of healthcare organizations, managing professionals, and diversity in the workplace.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, MGMT 312, MGMT 325

### HCM 320 - Healthcare Financial Management I (4 Credit Hours)

This is the first of two healthcare finance courses. Healthcare Financial Management I begins with an introduction to healthcare finance and a description of the current financial environment in which healthcare organizations function. It then will explore the basics of financial and managerial accounting, presenting concepts that are critical to making sound financial decisions to better the cost-effectiveness of the organization.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ACCT 215

### HCM 340 - Community Health (4 Credit Hours)

Declining reimbursement impacts the role healthcare organizations play in community health and disease prevention. This course focuses on specific strategies healthcare managers can use to benefit the health of communities. Topics include the role of healthcare stakeholders in promoting community health, connecting with the community, and community benefit standards.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HCM 300 or HIM 350

### HCM 410 - Healthcare Management Internship (1 Credit Hours)

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

### HCM 422 - Healthcare Outcomes & Quality Management (4 Credit Hours)

This course will explore the essential principles and techniques of quality improvement applied to patient care and the management of services in healthcare organizations. The importance of quality management in leadership of organizations will be emphasized. Topics include fundamentals of quality management, system thinking and goal setting, improvement theories, data collection, statistical tools, medical errors and reporting, public perceptions and organizational accountability.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HCM 300 or HIM 300, MATH 215

### HCM 442 - Legal Aspects of Healthcare Management (4 Credit Hours)

Individuals in the healthcare industry face ever changing legal and ethical trends in their environment. Practitioners, therefore, need to develop specific skills to evolve into the role of a change agent in order to manage these trends. This course will provide the student with the skills necessary to mitigate liability through risk management principles, develop relationship management skills, apply an ethical decision-making framework, incorporate employment law procedures, and manage communication.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HCM 300, HIM 300 or NURS 310

### HCM 472 - Contemporary Issues in Healthcare Mgmt (4 Credit Hours)

This is an issues oriented course that examines the healthcare delivery system in the United States. The course examines

the entire continuum of care and uses the construct of a fully integrated system as a means to evaluate the current system to develop recommendations for further developments. Our intent is to identify the key issues confronting healthcare today, examine the causes and develop reasonable solutions to the current set of problems.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HCM 300, HIM 300 or NURS 310

**HCM 495 - Healthcare Management Capstone (4 Credit Hours)**

The Healthcare Management Capstone is designed to assimilate and integrate knowledge and skills from previous coursework and field experiences. This class focuses on the key issues impacting the administration of today's healthcare organizations and explores how those issues impact the delivery of care. The Healthcare Management Capstone prepares students to enter management positions in a healthcare setting. The goals of the course are to provide a solid foundation of applying managerial knowledge within the healthcare industry. The students will demonstrate the knowledge in a professionally competent manner conducive to the advancement of healthcare in the local community. This will include: the ability to express state-of-art knowledge about current issues facing the healthcare industry; and the ability to analyze and synthesize solutions to pressing healthcare issues. This course is designed to meet the Healthcare Management Program outcomes.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, All Major Area Courses

**HCM 499 - Independent Study - Healthcare Management (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**HCM 699 - Independent Study (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by regular curriculum or to extend study in areas currently taught. Study is under faculty supervision and graded on a letter-grade basis. (See the "Independent Studies" section of the Academic Bulletin for details.)

Course Prerequisites - See Academic Advisor

**HCM 733 - Finance and Managerial Accounting in Healthcare Organizations (4 Credit Hours)**

The purpose of this course is to provide students with the fundamental concepts and calculations associated with financial accounting and managerial accounting within a healthcare organization. Students will study the foundational aspects of financial accounting with a primary focus on financial statements and the uses of the information in these statements. Students will also study the functional aspects of managerial accounting to include cost behavior, cost allocation, pricing, planning, budgeting, profit analysis, and performance evaluation. Application of these concepts will include analysis of case studies.

**HCM 735 - Healthcare Delivery Systems (4 Credit Hours)**

The course provides an extensive overview of leadership in the U.S. health services system. The focus of the course will be on the role health services leadership plays in the delivery of healthcare services, to include managing with professionals, financial management, services utilization, and other aspects of the U.S. healthcare system. The student will explore the key theoretical and practical elements of leadership as well as current issues clarifying how the U.S. health services system is organized, managed, and financed.

**HCM 742 - Healthcare Laws and Ethics (4 Credit Hours)**

In this course the student will develop a strong foundation of health law, enabling them to deal with common legal and practical moral and ethical issues facing the healthcare organization on a daily basis. Topics will include statutory laws, rules and regulations, review of tort laws, criminal law, contract law, civil procedures and trial practice. The student will examine numerous legal, moral, and ethical issues.

**HCM 745 - Healthcare Financial Management (4 Credit Hours)**

The student will examine the theory and techniques used by healthcare executives to analyze financial status and trends. Topics include financial planning, budgeting, risk assessment, rate setting, financial controls, management care, cost accounting, and capital financing of healthcare organizations. The importance of proper financial management to effective healthcare leadership is emphasized.

Course Prerequisites - HCM 733

**HCM 752 - Health Policy (4 Credit Hours)**

This course will explore the essential conceptual and analytical understanding of health policymaking and politics, including their impact on health administration and leadership. Selected policy issues will be explored through the application of political concepts and behavioral models, including a system model of policymaking. The emphasis will be on understanding the health leaders approach to the policymaking system, become involved in it, and work through it to attain their objectives and those of their organization.

**HCM 762 - Global Health (4 Credit Hours)**

The student will examine demographic measurements, epidemiological methods, outcomes assessment, health promotion, and disease prevention from a global perspective.

Course Prerequisites - HCM 735 or PUAD 715 or NURS 612

**HCM 765 - Healthcare Operations Management (4 Credit Hours)**

Students will explore concepts and theories of operations and supply chain management. The student will develop both knowledge and skills in solving the operational problems of healthcare organizations.

**HCM 772 - Healthcare Strategic Management (4 Credit Hours)**

The student will examine principles of strategic management applied to healthcare organizations. The course through critical assessments of the real world environment and case studies on strategy formulation, implementation, and evaluation will examine alternative strategic frameworks for healthcare organizations. Topics will include, mission, vision statement development, environmental assessments, analysis of strengths, weaknesses, opportunities and threats, use of critical success factors, development of business plans, and other techniques for strategic planning and management.

Course Prerequisites - All Major Area Courses

**HCM 810 - Organizations, Community & Global Health (4 Credit Hours)**

This science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for organizational policy and administrative decision-making. Students will examine the connection between organizational leadership and social health. Students will create and recommend organizational strategies that enhance organizational, community, and global health.

Course Prerequisites - ENG 800

**HCM 820 - Healthcare Policy, Regulations & Reform (4 Credit Hours)**

This course will explore various aspects of corporate, state and federal policy making. Students will examine the impact of existing health policies on healthcare organizations, providers and patients. Students will develop skills to influence and change existing healthcare policies. Students will also create and propose a new healthcare policy.

Course Prerequisites - ENG 800

**HCM 830 - Healthcare Economics, Resources & Finance (4 Credit Hours)**

This course will examine the importance of resource and financial management in a healthcare organization. Students will determine the financial status of a healthcare organization and create strategic plans to sustain healthcare services. This course will also explore the various concepts driving healthcare economics. This course will also critique the use of organizational supplies, human resources, and technology.

Course Prerequisites - ENG 800

**HCM 840 - Healthcare Quality, Process & Improvement (4 Credit Hours)**

This course will examine various aspects of patient safety, quality improvement and risk management in healthcare. Students will compare and contrast several process improvement models with the goal of improving organizational efficiency, patient safety, and service quality. Students will also research governmental agencies driving quality improvement in healthcare organizations.

Course Prerequisites - ENG 800

**HEA 152 - Wellness (3 Credit Hours)**

This course is designed to assist students when making intelligent decisions throughout life in order to achieve an optimal level of wellness. Emphasis will be placed on the wellness concept and its relationship to fitness, nutrition, self-esteem, and stress management. The areas of catastrophic diseases, aging process, and medical consumerism will be covered.

Course Prerequisites - PF 121 or PF 321

**HEA 254 - Nutrition and Fitness (3 Credit Hours)**

Basic principles of nutrition as they apply to the general population in the maintenance of optimum health and to the competitive athlete with the objective of attaining optimum performance levels.

Course Prerequisites - PF 321 or PF 121, ENG 120

**HEA 495 - Health Sciences Capstone (4 Credit Hours)**

This course is designed to the cumulative learning demonstration of a Health Sciences degree. Students will be asked to identify a real world problem that affects the health and/or wellbeing of a population, and propose evidence-based solutions. Experience obtained through volunteering, internships, civic engagement, and other types of service learning is encouraged to supplement academic research and application.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**HIM 150 - Medical Terminology (2 Credit Hours)**

This course will introduce the foundations of medical terminology nomenclature and use. Emphasis will be on the fundamentals of prefix, word root, and suffix linkages to build a broad medical vocabulary.

Course Prerequisites - PF 121 or PF 321

**HIM 200 - Introduction to Health Info Management (2 Credit Hours)**

Students are introduced to the roles of the health information management (HIM) professional in a variety of healthcare settings. The educational and credentialing requirements for the HIM professional will be discussed along with an overview of the U.S. healthcare delivery system, and the various reporting and accrediting requirements.

Course Prerequisites - PF 321 or PF 121, ENG 120

**HIM 210 - Clinical Classification Systems I (4 Credit Hours)**

This course is an introduction to the clinical classification systems that are used to assign codes for healthcare encounters in a variety of settings. Focus will be emphasized on the International Classification of Diseases (ICD) classification system.

Course Prerequisites - SCIE 254, PF 121 or PF 321, ENG 120, HIM 150

**HIM 215 - Clinical Classification Systems II (4 Credit Hours)**

This course is an introduction to the clinical classification systems that are used to assign codes for healthcare encounters in a variety of settings. Focus will be emphasized on the Current Procedural Terminology (CPT) Manual, Healthcare Common Procedure Coding System (HCPCS), and other common classification systems.

Course Prerequisites - HIM 150, SCIE 254, PF 121 or PF 321, ENG 120

**HIM 250 - Medical Reimbursement (4 Credit Hours)**

This course provides an overview of the common healthcare reimbursement methodologies used in the United States to pay for services. Emphasis will be placed on identifying and applying correct methodologies based on patient encounter type.

Course Prerequisites - PF 121 or PF 321, ENG 120, HIM 210, HIM 215

**HIM 300 - Health Information Management Practice (4 Credit Hours)**

This course introduces students to the foundations of the Health Information Management profession and competencies, along with the management, legal, and ethical challenges that affect the healthcare delivery system in the United States. Students will challenged by the dynamic landscape of healthcare, the intricacies of leadership in a diverse environment, and the issues of managing employees within a healthcare organization.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HIM 250, HIM 200

**HIM 320 - Health Data (4 Credit Hours)**

This course introduces students to various types, definitions, relationships, uses, and interpretations of data derived from healthcare functions and processes. Students will explore information standards and representations of health data that are commonly used for patient care, reporting, reimbursement, and quality improvement programs.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HIM 250

**HIM 350 - Health Informatics (4 Credit Hours)**

This course will cover the history of health informatics, design and challenges of informatics infrastructure, and current issues. Topics will include HIPAA and other legislation, application of electronic health records, and other clinical and administrative applications of health information systems.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HCM 300, HIM 300 or NURS 310

**HIM 470 - Health Information Systems (4 Credit Hours)**

This course examines healthcare organizations from the perspective of managing the information systems that exist within the enterprise. Identifying the clinical and healthcare delivery processes and how they relate to information systems is a main focus. The intent of the course is to identify the key issues confronting the management of healthcare information systems today, examine their causes, and develop reasonable solutions to these issues. Specific federal regulations, vendor solutions, and financial implications as they relate to healthcare information systems are also examined.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HIM 320

**HIM 485 - Applications in Health Info Systems (2 Credit Hours)**

This course will require the student to apply Health Information Management software, tools, and techniques to authentic healthcare situations and problems. Emphasis will be on the applications of electronic health records, common data tools and reports, and the appropriate analysis for decision-making.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HIM 470

**HIM 497 - Professional Practice Experience in HIM (4 Credit Hours)**

The Professional Practice Experience (PPE) in Health Information Management is the culmination and demonstration of achieved competencies within the HIM curriculum. Students are required to select an appropriate site (e.g., hospital, clinic, insurance company, government or regulatory agency, software vendor, etc.) in consultation with the HIM Program Chair, and to develop a significant HIM project, research study, or other applicable endeavor that measures their mastery of established HIM program outcomes. The typical PPE will consist of a minimum of 80 on-site hours, with an additional 20-40 hours of coursework. Students are expected to meet with the HIM Program Chair and the PPE Site Manager periodically during this course to document satisfactory progress. All PPE proposals must be approved by the Program Chair and should be submitted no later than 12 weeks prior to the course start date. Students should consult the HIM PPE Handbook for more detailed information.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, HCM 320, HIM 250, HIM 300, HIM 320, HIM 350, HIM 470, HIM 485, Approval of Program Chair

**HIM 498 - RHIA Exam Preparation (1 Credit Hours)**

This course is designed to prepare the student to successfully pass the Registered Health Information Management Administrator (RHIA) exam administered by the American Health Information Management Association (AHIMA). Emphasis will be on best test-taking practices, the application of critical thinking to solving complex scenarios, and reinforcing RHIA domain competencies.

Course Prerequisites - HIM 497, Completion of all Major Area Courses HIM 470 HIM 485 SCI 315, COMM 150 or SPCH 100, PF 121 or PF 321, ENG 120

**HIM 699 - Independent Study in Health Informatics (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by regular curriculum or to extend study in areas currently taught. Study is under faculty supervision and graded on a letter-grade basis.

Course Prerequisites - See Academic Advisor

**HIM 702 - Health Information Governance (4 Credit Hours)**

This course covers the broad spectrum of strategic issues in healthcare including policies, guidelines, standards, processes, and controls required to manage and implement enterprise-level information. Treating information as a strategic asset to healthcare organizations, processes to manage various risks to the quality of information and ensure its appropriate use are covered.

**HIM 710 - Clinical Workflow & Applications (4 Credit Hours)**

This course explores requirements for clinical workflows in a variety of inpatient, outpatient, and emergency healthcare environments. It covers the documentation, review, mapping, and diagramming of clinical workflow information and processes. The course also covers the linkages between the improvement of patient care to workflow mapping and change management, as part of evidence based decision making in healthcare.

**HIM 761 - Healthcare Analytics (4 Credit Hours)**

This course addresses the process of retrieving, analyzing, and reporting intelligence to make healthcare decisions. It covers the techniques of extracting, transforming and loading data from a myriad of operational databases into corporate data warehouses, as well means to ensure that decision making is based on clean and reliable information. The course also includes ways to report the healthcare intelligence gathered.

**HIM 802 - Advanced Health Information Governance (4 Credit Hours)**

In this course students will evaluate an organizations current health information governance infra-structure and will make recommendations for improvement that will cover the broad spectrum of strategic issues in healthcare including policies, guidelines, standards, processes and controls required to manage and implement enterprise-level information. Students will research how health data and organizational information systems are utilized as a strategic asset to healthcare organizations, process to manage various risks to the quality of information and ensure its appropriate use.

Course Prerequisites - ENG 800

**HIM 810 - Advanced Clinical Workflow & Applications (4 Credit Hours)**

In this course students will evaluate an organizations existing clinical workflows to include a variety of inpatient, outpatient and emergency healthcare environments. Material in the course covers the documentation, review, mapping and diagramming of clinical workflow information and processes. Students will also assess and make recommendations for improvement of patient care to workflow mapping and change management, as part of evidence based decision making in healthcare.

Course Prerequisites - ENG 800

**HIM 861 - Advanced Healthcare Analytics (4 Credit Hours)**

In this course students will evaluate an organizations existing process of retrieving, analyzing and reporting intelligence to make healthcare decisions. Student will assess and make recommendations for improvement on the techniques of extracting, transforming and loading data from a myriad of operational databases into corporate data warehouses, as well means to ensure that decision making is based on clean and reliable information. Students will also develop skills for reporting the healthcare intelligence gathered.

Course Prerequisites - ENG 800

**HIST 221 - World Civilization I: Prehistory-1500 (3 Credit Hours)**

A survey of the major historical periods in civilization from early beginnings to circa 1500 A.D. Students will gain perspectives of world civilization in addition to Western cultural focuses. This survey will integrate art, philosophy, science, and history into meaningful themes.

**HIST 222 - World Civilization II: 1400-Present (3 Credit Hours)**

A survey of the major historical periods in civilization from circa 1500 A.D. to the present. Students will gain perspectives of world civilization in addition to Western cultural focuses. This survey will integrate art, philosophy, science, and history into meaningful themes.

**HIST 341 - United States Social & Cultural History (3 Credit Hours)**

An exploration of the development of the social and cultural history of the United States from the colonial period to today. Emphasis is placed upon the United States' diverse peoples and the cultural forces that shaped their daily lives. Special attention will be given to: Native American, African Americans, Reform Movements, Popular Culture, with emphasis on race, class, gender, ethnicity, technology, environment, industrialization, urbanization, immigration, migration and wars.

Course Prerequisites - ENG 120, COMM 150 or SPCH 100

**HON 101 - Intor to Honor Studies (3 Credit Hours)**

This course introduces students to the William G. Edwards Honors Program by addressing, through readings and projects, the main tenets of the program: inquiry, problem solving, inter-disciplinarity, and collaboration. Students in the course will read a common text, produce a collaborative project, and build their individual Honors Scholar Digital Portfolio. The course also familiarizes students with the academic and community service expectations for students in the program, as well as the benefits available to honors students.

**HON 121 - Arts and Culture (3 Credit Hours)**

This interdisciplinary course teaches students to reflect on the history of the world through the lens of art, architecture, literature, music, philosophy and religion. Emphasis will be placed on the understanding of civilizations across time and space and the expression of their values. Students will be encouraged to reflect on the context of their own heritage and beliefs and the contributions of other heritages to the richness of a global humanity. This course covers the FIA 102 and HIST 221 core requirements.

**HON 350 - Great Books Colloquium (2 Credit Hours)**

This course is an interdisciplinary approach to the study of Great Books. The shared inquiry method will be used to explore both classic and contemporary works. Students are expected to be active participants in the search for meaning in the chosen selections. This course can be taken for credit multiple times, as the content changes each time it is offered. This course is required for Honors College students.

Course Prerequisites - ENG 120, COMM 150 or SPCH 100, HON 101

**HRM 300 - Human Resources Management (4 Credit Hours)**

An introduction to the human resources function and related elements and activities. The course outlines the roles and functions of members of the human resources department, as well as educating others outside human resources, in how their roles include human resources-related activities. The student will learn about the evolution in human resources management as we know it today. Emphasis is placed on the modern day importance of HRM and the new "corporate view" of the function. Additionally, the student will be exposed to the view of HRM from the perception of both management and subordinate employees. The importance of maintaining fair and equitable compensation and benefit programs will be discussed. The student will be exposed to practical situations and problem solving regarding areas of employee counseling, discipline and termination. Equal Employment Opportunity will be discussed in order for the student to understand its need, importance and the legal issues surrounding it. Other critical areas of training and development, staffing and strategy will also be explored.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, BSAD 110 or PUAD 305

**HRM 301 - Staffing (4 Credit Hours)**

This course examines all aspects of getting employees into organizations. Recruitment and selection are the foci. This course covers scientific and legal issues from a managerial perspective and examines the usefulness of various methods used in job analysis, testing and measurement, and internal and external market analysis. Legislation regarding EEO and affirmative action programs are discussed.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, HRM 300

**HRM 302 - Training & Development (4 Credit Hours)**

This course covers the theories and techniques of training and development from strategic and operational perspectives. Emphasis is placed on employee needs assessment, program design, implementation and evaluation. Learning theories and long-term development for global competitiveness are discussed.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, HRM 300 or PUAD 305

**HRM 400 - Performance Management (4 Credit Hours)**

This course uses a systems perspective to identify, select, develop, and evaluate solutions to document and improve the performance of individuals, groups, and organizations. Students will learn how to analyze performance problems and make recommendations at the employee, job, and organizational level that will assist the organization and its employees in achieving organizational goals and managing change. Students will also learn how to bridge the gap between organizational strategy, individuals, and departments.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MGMT 325 or PUAD 305

**HRM 401 - Compensation & Benefits (4 Credit Hours)**

This course is an in-depth examination of pay and benefit theories and practices. The course analyzes job evaluation techniques, salary surveys, individual and group performance-based pay, as well as insurance and pension plan administration.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, PF 106, MATH 215, ENG 320, HRM 300

**HRM 402 - Employee & Labor Relations (4 Credit Hours)**

This course evaluates the current environment of employee and labor relations. Students will compare and distinguish the differences between employee relations and labor relations environments. Topics such as handbooks versus contracts, employee discipline versus grievance procedures, and workplace compliance laws, such as ADA, FMLA, sexual harassment, and the Civil Rights Act are discussed.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, HRM 300

**HRM 410 - Hum Res Mgmt Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - BSAD 110 and See Academic Advisor

**HRM 420 - Principles of Organizational Development (4 Credit Hours)**

This course provides students with an overview of the emergence and development of organizational development as a field, processes for diagnosis and intervention, and basic skills needed to facilitate individual, small group, and organizational change. The course will also cover key concepts in organizational transformation, organizational development in global settings, and future directions in the field.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MGMT 325

**HRM 495 - Strategic Human Resources Capstone (4 Credit Hours)**

Capstone course for HRM majors. Investigates the strategic management process from the HR perspective. Topics include strategic HR, strategic alignment, balanced scorecard and competitive strategic analysis. Intensive use of case analysis, including a cross-functional senior practicum with students from Finance, Marketing and Management Information Systems majors.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, HRM 300, HRM 301, HRM 302, HRM 401, HRM 402

**HRM 499 - Indpndent St-Hr Mgmt (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**HRM 701 - Human Resource Management (4 Credit Hours)**

This course provides a framework for an in-depth understanding of day-to-day, practical approaches/aspects of problems/challenges that impact the human resource management field. Topics include recruiting, hiring, training, retaining, rewarding, and promoting employees; compensation and benefits; employment planning, performance management systems, and succession planning; labor relations; and managing organizational relationships.

**HRM 702 - Employee Rights, Responsibilities, Discp (4 Credit Hours)**

The primary purpose of this course is to introduce the principle theories and practices in the area of employment and workplace law. Topics include the federal and state laws associated with hiring, firing and discipline, medical leave (including FMLA, ADA and worker's compensation), discrimination, harassment, immigration, labor law, unemployment compensation, workplace privacy. Additional topics may include workplace investigations, workplace violence and

employment-related legal processes, including EEOC Charges and lawsuits.

Course Prerequisites - HRM 701 or PUAD 715

### HRM 703 - Labor Relations: Process & Law (4 Credit Hours)

This course examines employment relations from a historical perspective including the creation and rise of unionism, the evolution of collective bargaining, recent civil rights acts affecting the workplace, and concludes by envisioning what the future may hold regarding employee, employer relations. Topics include the role and responsibilities of the HR manager with regard to employment relations, the legal framework of contract negotiations and administration through the lens of the National Labor Relations act and strategies and tactics used for union avoidance.

Course Prerequisites - HRM 701 or PUAD 715

### HRM 704 - Performance Appraisal Systems (4 Credit Hours)

This course provides an in-depth understanding of performance appraisals and related issues. Topics focus on goal-setting, feedback and the rating process.

Course Prerequisites - HRM 701 or PUAD 715

### HRM 705 - Compensation Design & Administration (4 Credit Hours)

This course examines compensation and benefits administration and design of compensation systems, job evaluation, internal and external pay equity, wage and salary surveys, pay-for-performance plans and other forms of financial and non-financial incentives. Topics include the pay model, the role of unions, benefit options, pay for performance plans, appraisals, benefit options, and legal issues surrounding wages and benefits in domestic and international settings.

Course Prerequisites - HRM 701 or PUAD 715

### HRM 706 - Organizational Development/Intervention (4 Credit Hours)

This course addresses the need for planned change focused on an organization's ability to compete strategically. The framework of consultation as helping organizations reach a level of optimum performance will be applied. Topics addressed include individual, team, and organization-wide interventions that can raise productivity/quality, improve competitiveness, increase skills, morale, and commitment.

Course Prerequisites - HRM 701 or ECON 723

### HRM 707 - Organizational Leadership (4 Credit Hours)

This course explores the elements of leadership and delineates the principles necessary for success in a global environment. Discussion of the role and function of leadership will include an in-depth analysis and study of needs impacting individuals, organizations, and society. This course provides students with leadership skills and competencies on which to build an individual model for effective leadership.

### HRM 708 - Strategic Human Resource Planning (4 Credit Hours)

The course will introduce students to the field of strategic human resource management (SHRM). Current topics in SHRM that have resulted from environmental and organizational challenges, e.g., technology, globalization, legislation, restructuring, work/life balance, changing labor markets, are discussed Emphasis will be placed on problem solving issues, policies, and practices affecting HR specialists, practitioners, and managers.

Course Prerequisites - Complete HRM 701, 702, 703, 704 & 705 or PUAD 715 required if taking HRM 708 as Elective

### HRM 709 - International Human Resource Management (4 Credit Hours)

This course examines the major factors involved in managing international assignments including strategic selection, training, organizational development, cultural adjustment, repatriation, and immigration.

Course Prerequisites - HRM 701 or PUAD 715

### HRM 710 - Capstone Project (4 Credit Hours)

Directed research allows the students an opportunity to conduct an independent research project or examine a specific area of interest under the mentorship of a professor. This course also equips students to conduct the types of research and information-gathering projects that are a significant part of the organizational life of most HR managers and leaders. Students will submit a proposal to formulate and develop a project.

Course Prerequisites - HRM 701 HRM 702 HRM 703 HRM 704 HRM 705 HRM 706 HRM 707 HRM 708 HRM 709

**HRM 713 - Human Resource Management (4 Credit Hours)**

Organizations are composed of groups of people who work together to achieve defined outcomes. Experience has proven time and again that the key factor which differentiates successful companies from those who struggle to survive is people who make up the employee base. While the human resources function is given the specific task of planning for and resolving many employee-related issues and needs, individual managers have direct responsibility and accountability for motivating and leading employees to achieve sustained organizational success. The purpose of this course is to provide students with the knowledge and skills needed to work effectively with human resources to enhance the contributions of all employees to organizational effectiveness. Students will learn about the elements which drive business success, theories of motivation, and methods for creating a plan for maximizing the human capital of an organization.

Course Prerequisites - ECON 723 OR NURS 612

**HRM 770 - Managing Hr From Strategic Perspective (4 Credit Hours)**

The management of human resources in the business environment has evolved in recent years far beyond the traditional tasks of recruiting, qualifying and maintaining appropriate staffing levels. In this course, you will study the history of this evolution and how it has shaped the many-faceted role of today's typical business HR operation. You will study how today's forward-thinking companies have learned to leverage their human resources to distinguish themselves in the marketplace and gain a competitive advantage over their competitors. As you explore the concept of strategic human resources management, you also will review the design of organizational structures that facilitate the application of this essential HR concept. Prerequisite(s): Effectively Communicating & Collaborating (GRAD 703) and Achieving Organizational Effectiveness Through Human Resource Management (MBA 705).

Course Prerequisites - See Academic Advisor

**HRM 771 - Mnging Talent to Maintn Prfrmnc Stndrds (4 Credit Hours)**

While contemporary HR operations often serve many masters within the business organization, the critical functions of establishing and maintaining the quality of a company's workforce remain at the top of their list of responsibilities. In this course, you will explore the various HR strategies developed for attracting, selecting and retaining key talent. You will study how the application of HR strategies can be affected by organizational structure, time sensitivity and available skill sets. In addition, you will learn about the most current methods for measuring employee performance using an HR Scorecard that focuses on specific talents and abilities, as well as effective interventional approaches for improving employee performance. Prerequisite(s): Managing Human Resources From a Strategic Perspective (HRM 770).

Course Prerequisites -

**HRM 772 - Assessing & Meeting Future Ldrshp Needs (4 Credit Hours)**

Today's business leaders face many responsibilities, including the development of a sufficient pool of leadership talent to meet the organization's current and future needs. In this course, you will learn the various steps involved in responding to this challenge. You will study methods for assessing an organization's strategic direction and goals, and how they affect current and desired organizational structure. You also will learn to measure an organization's current leadership capabilities, as well as how to develop strategies for succession planning, ensuring the organization's future leadership needs will be met.

**HRM 840 - Foundations of Human Resource Management (4 Credit Hours)**

Organizations across the globe are composed of groups of people working together to achieve goals that include organizational success, employee growth and contribution, and contribution to the larger community. The defining factor that differentiates the most successful companies from those that struggle to survive is the people who make up the employee base. While the Human Resources function has the specific task of planning for and resolving many employee issues and needs, individual managers and employees have direct responsibility and accountably for achieving sustained organizational success. Organizations that invest in their employees and develop workplace environments that encourage full employee engagement are rewarded with a competitive advantage in the marketplace. This course provides students with an opportunity to learn the knowledge and skills needed to enhance the contributions of all employees in support of an organization's purpose. Student's research will analyze trends and issues influencing the development and application of these elements within contemporary organizations. Additionally, students will come to understand the benefits afforded to organizations that create, craft and maintain a rich, empowering culture.

Course Prerequisites - ENG 800

**HRM 850 - Strategic Human Resource Management (4 Credit Hours)**

In Strategic Human Resource Management, students will analyze workforce management processes in light of their strategic importance. This will include an examination of the relationships between traditional human resource functions

and the various business functions so that efficiency and effectiveness are balanced and optimized. Students will also review these processes and relationships in both the domestic and global environments now and in the future. Further, students conduct research to explore trends within the discipline of Human Resource Management that have a positive impact upon employee engagement as well as the productivity and profitability of an organization.

Course Prerequisites - ENG 800

**HRM 860 - Leading Organizational Transformation (4 Credit Hours)**

In this course, students will evaluate the process of change as related to the principles and practices of various types of organizations. Students will conduct research into the area of total rewards to determine what influences are leading many organizations to implement progressive human resource practices. Students will apply this learning to examine change processes and techniques used to facilitate transformational change in order to enhance employee engagement and organizational success. Students will also understand the business case supporting why companies should invest in their employees and internal cultures, regardless of industry affiliation, company size and/or revenue generation and apply this research to examine the processes and techniques for facilitating transformational change.

Course Prerequisites - ENG 800

**HUMN 210 - Intro to Logic & Critical Thinking Skill (2 Credit Hours)**

The goal of this course is to help you improve as a critical, logical thinker. You will be introduced to the art of formulating and assessing arguments according to the standards of logical thinking and critical analysis. You will discover how to apply these valuable skills to your studies and everyday life, learning how to overcome obstacles to critical thinking, and how to avoid being deceived by means of misleading reasoning.

Course Prerequisites - PF 121 or PF 321, ENG 120

**HUMN 211 - Intro to Ethical Analysis & Reasoning (2 Credit Hours)**

The goal of this course is to help you improve your ethical analysis and reasoning skills. You will be introduced to the art of formulating and assessing ethical arguments according to the standards of logical thinking and critical analysis. In this course, you will discover how to apply the following questions to your job and everyday life. Why do we need ethics if we have laws to govern our behavior' Does the majority view determine what is ethical and what is not' Are feelings, desires, and preferences reliable ethical guides' Is it ever appropriate to criticize another individual's (or culture's) ethical judgment' Are people always responsible for their actions' Do human beings have a natural tendency to good, a natural tendency to evil' both' neither' Is there a single moral code that is binding on all people, at all times, and in all places'

Course Prerequisites - PF 121 or PF 321, ENG 120

**HUMN 218 - World Religions (4 Credit Hours)**

A comparative study of the founders, sacred writings, beliefs and practices of some of the major world religions: Hinduism, Buddhism, Taoism, Islam, Judaism and Christianity. This course enables the student to study and compare the leading religions of the world in light of their historical and cultural backgrounds. Students will be encouraged to explore faith traditions other than their own. Common themes across religions, spiritual practice, and current related cultural and political issues will also be considered.

Course Prerequisites - PF 121 or PF 321, ENG 120

**HUMN 240 - Popular Culture (4 Credit Hours)**

An introductory course that examines basic concepts in popular culture studies and the role popular arts and artifacts play in shaping cultural values. The course covers basic theories and approaches to topics like best sellers, popular music, popular art forms, cultural heroes from the sports and entertainment worlds and other popular phenomena.

Course Prerequisites - PF 121 or PF 321, ENG 120

**HUMN 246 - Film Appreciation (4 Credit Hours)**

This course is an introduction to the art of film intended to enable students to become more knowledgeable, appreciative and critical viewers. The course covers the major areas of film: narrative, documentary, animated and experimental. While some film history is covered, this course emphasizes understanding key elements in the filmmaking process: scripting, filming, editing, acting, directing, promoting and distributing. Students will be required to view and write critical reviews of films screened both in and out of class.

Course Prerequisites - PF 121 or PF 321, ENG 120

**HUMN 295 - Film, Television & Media History (4 Credit Hours)**

In this course students will learn to evaluate historical mediated content for not only its impact on current content but also to explore how our current cultural, political, social, artistic and mediated society is shaped by its historical underpinnings. This course serves as an introduction to the historical evolution of film, television, and other media content as well as an overview of the broader contexts and implications these media have on history. Students will also study the analytic techniques available for making sense of, appreciating, and taking issue with various media as understood in their proper cultural and historical contexts.

Course Prerequisites - PF 121 or PF 321, ENG 120, HUMN 246

## HUMN 301 - Creative Thinking (4 Credit Hours)

Creativity and innovation are essential for organizations to thrive. Design thinking has become central to problem solving in our organizations and our communities. In this course you will explore and expand your own creativity through a self-selected project and apply design thinking to a specific organizational or community-based issue. This course includes concrete exercises to reignite imagination and encourage creative problem solving and creative thinking.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

## HUMN 305 - Global Issues (4 Credit Hours)

This course provides students with a coherent sense of the past and present human societies drawn from five cultural areas: Asia, Africa, Europe, North America and South America. It also reviews the diversity of traditions that have formed the world and continue to interact in it today. Through the synthesis of connections, influences and parallels among cultures, students will gain an understanding of how to communicate in a culturally diverse world.

Course Prerequisites - COMM 150 or SPCH 100, PF 121 or PF 321, ENG 120

## HUMN 345 - Philosophy of Science (4 Credit Hours)

The goal of this course is to help students sharpen their critical thinking skills by covering key principles of knowledge, reasoning, and evidence. Students will be introduced to the characteristics, methodology, and limitations of science in contrast to other alleged sources of knowledge like faith, intuition, mysticism, perception, introspection, memory, and reason. Students will discover how to apply these valuable principles to their studies and to everyday life, learning how to overcome obstacles to critical thinking and how to avoid being deceived by means of bogus sciences and extraordinary claims.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, HUMN 210, HUMN 211

## HUMN 405 - Study Abroad: Developing a Global World View (4 Credit Hours)

Designed to help develop skills and perspectives in the international arena, this course will provide students the opportunity to do research, travel, and then apply knowledge gained. Additionally, it will assist students in developing professional experiences in another country and then capitalizing on their learning experience once they return home. General intercultural communication techniques will be integrated into class discussion. The travel experience, which will have an added cost, will be between one and two weeks.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, HUMN 305

## HUMN 480 - St: Humn/Trad (1 Credit Hours)

A variable content classroom course in Traditional Humanities in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

## HUMN 499 - Indpndent St-Humn (1 Credit Hours)

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

## IDL 800 - Strategic Examination of Trends & Technology (4 Credit Hours)

Leaders of instruction and learning must stay abreast of continual changes in technology and leverage them to ensure the competitiveness and health of their organization. However, not all technologies and emerging processes are worth adopting. In this course, students will examine pedagogical trends and emerging technologies. Students will learn how to

evaluate theories and incorporate designs, processes, and technologies in strategic and tactical decisions for instruction and learning in the organization.

Course Prerequisites - ENG 800

**IDL 810 - Innovative Learning Environment Design (4 Credit Hours)**

In this course, students will be exposed to new and innovative approaches for designing effective learning and instruction. This course will equip students with knowledge of applicable frameworks and strategies for implementation at the organizational level. Students will review learning environments such as e-learning, blended and hybrid learning, mobile learning, game-based learning, and informal and social learning, to determine the appropriate learning environment based on the learning and training needs of an organization.

Course Prerequisites - ENG 800

**IDL 820 - Strategic Assessment & Decision Making (4 Credit Hours)**

Today's researchers, leaders and managers in the instructional design field must be able to use data to make decisions, as well as to influence others in their organizations. In this course, students will learn how to apply relevant tools, techniques, theories, and principles of strategic assessment and decision-making to address the learning and performance needs to continuous improvement for learning problems or a learning organization.

Course Prerequisites - ENG 800

**IDL 830 - Organizational Learning & Knowledge Management (4 Credit Hours)**

Learning and knowledge management is crucial to the success of organizations. In this course, students will go beyond the design of learning environments and acquire skills to lead and manage the learning organization at a strategic level. Students will be able to recognize and meet the evolving learning needs of an organization within the framework of the organization's strategic goals. Multicultural awareness and how to lead multi-functional and cross-cultural instructional design teams and projects will also be addressed in this course.

Course Prerequisites - ENG 800

**IDL 840 - Instrnl Design Ldrshp, Coach & Consult (4 Credit Hours)**

Instructional Design Leadership, Coaching, & Consulting. How to become an effective instructional design leader' This course will review the strategic leadership theories, coaching and consulting theories, instructional design leadership literature to identify the knowledge, skills, and qualities needed to become a successful instructional design leader. Students will also study the instructional design consulting techniques. By the end of the course, students will conduct a self-evaluation and develop a personal instructional design leadership philosophy and plan.

Course Prerequisites - ENG 800

**IDPT 601 - Foundations of Instructional Design (4 Credit Hours)**

Learning theories and instructional design models are the two fundamental pillars for the field of instructional design. In this course, students will study the learning theories and philosophies that formed, influenced, and supported this field. Students will also study instructional systems theories, models, and systematic approaches to instructional design. In this course, students will apply these theories, strategies, and instructional models to create a learning, instructional design or training event in their chosen settings, including business, industry, government, healthcare, and classroom education. At the end of this course, students will make a plan on how to prepare for an instructional design career.

**IDPT 620 - Principles of Human Performance Technology (4 Credit Hours)**

In this course, students will learn a framework for understanding human performance by working with scenarios and case studies to analyze performance problems, determine the level and type of intervention required, and make recommendations for a suite of solutions that will achieve the desired impacts.

Course Prerequisites - IDPT 601

**IDPT 640 - Enhancing Learning With Technology (4 Credit Hours)**

In this course, students will apply design principles to create a learning event that includes the use of new and emerging technologies. Students will research collaboration and networking tools for their use and value in learning environments. Delivery platforms and software will also be explored for their impact on instructional strategies. Projects completed in the course will become part of the student's portfolio.

Course Prerequisites - IDPT 601

**IDPT 645 - Learning Management Systems (4 Credit Hours)**

In this course, students will study the practices employed to manage and deliver instructional content in an online environment. Students will interact with a functional Learning Management System (LMS) to manage the design, development, delivery, and evaluation of reusable learning content.

Course Prerequisites - IDPT 601

**IDPT 650 - Evaluation (4 Credit Hours)**

This course presents fundamental principles and practices for evaluating courses and programs, with a focus on formative and summative evaluation and criterion-referenced testing. Students will explore evaluation models and theories, create a learner satisfaction survey, create criterion-referenced tests, create grading rubrics, and work with a data set to interpret data and make recommendations to improve a course or unit of instruction. Projects completed in the course will become part of the student's portfolio.

Course Prerequisites - IDPT 601

**IDPT 660 - Advanced Instructional Design & Performance Technology (4 Credit Hours)**

In this course, students will work in small teams to solve instructional or performance problems of substantial scope and complexity. Students will apply design theory and research as they make decisions to resolve systematically identified problems. This course will require the application of project management skills, analysis, design, development, implementation, and evaluation learned throughout the preceding courses. Projects completed in this course will become part of the student's portfolio.

Course Prerequisites - IDPT 601

**IDPT 670 - Capstone (4 Credit Hours)**

The Capstone experience provides students with the opportunity to receive academic credit for experience in an authentic work environment, which may be either external or internal to the University depending on the student's preference. The Capstone involves a partnership among the student, the faculty member, and an approved project sponsor. The faculty member and the project sponsor will evaluate project deliverables according to the achievement of milestones and the submission of materials identified in a Learning Contract. The Learning Contract must specify a relatively comprehensive experience that can be completed within the time frame of the 12-week course. Projects completed in the course will become part of the student's portfolio.

Course Prerequisites - IDPT 601, IDPT 620, IDPT 640, IDPT 650, IDPT 645, IDPT 715, IDPT 660

**IDPT 680 - Presentation/Portfolio (1 Credit Hours)**

In this course, students will create a retrospective of their work completed during the IDPT program. Students will leverage work products and the knowledge they acquired/constructed during the program to create a presentation of their experiences as well as a portfolio of significant accomplishments. The presentation and portfolio will be organized to demonstrate accomplishment of the IDPT Program Outcomes. The portfolio will be a useful tool for students seeking employment and/or promotion.

Course Prerequisites - Completion of all Core Courses

**IDPT 699 - Ind Study Instructional Dsgn & Lrn Tech (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on Pass/No Credit basis. For international students, curricular practiced training may be used as an independent study with approval of program chair. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**IDPT 700 - Performance Consulting (4 Credit Hours)**

In this course, students will use tools and learn techniques for successfully functioning as a performance change agent for an organization (either internally or externally). It will build on the foundational courses and includes additional methods for creating performance and competency models, communicating and working with stakeholders, and conceptualizing and managing performance projects. Students will also study how to diagnose and transform processes that are not meeting performance goals. Projects completed in the course will become part of the student's portfolio.

Course Prerequisites - Completion of all Core Courses

**IDPT 715 - Theories & Appl for Mging Proj & Relatio (4 Credit Hours)**

Be able to successfully managing projects and relationship are paramount skill in current workforce. In this course, students will study the project management theories, tools, and technologies and apply them in their own discipline. By the end of this course, students need to develop a project management process and a plan to resolve relationship issues.

Course Prerequisites - IDPT 601


**IDST 100 - Introduction to Portfolio (1 Credit Hours)**

This course will introduce students to the concept of portfolio as a means of communicating ideas to a range of audiences. Using LiveText, a leader in e-portfolio software, students will design their own portfolios, learn about criteria for excellent portfolio design, share and critique portfolios, and discuss the importance of tailoring portfolios for particular audiences. The goal of the course is to empower students to use the portfolio tool to reflect academic and personal growth, illustrate the interconnection of personal and academic knowledge, and ultimately to create and maintain an effective electronic curriculum vita.

Course Prerequisites - PF 121 or PF 321


**IDST 300 - Introduction to Interdisiplinary Studies Studies (4 Credit Hours)**

This course introduces terms and definitions essential to Interdisciplinary Studies and explores the application of multiple disciplinary insights to construct a comprehensive perspective on a complex problem or issue. Students will use cognitive maps to codify academic, professional, and personal knowledge and will use portfolio software to illustrate connections and conflicts among knowledge areas. The course will culminate in the illustration of how diverse knowledge can be systematically and successfully applied to complex problems both inside and outside of the workplace. The course will stress the importance of informed and varied perspectives in today's complex world.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ENG 220


**IDST 410 - Interdisciplinary Studies Internship (1 Credit Hours)**

This course provides students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - IDST 300


**IDST 495 - Interdisciplinary Studies Capstone (4 Credit Hours)**

As part of the Capstone experience, students will define a complex, real world problem, possibly in their local communities. Then, using skills and knowledge of interdisciplinary practices, and leveraging information and approaches from their own specific focus areas, students will study a problem from the perspective of several disciplines, generate interdisciplinary insights, illustrate disciplinary connections and conflicts, evaluate assumptions and concepts in the context of this specific problem and, ultimately, construct a new understanding of a problem and recommend solutions or responses. Students will be encouraged to present their responses to business or community leaders where such new perspectives or insights might be implemented. Students will be required to finalize a comprehensive e-portfolio of work that reflects work completed in the program, specifically examples of learning experiences that reflect program outcomes, which might be shared with current or prospective employers.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100


**IDST 499 - Independent Study: Interdisciplinary Studies (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites -


**IMD 300 - Digital Media Design (4 Credit Hours)**

This course explores current trends in digital media design and production. The focus will be on creating media that can be used in interactive media projects, web sites, and social media contexts. The course examines common practices and methods of creating professional quality media using current technologies. Students work individually and in teams to design, develop, and implement digital media for projects.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**IMD 330 - Interaction Design (4 Credit Hours)**

This course explores the semantic connection between digital technologies, form, and function. It emphasizes the complex connections between human behavior and technology and examines design as a form of communication between the two. The course explores interaction from the perspective of a user's experience and how design affects the experience. Students work on real world projects to apply the concepts addressed in the course.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, GRPH 310

**IMD 400 - Interactive Media for Training & Instruction (4 Credit Hours)**

This upper-level Interactive Media Design course provides practical application and experience in the creation of digitally mediated communication for training and instructional purposes. Students work individually and within teams to produce professional quality media used for interactive training and instruction. The course provides hands-on experience in conducting a training needs analysis, followed by the design of a suitable innovation, and ending with the implementation of a solution. Students use computer software and technology to present text, graphics, video, audio, and animation in an integrated way to produce interactive training and instruction.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, GRPH 310

**IMD 410 - Interactive Media Design Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves a Learning Contract, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Learning Contract. Participation cannot be guaranteed for all applicants.

Course Prerequisites - Admission to the Interactive Media Design program

**IMD 430 - Interactive Media for Entertainment (4 Credit Hours)**

This upper-level Interactive Media Design course provides practical application and experience in the creation of digitally mediated communication for entertainment. Students work individually and within design teams, filling the necessary roles to produce professional quality entertainment media. The course provides hands-on experience conducting a needs analysis, followed by the design of a suitable innovation, and ending with the implementation of a solution. Students use computer software and technology to present text, graphics, video, audio, and animation in an integrated environment that produces an interactive and engaging media product.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, GRPH 310

**IMD 450 - Interactive Media for Advertising (4 Credit Hours)**

This upper-level Interactive Media Design course provides practical application and experience in the creation of digitally mediated communication for advertising purposes. The course provides students with the knowledge and experience to design interactive media used in advertising to satisfy marketing objectives. The course provides hands-on experience conducting a needs analysis, followed by the design of a suitable advertising innovation, and ending with the implementation of a solution. Students utilize computer software and technology to present text, graphics, video, audio, and animation in an integrated way to produce interactive marketing materials.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, GRPH 310

**IMD 490 - Interactive Media Design Practicum (4 Credit Hours)**

In this course, students create interactive media products for actual clients, thus gaining the most practical experience possible in an education setting. The practicum is organized like an actual design firm with the instructor as the organizational leader and students filling different roles in the organization. Students are placed in design teams based on their experience and talents. Within the teams, they collaborate to design and develop solutions to practical problems that require interactive media solutions. These problems may be training, marketing, or entertainment oriented or a combination of all three.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMM 335, COMP 325, Must complete two: IDM 400, IMD 430, IMD 450

**IMD 495 - Interactive Media Design Capstone (4 Credit Hours)**

This is the final course in the Interactive Media Design major. Students at this level have completed all of the instructional

elements of the curriculum. The capstone prepares students to find employment in the interactive media industry. The course completes the practicum sequence, requiring students to take on management roles in the assigned projects. In addition, students will assemble their portfolios and prepare for final presentations. Finally, they will present their work and receive feedback, preparing them for the interview process.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, IMD 400, IMD 430, IMD 450, IMD 490

### IMD 499 - Independent Study: Interactive Media Design (1 Credit Hours)

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with a minimum grade of "B" and permission of the Program Chair

### INFA 300 - Introduction to Analytics (4 Credit Hours)

This course leads students through the foundational concepts, methods and concerns related to the practice of information / data analysis from the posing of questions needing answers to gathering the data, generating statistics, analyzing the results, formulating answers to the questions, and reporting those answers. Course topics include defining clear, accurate and actionable research questions and the answers, selecting data and methods; generating relevant statistics and reporting the story the data tells regarding the questions and the sought-after answers using basic tools such as those intrinsic to spreadsheet software such as Microsoft Excel.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MATH 280

### INFA 350 - Data Manipulation & Visualization (4 Credit Hours)

This course introduces students to the discipline of data manipulation and visualization in the context of information analysis as science, an art and a practice. This course explores these topics: the theoretical foundations of the discipline, common artistic design approaches, proven practical methods in relation to the analysis, understanding and depiction of the results of mathematical analysis of information, the relationship of visualization and data manipulation methods to fields of study, cultures of practice and the archiving of analytical work for future use.

Course Prerequisites - ENG 120, COMM 150 or SPCH 100, PF 121 or PF 321, INFA 300, ENG 220

### INFA 415 - Information Analytics Architecture (4 Credit Hours)

Upon successful completion of this course, students will be able to design and implement data gathering processes and information analytics architectures within data warehousing environments appropriate for supporting data mining and information analytics modeling applicable to the solving of typical operational, supply and demand problems encountered by organizations. Learning will be supported by relevant texts, lectures, research papers, collaboration sessions and projects, both individual and team-based. The database, data warehouse, and computational tools used in this course are Oracle Corporation products.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMP 281, INFA 300

### INFA 420 - Information Modeling (4 Credit Hours)

This course leads students through an exploratory tour of the primary information models used in providing executive and management decision support for an organization. Typical functional areas of organizations are included, such as marketing, finance, and operations regarding management and executive decision making necessary for the successful current and future operation of typical organizations. Concurrent to studying a variety of applicable information models, students learn to apply the specific software technologies based on these models, such as expert systems, neural networks, graphical/visual interfaces, learning systems, data mining techniques, and decision analysis methodologies.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, INFA 300

### ISA 495 - Information Systems Audit & Control (4 Credit Hours)

This course will culminate the Bachelor of Science in Information Systems Auditing program by drawing from and synthesizing concepts from both the MIS and Accounting fields in order to address issues related specifically to the audit of information systems and technology.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, Completion of all Major Area Courses

### ISBA 490 - Business Analysis Certification Review (4 Credit Hours)

This course provides an integrated, experience and exam-based review of the material contained in the Business Analysis certification courses. The primary vehicle will be student management and/or participation in an Information Systems project during the process of which tasks and deliverables will be required that ensure a thorough review of the material of the certification courses experientially as well as abstractly. This process will culminate in delivering a presentation of the project project and completing an exam covering the reviewed material.

**ISEC 200 - Cyber Security Fundamentals (2 Credit Hours)**

The Internet has changed dramatically; so have the activities that are dependent on it in some shape or form. Understanding the need for security, it's influence on people, businesses and society, as well as business drivers is critical. The course also covers malicious attacks, threats and vulnerabilities common to the world of security, as well as access controls, and methods to assess and respond to risks. Hands-on labs accompany the various concepts that are taught.

Course Prerequisites - ENG 120, PF 121 or PF 321, HUMN 211, COMP 204

**ISEC 300 - Information Assurance (4 Credit Hours)**

In a highly connected, data intensive, and cost-focused business environment, the practice of information security not a business advantage; it is a customer requirement. Viruses, malware, trojans, denial of service attacks, phishing, and even Wiki leaks have become headline news. Failure to insure the confidentiality, integrity, and availability of data costs companies millions, if not billions of dollars in legal settlements, lost business, and trade secrets. In this breadth-based course, you will get an overview of information security principles and practices, including security models, risk management, access controls, intrusion detection and prevention, cryptography, software vulnerabilities, and ethical issues. Subsequent courses expand on this foundational material in much greater depth.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MIS 310, ISEC 200

**ISEC 3005 - Intrusion Detection Systems (1 Credit Hours)**

This course provides an introduction to Intrusion Detection Systems. Students will learn the concepts and techniques for host intrusion detection systems, network intrusion detection systems, anomaly-based intrusion detection systems, and signature-based intrusion detection systems.

Course Prerequisites - See Academic Advisor, COMP 204

**ISEC 325 - Communication & Network Security (4 Credit Hours)**

Networks are the major point of entry to most computer systems. Preventing unwanted intrusion, use, abuse, or flooding of communications channels is a high priority to organizations trying to protect their assets. Network security is about preserving the appropriate use of network resources while preventing disallowed use. In this course, you will learn how to employ firewalls, VPNs, and stateful packet inspection techniques to harden computer networks. Topics include packet filtering, intrusion detection and prevention, ingress and egress rules, monitoring, network access controls, authentication, authorization, and auditing.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMP 204, ISEC 200

**ISEC 350 - Security Risk Management (4 Credit Hours)**

Proper assessment, management, and mitigation of risk are essential to any information security strategy. Risks aren't just related to IT assets, but to the overall business that the IT organization is supporting, thus, business continuity planning and impact analysis is also important. In this course, you will learn how to identify and analyze risks, determine impacts, and develop plans to mitigate issues. Topics include threats, vulnerabilities, exploits, and countermeasures; US compliance laws; risk assessment and mitigation; business impact analysis; and business continuity and disaster recovery planning.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ISEC 300, MATH 280

**ISEC 375 - Digital Forensics & Incident Response (4 Credit Hours)**

The prevalence of data breaches, identity theft, and the dark net today makes the study of digital forensics and cybercrime highly relevant to information security. Identifying, acquiring, preserving, analyzing and reporting evidence to business and law enforcement is a much-needed skill. This course will cover those topics as well as the live versus dead-box techniques, appropriate legal and regulatory issues, open source and commercial tools, and the special challenges represented by new and emerging technologies.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ISEC 325, ITEC 350

**ISEC 400 - Software Development Security (4 Credit Hours)**

Software vulnerabilities, especially those that compromise personal or financial data, are appallingly common. Nearly

every major software company has needed to deal with the fallout of a major incident due to vulnerabilities in their products. Writing correct - let alone secure - software is very difficult. Yet users and executives expect it. In this course, you will learn about the typical development mistakes that lead to application-level security issues as well as how to defend against them. Students will explore the Open Web Application Security Project (OWASP) top 10 security vulnerabilities. Topics include unchecked user input, injection, fuzzing, CSRF, XSS, cryptography, CAPTCHA, configuration errors, authentication, and authorization.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ISEC 300, WEBD 236 or COMP 321

**ISEC 410 - Information Security Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

**ISEC 475 - Security Engineering & Assessment (4 Credit Hours)**

Ensuring the confidentiality, integrity, and availability of large and complex systems is notoriously difficult in the face of capable and determined opponents. This course discusses security engineering as the practical application of requirements analysis, modeling, architecture, processes, and measurement toward improving the dependability of complex information systems throughout their lifecycle.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ISEC 300, MIS 310

**ISEC 480 - Special Topics in Information Security (1 Credit Hours)**

A variable content classroom course in Information Security in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

**ISEC 495 - Cyber Security Capstone (4 Credit Hours)**

The Information Security Capstone course encourages teamwork in small groups on a substantial project. The intent of this course is to provide a capstone experience that integrates the material contained in courses required of the information security major. It also provides an opportunity for students to recognize and evaluate the interrelationship of their general education courses with the courses taken for their information security major. The major areas of the program are reviewed and assessed via standardized exams. Students will also culminate their experiences with an overview of the evolution of computer systems and a look at the near-term future.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ISEC 350, ISEC 375, ISEC 400, ISEC 475

**ISEC 499 - Independent Studies in Information Security (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis (See the "Independent Studies" section of the Academic Bulletin for more details).

Course Prerequisites - Minimum 2.00 cumulative GPA, at least 16 hours completed at the University, related coursework completed with a minimum grade of "B" and permission of Program Chair

**ISEC 610 - Information Assurance (4 Credit Hours)**

This course covers the fundamentals of security in the enterprise environment. Included are coverage of risks and vulnerabilities, threat modeling, policy formation, controls and protection methods, encryption and authentication technologies, network security, cryptography, personnel and physical security issues, as well as ethical and legal issues. This foundational course serves as an introduction to many of the subsequent topics discussed in depth in later security courses.

**ISEC 620 - Software and App Security (4 Credit Hours)**

Today, software is at the heart of nearly every business from finance to manufacturing. Software pervades everyday life in expected places like phones and computers but also in places that you may not consider such as toasters, thermostats, automobiles, and even light bulbs. Security flaws in software can have impacts ranging from inconvenient to damaging

and even catastrophic when it involves life-critical systems. How can software be designed and built to minimize the presence of flaws or mitigate their impacts' This course focuses on software development processes that identify, model, and mitigate threats to all kinds of software. Topics include threat modeling frameworks, attack trees, attack libraries, defensive tactics, secure software development lifecycle, web, cloud, and human factors.

Course Prerequisites - COMP 501, ISEC 610

### ISEC 630 - Information Risk Management (4 Credit Hours)

When audits, technology, or compliance become the driver for security initiatives the resulting program is strategically fragmented, reactive, and rigid. Moreover, there are few, if any, assurances that the biggest threats are being addressed. On the other hand, risk assessment places values on assets, evaluates the current controls, and provides data to improve the protection in a controlled, proactive, and flexible manner. This course teaches an approach to security that combines operational security, risk assessment, test and review and mitigation such that value can be demonstrated. A project-based approach to risk assessment is followed including, project definition and preparation, data gathering, technical information, physical data gathering, analysis, mitigation, recommendations, and reporting.

Course Prerequisites - ISEC 610

### ISEC 640 - Cryptography (4 Credit Hours)

The cryptographic primitives of enciphering/deciphering and hashing are the two main methods of preserving confidentiality and integrity of data at rest and in transit. As such, the study of cryptographic techniques is of primary interest to security practitioners. This course will cover the important principles in historical and modern cryptography including the underlying information theory, mathematics, and randomness. Important technologies such as stream and block ciphers, symmetric and asymmetric cryptography, public key infrastructure, and key exchange will be explored. Finally, hashing and message authentication codes will examined as a way of preserving data integrity.

Course Prerequisites - MATH 503, ISEC 610

### ISEC 650 - Advanced Network Security (4 Credit Hours)

Networks connecting disparate devices, services, and users have been among the most ubiquitous technologies that have led to the spectacular economic and technical success of the Internet. Today, networks seem to disappear, only to receive attention when they fail or are breached by attackers. While firewalls and virtual private networks are mainstays of network security, a strategy built on these alone is insufficient. This course covers a more comprehensive and systematic approach to network security including monitoring, incident response, forensics, virtualization and cloud, secure protocols, cryptography, and web services

Course Prerequisites - ITEC 504, ISEC 610

### ISEC 660 - Cybercrime, Ethics, and Privacy (4 Credit Hours)

The prevalence of data breaches, identity theft, and the dark net today makes the study of digital cybercrime, ethics, and compliance highly relevant to information security. Laws related to intellectual property, privacy, and criminal and civil proceedings will be discussed. Ethical behavior and frameworks for navigating between customer and business concerns in the workplace are also emphasized.

Course Prerequisites - ISEC 610

### ISEC 670 - Ethical Hacking (4 Credit Hours)

When most people think of information security the images that come to mind are those of hackers: secretive people who, for political or profit motives, illegally break into computer systems to steal data or cause mayhem. While that kind of criminal element does exist, ethical hackers provide a needed service to organizations seeking to test and refine their security plans and technologies. This course takes an in-depth approach to ethical hacking including reconnaissance, scanning, vulnerability analysis, exploitation, and reporting. Students will employ current tools and methods in a hands-on approach that also prepares them for the Certified Ethical Hacker (CEH) exam.

Course Prerequisites - ISEC 650, COMP 501

### ISEC 680 - Information Security Policy & Governance (4 Credit Hours)

As organizations have fallen victim to the proliferation of cyberattacks in recent years, many have responded reactively, thereby developing a posture that "wins the previous war." However, regulations and laws are now necessitating a more proactive stance. Organizations that can develop an effective security strategy stand to gain as they balance business with security. This course is about leading organizations in developing an effective information security program via policies, frameworks, architecture, standards, organizational hierarchies, controls and metrics with the end goal being a proactive security posture tailored to the specific business needs.

Course Prerequisites - ISEC 630

**ISEC 690 - Security Research and Capstone (4 Credit Hours)**

This course, the final one in the program, challenges students to research a current topic of interest in information security and produce an original paper and presentation on the topic. Alternately, students may complete a capstone project in which they engage a real-world client for the purpose of security assessment, governance, audit, testing, risk analysis, or remediation. The course will also cover current and emerging issues in information security and privacy. Complete course in final term of program.

Course Prerequisites - Three of the following: ISEC 620, ISEC 640, ISEC 660, ISEC 670, or ISEC 680

**ISPM 200 - Information Systems As a Business Process (4 Credit Hours)**

This course focuses on building an understanding and knowledge base of how modern organizations structure their operations, their workload in relationship to the fundamental tool used for that work, their information systems. Topics include business processes, such as procurement, production and fulfillment, the role of information systems in support of business processes, and information systems as business processes.

Course Prerequisites - ENG 120, PF 121 or PF 321

**ISPM 320 - Requirements Analysis & Testing (4 Credit Hours)**

This course introduces students to the concepts, methods and approaches involved in the process of requirements analysis and testing, in the context of the necessary procedures that comprise the process of confirming requirements for a new or upgraded information system: requirements elicitation analysis, specification, verification and management.

Course Prerequisites - ENG 120, PF 121 or PF 321, COMM 150 or SPCH 100, MIS 400

**ISPM 450 - Advanced Project Management (4 Credit Hours)**

This course focuses on knowledge, understanding and skills related to building competencies in overseeing the architecture, design, and implementation of software systems. Specific topics include agile software development practices, planning and governance of large projects, identification, assessment and management of current and emerging information technologies, and the application of project management tools for software architecture, project communications, risk analysis, cost estimation and budgeting, and quality control in managing the software development life cycle.

Course Prerequisites - ENG 120, PF 121 or PF 321, COMM 150 or SPCH 100, ITEC 430

**ISPM 490 - Project Management Certification Review (4 Credit Hours)**

This course provides an integrated, experience and exam-based review of the material contained in the Project Management certification courses. The primary vehicle will be student management and/or participation in an Information Systems project during the process of which tasks and deliverables will be required that ensure a thorough review of the material of the certification courses experientially as well as abstractly. This process will culminate in delivering a presentation on the experience of completing the project and completing an exam covering the reviewed material.

**IT 214 - Information Systems Management (3 Credit Hours)**

An overview of the information systems used in business organizations and how best to manage these systems. The unique approach to this course is its focus on how business initiatives should drive information technology choices. As topics are presented throughout the course, the discussion first addresses the business needs and then moves to the information technology possibilities that could support those needs. An underlying theme in this course is how information technology plays a critical role in facilitating communication and increasing business intelligence.

Course Prerequisites - Take CM*100 Minimum grade C, Take CM*112, Take CM*114, Take CM*123

**ITEC 136 - Principles of Programming (4 Credit Hours)**

This course covers fundamental programming principles for individuals with at least some programming background. Major themes are structured programming, problem solving, algorithm design, top-down stepwise refinement, and software lifecycle. Topics will include testing, data types, operators, repetition and selection control structures, functions, arrays, and objects. Students will design, code, test, debug, and document programs in a relevant programming language.

Course Prerequisites - PF 121 or PF 321, MATH 160, COMP 101

**ITEC 275 - Computer Networks: Switching, Routing, & Wans (4 Credit Hours)**

This course covers both the design and basic configuration of computer networks. Using Cisco Systems CCDA© certification as a guide, students will learn about the OSI model, network topologies, Wide Area Network (WAN) technologies, wireless LAN, IP addressing, routing protocols, and network security mechanisms. This course also utilizes simulation software to create a small virtual network on the student's personal computer running Windows XP or Vista. This provides the student interactive configuration experience with the Cisco Systems Internetworking Operating System (IOS) in an isolated environment.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMP 204

**ITEC 3006 - Cloud Services With Amazon Web Services (1 Credit Hours)**

This course prepares students for AWS Cloud Practitioner certification. Students will learn architectural principles, global infrastructure, scalability, agility, elasticity, reliability, security, compliance aspects, provided services and their common use cases, necessary documentation on technical problems, and deployment and operation of AWS Cloud.

Course Prerequisites - See Academic Advisor

**ITEC 350 - Windows Administration (4 Credit Hours)**

This course provides the student with an introduction to Windows Server 2008 administration and is structured to assist a network manager or planner in planning, configuring, installing, running, and repairing networks that include a Windows Server 2008. As such, it provides an introduction to server installation, Active Directory, printer management, domains, network clients, security, disaster recovery, fault/error management, and scripting of common tasks. This course also uses virtualization software to isolate the Windows Server 2008 operating system from the underlying host operating system. As such, administrative access to a fast machine running Windows XP or better with at least 2 gigabytes of memory and 40 gigabytes of available hard drive space is required. For face to face classes, an external USB 2.0 hard drive with at least 40 gigabytes of free space is required to bring to class.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, COMP 204, COMP 111 or ITEC 136

**ITEC 400 - Linux Administration (4 Credit Hours)**

This course covers the basic methods of Linux system administration. The course will focus not only on user-level commands and utilities, but also upon installation and configuration of the kernel, file system, memory, peripheral devices, authentication/authorization and network facilities. The course also provides an introduction to the Perl programming language and the role of Linux in the enterprise. This course also uses virtualization software to isolate the Linux operating system from the underlying host operating system. As such, administrative access to a late-model computer with sufficient memory and hard drive space is required.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMP 204, COMP 111 or ITEC 136

**ITEC 410 - Information Technology Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

**ITEC 430 - Information Technology Project Management (4 Credit Hours)**

This course provides an introduction to the concepts of information technology project management and techniques for initiating, planning, executing, monitoring and controlling of resources to accomplish specific project goals. Both technical and behavioral aspects of project management are discussed. While the focus is on information technology projects, the principles follow the nine project management knowledge areas outlined in the Project Management Institute's PMBOK® Guide Third Edition and thus are applicable to the management of any project. Topics will include integration, scope, time, cost, quality, human resource, communications, risk, and procurement management. Project management software utilization is emphasized.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MIS 310, ENG 220, MATH 280

**ITEC 450 - Database Administration (4 Credit Hours)**

This course covers a breadth of subjects in Database Administration. Building on the database management systems course, this course covers topics about the configuration, administration and performance of the database engine itself. Using Oracle 10g as a platform, students will learn about installation, configuration, performance tuning, security, disaster planning and recovery, and network connectivity of databases. This course also uses virtualization software to isolate the database server operating system from the underlying host operating system. As such, administrative access to a fast

machine with at least 1 gigabyte of memory and 20 gigabytes of available hard drive space is required.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, COMP 281

**ITEC 475 - Virtualization & Cloud Computing (4 Credit Hours)**

Today's organizations have come to depend on storing data and provisioning services through virtual cloud infrastructures. This course provides a broad coverage of virtualization and cloud infrastructure technologies, how this contrasts with physical data centers and the ways that organizations transition between these environments. Students plan, design, and provision cloud-based virtual desktops, documents, applications and services across multiple platforms.

Course Prerequisites - ENG 120, PF 121 or PF 321, COMM 150 or SPCH 100, ITEC 275, ITEC 400

**ITEC 480 - St: Information Technology (1 Credit Hours)**

A variable content classroom course in Information Technology in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

**ITEC 495 - Information Technology Capstone (4 Credit Hours)**

The Information Technology capstone course encourages teamwork in small groups on a substantial project. The intent of this course is to provide a capstone experience that integrates the material contained in required courses of the ITEC major. It also provides an opportunity for students to recognize and evaluate the interrelationship of their general education courses with the courses taken for their major. The capstone will include discussion about professional and ethical issues related to Information Technology. Students will also culminate their experiences with an overview of the evolution of computer systems and a look at the near-term future.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ITEC 400, ITEC 430, ITEC 475, ISEC 300

**ITEC 499 - Independent Stdy:information Technology (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**ITEC 504 - Foundations of Networks and Systems (4 Credit Hours)**

This course will provide the knowledge and hands-on skills necessary to the function, design, administration, and implementation of computer networks. Topics covered include OSI networking model, protocols, directory services, file and print services, server management, user/client administration, and authentication/authorization.

Course Prerequisites - COMP 501

**ITEC 640 - Project Management (4 Credit Hours)**

This course examines various issues related to the management of information systems. Topics include: strategic planning, organizing the technology resources, means of prioritizing and selecting information technology, staffing, personnel management, and assessment.

**ITEC 660 - Web Development and Deployment (4 Credit Hours)**

This course builds web applications by combining software development, database, and cloud concepts into a modern web development course. Students will use current technologies in all three areas to design, develop, and deploy web applications in a cloud-based environments. Topics will include web frameworks, model-view-controller or model-view-view/model architectures, front- and back-end technologies, asynchronous web requests, database integration, security, and cloud deployment design decisions.

Course Prerequisites - COMP 630, COMP 501

**ITEC 670 - Network, Cloud and Systems Management (4 Credit Hours)**

This course focuses on management and governance of an organization's information technology infrastructure. Topics include the management of large network infrastructures, cloud management, systems management, management mechanisms for data centers, network virtualization, cloud security and infrastructure governance issues and approaches. Multiple applications areas such as commercial, scientific and big data are addressed.

Course Prerequisites - ITEC 504

**ITEC 690 - IT Strategy and Policy (4 Credit Hours)**

This course focuses on the value of Information Technology within an organization. For many organizations, IT is a cost, for others it is a strategic advantage. Emphasis is placed on organizational efficiency and leadership of IT organizations to enhance business value and organizational performance. Complete course in final term of program.

Course Prerequisites - Three of the following: ISEC 610, ITEC 640, ITEC 660, or ITEC 670

**LEAD 8000 - Data Analytics for Decision Making (1 Credit Hours)**

One of the keys to success in any organization is turning data into clear insights that support effective action and decision-making. This course will cover some fundamental concepts of statistics and data analysis to understand and describe data, estimate the unknown parameters and use regression models to see trends and relations between variables. These topics will be taught using Microsoft Excel. The skills gained in this course can be applied to business situations and can further prepare the students for more advanced courses in data visualization and predictive analytics.

**LEAD 8001 - Data Analytics for Persuasion (1 Credit Hours)**

This course is designed for professionals who work with data to understand and utilize important concepts and techniques of data visualizations using Tableau. Students will learn about Tableau software, represent data using several visualization types and work with interactive dashboards to present their reports. Emphasis will be given to both creating and interpreting visual reports in Tableau. A free version of Tableau is available and will be used in this course. Upon completion of this course, students can further take an online exam to be a certified Tableau Desktop Specialist.

**LEAD 8002 - From Data to Action: Managing Change (1 Credit Hours)**

This course focuses on state-of-the-art concepts and practices essential to leading and implementing change initiatives in today's organizations. Key transformational organizational and leadership practices coupled with select change management models will be introduced and explained for application in real-world settings. The role and function of organizational change agents will be address for effectiveness in engaging followers.

**LEAD 8003 - From Data to Action: Lead Organizations (1 Credit Hours)**

This course focuses on the knowledge and understanding of various leadership styles and empowerment practices in leading in today's organizations. Key leadership practices when employed with management practices can bring about new levels of productivity within organizations. This course is designed to instruct leaders/managers how to employ those facets to accomplish these higher levels of productivity.

**LOGI 495 - Logistics Management Capstone (4 Credit Hours)**

This course will provide students with a cumulative experience for the Logistics Management major. Students will use all of the knowledge gained in the previous classes on supply chain management, transportation, inventory, business modeling, and purchasing in developing Logistics Management strategies in real-life applications.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, OSCM 378, OSCM 450, OSCM 455, OSCM 458

**MATH 040 - Re-Entry Mathematics (4 Credit Hours)**

This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements. Students who place into this course must pass it prior to enrolling in any course at the 200 level or higher. This course is designed for students who, having been away from math for a period of time, need to re-sharpen their college entry-level skills and for students whose previous work left them with insufficient skills. Topics include fractions, decimals, percents, ratios and proportions, basic statistics, basic geometry, signed numbers, order of operations, basic equations and inequalities, mathematical notation, and estimation. Emphasis is placed on the development of reasoning and logical thinking through applications.

Course Prerequisites - Placement Test or See Academic Advisor, PF 121 or PF 321

**MATH 105 - Fundamentals of Mathematics (3 Credit Hours)**

A terminal mathematics course for liberal arts majors that will satisfy the mathematics core requirement. An intuitive approach using practical examples is emphasized to help students understand and use mathematics such as sets, logic, probability, statistics, number theory, algebra, geometry, and consumer mathematics. Prerequisite: Placement by examination Course used as a part of the Associate of Applied Science curriculum.

**MATH 113 - Mathematics for Educators I (3 Credit Hours)**

**MATH 113 - Mathematics for Educators I (3 Credit Hours)**

This course is the first of a two-course sequence required of all candidates for licensing as teachers of Early Childhood Education or Intervention Specialist. Each course focused on the conceptual structures underlying the teaching and learning of standards-based mathematics in the primary grades. MATH 113 addresses the conceptual structures for Counting & Cardinality, the Base-10 Number System, and Operations & Algebraic Thinking.

**MATH 140 - Introduction to Quantitative Reasoning (4 Credit Hours)**

This is the first course in algebra specifically designed for students who are enrolled in programs that do not require College Algebra. The course will include basic traditional beginning algebra topics including basic numeric/algebraic skills and reasoning, solving linear equations, systems and inequalities, basic functions, basics of graphing including algebraic and statistical graphs as well as some data literacy. The topics will be addressed in a contextualized format incorporating a pedagogy that promotes problem solving and critical thinking skills through collaborative work and technology tools.

Course Prerequisites - MATH 040 or Placement Test, PF 121 or PF 321

**MATH 150 - Fundamental Algebra (4 Credit Hours)**

This course will address the outcomes of introductory and intermediate algebra. Topics include: basic algebraic properties, integers, simplifying and factoring polynomials, solving and graphing linear equations and inequalities, solving systems of equations in two variables, functions, rational expressions, quadratic and rational equations, absolute value, radicals, graphing systems of equations, and other selected topics. Applications will be emphasized, and numeric, algebraic, and graphical modes will be used.

Course Prerequisites - MATH 040 or Placement Test, PF 121 or PF 321

**MATH 160 - College Algebra (4 Credit Hours)**

This course is designed to prepare students for Applied Calculus and Discrete Mathematics and to provide the mathematical background needed for the analytic reasoning used in other courses. Topics include functions and their graphs, including exponential and logarithmic functions; complex numbers; systems of equations and inequalities; matrices; basic principles of counting and probability; and other selected topics.

Course Prerequisites - MATH 150, PF 121 or PF 321

**MATH 201 - Basic Inferential Methods (2 Credit Hours)**

This course is designed to acquaint students with basic inferential methods used in statistics to help them improve their decision making skills. Course topics include probability rules with compound and conditional probabilities, normal probability distributions and sampling distributions, hypothesis testing of mean from one or two samples, hypothesis testing of proportion from one or two samples, and chi square distributions. This course complements and builds upon any basic, conceptual statistics course, which lacks these course topics. This course is not open to students with credit for MATH 215 Statistical Concepts.

Course Prerequisites - PF 121 or PF 321, ENG 120, MATH 140 or MATH 150, Completion course for students with partial Statistics credit. See Academic Advisor.

**MATH 215 - Statistical Concepts (4 Credit Hours)**

This course introduces the student to statistics with business applications. The course covers both descriptive and inferential statistics. Topics included are: measures of central tendency; measures of dispersion; graphical displays of data; linear regression; basic probability concepts; binomial and normal probability distributions; confidence intervals; and hypothesis testing. These topics will be covered using a basic knowledge of algebra and Microsoft Excel.

Course Prerequisites - PF 121 or PF 321, ENG 120, MATH 140 or MATH 150

**MATH 222 - Mathematics for Educators II (3 Credit Hours)**

This course is the second of a two-course sequence required of all candidates for licensing as teachers of Elementary Education or Intervention Specialist. Each course focuses on the conceptual structures underlying the teaching and learning of standards-based mathematics in the elementary grades. MATH 222 addresses the conceptual structures for Rational Number operations, Algebraic Reasoning, Geometry, Probability, and Statistics

Course Prerequisites - MATH 113

**MATH 240 - Pre-Calculus (4 Credit Hours)**

A study of the basic concepts of algebra including factoring, graphing, equations, inequalities, ratio and proportion, and

rational functions, exponential and logarithmic functions, trigonometric functions, complex numbers, and some elementary topics in theory of equations.

## MATH 241 - Calculus and Analytic Geometry I (4 Credit Hours)

A study of single variable calculus including functions, limits, the derivative, applications of the derivative, the integral, and applications of the integral.

Course Prerequisites - MATH 220

## MATH 280 - Intro to Probability & Statistics (4 Credit Hours)

This course is designed to serve students in the Computer and Information Sciences majors. The topics covered are descriptive statistics in numerical & graphical methods, probability concepts, discrete and continuous probability distributions, estimation theory, hypothesis testing, simple linear regression and correlation, and linear programming. These topics will be taught with a rigorous Algebra content and using a statistical software such as Minitab.

Course Prerequisites - PF 121 or PF 321, MATH 160, ENG 120

## MATH 320 - Discrete Mathematics (4 Credit Hours)

This course introduces students to fundamental algebraic, logical and combinational concepts in mathematics that are needed in upper division computer science courses. Topics include logic; sets, mappings, and relations; elementary counting principles; proof techniques with emphasis on mathematical induction; graphs and directed graphs; Boolean algebras; recursion; and applications to computer science. Please note: A book fee will be included in your tuition charges for required course materials.

Course Prerequisites - PF 121 or PF 321, MATH 160, COMM 150 or SPCH 100

## MATH 446 - Algebraic Structures (4 Credit Hours)

An introduction to abstract algebra in a way that emphasizes the nature of the subject and the techniques of rigorous proof. Topics included are sets, mappings, binary operations, groups, rings, fields, and polynomials.

Course Prerequisites - COMM 150 or SPCH 100, MATH 320

## MATH 480 - St: Mathematics (1 Credit Hours)

A variable content classroom course in Mathematics in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

## MATH 495 - Senior Seminar (4 Credit Hours)

The student works independently under the supervision of his/her faculty advisor. The course will assess the student's entire undergraduate program and offer advice for improvement and/or synthesize knowledge from previous courses. The course will include presentations and/or individual research to the advisor and/or other faculty or students. Prerequisite: Requires senior status and permission of the College Dean.

Course Prerequisites - See Academic Advisor, COMM 150 or SPCH 100

## MATH 499 - Indpndent St-Math (1 Credit Hours)

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

## MATH 503 - Foundations of Mathematics for Computing (4 Credit Hours)

This course introduces students to fundamental algebraic, logical, and combinational concepts in mathematics that are needed in upper division computer science courses. Topics include integer representation; algorithms; modular arithmetic and exponentiation; discrete logarithms; cryptography; recursion; primality testing; number theory; graphs and directed graphs; trees; and Boolean Algebra.

Course Prerequisites - MATH 160

**MATH 601 - Introduction to Analytics (4 Credit Hours)**

This course provides an introductory overview of methods, concepts and current practices in the growing field of Data Analytics. Topics to be covered include data collection, analysis and visualization as well as statistical inference methods for informed decision-making. Students will explore these topics with current statistical software. Some emphasis will also be given to ethical principles of data analytics.

Course Prerequisites - MATH 215

**MATH 620 - Applied Mathematics I (4 Credit Hours)**

This course covers differentiation in several variables, multiple integrations, line and surface integrals, and topics in complex variables. The student is assumed to be capable in topics such as taking limits, continuity, taking derivatives, using derivatives, calculating the definite integral for basic functions, integration by substitution, and the standard applications of the definite integral. The course is designed to supply students with the appropriate knowledge for higher level graduate courses in mathematics.

**MATH 630 - Applied Mathematics II (4 Credit Hours)**

This course covers limits of functions, sequences and series, continuity, differentiation, integration and other topics found in calculus. The purpose of this course is to strengthen students' understanding of the results of calculus and the basis of their validity and to strengthen students' understanding of the uses of deductive reasoning. Also, this course will increase students' ability to understand definitions and proofs, and to construct proofs.

**MATH 640 - Applied Statistics for Educators (3 Credit Hours)**

Applications of statistical techniques and methods will be explored, including a review of statistics and probability, exploratory data analysis and descriptive statistics, fundamental statistical tests, regression analysis, selection of adequate analytical methods as well as interpretation and reporting of results. The course is designed to provide numerous opportunities to apply various statistical methods to research hypotheses and problems. It will also provide opportunities for educators to design and deliver lesson plans on these statistical topics.

Course Prerequisites - See Advisor. Not open to students with MATH 601 credit

**MATH 807 - Introduction to Statistics (2 Credit Hours)**

This course will introduce the concepts of descriptive statistics and probability distributions. Topics will include basic statistical terminology, statistical graphs, numerical summaries of data, probability concepts and distributions, and sampling distributions. The course is designed to allow students integrate statistical software of choice with the aforementioned concepts and to provide opportunities to interpret resulting outputs.

Course Prerequisites - MTHD 803

**MATH 810 - Applied Statistics (3 Credit Hours)**

Applications of statistical techniques and methods will be explored, including fundamental statistical tests for central values, variances and categorical variables; regression analysis and general linear model. The emphasis will be on selecting and applying the appropriate statistical techniques as well as interpretation and reporting of results with the use of a major statistical software. The course is also designed to provide numerous opportunities to critique statistical techniques commonly used in empirical research articles.

Course Prerequisites - MATH 807

**MBA 699 - Independent Study (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by regular curriculum or to extend study in areas currently taught. Study is under faculty supervision and graded on a letter-grade basis. (See the "Independent Studies" section of the Academic Bulletin for details.)

Course Prerequisites - See Academic Advisor

**MBA 727 - International Business Management (4 Credit Hours)**

Globalization has opened the world marketplace to companies that were once merely regional or even local operations. This course is designed to equip you with the knowledge and decision-making skills to perform effectively as a leader within a company with global operations. Course content covers multinational business strategies, from exporting to

foreign direct investment, as well as economic, political, and cultural influences on the international marketplace.

Course Prerequisites - MBA 707 or HCM 735

**MBA 772 - Assessing & Meeting Future Ldrshp Needs (4 Credit Hours)**

Today's business leaders face many responsibilities, including the development of a sufficient pool of leadership talent to meet the organization's current and future needs. In this course, you will learn the various steps involved in responding to this challenge. You will study methods for assessing an organization's strategic direction and goals, and how they affect current and desired organizational structure. You also will learn to measure an organization's current leadership capabilities, as well as how to develop strategies for succession planning, ensuring the organization's future leadership needs will be met. Prerequisite(s): Effectively Communicating & Collaborating (GRAD 703) and Achieving Organizational Effectiveness Through Human Resource Management (MBA 705).

Course Prerequisites - GRAD 703 MBA 705

**MCM 699 - Independent Study (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by regular curriculum or to extend study in areas currently taught. Study is under faculty supervision and graded on a letter-grade basis. (See the "Independent Studies" section of the Academic Bulletin for details.)

**MCM 707 - Marketing Communication Foundations (4 Credit Hours)**

In this "gateway" course, you will gain a working understanding of marketing terminology and concepts that are imperative for success in the Marketing & Communication Program and in your professional endeavors. Fundamental marketing mix strategies will be explored, along with traditional and new tactics to reach specific target markets. You will also begin the process of understanding Franklin graduate student success strategies in critical areas such as research, writing, team-building, leadership, critical thinking, attitude, and time management.

Course Prerequisites - Admission to MCM program or PUAD 715

**MCM 711 - Digital Marketing Strategies (4 Credit Hours)**

The integration of existing and emerging technology with marketing and communication strategies has become a major marketing and societal force. Topics explored in this course will range from social media strategies to the metrics used to analyze the impact of Internet marketing campaigns.

Course Prerequisites - MCM 707 & MCM 713, or ECON 723

**MCM 713 - Marketing Communication Essentials (4 Credit Hours)**

The ability to develop communication strategies has never been more important for business leaders than in today's complex digital marketing environment. In this course, you will develop a broad knowledge of the fundamentals of effective marketing communication planning and implmentation.

Course Prerequisites - MCM 707 or PUAD 715

**MCM 721 - Creative Concepts (4 Credit Hours)**

This course will investigate the strategies underlying creative executions used in marketing communication campaigns.

Course Prerequisites - MCM 707, MCM 713

**MCM 723 - Metrics & Analytics (4 Credit Hours)**

This course will expose students to a variety of fiscal and analytical competencies required for effective management and administration of marketing communication projects and departments. Instruction and assignments are designed to help you gain a comfort level with key marketing analytics such as forecasts, break-even analyses, budgets, financial statements, return on marketing (ROM) analyses, and cost/pricing models.

Course Prerequisites - MCM 707, MCM 713

**MCM 727 - Behavioral Research (4 Credit Hours)**

Understanding consumer motives and actions are essential to the success of any marketing effort. Students will explore consumer behavior, specifically analyzing consumer wants and needs and researching solutions to consumer problems. Students will learn to determine which qualitative and quantitative research measurements and analyses are best suited

for specific types of consumer analyses.

Course Prerequisites - MCM 707, MCM 713

**MCM 731 - Applied Marketing Communication Theory (4 Credit Hours)**

Case studies, reflective exercises, advanced readings, and practical experiences are among the methods used in this course to illustrate how theorists and strategists will drive the continued evolution of the marketing communication professions.

Course Prerequisites - MCM 723

**MCM 733 - Marketing Communication Planning (4 Credit Hours)**

In this course, students will demonstrate their marketing competencies by developing marketing strategies and tactics for a live client, including market analysis, target marketing, branding, and message development.

Course Prerequisites - MCM 707, MCM 713

**MCM 737 - Marketing Communication Management & Leadership (4 Credit Hours)**

Students will carry out the responsibilities and analyze the traits of successful marketing and communication professionals in this upper level course, which presents theories and scenarios involving supervision, management, and leadership, while exploring related topics such as power, negotiation, conflict, and motivation.

Course Prerequisites - MCM 733

**MCM 741 - Marketing Communication Capstone (4 Credit Hours)**

The capstone will be a culminating experience that will build upon all of the knowledge students have gained in the program. Students will work independently to research an organizational or societal situation or problem of their choice, leading to comprehensive recommendations and creation of an artifact that will demonstrate how a specific marketing communication concept and theory could be applied to address or resolve the situation.

Course Prerequisites - Completion of all other degree requirements

**MG 301 - Principles of Management (3 Credit Hours)**

An introduction to management theory and practices with special emphasis on the development and application of competencies required for effective management. Course content is organized around the core management principles of planning, organizing, leading, and controlling. Topics covered include global management, change management, organizational culture, supervision, employee motivation, conflict resolution, leadership skills, communication strategies, and quality management techniques.

Course Prerequisites - Take CM*100 Minimum grade c, Take CM*112, Take CM*114, Take CM*123, Take MT*223

**MG 303 - Organizational Behavior (3 Credit Hours)**

A study of organizational behavior through the structure of how best to manage within each of the three levels of analysis - individual, group, and organizational. Within each level of analysis, practical examples are utilized extensively to illustrate how to put best practices into use. Key topics covered include ethics, managing diversity, motivation, performance improvement, team management, conflict management, communication strategies, decision making, organizational design, and change management.

Course Prerequisites - Take CM*100 Minimum grade c, Take CM*112, Take CM*114, Take CM*123, Take MG*301, Take MT*223

**MG 490 - Business Administration Capstone (3 Credit Hours)**

An integration of all previous major area coursework as the foundation for the implementation of strategic management in an organization. Coursework is organized around the three major components of strategic management: strategic analysis, strategic formulation, and strategic implementation. Real-world applications are utilized throughout the course.

Course Prerequisites - Take CM*100 Minimum grade c, Take CM*112, Take CM*114, Take CM*123, Take MT*223, Take AC*202 AC*212 BE*207 FI*301 HR*301 IT*214 MG*301 MK*301 MG*303 MG*311 MG*324 MG*328 MG*431 MG*462

**MGMT 312 - Principles of Management (4 Credit Hours)**

This course explores the basic concepts and processes of management. Students will explore the functional roles and processes of planning, leading, organizing, and controlling comprising the manager role. Students develop skills related to the manager function that are required in today's competitive environment.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**MGMT 325 - Organizational Behavior (4 Credit Hours)**

This course focuses on the organizational processes and theoretical constructs related to organizational behavior. The roles of leaders, followers, and teams and their influence on the culture and performance of an organization are addressed through the analysis of key organizational behavior concepts and related cases. Topics will include: values, perception, attitudes, assumptions, learning, motivation, conflict, diversity, and change.

Course Prerequisites - MGMT 312, PF 121 or PF 321, SPCH 100 or COMM 150, ENG 120

**MGMT 410 - Management Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

**MGMT 425 - Organizational Change (4 Credit Hours)**

This course analyzes the forces that drive organizations to change, examines impediments to change, and surveys a range of approaches for making organizational change more effective. Students will develop an understanding of change processes and develop practical skills for becoming an organization change agent.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**MGMT 440 - Organizational Culture & Performance (4 Credit Hours)**

This course focuses on the relationship between an organization's culture and its performance. The challenges and opportunities presented to both leaders and followers in adapting to and implementing organizational cultural change are addressed in this course. The impact culture performs as a mediating factor between a leader's style and the effective performance of an organization is examined in this course.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**MGMT 470 - Organizational Leadership (4 Credit Hours)**

This course focuses on the development of leadership theories from trait, skill, style, situational, and contingency constructs and their utilization by managers and leaders. The primary emphasis of the course is the importance of the Full Range Leadership model and the role transformational leadership performs in the interaction with organizational culture and performance.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**MGMT 480 - Special Topics in Management (1 Credit Hours)**

A variable content classroom course in Management in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

**MGMT 495 - Management Capstone (4 Credit Hours)**

This course serves as the Capstone for the Management major. The purpose of the course is to integrate all prior learning in management, related coursework, and workplace experiences to individually assess an organization. Three major components comprise the course: the strategic analysis of an organization; the development of a forward looking strategy with competitive, ethical, and global considerations; and the development of an implementation plan.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MGMT 325, MGMT 425, MGMT 440, MGMT 470

**MGMT 499 - Independent Studies in Management (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**MGMT 707 - MBA Foundations (4 Credit Hours)**

More than ever before, the ability to understand and be understood is critical for success in the corporate world. Communication is no longer limited by the narrow definitions of the past. Achieving a business leadership position today means not only being adept at both oral and written communication, but also understanding communication from a strategic point of view and knowing how to effectively organize and present information to audiences of all sizes. In this course, you will develop and refine these capabilities. What you gain from this course will be of value throughout your MBA program, as well as in the workplace.

Course Prerequisites - Admission to MBA program

**MGMT 711 - Business Environment (4 Credit Hours)**

This course systematically explores the external environment in which businesses operate - legal and regulatory, macroeconomic, cultural, political, technological, and natural. Additionally, the course will examine the critical opportunities and threats that arise from an analysis of external business conditions. Students will apply scenario planning to a selected industry and synthesize trends in the external environment in the presence of risk and uncertainty.

Course Prerequisites - MGMT 707 or PUAD 715 or ISEC 610 or ITEC 640 or COMP 630

**MGMT 741 - Strategic Management (4 Credit Hours)**

One of the keys to success for today's organizations is their ability to develop, implement, and accurately evaluate effective business strategies. In this course, you will integrate the knowledge you have gained from your prior MBA courses to develop and sharpen your skills for formulating, deploying, and assessing an organization's strategy for achieving competitive advantage in the marketplace. This course will enable you to merge your knowledge of all of these individual disciplines into a comprehensive and meaningful whole.

Course Prerequisites - Completion of all other MBA Core Courses

**MGMT 840 - Development of Management Theory Practice (4 Credit Hours)**

The primary objective of this course is to provide a substantive overview of the development of management theory and its applications through the 20th century to date. Managerial concepts and constructs will be researched and applied in a scholar to practitioner modality. The course will focus on the evolution of management thought and the implications of its development for modern managers and leaders.

Course Prerequisites - ENG 800

**MGMT 845 - Organizational Behavior, Culture & Effectiveness (4 Credit Hours)**

This course is an advanced research seminar in the field of organizational culture and behavior. The seminar allows you to begin the process of substantive academic research and formal inquiry into these important theories and the implications of these for managers. The seminar will require the synthesis of critical thinking, analysis, research writing and evaluation. Students will develop a key deliverable that involves a research proposal in the fields of organizational culture and behavior and then conduct substantive research into the literature developed by others. The final project in the seminar is the development of a research ready proposal utilizing at minimum one research methodology.

Course Prerequisites - ENG 800

**MGMT 850 - Organizational Leadership (4 Credit Hours)**

This course addresses historical and current leadership concepts, theories and constructs. An emphasis will be on the application and assessment of transformational, servant and authentic leadership theories for us by both leaders and followers in 21st century business and academic settings. The course will challenge students to assess their own leadership strengths and weaknesses and produce an in-depth plan of action to develop and refine leadership competencies. Students will conduct substantive scholarly research to address and capture relevant and cutting edge leadership theoretical work for application in course assignments.

Course Prerequisites - ENG 800

**MGMT 855 - Org Sys Perspect Theory & Application (4 Credit Hours)**

Organizational Systems Perspectives Theory and Applications. This course focuses on the theory and practice of organizations as open and adaptive systems. Students will address the implications of systems theory for organizational sense-making, learning, innovation and transformation. The complexity of organizations as integrated participants in while systems will be addressed through research and presentations.

Course Prerequisites - ENG 800

**MGMT 860 - Strategic Thinking, Dec. Making/Innov. (4 Credit Hours)**

Strategic Thinking, Decision-Making and Innovation. This course focuses on advanced research in the fields of organizational strategy and performance. The literature on these disciplines is abundant. A focus of this course is to enable students to develop their own mental map of systems theories and concepts for application in real-world managerial and leadership settings. The course outcomes will add increased depth and breadth to the synthesis of critical thinking, analysis, research writing and evaluation regarding strategy, leadership decision-making and related organizational innovations and competitive advantages. Students will develop a key deliverable that involves a research proposal in these fields by conducting substantive research into the literature developed by others.

Course Prerequisites - ENG 800

**MGMT 865 - Organizational Performance Analysis (4 Credit Hours)**

This course addresses a multi-prong approach to manage, lead and assess overall organizational performance in achieving tactical and strategic goals. Metrics including: shareholder value, the balanced scorecard, risk management, system alignment, human resource management, and organizational learning are addressed in this course. Also the application of research on organizational performance theories are incorporated in the course.

Course Prerequisites - ENG 800

**MGMT 870 - Ethics & Social Responsibility (4 Credit Hours)**

This course focuses on the evaluation and analysis of key ethical decision-making theories and constructs and their direct application and integration in 21st century organizational practices. The role of corporate social responsibility will be explored by assessing the role of organizational leaders and stakeholders with improving the quality of life for individuals and the community.

Course Prerequisites - ENG 800

**MGMT 875 - Change Mgmt & Organizational Development (4 Credit Hours)**

This course focuses on research and evaluation of the key theoretical concepts and practices central to the leading of organizational change initiatives. Students will evaluate real-world situations, cases and scenarios in order to recommend and justify theoretically-based change management practices to ensure ongoing organizational acceptance and effectiveness of these programs. Students will conduct scholarly research to explore, evaluate and interpret state-of0the-art change concepts for their viability in today's organizations. Students will assess the role of change agents as key players in the overall change process.

Course Prerequisites - ENG 800

**MHC 500 - MBA Essentials Health Care (4 Credit Hours)**

This course prepares and orients students for the MBA Health Care Program. The MBA Health Care Program has eliminated the course prerequisites in business and uses this course to provide the basics of economics, finance, accounting, in addition to the general business essentials to be a successful student in the program. The course also provides the academic expectations for students and guidance for professional conduct.

**MHC 502 - Managerial Economics - Health Care (4 Credit Hours)**

This course introduces different methods of analyzing and presenting economic information relevant to the development of general strategies for management. Theoretical concepts will be applied to various health care issue and policy implication. Theoretical topics for discussion include demand and supply analysis, production theory and cost analysis, an analysis of competitive strategies for different products or services within different market structures and game theory strategies.

Course Prerequisites - MHC 500

**MHC 503 - Mgmt Science & Operations - Health Care (4 Credit Hours)**

This course examines management science techniques used in modern health care organizations for assisting decision makers in today's complex and uncertain environment. Topics covered include linear and integer programming, decisions under uncertainty, simulation and game theory, and project planning and analysis tools. The course utilizes both mathematical model development and case studies related to the health care industry.

Course Prerequisites - MHC 500

### MHC 504 - Leadership & Org Behav. - Health Care Lead & Org Behav. - Hlth Car (4 Credit Hours)

This course examines the human side of organizations. The role of manager within the corporate health care environment is examined to gain insight into those skills that facilitate leadership, organizational change and development, and managing human relationships for a health care manger to their subordinates.

Course Prerequisites - MHC 500

### MHC 505 - Managerial Acct - Health Care Managers (4 Credit Hours)

This course focuses on developing those accounting tools which assist health care facilitators and management. Emphasis will be on interpreting capital budgeting of health care capital projects, cost derivation and measurement, product costing, cost systems and variance analysis, inventory valuation and control and capital expenditure analysis. The course emphasizes the interpretation of accounting reports and how these impart the day to day activity within a health care facility and family practice.

Course Prerequisites - MHC 500

### MHC 506 - Mkt Strategy for Health Care Org (4 Credit Hours)

The course examines the marketing role within health care organizations. A managerial emphasis is utilized, focusing upon development of the organization's marketing policy and strategy, analysis and selection of markets to target, managing tactical response to a dynamic environment, and implementing the major elements of marketing policy. The course also analyzes marketing strategies for the non-profit health care facilities.

Course Prerequisites - MHC 500

### MHC 507 - Managerial Finance - Health Care Fac. (4 Credit Hours)

This course examines the role of financial management in supporting and sustaining the functional areas of firms in health care related industries. Using cases and readings, students gain insight into the analysis of financial problems as well as the development of financial strategy for health care managers.

Course Prerequisites - MHC 500

### MHC 508 - International Health Care Ins Bus Model (4 Credit Hours)

The course deals with a cross-cultural assessment of business practice and different insurance programs that focus on managerial implications, consumer behavior patterns, cultural values, negotiation styles, and the financial, legal, and political aspects of health care related issues. Cases and real world business problems and different health insurance systems will be used to gain decision-making insight into the different models of conducting global health care business.

Course Prerequisites - MHC 500

### MHC 600 - Business Strategy of Hlth Care Industry (4 Credit Hours)

This course integrates prior studies and exposes future managers to the challenge of creating and sustaining competitive advantage within the health care marketplace, while maintaining sufficient profitability. Through extensive case studies students must utilize accumulated knowledge from their entire MBA Health Care program in order to successfully master the challenges presented in health care industry.

Course Prerequisites - See Academic Advisor

### MIS 200 - Management Information Systems (4 Credit Hours)

The purpose of this course is to provide the fundamentals associated with the management of information technology in a business enterprise. These fundamentals are business concepts in which the influence of information technology has caused change or brought about new concepts. Special emphasis will be placed on understanding the managerial issues that are relevant to usage of computers. The student will be given problems isolating these issues and will be asked to propose solutions with alternatives.

Course Prerequisites - PF 121 or PF 321, ENG 120

**MIS 281 - Database Management Systems (3 Credit Hours)**

This course covers fundamental concepts necessary for the design, use, implementation and admini- stration of database systems. The course will stress the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and some techniques for implementing and administering database systems. Prerequisites: Introduction to Databases (COMP 108) and Introduction to Computer Science & Object-Oriented Programming (COMP 111) or Computer Science I (COMP 110) or Business Applications Programming (COMP/ITEC 235) or Business Applications Programming I (COMP/ITEC 136). Not open to students with credit for ITEC/MIS 281 or to students with credit for COMP/ITEC/MIS 380.

**MIS 310 - Info Systems Architecture & Technology (4 Credit Hours)**

This course provides a conceptual survey of general systems theory followed by a conceptual and technological survey of the structure of distributed information systems architectures, operating systems, network operating systems, peripheral technology and user interfaces. Interoperability between these architectural components will be explored and current technology and trends in each architectural element will be reviewed. This course will de-emphasize, although not ignore, mainframe architectures in favor of information architectures more applicable to client/server computing. The various interacting categories of client/server computing as well as the benefits and implications of such a system will be fully explored.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, ENG 220

**MIS 330 - Systems Integration Concepts & Practices (4 Credit Hours)**

Systems integration permeates the information management landscape, operating conceptually on three levels: the strategy of achieving enterprise-level information systems (IS) integration, the process at the IS department-level to achieve integration and the selection of technologies needed to achieve integration. This course examines these levels of systems integration, emphasizing realistic solutions, guidelines, and practices, through a hands-on approach.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MIS 310, ENG 220

**MIS 360 - Enterprise-Wide Electronic Commerce (4 Credit Hours)**

This course is designed to familiarize individuals with current and emerging business processes that utilize electronic data transmission technologies including the Internet. Topics will include network and Internet technology for business advantage, enterprise-wide business functions and processes, re-engineering of legacy processes through electronic commerce, and Internet-based business-to-consumer business ventures. Social, political and ethical issues associated with electronic commerce are reviewed. The purpose of this course is to educate a new generation of managers, planners and analysts of the realities and potential for electronic commerce.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MIS 310

**MIS 400 - Systems Analysis & Design (4 Credit Hours)**

This course is designed to provide a platform for students to gain both an understanding of, and basic competency in applying, object-oriented systems analysis and design (OOSAD). Emphasis will be on knowledge and skills related to analyzing, modeling and designing processes using the OO model. Topics studied include the software development life cycle (SDLC), analysis modeling, requirements determination, process and function modeling, structural and behavioral modeling and class, method, data management, interface and architecture design. The learning process will be one of working through, both individually and as part of a team, a case study-based project aimed at resolving the case study issues.

Course Prerequisites - PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120, COMP 111 or ITEC 136, COMP 281, ENG 220

**MIS 410 - Mis Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

**MIS 480 - Special Topics in Management Information Sciences (1 Credit Hours)**

A variable content course in information systems that will explore current topics or trends relevant to enhancing the career of information systems professionals. This course may be used to underwrite individual and independent study projects under the leadership of a faculty member, provided the subject matter does not overlap any other existing course, and

subject to current departmental policies and restrictions.

**MIS 495 - Information Systems Capstone (4 Credit Hours)**

This course provides a capstone experience that integrates the material contained in the General Education, Technical Area, Major Area Core and the Major Area elective courses of the Information Systems major. First, students review the major areas of the program including topics from the appropriate Major Area electives. Second, students manage and /or participate in an Information Systems project appropriate to their selected Major Area electives. Third, students take a standardized exam that includes topics from all Major Area Core courses and their declared Major Area electives.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, INFA 300, ITEC 430, MIS 310, MIS 360, MIS 400

**MIS 499 - Independent Studies in Management Information Sciences (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**MKTG 300 - Marketing (4 Credit Hours)**

Theory, strategies and methods are foundational to the informed practice of marketing. Students investigate the importance of marketing to an organization or cause, the interrelationship of the difference phases of marketing, the marketing of goods versus services, analysis and identification of markets, pricing strategies and digital marketing tactics.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, BSAD 110

**MKTG 320 - Advertising & Promotion (4 Credit Hours)**

A study of fundamental principles and practices of advertising that emphasizes the development of a creative strategy and the decision-making process for the recommendation, implementation, and evaluation of a promotional campaign in support of the organization's strategy.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, MKTG 300

**MKTG 330 - Marketing Behavior (4 Credit Hours)**

An understanding of consumer decision processes is developed through application of behavioral sciences. Organizational decision-making processes are also considered. The implications of these processes are considered in relation to marketing, organizational strategies and decision making.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MKTG 300

**MKTG 332 - Marketing Research (4 Credit Hours)**

Students develop an understanding of the theories and techniques of planning, conducting, analyzing and presenting market studies. Students will study different methodologies with emphasis on primary research including questionnaire design.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, MKTG 300, MATH 215

**MKTG 340 - Digital Marketing (4 Credit Hours)**

Students investigate and evaluate various digital marketing and communication strategies and tactics. An emphasis is placed on critical evaluation skills, as well as social media, search marketing, content marketing, and evaluation of digital marketing initiatives. Students create a full digital marketing plan for a real-world company.

Course Prerequisites - MKTG 300, PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**MKTG 345 - Social Media Marketing (4 Credit Hours)**

In this course students will explore and utilize techniques for integrating social media marketing as an integral component of marketing campaigns, serving as listening and outreach tools for building brand awareness and promoting business. Through an investigation of tools which include internet forums, message boards, blogs, wikis, podcasts, picture sharing, video sharing, and social networking, students will have the opportunity to create and present a written plan for achieving business goals through the use of a social media marketing campaign.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MKTG 340

**MKTG 410 - Marketing Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

**MKTG 415 - Search Engine Marketing (4 Credit Hours)**

In this course students will use search engine optimization to evaluate the processes that bring websites to the top. It will also show students how to choose the best keywords and phrases to target and how to monitor and maintain successful search engine rankings for those keywords.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, MKTG 340, MATH 215

**MKTG 430 - Customer Relationship Management (4 Credit Hours)**

Students develop skills in planning, constructing and organizing one-to-one marketing activities. Included in these activities are collaborative relationships between consumers and sellers that can be applied by both small and large organizations. New technologies in interactive marketing and in database creation and implementation will be studied.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MKTG 300

**MKTG 435 - Digital Marketing Analytics (4 Credit Hours)**

In this course, students will learn how to quantifiably measure and define client interaction through web analytics. Successful companies today are leveraging the power of web analytics to realize the full potential of their websites, and are able to develop and maintain client relationships that create measurable value to business. In this course students will be introduced to key concepts, tools, techniques, and practices of web analytics. Students will understand how web analytics can drive higher profits and improve the customer experience.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**MKTG 450 - Global Marketing (4 Credit Hours)**

A course in marketing theory and methods as they apply to world markets. Among the topics discussed are: the importance of linking international marketing with the overall strategy of the business while examining the impact of cultural, political and legal issues and the economic differences in global strategies. Emphasis is placed on developing the marketing mix appropriate to various international global environments.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MKTG 300

**MKTG 480 - Special Topics in Marketing (1 Credit Hours)**

A variable content classroom course in Marketing in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

**MKTG 495 - Integrated Marketing (4 Credit Hours)**

This course serves as the capstone for the marketing academic area as well as a bridge to the marketing profession. Three major components comprise the course: the analysis of a contemporary marketing case, evaluation of alternative marketing strategies and the preparation of a comprehensive marketing plan for a client.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, MKTG 320, MKTG 330, MKTG 332

**MKTG 499 - Ind Stdy: Marketing (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a

Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**MKTG 721 - Marketing Management (4 Credit Hours)**

In today's business world, success can often be attributed more to the genius of a company's marketing efforts than to the genius of its products or services. A clear understanding of the importance of marketing, as well as a grasp of effective marketing practices, is essential for anyone who wishes to achieve a position of leadership. You will gain a working knowledge of both marketing theory and the practical application of innovative marketing strategies. You will come to understand how product, price, place, and promotion contribute to the marketing mix as you explore research-based insights into consumer behavior. As your final course assignment, you will prepare and present a marketing plan of your own.

Course Prerequisites - ECON 723 or PUAD 715

**MKTG 840 - Contemporary Issues in Marketing Management (4 Credit Hours)**

This course is an advanced research seminar in contemporary marketing management. The seminar relies on critical inquiry and analysis as the foundation for substantive academic research involving current marketing issues that shape and are shaped by society. Upon successful completion of this course, students will have completed a comprehensive research study proposal.

Course Prerequisites - ENG 800

**MKTG 850 - Consumer & Behavioral Research (4 Credit Hours)**

This course is an advanced seminar in market-driven applied research. Readings and assignments will synthesize prior knowledge of research methodologies, methods, and theories with critical analyses of how these are used to inform marketing decision-making. Upon successful completion of this course, students will have developed a plan to conduct and analyze a research study.

Course Prerequisites - ENG 800

**MKTG 860 - Marketing Quantitative & Qualitative Analysis (4 Credit Hours)**

This course is an advanced seminar in the use of quantitative and qualitative data in the marketing process. Upon successful completion of this seminar, students will have an understanding of how quantitative and qualitative analyses are used by marketing academicians and practitioners for academic and applied research, assessment, and decision-making.

Course Prerequisites - ENG 800

**MS 111 - Introduction to the Army & Critical Thinking (2 Credit Hours)**

Introduces students to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

**MS 112 - Introduction to the Profession of Arms (2 Credit Hours)**

This course is an overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Students explore dimensions of leadership, attributes, and core leader competencies in the context of practical, hands-on, and interactive exercises. Cadre role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the course experience.

**MS 211 - Foundations of Leadership (3 Credit Hours)**

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment (COE).

**MS 212 - Foundations of Tactical Leadership (3 Credit Hours)**

Examines the challenges of leading tactical teams in the operational environment. The course highlights dimension of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership requirements model explores the dynamics of adaptive leadership in the context of military operations. This course provides a smooth transition into MS 311. Students develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Practical exercises give insight into the importance and practice of teamwork and tactics in real-world scenarios.

**MS 311 - Adaptive Team Leadership (3 Credit Hours)**

This course challenges students to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, students continue to develop their leadership and critical thinking abilities. The focus is developing students' tactical leadership abilities to enable them to succeed at ROTC's summer Cadet Leaders Course (CLC).

**MS 312 - Applied Team Leadership (3 Credit Hours)**

This course uses increasingly intense situational leadership challenges to build student awareness and skills in leading tactical operations at the small unit level. Students review aspects of full spectrum operations. They also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). MS 312 students are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Cadet Leaders Course (CLC).

**MS 313 - Cadet Leaders Course (clc) (3 Credit Hours)**

Warrior Forge: A five-week summer training course held at Fort Knox, Kentucky. The course is designed to develop leadership in a demanding environment and to evaluate the student's officer potential. Cadets are ranked upon the completion of this training. Topics include confidence training, weapons familiarization, land navigation, and small unit tactics.

**MS 411 - Adaptive Leadership (3 Credit Hours)**

This course transitions the focus of student learning from being trained, mentored and evaluated as an MSL III student, to learning how to train, mentor and evaluate underclass students. MSL IV students will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process (MDMP), the Army Writing Style and the Army's Training Management and METL Development processes during weekly Training Meetings to plan, execute and assess battalion training events. Students will learn how to safely conduct this training by understanding and employing the Risk Management Process. MSL IV students will learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress. Students will learn about the special trust proposed by the US Constitution to Army Officers-a trust about and beyond other professions. They will learn Army Values and Ethics and how to apply them to everyday life as well as in Operating Environments. Students will learn about the officer's role in the Uniform Code of Military Justice, with Counseling Subordinates, Administrative Discipline and Separations, and methods for Officer Career Management.

**MS 412 - Leadership in a Complex World (3 Credit Hours)**

This course explores the dynamics of leading soldier's in full spectrum operations in the Operating Environment (OE). Students examine differences in customs and courtesies, principles of war, and rules of engagement in the face of terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support and counterinsurgency operations. Students will develop and present a battle analysis and participate in a staff ride at a historic military site. The course places significant emphasis on preparing cadets for their first unit of assignment.

**MTHD 803 - Intro to Quantitative Methods & Design (2 Credit Hours)**

Through this course, students will gain an overview of quantitative research designs and methods. The course starts with successful completion of the CITI training - the protection of human research participants, to move on to an introduction of quantitative sampling designs, data collection approaches, experimental versus non-experimental designs, and data analysis. Students will engage in practical hands-on experience with formulating a research question or hypotheses, discussing important ethical issues, designing sampling methods, collecting data, and analyzing data. They will learn how to examine validity and reliability issues and will be introduced to available software for conducting quantitative design. At the end of this course, students will be introduced to the research proposal to get a start on the guidelines required for their dissertation proposal.

Course Prerequisites - ENG 800

**MTHD 804 - Intro to Qualitative Methods & Design (2 Credit Hours)**

Through this course, students will gain an overview of qualitative research designs and methods. The course starts with an introduction to qualitative approaches. Students will become familiar with the narrative approach, phenomenology, grounded theory, ethnography, and case studies. This course will introduce students to some of the critical works in qualitative research methods and design and give an overview of the historical progression of the field. Students will gain hands-on experience with observations, qualitative data collection, and qualitative sampling design. They will also get some introduction in qualitative data analysis, validity, reliability, and researchers' bias in qualitative work. At the end of this course, students will be introduced to the research proposal to get a start on the guidelines required for their dissertation proposal.

Course Prerequisites - ENG 800, MTHD 803

**MTHD 805 - Research Methods & Design (3 Credit Hours)**

Students will learn about research methodology, related methods, and how to apply them in valid and reliable research designs. Students will be taught how to construct new theories, connect research theory and design to application and practice in the organization. This course will begin to prepare students to identify a research problem, conduct a literature review, and select appropriate research methodology for their dissertation. Issues of research ethics will be discussed.

Course Prerequisites - ENG 800

**MTHD 820 - Advanced Quantitative Research & Design (3 Credit Hours)**

This is an advanced course in statistics that covers complex analyses used in education and data-driven decision making. The course is designed to broaden and deepen student understanding of advanced statistics in multivariate techniques. The emphasis of the course is on practical application of concepts learnt. To this end, the course is developed to balance theory and application and provides numerous opportunities for application to practical problems. Students will also complete their second colloquia.

Course Prerequisites - ENG 800, MTHD 805

**MTHD 822 - Advanced Qualitative Research & Design (3 Credit Hours)**

The advanced qualitative research course builds on the knowledge and skills students acquire in GRAD 805. This course leads students on an in depth treatment of qualitative research methodology, exploring its theoretical underpinnings and associated methods for design, data collection, interpretation, and reporting of results. Ethics are emphasized for each stage of research. This course will guide students to develop the methodology and data analysis for their dissertation proposal and research. Students will also complete their second colloquia if they had not enrolled in GRAD 820.

Course Prerequisites - ENG 800, MTHD 805

**MTHD 824 - Advanced Mixed Methods Research & Design (3 Credit Hours)**

Through this course, students will familiarize with mixed-methods research and design. They will gain knowledge on the four different types of mixed-methods: triangulation design, embedded design, explanatory design, and exploratory design. Students will learn how to conceptualize their own study in terms of these different design types. They will gain hands-on experience on how to formulate a research question fitted for a mixed-methods design, collect some data, and analyze it. They will discuss and learn about challenges and advantages of mixed-methods designs. At the end of this course students will be able to work on their dissertation proposal.

Course Prerequisites - ENG 800, MTHD 803 & MTHD 804 or MTHD 805

**MUS 205 - Music Appreciation (3 Credit Hours)**

A survey of the history and development of music in Western civilization. Important composers, forms, and styles will be studied and placed in historical perspective.

**NURS 310 - Transition to Professional Nursing (4 Credit Hours)**

This course is designed to facilitate transition into the study of professional nursing. The course introduces the scope and theoretical foundations of the nursing profession, with emphasis on the societal mandate for nursing, legal parameters of practice, critical thinking and communication.

Course Prerequisites - COMM 150 or SPCH 100, PF 121 or PF 321, ENG 120

**NURS 325 - Health Assessment & Promotion (4 Credit Hours)**

This course is designed to broaden and enhance the professional nurse's knowledge and skills in health promotion and holistic assessment of individuals across the lifespan. Students will explore concepts of assessment and health promotion, disease, and injury prevention. Emphasis is placed on recognizing deviation from normal and assessing physiological, psychosocial, developmental, spiritual, environmental, genetic, and cultural dimensions while completing a comprehensive health assessment.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, NURS 310

**NURS 425 - Genetics in Nursing & Healthcare (2 Credit Hours)**

This course explores genetic concepts and principles related to human variation in health and disease. Current evidence on selected disorders including immunity and cancer will be explored with emphasis on clinical application. Political, social, and ethical issues impacted by recent advances such as genetic engineering, gene therapy, reproductive technology and Human Genome Project will be analyzed. This clinical application of moral, ethical, and legal issues will be integrated throughout the course.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, NURS 310

**NURS 435 - Nurs Research & Evidence-Based Practice (4 Credit Hours)**

This course provides an overview of the research process including methodology, design and interpretation of findings. Students will study basic statistics relevant to interpreting research findings. The integration of current evidence including nursing and healthcare research to guide nursing practice and promote high quality and safe patient care outcomes is emphasized.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, NURS 310

**NURS 445 - Community Health Nursing (4 Credit Hours)**

The focus of this course is the professional nurse's role in working with aggregates in the community. This course presents the theory, concepts and practice of community health nursing. The components of health promotion and disease prevention at the individual and population level in order to improve the health of individuals, families, groups, communities and populations are emphasized. The health attitudes, beliefs and practices of culturally diverse populations are explored.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, NURS 310

**NURS 455 - Leadership & Mgmt for Professional Nurse (4 Credit Hours)**

This course focuses on theories and principles of leadership and management in health care environments. Organizational mission, vision, and strategic planning quality improvement, patient safety, motivation and change theory as applied to health care systems are explored. Effective communication with health care professionals, individuals and groups to promote high quality and safe patient care is emphasized.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, NURS 310

**NURS 498 - Nursing Capstone (4 Credit Hours)**

This culminating course is designed to provide the baccalaureate nursing student with an opportunity to demonstrate synthesis of knowledge and skills acquired throughout the RN-BSN program. Students will integrate theories and concepts from arts, humanities, science, and professional nursing to develop a capstone project.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, HIM 350, HCM 442, NURS 310, NURS 325, NURS 425, NURS 435, NURS 445, NURS 455

**NURS 500 - Essentials of Professional Nursing (4 Credit Hours)**

This course provides essential foundations of professional nursing practice, as a bridge to the MSN program. Emphasis is placed on scholarship for evidence-based practice, communication and collaboration, and professionalism. The role of the nurse leader in applying theory to practice for quality improvement, information management, and clinical prevention and population health is explored. Course discussion includes the impact of health care policy and finance on healthcare systems and patient outcomes.

**NURS 612 - Role of the Master's Prepared Nurse (3 Credit Hours)**

This course assesses the various roles of the master's prepared nurse. The influence of the health care delivery systems, health care policy, diversity, ethics, quality, safety, theory, evidence based practice, and information systems on the role of the master's prepared nurse will be explored.

**NURS 613 - Role of Advanced Practice Nrs (3 Credit Hours)**

This course is designed to introduce the experienced clinician to advanced health assessment techniques and diagnostic reasoning. The content of this course focuses on advanced clinical history taking, and physical and psychosocial assessment of individuals/families across the lifespan. Differentiation of normal variations and pathophysiologic changes are emphasized integrating advanced clinical reasoning while transitioning from a previous role and scope to the role and scope of an advanced practice nurse in primary care. There is also emphasis on regulatory bodies with regard to licensure and credentialing requirements, nursing history of the nurse practitioner role in the United States, key concepts in role development and transition from novice to expert practitioner as well as health policy and delivery of care.

**NURS 644 - Advanced Pathophysiology (3 Credit Hours)**

This course provides an in-depth study of the physiological changes and responses to altered health states and their impact on the functional status of patients. Students will focus on the essential knowledge of human health and disease across the lifespan. Pathophysiological theories and evidence-based research serve as a basis for applying content to population groups. Prerequisite NURS 612 or 613.

Course Prerequisites - NURS 612

**NURS 646 - Advanced Physical Assessment (3 Credit Hours)**

This course builds upon the student's previous health assessment knowledge offering more advanced health assessment content to provide the foundation for advanced professional nursing roles. This course emphasizes knowledge of health assessment, including physical, psychosocial, spiritual health assessment, risk assessment, and functional assessment in diverse populations in the promotion of health and prevention of disease. To maintain a nursing focus on patient responses to health, illness, or the threat of illness, the nurse must exhibit effective communication and client teaching, which is incorporated throughout the course. The importance of effective documentation and health record keeping is included. Prerequisite NURS 612 or 613.

Course Prerequisites - NURS 612

**NURS 648 - Advanced Pharmacology (3 Credit Hours)**

This course focuses on the concepts, principles, and application of pharmacotherapeutics used in the management of health problems encountered in primary care. Emphasis is placed on theories and principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics, which provide a foundation for critical thinking, and the application of research finding. The focus on pharmacology is aimed at the treatment of acute and chronic health problems in populations over the life span. Prerequisite NURS 612 or 613.

Course Prerequisites - NURS 612

**NURS 650 - Population Focused Care (3 Credit Hours)**

Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across service environments. Strategies to evaluate outcomes and costs are emphasized. Prerequisite NURS 612 or 613.

Course Prerequisites - NURS 612 or NURS 613

**NURS 693 - Evidence Based Practice & Quality Improv (3 Credit Hours)**

This course is designed to expand on the nursing research process. Emphasis is placed on critically evaluating nursing research studies, understanding the importance of utilizing research for evidence-based practice, and developing ideas for a research proposal to be used in the workplace. A review of quantitative and qualitative statistics appropriate to a graduate level research proposal is included. Students will be given the opportunity to utilize relevant resources in the process of development of individual proposals for the capstone thesis/project experience. With the assistance of the faculty, students will choose topics, write an outline for a manuscript, and then explore the process for submitting this manuscript to an appropriate professional journal. Prerequisite NURS 612 or 613.

Course Prerequisites - NURS 612

**NURS 698 - Diagnostic Methods for the Nurse Practitioner (2 Credit Hours)**

This course will provide students with content regarding common diagnostic tests applicable to APN practice, the rationale for these tests, expected results and common abnormal results. Topics include selection of appropriate diagnostic tests, procedures for collecting specimens, analyzing selected tests and evaluating results.

Course Prerequisites - NURS 700

**NURS 700 - Foundations of Nurse Practition Practice (3 Credit Hours)**

This course introduces the practice of primary health care. Principles of safety, quality, and the art of diagnosis and treatment, population health, cultural competency, oral and written communication, and billing and coding. This course has a required basic office procedure skills and assessment lab of 16 hours.

Course Prerequisites - NURS 644, NURS 646, NURS 648

**NURS 701 - Primary Care I (4 Credit Hours)**

This course provides the nurse practitioner student with advanced theoretical knowledge in the principles of health promotion, disease prevention, and management of common acute and chronic health problems across the lifespan. This course has a required clinical experience of 150 hours where the students will complete appropriate focused and comprehensive subjective and objective assessments; use a differential diagnosis process to make clinical decisions; select appropriate interventions including diagnostic tests, medications, and referrals; and document effectively in patients' health records.

Course Prerequisites - NURS 700, See Academic Advisor for Registration

**NURS 701C - Primary Care I Clinical (0 Credit Hours)**

Clinical Course

Course Prerequisites - NURS 701, See Academic Advisor for Registration

**NURS 702 - Primary Care II (4 Credit Hours)**

This course provides the nurse practitioner student with advanced theoretical knowledge in the principles of health promotion, disease prevention, and management of common acute and chronic health problems across the lifespan. This course has a required clinical experience of 150 hours where students will complete appropriate focused and comprehensive subjective and objective assessments; used a differential diagnosis process to make clinical decisions; select appropriate interventions including diagnostic tests, medications, and referrals; and document effectively in patients' health records.

Course Prerequisites - NURS 700, See Academic Advisor for Registration

**NURS 702C - Primary Care II Clinical (0 Credit Hours)**

Clinical Course

Course Prerequisites - NURS 702, See Academic Advisor for Registration

**NURS 703 - Management of Multidimensional Health (4 Credit Hours)**

This course focuses on the health care concepts specific to the application of assessment and management of common conditions with special emphasis on health promotion, disease prevention, risk reduction, and disease detection; with a focus on pediatric and geriatric populations. This course has a required clinical experience of 150 hours where students will complete appropriate focused and comprehensive subjective and objective assessments; use a differential diagnosis process to make clinical decisions; select appropriate interventions including diagnostic tests, medications, and referrals; and document effectively in patients' health records.

Course Prerequisites - NURS 701, NURS 702, See Academic Advisor for Registration

**NURS 703C - Management of Multidimension Health Clinical (0 Credit Hours)**

Clinical Course

Course Prerequisites - NURS 703, See Academic Advisor for Registration

**NURS 704 - Family Nurse Practitioner Certification Prep (1 Credit Hours)**

This course is designed to prepare the student to successfully pass the national certification exam. Emphasis will be on best test-taking practices and professional and independent practice in primary care for individuals and families.

Course Prerequisites - NURS 703, NURS 790, See Academic Advisor for Registration

**NURS 772 - Curric Design, Devel, & Eval (4 Credit Hours)**

This course examines professional standards as a foundation for curriculum design in nursing education in all settings, explores the nature of traditional academic education and nontraditional academic education, as well as continuing nursing education. This course explores the praxis, philosophies, principles, theories, and strategies in planning, development, implementation, and evaluation of curriculum. Students will define, analyze and design a mock curriculum model for an institution or for an organization that requires staff development. The model curriculum will be reviewed and critiqued to provide the student with an opportunity to appreciate curriculum development, evaluation, and revision. Strategies to enhance critical thinking are included. This course also examines program review, course and class objectives, and professional regulatory and accreditation standards as an evaluation framework for curriculum design in nursing education in all settings. Prerequisite NURS 612.

Course Prerequisites - NURS 612 or NURS 613

**NURS 777 - Strat & Tech in Nurs Edu (4 Credit Hours)**

The roles of both the educator and student in designing a learning environment provide the framework for analyzing pedagogical philosophies, theories, ethical/legal issues, trends, technology, and research related to teaching strategies and education. The focus is on best practices and research-based strategies to promote various learning styles and create an active learning environment that increases student retention and learning success for diverse multicultural student populations. Attention is given to the relationship between the setting, methodologies of clinical teaching, and the assessment of competencies. Learning variables, the environmental context, financial/political issues and the influence of those variables on technologies are examined. Prerequisite NURS 612.

Course Prerequisites - NURS 612 or NURS 613

**NURS 790 - FNP Capstone (4 Credit Hours)**

This course focuses on common conditions with a special emphasis on urgent/emergent and trauma informed care, pain management, mental health concerns and preparation for transition to practice. This course has a clinical practicum of 150 hours.

Course Prerequisites - NURS 701, NURS 702, NURS 703, NURS 704, See Academic Advisor for Registration

**NURS 790C - FNP Capstone Clinical (0 Credit Hours)**

Clinical Course

Course Prerequisites - NURS 790, See Academic Advisor for Registration

**NURS 795 - Practicum (4 Credit Hours)**

The purpose of this capstone course is to provide the student with the opportunity to examine the role of the master's prepared nurse in a health care or education setting. Using a combination approach of seminar and precepted clinical experience, the student focuses on the integration and application of major concepts covered throughout the graduate nursing program and assists in preparation for comprehensive evaluation. The student is assigned to a health care or educational setting under the direction of an experienced master's prepared nurse executive/educator/practitioner for the practicum portion of the course. Eighty (80) precepted clinical hours are required.

Course Prerequisites - Completion of all MSN Core Curriculum

**OSCM 378 - Business Modeling (4 Credit Hours)**

This course provides the foundations of quantitative analysis methods used in business and operations management problems. Students will be able to develop analytical skills in modeling and analysis of problems faced by business and operations managers. Some of the topics covered are: linear programming, network and transportation analysis, queuing models and simulation.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, PF 106, MATH 215, PF 108 or COMP 281

**OSCM 390 - Operations Management (4 Credit Hours)**

This course instructs students on how manufacturing and service operations contribute to organizational strategy. Concepts such as productivity, economies of scale, vertical and horizontal integration, and push vs. pull will be explained. Implications of applying "Green" policies to materials and processes will be explained.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**OSCM 440 - Quality Management (4 Credit Hours)**

This course provides students with understanding and knowledge of the philosophies and methods used to improve

effectiveness and efficiency of organizational processes. Quality concepts from Juran and Deming will be discussed along with more current quality concepts such as six-sigma, black-belt quality associates, and total quality management (TQM). In addition, issues applying quality concepts to global companies will be explained.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, BSAD 320

### OSCM 450 - Supply Chain Management (4 Credit Hours)

This course will expose students to topics related to design and management of supply chains, from incoming raw materials to final product delivery. Course topics will include supply chain network design, facility planning, capacity planning, globalization and outsourcing, information technology, and global issues in supply chain management.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, OSCM 378

### OSCM 455 - Transportation & Logistics Management (4 Credit Hours)

This course explores the transportation and logistics concepts within supply chains. Topics covered will include tools and techniques used in the design and operation of transportation and logistics systems and global issues in transportation and logistics management. In addition, "Quick Response" scenarios used to handle transportation and logistics issues, in the event of natural and non-natural disasters, will be explained.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, OSCM 378, OSCM 450

### OSCM 458 - Purchasing & Inventory Management (4 Credit Hours)

This course will provide students with the concepts of purchasing and inventory management. Topics covered are purchasing and inventory planning processes, supplier selection, contract negotiations, "Green" policies, and procurement.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, OSCM 378, OSCM 450

### OSCM 491 - Integrated Project Management (4 Credit Hours)

This course will instruct the student to manage multiple organizations and projects. Concepts on how to deal with organizational obstacles, risk, and project development will be covered.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, OSCM 390

### OSCM 495 - Operations & Supply Chain Mgmt Capstone (4 Credit Hours)

This course will provide the student with a cumulative experience for the Operations and Supply Chain Management major. The student will use all the knowledge gained in the previous classes on operations management, supply chain management, quality, transportation, and purchasing in developing operational strategies for real-life applications.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, BSAD 320, MGMT 325, OSCM 378, OSCM 390, OSCM 440, OSCM 450, OSCM 455, OSCM 458, OSCM 491

### OSCM 499 - Oscm Independent Studies (1 Credit Hours)

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - Minimum 2.00 cumulative GPA, at least 16 hours completed at the University, related coursework completed with a minimum grade of "B" and permission of Program Chair

### OSCM 731 - Operations Management (4 Credit Hours)

In today's business environment, the success of organizations depends on the effective and efficient management of operations. Methods to select, plan, and improve organizational processes will be examined. The application of optimal capacity decisions in supply chains, development production, and inventory plans and schedules will be performed. The student will learn quality management and improvement process to increase the efficiency of a process.

Course Prerequisites - ECON 723 or PUAD 715

### PATH 1101 - Business Analytics Fundamentals (3 Credit Hours)

This course is designed to introduce students to the fundamentals of Business and Data Analytics. It aims to develop their understanding of analytics in the context of a business and to provide a framework for students to apply topics such as

framing a business problem, stakeholder analysis, data wrangling using Google Sheets, data visualizations, descriptive statistics, exploratory data analysis, and data storytelling in business. After this course, students will be able to clean, visualize, analyze, and communicate data insights to stakeholders.The course is part of the Tableau Business & Data Analytics Certificate in Collaboration with Tableau & Silicon Valley Bank, and it is required to gain the certificate.

**PATH 1301 - Foundations of Project Management (3 Credit Hours)**

In this course, students will be introduced to the foundations of project management. Students will familiarize themselves with the role of the project manager and the leadership skills they will need to be successful project managers. Students will be introduced to Asana, and other project management tools such as spreadsheets. They will learn essential information about projects, project life cycles, project management processes and methodologies. Students will explore stakeholder management, and create a plan for engaging with stakeholders. They will produce a project charter, a scope statement and a work breakdown structure, all of which provide a strong foundation for a project. This course is aimed at students with little or no background in project management.

**PBRL 325 - Public Relations (4 Credit Hours)**

A general course in the technique of establishing and maintaining public relations. Activities span a variety of media to influence public opinion and manage an organization's reputation.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MKTG 300

**PBRL 350 - Media Research & Writing (4 Credit Hours)**

This course explores approaches and techniques for conducting research and writing within key public relations contexts. Students in this course will examine and utilize research techniques and methodologies that are essential for public relations professionals. Components of this course will include: journalistic research, copywriting, research and writing for broadcast, web research, writing for the Web, transforming technical information for general audiences, and media release writing. Additionally, this course will examine the ethics involved in researching and writing for public relations contexts.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, PBRL 325

**PBRL 410 - Public Relations Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - PBRL 325 and See Academic Advisor

**PBRL 425 - Media & Crisis Communication (4 Credit Hours)**

Today's public relations professionals have entered a new era where preparedness to respond rapidly to various levels of crisis is essential. Building a positive reputation through the strategic management of communications with internal and external audiences during good times is a necessary foundation for withstanding negative press. Utilizing analysis techniques, public relations tactics, and hands-on projects, students will evaluate crisis situations, create and implement a strategic crisis communication plan, and learn to coach the corporate spokesperson and manage the media, while maintaining the organization's reputation.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, MKTG 300

**PBRL 445 - Public Relations & Promotional Strategy (4 Credit Hours)**

Students research, develop and implement persuasive and promotional campaign strategies appropriate to corporate, governmental and non-profit organizations. This advanced course is designed for those who desire specialized skills in public relations and promotional communication. Emphasis is placed on various tactics including investor relations and employee communications.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, MKTG 300, ENG 205

**PBRL 450 - Rhetoric & Social Influence (4 Credit Hours)**

This course examines how text, images, sound-bites, speeches, and other media operate to influence, define, and change public identity and thought. Students in this course will look at these verbal and non-verbal influences and how they mold and shape public discourse, cultural understanding, and our day-to-day life. Additionally, this course will examine the role

of persuasion and attitudinal change in managing conflict and making decisions within various communicative contexts and amongst various publics.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**PBRL 460 - Client Engagement (4 Credit Hours)**

This course focuses on developing highly valued client engagement and client problem-solving skills. Exercises in the practical application of these skills in today's various environments will enable students to gain a strong awareness of the ever-changing mixture of the client base and their place as a public relations professional within that mixture. Additionally, this course will examine how public relations professionals can use high-quality client engagement to complement overall market strategies within various industries. Industries that will be examined from a client engagement perspective include: Retail, Product Development and Manufacturing, Health Care, Energy, Environment, Technology, Logistics and Transportation, and non-profit organizations.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**PBRL 480 - Special Topics in Public Relations (4 Credit Hours)**

A variable content classroom course in Public Relations in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

**PBRL 495 - Public Realtions Capstone (4 Credit Hours)**

This course examines the strategies involved in planning and managing communication in professional contexts and the ways these strategies are informed by the integration of information provided by other key areas. Students examine principles of integrated applied communication, creating written and web-based communication products in class. Working in collaborative teams, students complete a project that demonstrates planning and managing communication for organizational goals. The course includes media production of communications for a client organization.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, PBRL 325, PBRL 350, PBRL 425, PBRL 445, PBRL 460

**PBRL 499 - Independent Studies in Public Relations (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study takes place under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - Minimum 2.00 cumulative GPA, at least 16 credit hours completed at the University, related coursework completed with minimum grade of "B," and permission of Program Chair

**PF 106 - Introduction to Spreadsheets (1 Credit Hours)**

This course focuses on using spreadsheets to solve business applications.

Course Prerequisites - PF 121 or PF 321

**PF 108 - Introduction to Databases (1 Credit Hours)**

This course focuses on using databases to solve business applications.

Course Prerequisites - PF 121 or PF 321

**PF 116 - Computer Applications (3 Credit Hours)**

A course designed to acquaint students with the computer and its capabilities as they relate to business situations. Students will learn computer basics and how to use the computer for various applications including word processing, spreadsheets, internet usage, and presentation software.

**PF 118 - Database Applications (3 Credit Hours)**

An introductory course which focuses on applying information technology to business strategies using databases. The student will gain a working knowledge of current database technology including relational database concepts, database

design, data extraction and data analysis while designing and implementing working database applications.

Course Prerequisites - PF 116

**PF 121 - Basic Learning Strategies (2 Credit Hours)**

This course introduces students to the Franklin University community and provides strategies for successful transition to and participation in that community. Topics include University resources and procedures, strategies for advancing communication skills, the use of electronic tools to participate in virtual environments, and the development of an academic and career plan.

Course Prerequisites - See Academic Advisor, ENG 101 Placement

**PF 321 - Learning Strategies (2 Credit Hours)**

This course prepares students to be successful lifelong learners both academically and in their chosen careers. Franklin courses require a high level of self-directed learning and focus on skills required in the workplace and the classroom that are easily transferable between the two environments. The course includes strategies for advancing communication skills, including the use of electronic tools to participate in virtual environments. The assignments and activities in the course are created to closely simulate teamwork found in the workplace.

Course Prerequisites - See Academic Advisor. Minimum of 30 transfer credit hours

**PF 485 - Integrative Field Experience (4 Credit Hours)**

This course allows students to synthesize connections between academic learning and experiences in the field by identifying a real-world problem and addressing it during a field experience. This course integrates internships, service learning, civic engagement, and other valid field experiences so that students learn to transfer skills, abilities, theories, and methodologies to their academic discipline. Additionally, students will achieve ethical, social, and intellectual growth through the exploration of complex issues.

**PHIL 300 - Logic and Rhetoric (3 Credit Hours)**

An introduction to logic, designed to aid students in developing ways to distinguish correct from incorrect reasoning. Methods of critically evaluating arguments are considered. The course provides a methodological foundation for further study in philosophy, communications, the natural sciences, and the social sciences.

Course Prerequisites - COMM 150 or SPCH 100

**POSC 200 - Principles of Political Science (3 Credit Hours)**

An introduction to political theory, the basic concepts and terminology of the discipline with an analysis of power, conflict and its resolution, political institutions, and the decision-making process.

**POSC 204 - American Government (3 Credit Hours)**

An overview of the structure and function of the American governmental system, including the roles of the President, Congress, the Supreme Court, the news media, public opinion, and public interest groups in the political system.

Course Prerequisites - PF 121 or PF 321, ENG 120

**POSC 206 - State and Local Government (3 Credit Hours)**

An introductory course concerning the structure and function of state and local government in the United States. Special attention is focused on the relation between governmental structure, citizen access to government, political resources, and political outcomes.

Course Prerequisites - PF 121 or PF 321, ENG 120

**POSC 405 - Constitutional Law (3 Credit Hours)**

This course focuses on those areas of constitutional interpretation involving civil rights and liberties and the powers of government. Theories of constitutional interpretation will be reviewed in conjunction with pivotal cases defining the nature of citizenship and the exercise of governance.

Course Prerequisites - POSC 204, COMM 150 or SPCH 100

**PSMT 480 - St: Public Safety Management (1 Credit Hours)**

A variable content classroom course in Public Safety Management in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

**PSMT 499 - Independent Study-Public Safety (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor and Permission of Program Chair

**PSYC 110 - General Psychology (4 Credit Hours)**

A survey of the various fields of study comprising modern scientific psychology. The course examines the theories, research findings, and applications in each of the major areas of psychology, with the goal of providing students with practice information they can apply to their personal and professional lives. The topic areas covered in the course include learning and memory, motivation and emotion, human development, theories of personality, psychopathology, and social behavior.

Course Prerequisites - PF 121 or PF 321

**PSYC 201 - Neuropsychology (3 Credit Hours)**

Biological and physiological processes as related to the discipline of psychology are explored. The dynamic interaction between nature and nurture is emphasized as it informs the understanding of the psychology of mental illness, substance addiction, aggression, anger, aging, and cognition.

Course Prerequisites - PSYC 110, PF 121 or PF 321, ENG 120

**PSYC 202 - Social Psychology (3 Credit Hours)**

This course explores the influences of other people, groups, and situations on the individual. The concepts of social psychology are examined from a variety of theoretical perspectives utilizing contemporary societal problems. The scientific method is applied in the discovery of individual functioning in the social world.

Course Prerequisites - PSYC 110, PF 121 or PF 321, ENG 120

**PSYC 203 - Child Development (3 Credit Hours)**

A survey of the biological, social, psychological and cultural influences in human development from conception through childhood. A developmental perspective will be utilized in the examination of the multiple influences on growth and change during childhood.

Course Prerequisites - PSYC 110, PF 121 or PF 321, ENG 120

**PSYC 204 - Principles of Motivation (4 Credit Hours)**

This course is a systematic study of various theories and approaches to motivation. The course includes assessments of the quantity and quality of the research and evidence supporting the scientific validity and applicability to the work environment of several theories of motivation. The student will explore factors that contribute to motivation and a variety of strategies that can be used to become a successful motivator.

Course Prerequisites - PF 121 or PF 321, ENG 120

**PSYC 205 - Adolescent Development (3 Credit Hours)**

A survey of the biological, social, psychological and cultural influences in human development from adolescence. A developmental perspective will be utilized in the examination of the multiple influences on growth and change during adolescence.

Course Prerequisites - PSYC 110

**PSYC 207 - Lifespan Development (3 Credit Hours)**

A survey of human development across the lifespan examining the biological, psychological, and social influences on

development. Prominent theoretical perspectives associated with development in childhood, adolescence, early adulthood, midlife, and late life will be included.

Course Prerequisites - PF 121 or PF 321, PSYC 110, ENG 120

### PSYC 209 - Adult Development and Aging (3 Credit Hours)

An investigation of young, middle, and late adulthood. Psychological theory and research regarding growth and development in adulthood are surveyed. Emphasis is placed on the psychological, social and biological changes that occur during the adult years.

Course Prerequisites - PSYC 110, PF 121 or PF 321, ENG 120

### PSYC 302 - Psychological Testing (3 Credit Hours)

Classic and contemporary issues in psychological testing and assessment are explored. Tests and other assessment measures used by psychologists are examined. Special emphasis is placed on designing reliable and valid psychological measures, interpreting assessment data, and recognizing sources of bias in testing. Knowledge of statistics is recommended.

Course Prerequisites - COMM 150 or SPCH 100, PSYC 110

### PSYC 315 - Applied Psychology: Theory to Practice (4 Credit Hours)

This course is an exploration of the expanding field of Applied Psychology. The framework of inquiry incorporates an interdisciplinary approach to understanding the current state of the field and its career possibilities. The principal focus is on applying scientific and humanistic perspectives derived from psychology to individual, social, and institutional opportunities.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, PSYC 110

### PSYC 325 - Coaching in Organizations (4 Credit Hours)

This course is designed to introduce students to the use of coaching skills for improving the adjustment and performance of individuals in an organizational setting. Topics to be covered include: the scope of coaching practice, optimal practitioner characteristics, benefits for coaches, related organizational dynamics, and coaching interventions and resources. This course also includes an emphasis on experimental learning through coaching practice activities.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, PSYC 110 or PSYC 310, PSYC 204

### PSYC 336 - Personality (3 Credit Hours)

This course will survey major perspectives of personality. Concepts and research derived from influential theorists such as Freud, Jung, Adler, Maslow, Rogers, Skinner, and Bandura will be investigated and critiqued. The scientific method will be utilized as a tool in the discovery of personality description, development, and assessment. Additionally, discussion of adaptive/healthy personality characteristics will occur throughout the course.

Course Prerequisites - COMM 150 or SPCH 100, PSYC 110

### PSYC 390 - Cognition (3 Credit Hours)

Theories of learning and cognition from early classical conditioning through contemporary views are presented. The relationship between these processes and behavior in both humans and animals are explored.

Course Prerequisites - PF 121 or PF 321, PSYC 110, COMM 150 or SPCH 100, ENG 120

### PSYC 403 - Theories of Counseling (3 Credit Hours)

Introduces students to counseling psychology. Various theoretical perspectives of counseling are explored. Synthesizes counseling theory, research, and practice directed toward achieving a successful therapeutic outcome for the client.

Course Prerequisites - PF 121 or PF 321, PSYC 110, COMM 150 or SPCH 100, ENG 120

### PSYC 407 - Abnormal Psychology (3 Credit Hours)

This course introduces students to clinical psychology through the exploration of the major categories of psychological disturbance, using the current DSM as a basis. Empirical examination of etiology, prognosis, and treatment modalities is covered. Ethical concerns and social/cultural perspectives regarding mental health issues are also discussed. Knowledge of

basic biological processes is recommended.

Course Prerequisites - PF 121 or PF 321, PSYC 110, COMM 150 or SPCH 100, ENG 120

**PSYC 420 - Assessment & Intervention in Organizations (4 Credit Hours)**

This course explores the use of psychological instrumentation as a means for improving individual and organizational performance. The emphasis is on the assessment of strengths and positive psychological functioning. Students will become acquainted with various psychological instruments including their selection, construction, and administration. Additionally, students will gain experience with the interpretation and delivery of instrument results and their translation into individual and organizational improvement interventions.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, PSYC 310, PSYC 315 or PSYC 325

**PSYC 495 - Psychology & Soc Scie Capstone Capstone (4 Credit Hours)**

This course provides a culminating, integrative experience for all Psychology and Social Science majors. The purpose is to provide an opportunity for students to demonstrate their mastery of the learning outcomes associated with the major. Students will self-select a capstone project that can be completed within the duration of the course that will provide evidence of their subject matter learning as well as provide a benefit to themselves and a participating organization.

Course Prerequisites - PF 121 or PF 321, ENG 120, Completion of all Major Area Courses, COMM 150 or SPCH 100

**PSYC 601 - Introduction to Business Psychology (4 Credit Hours)**

A brief history and overview of the fields of business and psychology as well as a discussion of the issues and opportunities related to their integration. Topics include brain organization and dominance, neuroethics, neurolinguistic programming, multiminds, mindmapping and the application of positive psychology to work settings. Includes the application of recent discoveries in cognitive psychology and neuroscience to resolve contemporary issues in the workplace. Please note: A non-refundable Instrument Assessment Fee of $55 will be added upon registration.

Course Prerequisites - Admission into Business Psychology, PUAD 715 or ECON 723

**PSYC 602 - Individual & Organizational Intelligence (4 Credit Hours)**

This course focuses on the application of systems theory, social psychology concepts, organizational lifecycles, and biological principles to the understanding of business operations. Includes a review of basic business principles, multiple intelligences, organizational intelligence, organizational culture, emotional intelligence, biomimicry and organizational DNA. Please note: A non-refundable Instrument Assessment Fee of $25 will be added upon registration.

Course Prerequisites - PSYC 601 or PUAD 715

**PSYC 603 - Managerial Psychology (4 Credit Hours)**

This course will explore the psychological influences on the development and behavior of managers and organizational leaders. Topics include: follower influences, nature vs. nurture in the development of leaders, relationship of personality to leadership style, behavioral decision- making biases, tactical, operational, and strategic decision-making , group think, and scenario planning.

Course Prerequisites - PSYC 602 or PUAD 715 or Admission into MHA program

**PSYC 604 - Behavioral Economics and Neurofinance (4 Credit Hours)**

An inquiry into how brain structures limit or reinforce economic and financial decision making. Topics include: basic principles of behavioral economics, measures of economic and financial performance, logical and non-linear decision-making, human factors in finance, and essential financial analysis.

Course Prerequisites - PSYC 603 or PUAD 715

**PSYC 605 - Psychology of Marketing (4 Credit Hours)**

This course provides an exploration of the use of behavioral science techniques to influence product and service creation, pricing, promotion and distribution channels. Includes a discussion on the use of functional magnetic resonance studies, psychological persuasion, subliminal cues, lie detection, and consumer color choice.

Course Prerequisites - PSYC 603 or PUAD 715

**PSYC 606 - Psychology of Human Resources (4 Credit Hours)**

This course provides an investigation into the use of psychology in the acquisition of organizational talent, the retention and development of individual talent, and the selective departure of talent. Areas of interest include: applicant testing, the organizational impact of generational differences, individual and group motivation, coping with organizational stressors, the psychology of individual and group performance, and succession planning.

Course Prerequisites - PSYC 603 or PUAD 715

**PSYC 607 - Psychology of Creativity, Innovation And Change (4 Credit Hours)**

This course provides a study of the relationship between creativity, innovation and change from a psychological perspective. Areas of interest include: social-technical change waves, change facilitation, unintended consequences, Appreciative Inquiry, creativity enhancement, and diffusion of innovation. Please note: A non-refundable Instrument Assessment Fee of $10 will be added upon registration.

Course Prerequisites - PSYC 603 or PUAD 715 or PSYC 601 & ECON 723

**PSYC 608 - Psychology of Organizational Coaching (4 Credit Hours)**

This course is designed to acquaint the student with the discipline of executive and organizational coaching from a psychological viewpoint. The focus will be on the practical use of the principles of psychology over the lifecycle of a typical coaching assignment. Topics to be covered include: optimal practitioner characteristics, coach selection, psychology-based approaches to coaching, coaching tools, coaching interventions and resources. Additional emphasis will be placed on techniques for dealing with organizationally dysfunctional individuals.

Course Prerequisites - PSYC 607 or PUAD 715

**PSYC 609 - Business Psychology Mastery Demonstration (4 Credit Hours)**

The intent of this course is to integrate course learning into a personal and organizationally useful synthesis. It is designed to provide an opportunity for students to demonstrate mastery of the Business Psychology program's overall learning outcomes. Working with an assigned instructor, students will self-select a major project that can be completed during the duration of the course.

Course Prerequisites - PSYC 608

**PUAD 305 - Introduction to Public Administration (4 Credit Hours)**

Students are introduced to the field and profession of public administration. Students learn to think and act as ethical public administration professionals by developing a broad understanding of the political and organizational environment in which public administrators work and by applying fundamental analytical, decision- making, and communication skills. The professional knowledge and skills explored in the course provide a foundation for subsequent public administration courses.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**PUAD 410 - Public Administration Internship (1 Credit Hours)**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and work experience in a public or nonprofit organization or participation in approved professional organizations or associations. The Internship is an ongoing seminar between the student, the faculty member and the Internship supervisor. During the Internship students must meet periodically with the faculty representative, obtain professional experience at a level equivalent to other senior level courses, and submit materials as required in the Internship Application and Learning Agreement. Students seeking to obtain credit for an internship experience must follow the University policies and guidelines for Internships outlined in the Academic Bulletin. Participation cannot be guaranteed for all applicants.

Course Prerequisites - See Academic Advisor

**PUAD 420 - Government & Nonprofit Budgeting (4 Credit Hours)**

Students learn fundamental budgeting, accounting, and financial management concepts and techniques necessary for planning, analysis, and decision making in government and nonprofit organizations. Students also examine the competing values and politics that underlie and impact the budget process and financial decisions. Finally, students apply skills for effectively communicating financial analysis methods and conclusions with colleagues, elected officials, the media, and the public.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, POSC 204, PUAD 305, PF 106

**PUAD 480 - Special Topics in Public Administration (1 Credit Hours)**

This is a variable content course in Public Administration in which students pursue topics or subjects of current interest that are not a part of the regular curriculum. When a special topics course is offered, a course description will be published online in the Course Schedule for the trimester in which the course is offered.

Course Prerequisites - Junior standing, completion of all major area courses, and approval of Program Chair

**PUAD 495 - Public Administration Capstone (4 Credit Hours)**

The capstone course is a practicum in which students analyze an important administrative problem relevant for a government or nonprofit organization. Students create an administrative action plan for addressing their chosen administrative problem by integrating concepts and skills learned in the public administration program and the student's specialization area.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, Completion of all Major Area Courses

**PUAD 499 - Independent Studies in Public Administration (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study takes place under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**PUAD 699 - Independent Studies in Public Administration (1 Credit Hours)**

Students pursue knowledge and skills in areas not covered by the regular curriculum or can extend study in areas addressed in the required MPAD courses. Independent study is supervised by a faculty member and is graded on a letter grade basis. Learning outcomes for the course are established by the supervising faculty member and the student. Students must be in good academic standing and receive approval from the program chair to pursue independent study for up to four credit hours. See the "Independent Studies" section of the Academic Bulletin for more details.

Course Prerequisites - PUAD 701 and See Academic Advisor

**PUAD 701 - Foundations of Government & Nonprofit Administration (4 Credit Hours)**

Students examine fundamental public service values that differentiate the mission and purpose of government and nonprofit organizations from those of private, for-profit, organizations. The course focuses on applying public administration and organizational theories to analyze administrative problems faced by leaders and managers implementing government and nonprofit programs. Students learn to think systematically about selecting alternative options for delivering programs and improving organizational performance. Finally, students develop fundamental information literacy, computing, writing, and presentation skills required for effective academic and professional communication.

Course Prerequisites - Admission into MPA program or HCM 735

**PUAD 710 - Managing Personnel & Information Systems (4 Credit Hours)**

Students learn fundamental concepts and tools for managing the two most important organizational resources - people and information. The course emphasizes application of human resources concepts and tools for attracting, retaining, and developing employees and improving organizational performance in government and nonprofit organizations. Information technology concepts and tools for managing government and nonprofit organizations are also examined. Fundamental legal, ethical, and political obligations for managing human resources and information technology are also evaluated.

Course Prerequisites - PUAD 740 or HCM 735

**PUAD 715 - Methodological Reasoning and Quantitative Analysis (4 Credit Hours)**

Students learn to apply fundamental methodological concepts and analytical tools necessary for contributing to administrative and policy discussions, critically assessing causal claims, and making informed administrative and policy decisions. The goal is to have students become critical consumers of academic research and professional reports and confidently apply statistical concepts and techniques for professional decision-making. Finally, students develop skills for effectively communicating analysis methods and conclusions with colleagues, elected officials, the media, and the public.

Course Prerequisites - Admission into the MPA program or HCM 735

**PUAD 725 - Management Decision Making Methods (4 Credit Hours)**

Students learn fundamental concepts and tools for systematically analyzing administrative problems and making decisions

that improve organizational performance. Specific techniques for analyzing common administrative problems are learned and the relevance of accounting for public values in such analyses is examined. Students also learn to use project management tools for effectively managing administrative projects. Finally, students develop skills for effectively communicating management analysis methods and conclusions with colleagues, elected officials, the media, and the public.

Course Prerequisites - PUAD 701 or NURS 612

## PUAD 740 - Financial Management & Budgeting (4 Credit Hours)

Students learn to use fundamental budgeting, accounting, and financial management concepts and tools necessary for leading and managing government and nonprofit organizations. Students learn to use analytical techniques for making administrative and policy decisions with significant financial implications. Students also examine the competing values and politics that underlie and impact financial decisions in the government and nonprofit organizations. Finally, students develop skills for effectively communicating financial analysis methods and conclusions with colleagues, elected officials, the media, and the public.

Course Prerequisites - Admission into the MPA program or HCM 735

## PUAD 745 - Strategy, Collaboration, & Communication (4 Credit Hours)

Students learn to think strategically about leading organizations operating in a competitive political environment where collaboration is required to advance the organizational mission. The course focuses on using strategic and network management concepts and tools to improve organizational performance. The importance of strategically managing organizational communication is also examined. Finally, students develop skills for effectively communicating strategic planning methods, approaches, and decisions with colleagues, elected officials, the media, and the public.

Course Prerequisites - PUAD 701 or HCM 735 or CJAD 700

## PUAD 750 - Leading Government & Nonprofit Organizations (4 Credit Hours)

Students learn to think and act as ethical leaders within a public service context. The course focuses on putting administrative decisions and organizational plans into action. Students learn to use leadership concepts and tools and interpersonal skills for working with individuals and groups to effectively execute administrative plans and make decisions. Students also develop knowledge and skills for communicating and collaborating with internal and external stakeholders; particularly elected officials, the media, interest groups, and the public.

Course Prerequisites - PUAD 701

## PUAD 790 - Public Administration Capstone (4 Credit Hours)

Students use the public administration concepts and tools learned in prior courses to analyze an important administrative or policy implementation problem and propose a course of action for effectively addressing it. The course emphasizes applying relevant concepts and tools to analyze the problem and then synthesizing the conclusions to create a written analysis and proposal for addressing the problem.

Course Prerequisites - Completion of all required courses for graduate program in public administration or criminal justice administration

## PUAD 840 - Cross-Sector Collaboration (4 Credit Hours)

This course focuses on theories and practices for leading cross-sector collaborations to accomplish public policy goals and objectives of mission-driven organizations. Students evaluate different collaborative approaches for delivering government and nonprofit services and assess the risks and benefits of engaging in cross-sector collaborations. Students learn analytical approaches, principled negotiation skills, and best practices for initiating and managing effective cross-sector collaborations.

Course Prerequisites - ENG 800

## PUAD 850 - Innovations in Service Delivery and Stakeholder Engagment (4 Credit Hours)

The course examines the latest technologies that can be used to improve service delivery, engage stakeholders, and solve problems. Students learn the technologies and best practices for using web-based applications, e-commerce solutions, geographic information systems, crowd-sourcing, social media and other e-tools to make government and nonprofit organizations more efficient and effective. Ethical, legal, and implementation, aspects of these approaches are assessed.

Course Prerequisites - ENG 800

## PUAD 860 - Program Evaluation and Policy Analysis (4 Credit Hours)

This course examines concepts, tools, and techniques for evaluating government policies, philanthropic, and social programs to assess the performance of mission-driven organizations. The course focuses on evaluating different approaches to program evaluation and applying methods for performance evaluation, including needs assessments, logic models, evaluation designs, quantitative and qualitative evaluation techniques, ethics, and reporting.

Course Prerequisites - ENG 800, MATH 807, MATH 810, MTHD 805

### PUBH 201 - Introduction to Public Health (4 Credit Hours)

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities and results of public health practice at the national, state, and community levels. The course also examines public health occupations and careers. Case studies and a variety of practice-related exercises serve as a basis for learner participation in practical public health problem-solving simulations.

Course Prerequisites - ENG 120, PF 121 or PF 321

### PUBH 250 - Health Behavior (4 Credit Hours)

This course will provide students with an overview of how the social and behavioral sciences contribute to primary prevention in the rapidly expanding field of health behavior. Emphasis will be placed on theory-driven approaches that are supported by empirical investigations. Students will acquire a working knowledge of foundational theories used in public health practice as well as the ability to measure key theoretical constructs.

Course Prerequisites - PF 121 or PF 321, ENG 120, PUBH 201

### RMI 210 - Principle of Risk Management & Insurance (4 Credit Hours)

This course introduces students to the general concepts of risk identification and management, as well as how various products and methods, including insurance, can be used to manage the non-speculative risks of individuals and businesses. Emphasis will be placed on analyzing various types of insurance products, including life, health, property, and liability insurance contracts, and how the insurance industry develops, manages, markets, and underwrites such contracts in a complex economic and regulatory environment.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

### RMI 220 - Interviewing Techniques for Insurance Investigations (4 Credit Hours)

This course provides an overview of techniques and strategies useful in interviewing and investifations in the insurance field. These techniques and strategies include interpreting the verbal and nonverbal cues of an interviewee, as well as planning, conducting, and documenting the findings from investigative interviews.

Course Prerequisites - ENG 120, PF 121 or PF 321

### RMI 310 - Insurance Company Operations (4 Credit Hours)

This course analyzes insurer operations and, in particular, the methods and bases for their operational decisions, including pricing, distribution, marketing, underwriting, reinsurance, claims handling, and loss limitation or control. Consideration will also be given to the impact of outside influences on insurer operations, including industry regulation and market/economic influences.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, RMI 210

### RMI 330 - Life & Health Insurance (4 Credit Hours)

This course analyzes the uses of individual and group life and health insurance to manage the financial risks that illness, incapacity, and death pose to individuals and organizations. It includes a review of various health and life insurance products and their utility in addressing specific needs and situations, as well as the underwriting and operational mechanisms that insurers employ in providing such products.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, RMI 210

### RMI 410 - RMI Internship (1 Credit Hours)

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - RMI 300 and See Academic Advisor

**RMI 420 - Commercial Lines Property & Casualty Insurance (4 Credit Hours)**

This course focuses on the core principles underlying and potential applications for comercial lines property and casualty insurance as a risk management tool. Emphasis is placed on analyzing various types of property and casualty insurance products for businesses, contracts involved in such products, and considerations of both the insurer and the insured in identifying suitable P & C insurance products for mitigating specific business risks.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, RMI 210

**RMI 440 - Employee Benefits & Retirement Planning (4 Credit Hours)**

This course surveys the nature and operation of the various types and components of employer-sponsored benefit plans, as well as the public welfare plans meant to provide support and key services to individuals. Emphasis will be placed on plan design, administration, funding, and regulations and the ability to analyze and develop programs that maximize employee and organizational benefit while minimizing cost.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, RMI 210

**RMI 450 - Personal Lines Property & Casualty Insurance (4 Credit Hours)**

This course focuses on the core principles underlying, and potential applications for, personal lines property and casualty insurance as a risk management tool for individuals and families. Emphasis is placed on analyzing various types of personal property and casualty insurance products such as auto, homeowners, watercraft, and "toys" (i.e., motorcycles, four-wheelers and travel trailers.) It also addresses insurance carrier functions of personal lines pricing, profitability and portfolio management.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, RMI 210

**RMI 495 - Risk Management & Insurance Capstone (4 Credit Hours)**

This course will build upon all of the previous material and previous research assignments in the risk management and insurance program to provide a capstone experience for risk management and insurance majors. Students will be challenged to research and analyze the operations and finances of domestic corporations, determine their operational and financial risk profile, and create a risk management strategy for managing these risks, all while expanding their knowledge base to include risk management and insurance product strategies, regulations, and issues. Students will be required to communicate their research and analysis in organized and structured papers and analyses and to present their findings to various audiences.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, Completion of Major Area Courses

**RMI 499 - Independent Studies in Risk Mgmt/Ins (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - RMI 300 and See Academic Advisor

**SCIE 100 - Physical Science (2 Credit Hours)**

An elementary course which traces the development of scientific principles in the areas of astronomy, chemistry, geology and physics. Laboratory work demonstrates the methods of gathering data and developing and testing of theories. Fee applies. Course used as a part of the Associate of Applied Science curriculum.

**SCIE 100L - Physical Science Lab (1 Credit Hours)**

A non-refundable science fee of $50 will be added upon registration. Course used as a part of the Associate of Applied Science curriculum.

Course Prerequisites - SCIE 100

**SCIE 210 - Understanding Science: Principles, Practice, & Theory (2 Credit Hours)**

Understanding Science: Principles, Practice & Theory is a two credit hour course that introduces students to the major themes, processes, and methods common to all scientific disciplines. Students will develop critical thinking skills necessary to analyze and evaluate all kinds of phenomena, scientific, pseudoscientific, and other. The focus is on the nature of

science so students will develop an understanding of how science works and develop an appreciation for the process by which we gain scientific knowledge.

Course Prerequisites - PF 121 or PF 321, ENG 120, HUMN 210

### SCIE 211 - Introduction to Scientific Analysis & Reasoning (4 Credit Hours)

Introduction to Scientific Analysis and Reasoning is a four credit hour course consisting of three credit hours of lecture and one credit hour of laboratory. This course is an introduction to critical thinking on statistical and scientific claims. The student will develop the critical thinking skills necessary to analyze and evaluate popular sources of (mis)information and to better understand and evaluate all sorts of scientific claims and arguments. The focus of the course is on students developing thoughtful and critical use of scientific information and research to be able to separate truth from deception and make decisions that affect their personal lives and roles as informed and engaged citizens.

Course Prerequisites - PF 121 or PF 321, ENG 120, SCIE 210, HUMN 210

### SCIE 244 - Foundations of Anatomy & Physiology (4 Credit Hours)

This course is designed for students interested in the allied healthcare professions and focuses on gross anatomy and the function of human organ systems and how they relate to one another. Students in this course will expand their medical terminology and scientific understanding of the physiology of the human body. In addition, students will gain an understanding of general pathology as it relates to the disruption of homeostasis. This course will include a one-hour lab component.

Course Prerequisites - PF 121 or PF 321, ENG 120

### SCIE 254 - Health & Human Disease (4 Credit Hours)

This course is designed for students pursuing allied health professions and provides an overview of human health and disease processes. Students will learn about common diseases and how they affect human health at cellular, organ, and systemic levels. Emphasis will be placed on the body as a system and how disease impacts the human body as a whole.

Course Prerequisites - PF 121 or PF 321, ENG 120, SCIE 244

### SCIE 264 - Introduction to Pharmacology (2 Credit Hours)

This course is intended for allied health students as an introduction to the study of pharmacology. Students will examine the properties, effects, and therapeutic value of the primary agents in the major drug categories. Pharmacodynamics and pharmacotherapeutics will be explored in detail.

Course Prerequisites - SCIE 244, SCIE 254, PF 121 or PF 321, ENG 120

### SCIE 421 - Field Experience in Science (1 Credit Hours)

A job and/or research oriented experience which enables the student to put into practice concepts and procedures which have been presented in his or her coursework. The interrelationships between the field experience and the classroom experience are discussed in conferences between the student and the on-campus supervisor.

Course Prerequisites - Senior Standing, COMM 150 or SPCH 100

### SCIE 480 - St: Science (1 Credit Hours)

A variable content classroom course in Science in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

### SCIE 495 - Senior Seminar (1 Credit Hours)

This is a capstone course for university majors. The student works independently under the supervision of his/her faculty advisor. The course will assess the student's entire undergraduate program and offer advice for improvement and/or synthesize knowledge from previous courses. The course will include presentations and/or individual research to the advisor and/or other faculty or students.

Course Prerequisites - Senior Standing, COMM 150 or SPCH 100

### SCIE 499 - Indpndent St-Science (1 Credit Hours)

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for details.)

Course Prerequisites - See Academic Advisor

### SED 200 - Intro Students Mild/Moderate Educ Need (3 Credit Hours)

This course provides students the opportunity to develop an understanding of the philosophical, historical, and legal foundations of special education as well as an understanding of the characteristics of learners who have special needs. Students explore and define the concepts of special education in schools and society, acquire knowledge about the legal and procedural aspects of special education, and develop an understanding and respect for individual needs and diversity.

### SED 201 - Cognition, Learning, & Intelligence (3 Credit Hours)

This course provides students the opportunity to develop an understanding of the theories of cognition, intelligence, and learning, especially as it relates to identifying children with special needs. Students begin the process of relating the theories to instruction and assessment processes.

Course Prerequisites - SED 200

### SED 203 - Role of the Intervention Specialist (2 Credit Hours)

This course provides students the opportunity to develop an understanding of the role of the intervention specialist in the issues relating to communication, collaborative practices, professionalism, and ethical practices. Students develop and use effective communication and collaboration skills in relating to students, parents, and other educational providers and develop an understanding of the role of the intervention specialist as part of the total educational experience. This course also deals with other issues involving the role of a teacher, networking skills, and resources accessibility.

Course Prerequisites - SED 200, Admission to Teacher Education, EDUC 110

### SED 260 - Instruct Plan/Delivery Str Intervention (4 Credit Hours)

This course is required for prospective teachers seeking the Resident Educator Intervention Specialist License. The course examines all aspects of instructional planning and examines the common strategies teachers employ to conduct their lessons. It assumes prospective students have a deep understanding of the content they will teach and an extensive understanding and appreciation of the students with whom they will work. The overriding purpose of the course resides in the transformation of content and behavioral objectives into sequences of instructional activities that make them accessible to students. This course includes clinicals.

Course Prerequisites - EDUC 112, SED 203

### SED 300 - Int Spec Curr, Instruction, & Assessment (3 Credit Hours)

This course provides students the opportunity to develop skills in examining curricular themes, problems, and issues that are appropriate to students with mild/moderate learning issues in grades K-12. Students describe and define characteristics of learners with disabilities in inclusion settings; differentiate curriculum strategies, goals, and objectives to meet individual needs and examine and use materials to enhance the curriculum being taught. Students demonstrate skills in determining appropriate teaching strategies with the regular classroom content goals and objectives.

Course Prerequisites - COMM 150 or SPCH 100, SED 203, SED 260, EDP 405

### SED 405 - Transition Planning & Career Issues (3 Credit Hours)

This course is required for prospective teachers seeking licensure in the Intervention Specialist K-12 Mild/Moderate area. It provides students with an understanding of the importance of the Transition Planning Process in planning to address the social, academic and vocational needs of exceptional children as they prepare for life after high school. Students will also be exposed to tools that can be used to gather information that can be used to develop transition plans for these children. Time will also be spent identifying and making visits to programs and agencies involved in this process. Students will also be responsible for interacting with an adolescent student with an exceptionality and gathering data which they can then use to develop a transition plan for this student.

Course Prerequisites - COMM 150 or SPCH 100, SED 200, SED 203, Senior Standing, EDUC 309, EDP 429 or EDUC 369

### SED 411 - Eval Students W/ Mild/Mod Educ Needs (3 Credit Hours)

This course provides students the opportunity to develop skills in articulating the philosophical, historical, and legal foundations of special education. Students describe and define characteristics of learners with disabilities, and access, diagnose, and evaluate students with disabilities. Students demonstrate skills in conducting professional activities se,

score, modify, and adapt assessment instruments; access information, gathers data, evaluates results, and determines service delivery options.

Course Prerequisites - SED 300, COMM 150 or SPCH 100, SED 405

### SED 412 - Inst Strat: Mild/Mod Educational Needs (3 Credit Hours)

This course provides student the opportunity to develop skills in interpreting assessment data to plan instructional methods, and in developing and selecting instructional content, materials, resources, strategies, and technology as they relate to the education of students with disabilities. Focus in on planning, executing, and evaluating best practices in the instructional process; determining and writing goals, long term objectives, and teaching objectives; and surveying and determining appropriate educational settings. This course familiarizes students with various educational technologies, especially those specifically designed to augment communication processes.

Course Prerequisites - SED 300, COMM 150 or SPCH 100, SED 405

### SED 413 - Management Strategies for Intervention (3 Credit Hours)

This course provides students the opportunity to develop skills in planning and managing the teaching and learning environment, and in managing student behavior and social interaction skills. Students become familiar with daily management skills, safety and health issues in the classroom, creating and modifying a supportive learning environment, and behavior management skills. It also encourages students to have regard and respect for a child's total self.

Course Prerequisites - COMM 150 or SPCH 100, SED 300, SED 405

### SED 414 - Professional and Collaborative Practice (3 Credit Hours)

This course provides students the opportunity to develop skills in communicating effectively, in developing collaborative partnerships, and in demonstrating professionalism and ethical practices. The course focuses on the development and interaction of the educational team, on methods and models of collaborative practices with parents, students, educational personnel, and members of the community and incorporates this into the instructional process. Effective advocacy and problem solving skills and techniques are examined.

Course Prerequisites - COMM 150 or SPCH 100, SED 300, SED 405

### SED 491 - Int Spec Prof Growth & Dev Practicum (12 Credit Hours)

The professional growth and development practicum is designed to meet the student teaching requirements for the Intervention Specialist, K-12: Mild/Moderate Resident Educator License. The practicum has two components: the student teaching experience and a weekly seminar. Student teaching is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables the teacher candidate to move through stages of increased responsibilities under the guidance and with the support of a cooperating teacher and a university supervisor. The seminar provides teacher candidates with an opportunity to continue developing skills to become a reflective practitioner.

Course Prerequisites - COMM 150 or SPCH 100, Completion of all program and OAE requirements

### SED 495 - Intervention Specialist Practicum (6 Credit Hours)

The Intervention Specialist practicum is an in-depth clinical laboratory experience that provides opportunities to observe, analyze, plan, and practice teaching methods in a school setting. The experience enables a teacher seeking licensure in an additional field of study a place where they can reflect on their development as professionals.

Course Prerequisites - COMM 150 or SPCH 100

### SEMT 240 - Disaster Planning & Response (4 Credit Hours)

Students will explore the nuances of planning for and responding to catastrophic disasters. The course will involve discussion of domestic and international approaches to planning and responding to such disasters. Students will view issues from the perspective of an Emergency Manager who spends most of their time in the field planning for critical incidents and disasters and who understands the key components to a good plan that involves many agencies at all levels of government and at different stages of the event. Students will explore the logistics of mass care, mass evacuation, and critical infrastructure damage.

Course Prerequisites - ENG 120, PF 121 or PF 321

### SEMT 322 - Ethics & Leadership in Public Safety Agencies (4 Credit Hours)

This course will study ethics and leadership theories in the context of public safety agencies. Consideration of leadership

skills and traits in both the strategic and tactical settings will be considered. Ethics will be considered in terms of creating a culture of ethics within a public safety agency.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

### SEMT 328 - Emergency Management Theory & Practice (4 Credit Hours)

This course will focus on Emergency Management and Homeland Security in the Post 9-11 era. Emphasis will be on mitigation and preparedness related to international and domestic terrorism as well as natural disasters.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

### SEMT 335 - Introduction to Emergency Management & Homeland Security (4 Credit Hours)

This course analyzes emergency management from a historical perspective. Disaster planning and disaster management in the post 9-11 environment are analyzed. The impact of Homeland Security on local public safety agencies is examined as are selected Homeland Security Presidential Directives (HSPD #5 and HSPD #11 in particular). The National Incident Management System (NIMS) and the National Response Plan (NRP) are examined with regard to their impact on local public safety agencies. Finally, special challenges for emergency management and disaster response will be analyzed.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

### SEMT 410 - Safety, Security, and Emergency Management Internship (1 Credit Hours)

The Internship provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an agency with a Safety, Security, or Emergency Management mission.

Course Prerequisites - Completion of all major area courses, Senior standing, and approval of Program Chair

### SEMT 450 - Critical Incident Management (4 Credit Hours)

The course will explore the NIMS, ICS, and other federally mandated systems in place for the management of critical incidents such as major fire scenes, major disasters, terrorist attacks, and other events that require a multi-agency response and recovery effort. The course discusses and evaluates the roles of high-level leadership in setting policy direction and planning as well as real-time management of the scene.

Course Prerequisites - ENG 120, COMM 150 or SPCH 100, PF 121 or PF 321

### SEMT 480 - Special Topics in Safety, Security, and Emergency Management (1 Credit Hours)

This is a variable content course in Safety, Security, and Emergency Management. Students pursue topics or subjects of current interests that are not part of the regular curriculum. A specific course description will be published in the Course Schedule for the trimester the course is offered.

Course Prerequisites - None

### SEMT 499 - Independent Studies in Safety, Security And Emergency Management (1 Credit Hours)

Independent course studies allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for details.)

Course Prerequisites - Completion of all major area courses, Senior standing, and approval of Program Chair

### SOCL 110 - Introduction to Sociology (4 Credit Hours)

Sociology is the scientific study of group behavior - whether the groups are dyads, small groups, associations, bureaucracies, societies, publics, aggregates, social movements, or mobs, etc. This introductory course introduces the student to sociological principles and theoretical perspectives that facilitate understanding the norms, values, structure and process of the various types of groups into which people organize. The course focuses on applying the scientific method to studying social problems (e.g. poverty, crime, sexism and racism) and basic institutions (i.e. family, government, economy, religion, education). Students will develop their "sociological imagination" as a way of understanding what their lives are and can be in relation to the larger social forces at work in local, national, and international environments.

Course Prerequisites - PF 121 or PF 321

### SOCL 210 - Public Sociology (4 Credit Hours)

Course materials will introduce students to the typical introductory sociological concepts and theories which prepare students to begin seeing how their socio-historical contexts help to shape who they are and to shape the larger communities in which they live. Innovative aspects of this course help students to reflect on the deeper and more personal question pertaining to what kinds of communities they want to live in and what roles they are willing to play in bringing those communities to fruition.

Course Prerequisites - ENG 120, PF 121 or PF 321

**SOCL 310 - Diversity in the Workplace (4 Credit Hours)**

This course explores the spectrum of cultural diversity and its consequences within the workplace. While the focus is on the American workplace, some cross-cultural material is examined in relation to current trends toward globalization and multinational corporations. Important themes running throughout the course relate to recognizing and actualizing the benefits of cultural diversity in the workplace as coworkers and leaders minimize the misunderstandings that frequently accompany diversity.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**SOCL 335 - Applied Research Methods (4 Credit Hours)**

Applied Research Methods introduces students to foundational issues of social scientific research - that is, research entailing the application of the scientific method to the study of human behavior. Students will examine the strengths and weaknesses of major quantitative and qualitative data collection techniques as well as the processes involved in planning and executing such projects and the standards of evaluating the quality of data.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**SOCL 345 - Sociology of Work & Organizations (4 Credit Hours)**

This course examines the mutual influence of social arrangements, on one hand, and business structures and processes on the other. The course begins with a study of pre-business-oriented social life in the earliest human societies with special focus on typical biography, values, assumptions about reality, and norms regulating desires and needs within the limited marketplace. The course will follow the evolution of business and social elements through the Industrial and Post-Industrial Eras and examine ongoing changes as we move toward the Molecular Technology economy now appearing on our horizon. Ending discussions will focus on the role imagination and innovation play in harnessing developments and carrying them into our future society and future business endeavors. The course shares common elements with other courses offered at Franklin University but is unique in terms of its placement of business within a socio-historical context.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**SOCL 355 - Community Mental Health (4 Credit Hours)**

This course explores the social context of mental health treatment and delivery of mental health care. The delivery of mental health care is rife with public policy debates stemming from the diversity of opinion among policy makers, treatment specialists, consumers of mental health care and their families, for-profit entities such as pharmaceutical companies, and the public. Debates that highlight this course include but are not limited to the following: the proper role of medication in mental health care, balancing patients' rights with the desire for public safety, influence of the Affordable Care Act on mental health diagnosis and treatment, and differences between mental health care in Ohio and that found in other locales.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ENG 220 or ENG 205, PSYC 110 or SOCL 110

**SOCL 400 - Social Justice (4 Credit Hours)**

This course explores the types of cultural diversity in society and the effects such diversity has on attitudes, values, beliefs, behavior, and life chances. Human beings vary by many dimensions including race/ethnicity, national origin, sex and sexual orientation, gender and gender orientation, social class, age, religion, and more. Students will explore the nature of inequality as a socially constructed consequence of diversity, the nature of social and institutional strategies that maintain such inequality, and how social arrangements may be altered to mitigate against this inequality for individual as well as social benefit.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**SOCL 430 - Case Management (3 Credit Hours)**

This course focuses on the role of case management in mental health and community support services. Included is information on the history and nature of human and social services, the social service network, client entitlements, and legal rights. Skills necessary for relating to clients, helping to set goals and solve problems, learning when and how to intervene in crisis situations, and how to be effective advocates while drawing on the strengths of the client and the

community are discussed.

Course Prerequisites - COMM 150 or SPCH 100, SOCL 110, PSYC 110

**SOCL 499 - Indpndent St-Socl (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details.)

Course Prerequisites - See Academic Advisor

**SOCL 650 - Social Deviance and Social Control (3 Credit Hours)**

This course explores social deviance and social control through examination of both theory and real world applications. Emphasis is placed on approaches to studying and researching deviance, as well as responses to deviance. Educators enrolled in this course will practice strategies for facilitating their own social deviance and social control courses.

**SOSC 205 - Issues in Social Sciences (2 Credit Hours)**

Issues in the Social Sciences facilitates exploration of current, sometimes controversial, social problems and solutions. The course takes an evidence-based approach to considering three broad subject areas in the field of social psychology - environmental sustainability, personal and public health and psychosocial aspects of the U.S. legal system. These topics are employed to exemplify how social science research informs public opinion and efficacious policies and interventions to promote positive social change. Class activities are designed to promote critical assessment of students' own opinions and the ability to present well-informed arguments.

Course Prerequisites - ENG 120, PF 121 or PF 321

**SOSC 495 - Psychology & Social Sciences Practicum (4 Credit Hours)**

This course provides a culminating, integrative experience for all Psychology and Social Sciences majors. The purpose is to provide an opportunity for students to demonstrate their mastery of the learning outcomes associated with the major. Students will self-select a practicum field experience that can be completed within the duration of the course that will provide evidence of their subject matter learning, as well as provide a benefit to themselves and a participating organization.

Course Prerequisites - Completion of all Major Area Courses, PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**SOSC 499 - Independent Study - Social Sciences (1 Credit Hours)**

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for details.)

Course Prerequisites - See Academic Advisor

**SPCH 100 - Speech Communication (4 Credit Hours)**

This public-speaking course emphasizes the fundamentals of extemporaneous speaking. Skill-building activities and assignments focus on research, organization, reasoning, style and delivery of presentations as well as listening and audience engagement.

Course Prerequisites - ENG 060 or higher, or placement test.

**SPM 207 - Principles of Sport Management (3 Credit Hours)**

This course provides an introduction to the sports management field including career opportunities. Topics covered include knowledge and skills related to planning, organizing, directing, controlling, budgeting, and leading a sports related organization.

Course Prerequisites - PF 121 or PF 321, ENG 120

**SPM 210 - Introduction to ESports (3 Credit Hours)**

The course examines the development of esports and its current state in order to better understand professional gaming from different technological, management, cultural, and economic perspectives. The course explains the most important actors in professional gaming and examines different models for esports ecosystems. The course seeks to help students

appreciate the diversity and complexity of esports and identify areas of interest to them.

Course Prerequisites - PF 121 or PF 321, ENG 120

**SPM 300 - Coaching Methodologies I (3 Credit Hours)**

This course is a comprehensive introduction to the coaching profession. Emphasis is placed on sport at the high school and various club levels. Consideration is also given to coaching at other levels, such as youth, recreational, and intercollegiate sports programs. The primary goal of the course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. The course and textbook combine sport science theory and research with the practical knowledge and methods of expert coaches in the five essential categories of coaching education and professional practice.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**SPM 306 - Sports Marketing (3 Credit Hours)**

Through this course, students will gain an understanding of the special nature of the sports market. The course includes a combination of knowledge and skills related to the promotion, selling, and advertising of services and/or products within sports and physical activity industries.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120

**SPM 310 - Coaching Methodologies II (3 Credit Hours)**

This course will explore the principles and procedures necessary to establish a sport club organization. An emphasis will be placed on creating a sport club business plan, and constructing a mini-grant proposal. Students who learn this information will be enabled to develop, manage, and sustain highly organized, professional, and structured clubs.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, SPM 300

**SPM 320 - Sports Information (3 Credit Hours)**

This course provides the student with the variety of media in which to disseminate sports Information. It explores ethical, legal, and social issues relating to the sports information field.

Course Prerequisites - PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120

**SPM 351 - Sports Law (3 Credit Hours)**

This course provides information into the legal issues related to the sports field. Topics will cover the time frame from amateur through professional sports. Basic legal principles affecting the management of recreation and sports programs, liability and risk assessment of those programs will be covered.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100

**SPM 430 - Sports Industry (3 Credit Hours)**

This course will provide a more detailed discussion of sport promotion and sales management. Students will gain an understanding or sponsorships, licensing, global issues, and after-marketing techniques that confront the modern-day sports promoter.

Course Prerequisites - SPM 306, PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120

**SPM 450 - Managing Athletic Programs (3 Credit Hours)**

This course provides the student with the knowledge and skills necessary to manage athletic programs in schools, colleges, community centers, and other venues. It explores ethical, legal, and social issues relating to following the various standards such as NCAA, NAIA, OHSAA, and others. The course will also explore such areas as specific organizational management and structures, communication techniques, insurance and transportation issues.

Course Prerequisites - PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120

**SPM 470 - Leadership in Sport (3 Credit Hours)**

This course will examine the role and responsibility of leadership in the area of sports. An emphasis will be placed on leadership styles, techniques, leadership's role in management, and issues and problems in leading people in sports.

Course Prerequisites - PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120

**SPM 491 - Field Experience Sport Management (1 Credit Hours)**

This course provides the student with a sustained field experience in the area of sports management and their chosen emphasis of study. The student supplements theoretical classroom knowledge with practical on-the-job experience. Students receive close supervision and comprehensive evaluation for credit purposes by employers and university personnel. It is possible to receive a salary while doing field experience, depending upon placement opportunities.

Course Prerequisites - PF 321 or PF 121, COMM 150 or SPCH 100, ENG 120

**UNSO 105 - Knights' Academy (0 Credit Hours)**

The course is an introduction to Urbana University that focuses on institutional, social, and academic factors related to a successful start and foundation for college careers. Goal-oriented learning explores adapting to college life and study skills. An introduction to the campus and student services as well as other life skills is included. Successful completion of this non-credit course will lead to a digital Knights' Academy badge acknowledging competence in goal-setting, decision-making, and reflective thinking.

Course Prerequisites - See Academic Advisor

**WEBD 101 - Introduction to Web Page Construction (2 Credit Hours)**

This course covers the fundamental concepts necessary for the construction of web pages using the basic building blocks of Hypertext Markup Language (HTML) and Cascading Style Sheets (css). HTML and XHTML are covered in detail for building web pages using a web page development environment. The use of styling using css is introduced.

Course Prerequisites - PF 121 or PF 321

**WEBD 146 - Javascript for Programmers (2 Credit Hours)**

This course covers the fundamentals of the JavaScript programming language from the viewpoint of an experienced programmer learning a new language. The course topics include language based matters of syntax, variables and assignment, values types, operators, functions, objects, regular expressions, and exception handling as well as using the language and associated tools such as JSDoc to create and document Web application interfaces.

Course Prerequisites - PF 121 or PF 321, ITEC 136

**WEBD 236 - Web Information Systems Programming (4 Credit Hours)**

This course builds web applications by employing server-side scripts that query relational databases. The student learns and reflects on two- and three-tier software architectures, separation of responsibility, model-view-controller pattern, basic security, and web frameworks. The student will design, code, test, debug, and document programs using a server-based scripting language. Note: This is a technology course in a technology program, and it requires the purchase of software that may be used in subsequent courses as well as being suitable for commercial work beyond completion of degree studies. For specific software requirements, consult the course syllabus.

Course Prerequisites - PF 121 or PF 321, ENG 120, WEBD 101, COMP 281, ITEC 136 or COMP 111

**WEBD 320 - Freelancing for Technical Professional (4 Credit Hours)**

Web developers and other professionals in fields related to computer science often move into doing freelance work. This course is designed to give such professionals a solid understanding of what it means to do freelance work, how one goes about entering the field of freelancing, what one will need to have in place from a legal, business and technical perspect, and how to make the decision to become a freelancer.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ENG 220

**WEBD 325 - Mobile Programming (4 Credit Hours)**

This course covers the fundamentals of mobile app programming for mobile devices, including smartphones and tablets as well as providing a survey of current mobile platforms, mobile application development environments, and mobile device input and output methods. Students will design and build a variety of Apps throughout the course to reinforce learning and to develop real competency.

Course Prerequisites - ENG 120, PF 121 or PF 321, COMM 150 or SPCH 100, ITEC 136 or COMP 121

**WEBD 335 - Advanced Client Side Development (4 Credit Hours)**

This course builds on the fundamental concepts of constructing web pages by expanding into robust, efficient, and highly responsive client side applications of current web technologies. Students will apply advanced techniques that employ scripting languages, libraries, and frameworks to build interactive front ends to server applications. These web pages will be single page applications that use asynchronous scripting language callbacks to provide user interactivity. These applications will consume RESTful services.

Course Prerequisites - PF 121 or PF 321, ENG 120, COMM 150 or SPCH 100, GRPH 210, WEBD 236

### WEBD 410 - Web Development Internship (1 Credit Hours)

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

Course Prerequisites - COMP 281 ITEC 136

### WEBD 435 - Advanced Server Side Development (4 Credit Hours)

This course builds on the fundamental concepts of constructing web pages by expanding into robust, efficient and highly responsive server side applications of current web technologies. Students will apply advanced techniques that employ server side languages, libraries, and frameworks to build interactive RESTful application programming interfaces (APIs). These APIs will be used to drive web applications that use asynchronous scripting language callbacks to provide user interactivity.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, ITEC 400, WEBD 236

### WEBD 445 - Advanced Web Development (4 Credit Hours)

This course will look at the state of technology in web development. It will cover topics that are cutting edge and new as well as those that may not get significant treatment in other courses.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, WEBD 335 or WEBD 435

### WEBD 480 - Special Topics in Web Development (1 Credit Hours)

A variable content classroom course in Web Development in which students pursue topics or subjects of current interest that are not part of the regular curriculum. A specific course description will be published online in the Course Schedule for the trimester the course is offered.

Course Prerequisites - See Academic Advisor

### WEBD 495 - Web Development Capstone (4 Credit Hours)

The Web Development Capstone course provides students a platform for validating their fulfillment of the Web Development Program's outcomes. Through a blend of individual and group assignment, students are given a wide-ranging set of opportunities to display their knowledge and skills regarding creating and maintaining Web-based services from four primary perspectives - server-side, client-side, user experience and operational performance - using industry standard tools and methodologies and communication channels.

Course Prerequisites - PF 121 or PF 321, COMM 150 or SPCH 100, ENG 120, Completion of Major Area Courses

### WEBD 499 - Independent Studies in Web Development (1 Credit Hours)

Independent studies courses allow students in good academic standing to pursue learning in areas not covered by the regular curriculum or to extend study in areas presently taught. Study is under faculty supervision and graded on either a Pass/No Credit or a letter grade basis. (See the "Independent Studies" section of the Academic Bulletin for more details).

Course Prerequisites - See Academic Advisor

# UNIVERSITY DIRECTORY

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Master of Business Administration
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Bachelor of Business Administration
Davenport University

Associate of Science
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## Mohammad Abu Shattal

Doctor of Philosophy
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Doctor of Philosophy
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Master of Science
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Bachelor of Science in Mathematics
Middle East Technical University

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M.A.
The Ohio State University

Bachelor of Art Education
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University of Texas Health Science Center

Master of Science
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Bachelor of Science - Unofficial
Qatar University

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Doctor of Philosophy
University of Arkansas at Little Rock

Bachelor of Science
Dokuz Eylul University

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Master of Arts
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## Susann Brown

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