



ACADEMIC

BULLETIN 2017-2018

Franklin University
The University of Opportunity

Franklin University is a student-centered, nonprofit, independent institution.

Franklin University provides high quality, relevant education enabling
the broadest possible community of learners to achieve their goals
and enrich the world.



GENERAL INFORMATION

Main Campus Offices: (Area code is 614)

Admissions, Undergraduate.....	797.4700
Admissions, Graduate.....	797.4700
Bookstore.....	947.6828
Business Office.....	947.6355
Center for Career Development.....	947.6799
Community College/Education Alliances..	947.6079
Corporate & Community Relations.....	947.6075
Department of Safety & Security Services..	947.6902
Development & Alumni Relations.....	947.6062
Disability Services.....	797.4700
Financial Aid.....	797.4700
International Services & Programs.....	797.4700
Library	947.6550
Registrar.....	341.6242
Student Learning Center.....	947.6800
Student Services.....	797.4700
Human Resources.....	947.6540
University Marketing/Media Relations.....	947.6588
Office of Military & Veteran Affairs.....	797.4700

Branch Campuses, Locations, and Community College Co-Locations:

Beavercreek.....	937.705.6914
Butler County Community College.....	614.947.6060
Community College of Beaver County.....	614.947.6060
Cuyahoga Community College.....	614.947.6048
Delaware.....	740.203.8016
Dublin.....	614.947.6700
Eastern Gateway Community College.....	614.947.6060
Hocking College.....	614.947.6061
Ivy Tech Community College.....	317.429.3100
Lakeland Community College.....	614.947.6048
Lakeshore Technical College.....	614.947.6859
Owens Community College.....	614.947.6737
Marion Technical College.....	614.947.6737
North Central State Community College...	614.947.6717
Rhodes State College.....	614.947.6717
Sinclair Community College.....	614.947.6911
Southern State Community College.....	614.947.6079
Southwest Wisconsin Technical College....	614.947.6859
Stark State College.....	614.947.6717
Urbana University Branch Campus.....	800.787.2262
Zane State College.....	614.947.6061

Domestic:

1.877.341.6300
info@franklin.edu
www.franklin.edu

Global:

001.614.797.4700
oisp@franklin.edu
www.franklin.edu/franklin-global

The Franklin University Academic Bulletin is published annually.

The Academic Bulletin is intended for use from August 2017 through August 2018. The University may modify curriculum during the year.

The provisions of this Academic Bulletin are not to be regarded as an irrevocable contract between the student and Franklin University. Failure to read this Academic Bulletin 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.

A yearly trimester Course Schedule is available online at <http://www.franklin.edu/degree-programs/course-schedule/>.

Franklin University does not discriminate based on race, religion, color, gender, age, national origin, non-disqualifying disability, veteran 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 covered 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 following rights:

- 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 that 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 educational institution 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 will comply 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, 600 Independence Ave. SW, Washington, DC 20202-4605, 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.

Anti-Discrimination Policy

Franklin University's mission is to provide a high quality, relevant education enabling the broadest possible community of learners to achieve their goals and enrich the world. Franklin 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.

Franklin 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.

Franklin University is committed to being an inclusive community, free from all forms of discrimination and harassment in all university dealings as required by Local, State, and Federal laws and regulations.

Conduct by students, student organizations, staff, faculty, administrators, trustees, volunteers, visitors, contractors, and vendors that violates these policies are disruptive to the educational environment and work setting. Therefore, conduct that diminishes the dignity and worth of the community members is prohibited.

Any by a member or guest of the University community will be investigated and addressed. The following person has been designated to handle civil rights inquiries regarding harassment, discrimination, and sexual misconduct policies and procedures:

Blake J. Renner, Ed.D.
Title IX Coordinator
614-947-6236
TitleIX@franklin.edu

Franklin University's complete policies and procedures to address Discrimination, Harassment, and Sexual Misconduct can be found at www.franklin.edu/antidiscrimination.

CONTENTS

GENERAL INFORMATION

Accreditation & Authorization	7
Academic Calendar	9
Planning Calendars	10
A Profile of Franklin University	11
University Partnerships	15
Locations, Resources, & Facilities	17
Academic Information	22
Tuition & Fees: Academic Year 2017-2018	37
Paying for Your Education	41
Student Affairs	44

UNDERGRADUATE POLICIES

Undergraduate Degrees & Majors	49
Student Admission	50
Student Registration	61
Academic Policies	62

UNDERGRADUATE PROGRAMS

Accounting Major	76
Allied Healthcare Management Major	83
Applied Management Major	86
Applied Psychology Major	89
Business Administration Major	92
Business Forensics Major	97
Communications Major	100
Computer Science Major	105
Criminal Justice Administration Major	110
Cyber Security Major	113
Emergency Management & Homeland Security Major	117
Energy Management Major	120
Entrepreneurship Major	123
Financial Management Major	126
Financial Planning Major	131
Forensic Accounting Major	134
Health Information Management Major	140
Health Sciences	144
Healthcare Management Major	147
Human Resources Management Major	150
Information Systems Major	153
Information Technology Major	157
Interactive Media Design Major	163
Logistics Management Major	166

Management & Leadership Major	169
Marketing Major	173
Nursing Major	177
Operations & Supply Chain Management Major	180
Public Administration Major	183
Public Relations Major	186
Public Safety Management & Leadership Major	190
Risk Management & Insurance Major	194
Social Sciences Major	197
Web Development Major	201

SUBSEQUENT BACHELOR OF SCIENCE DEGREES

Subsequent Bachelor of Science (B.S.) Degrees	205
---	-----

ACADEMIC MINORS

Academic Minors	216
-----------------	-----

GRADUATE POLICIES

Graduate Education Vision & Values	229
Student Admission	229
Academic Policies	233

GRADUATE PROGRAMS

Master of Business Administration	241
Master of Healthcare Administration	243
Master of Public Administration	246
Master of Science in Accounting	249
Master of Science in Business Psychology	252
Master of Science - Computer Science	254
Master of Science in Human Resource Management	256
Master of Science - Instructional Design & Learning Technology	258
Master of Science - Marketing & Communication	260

GRADUATE ACADEMIC CERTIFICATES

Graduate Academic Certificates	263
--------------------------------	-----

DOCTORAL PROGRAMS

Student Admission	266
Doctor of Business Administration - Management	267
Doctor of Healthcare Administration	270
Doctor of Professional Studies - Instructional Design Leadership	273
Course Descriptions	276

UNDERGRADUATE & GRADUATE COURSE DESCRIPTIONS

Course Descriptions	283
---------------------	-----

PARTNERSHIPS

Partner Benefits	369
Associate of Science Degrees	370
Criminal Justice Major	370
Cyber Security Major	372
Health Services Major	374
Insurance Major	376
Spanish Language Programs	378
Bachelor of Business Administration General Business Administration Major	379
Master of Business Administration (Global MBA)	381
Spanish Language Course Descriptions	382

DIRECTORY

Directory	389
-----------	-----

INDEX

Index	434
-------	-----

GENERAL

Information

Accreditation & Authorization.....	7
Academic Calendars.....	9
Planning Calendars	10
A Profile of Franklin University	11
University Partnerships	15
Locations, Resources, & Facilities.....	17
Academic Information	22
Tuition & Fees: Academic Year 2017-2018.....	37
Paying for Your Education	41
Student Affairs.....	44

ACCREDITATION & INSTITUTIONAL MEMBERSHIPS

Accreditation

REGIONAL:

The Higher Learning Commission
230 South LaSalle St., Suite 7-500
Chicago, IL 60604
Phone: 800.621.7440
Year for Next Comprehensive Evaluation: 2017-2018

SPECIALIZED:

The Bachelor of Science in Nursing (RN-BSN) program at Franklin University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

International Accreditation Council for Business Education (IACBE)

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:

Graduate:

Master of Business Administration
Master of Science in Marketing & Communication
Master of Science in Accounting

Undergraduate:

Bachelor of Science , Accounting
Bachelor of Science, Applied Management
Bachelor of Science, Business Administration
Bachelor of Science, Business Forensics
Bachelor of Science, Financial Management
Bachelor of Science, Financial Planning
Bachelor of Science, Forensic Accounting
Bachelor of Science, Human Resources Management
Bachelor of Science, Management and Leadership
Bachelor of Science, Marketing
Bachelor of Science, Operations & Supply Chain Management

Updates to IACBE accredited programs are found on the Franklin University website here: <http://www.franklin.edu/about-franklin/accreditation>

AUTHORIZATION

Franklin University offers distance education courses and degree programs in every US state and territory. Federal and state regulations require that all institutions of higher education comply with existing state laws regarding distance learning. As these regulations are continuously evolving, Franklin University makes every effort to maintain compliance. As a condition of Franklin University's authority to offer its programs to state residents, several postsecondary education agencies require the publication of certain consumer information. These include:

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215-6338
Phone: 877.644.6338

Dates of Authorization:

February 4, 2009 through December 31, 2018

This institution is authorized by:

Board for Proprietary Education
Indiana Commission for Higher Education
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Phone: 317.464.4400

This institution is registered by:

State of Wisconsin Educational Approval Board
431 Charmany Drive, Suite 102
Madison, WI 53719
Phone: 608.266.1996

This institution participates in NC-SARA National Council for State Authorization Reciprocity Agreements

As of September 14, 2015, Franklin University is approved by the Ohio Department of Higher Education (ODHE, formerly OBR) to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. Institutions that are members of SARA are authorized to provide online education to students from all SARA member states. States and institutions that choose to become members of 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 the SARA initiative and the progress of state and institutional membership, please visit <http://nc-sara.org/sara-states-institutions>.

Information regarding academic program approval by state is located on the University's [Accreditation & Authorization](#) webpage.

INTERNATIONAL COOPERATION AGREEMENTS

- ESI School of Management - San Salvador, El Salvador
- ESI School of Management - Guatemala City, Guatemala
- Al Baha University - Al Baha, KSA
- Saudi Electronic University - Riyadh, KSA
- Modern College of Business & Science - Muscat, Oman
- The Wroclaw School of Banking - Wroclaw, Poland
- Tomas&Amkor, Seoul, South Korea
- UWI-ROYTEC - Port-of-Spain, Trinidad and Tobago
- Topica Ed Tech Group - Hanoi, Vietnam
- TEB Akademia
- Western Institute of Technology, Mangalore, India
- The University of Economics, Bratislava, Slovakia
- Chicago Training & Consultancy, Abu Dhabi, UAE
- Instituto Tecnologica Superior De Misnatla, Veracruz Mexico

INSTITUTIONAL MEMBERSHIPS

- 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 Assembly for Collegiate 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 Collegiate Registrars & Admissions Officers
- Ohio Association of Student Financial Aid Administrators
- Ohio Foundation of Independent Colleges
- University Mail Manager's Association
- WICHE Cooperative for Educational Technologies
- WICHE Cooperative for Educational Technologies - State Authorization Network

The Franklin University academic calendar is divided into three trimesters: Fall, Winter, and Summer. Important dates are noted below (dates are subject to change: please visit <http://www.franklin.edu/degree-programs/academic-calendar/> for the most accurate information).

<u>Fall Trimester</u>	<u>2017</u>	<u>2018</u>
Fall Trimester begins	Monday, Aug. 14	Monday, Aug. 13
Labor Day Holiday	Monday, Sept. 4	Monday, Sept. 3
Graduation Application deadline	Monday, Sept. 18	Monday, Sept. 17
Thanksgiving Holiday	Thurs.-Friday, Nov. 23-24	Thurs.-Friday, Nov. 22-23
Fall Trimester ends	Saturday, Dec. 16	Saturday, Dec. 15
Commencement	Sunday, Jan. 7, 2018	Sunday, Jan. 9, 2017
<u>Winter Trimester</u>	<u>2018</u>	<u>2019</u>
Winter Trimester begins	Monday, Jan. 1	Monday, Jan. 7
Martin Luther King Jr. Holiday	Monday, Jan. 15	Monday, Jan. 21
Graduation Application deadline	Monday, Jan. 29	Monday, Jan. 28
University Closed	Friday, March 30	Friday, April 19
Winter Trimester ends	Saturday, May 5	Saturday, May 11
Commencement	Friday, May 18	To Be Determined
<u>Summer Trimester</u>	<u>2018</u>	<u>2019</u>
Summer Trimester begins	Monday, May 14	Monday, May 20
Graduation Application deadline	Monday, May 21	Monday, May 27
Memorial Day Holiday	Monday, May 28	Monday, May 27
Independence Day Holiday	Wednesday, July 4	Thursday, July 4
Summer Trimester ends	Saturday, Aug. 4	Saturday, Aug. 10
Commencement	Sunday, Sept.9	To Be Determined

Planning Calendars

17/FA -18/SU Academic Calendar

Fall '17 – Registration begins July 3, 2017

8/14	8/21	8/28	9/4	9/11	9/18	9/25	10/2	10/9	10/16	10/23	10/30	11/6	11/13	11/20	11/27	12/4	12/11	12/18	12/25
			7-week, section C							7-week, section D							Trimester Break		
			15-week, section V																
			12-week, section Q																
			12-week, section R																
12-week, section U																			
6-week, section E					6-week, section F					6-week, section H									
3-week, section 2			3-week, section 3			3-week, section 4			3-week, section 5			3-week, section 6			3-week, section 7				

Graduation - Sunday, January 7, 2018

Winter '18 – Registration begins October 23, 2017

1/1	1/8	1/15	1/22	1/29	2/5	2/12	2/19	2/26	3/5	3/12	3/19	3/26	4/2	4/9	4/16	4/23	4/30	5/7
15-week, section V																		Trimester Break
			12-week, section Q															
			12-week, section R															
12-week, section U																		
6-week, section E					6-week, section F					6-week, section H								
3-week, section 2			3-week, section 3			3-week, section 4			3-week, section 5			3-week, section 6			3-week, section 7			

Graduation - TBD

Summer '18 – Registration begins March 5, 2018

5/14	5/21	5/28	6/4	6/11	6/18	6/25	7/2	7/9	7/16	7/23	7/30	8/6
12-week, section Q											Trimester Break	
6-week, section E					6-week, section F							
3-week, section 2			3-week, section 3			3-week, section 4			3-week, section 5			

Graduation - TBD

All dates subject to change

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 90% 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.

In addition to our robust staff of full-time faculty members, our courses are enhanced by the experiences shared by more than 500 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 busi-

ness 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 Laws 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.

A Growing Graduate Culture

In 1993, after several years of research and planning, the University expanded its academic offerings to include graduate 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 - Marketing & Communication, which continues today, and the Master of Science in Human Services, which was offered until 2003.

In 2000, the Master of Science - Computer Science was introduced. In 2010 and 2011, respectively, the Master of Science in Accounting and the Master of Science - Instructional Design & Performance Technology enrolled their first students.

Four additional master's degree programs were launched in 2012 – Master of Public Administration, Master of Healthcare Administration, Master of Science in Human Resource Management, and Master of Science in Business Psychology - bringing Franklin University's total graduate program offerings to nine.

In 2017, Franklin University successfully launched its first doctorate programs: The Doctorate of Business Administration (DBA), the Doctorate of Healthcare Administration (DHA), and the Doctorate of Professional Studies in Instructional Design Leadership (DPS IDL).

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) was established in 1998, and today expands educational opportunities for students from more than 230 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, Dublin, and Beavercreek, Ohio locations. Classes are also offered onsite at other co-locations in Ohio, as well as Indiana, Pennsylvania, and Wisconsin. In 2017, Franklin University launched its first branch campus – the Urbana University branch campus in Urbana, Ohio.

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. Currently, more than 80% of our students have taken at least one online course. With more than 35 undergraduate majors and 12 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, nearly 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.

Our Mission Statement

Franklin University

The University of Opportunity

Franklin University is a student-centered, nonprofit, independent institution.

Franklin University provides high quality, relevant education enabling the broadest possible community of learners to achieve their goals and enrich the world.



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 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.

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

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.

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, the Franklin University Nationwide Library, and the Student Learning Center (SLC), 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.

OTHER LOCATIONS

Franklin University also offers face-to-face courses and selected full degree programs at additional locations. All locations provide advising services, and some offer library materials pick-up and drop-off. Maps and additional information about each location – including courses offered – can be found on the University's website.

CENTRAL OHIO:

Dublin Location
495 Metro Place South
Dublin, OH 43017
614.947.6700
dublin@franklin.edu

DAYTON, OHIO:

Beavercreek Location
3800 Pentagon Park Blvd. Suite 130
Beavercreek, OH 45431
937.705.6914
beavercreek@franklin.edu

COMMUNITY COLLEGE CO-LOCATIONS

Franklin University has also 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 degrees. Co-locations include:

- Butler County Community (Butler, PA)
- Community College of Beaver County (Monaca, PA)
- Cuyahoga Community College's Brunswick University Center (Brunswick & Parma, OH)
- Eastern Gateway Community College (Steubenville, OH)
- Hocking College (Nelsonville, OH)
- Ivy Tech – Fairborn Campus (Lawrence, IN)
- Lakeland Community College's Holden University Center (Kirtland, OH)
- Lakeshore Technical College (Wisconsin, WI)
- Marion Technical College (Marion, OH)
- North Central State College's Kehoe Center (Shelby, OH)
- Owens Community College (Perrysburg, OH)
- Rhodes State College (Lima, OH)
- Sinclair Community College (Huber Heights, Englewood, Preble & Mason, OH)
- Southern State Community College's Fayette Campus (Washington Court House, OH)
- Southwest Wisconsin Technical College (Fennimore, WI)
- Stark State College (Canton, OH)
- Zane State College's Zanesville and Cambridge Campuses (Zanesville & Cambridge, OH)

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;
- One academic program and its program chair
- The Director of Assessment; and,
- The Director of Instructor Effectiveness

PROFESSIONAL CERTIFICATES

FranklinWORKS at Franklin University offers seminars and workshops, certification programs, test preparation, and custom learning solutions on a variety of academic and professional development topics. Training includes subject areas as Fire Officer Training, SHRM test preparation, and Six Sigma certifications. 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 <http://www.franklin.edu/franklinworks/professional-certificates>.

CENTER FOR CAREER DEVELOPMENT

The Center for Career Development supports the mission and goals of Franklin 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 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, including CareerBeam®, a virtual career success center. For more information, please visit www.franklin.edu/careerdev or contact the Center for Career Development at careerdev@franklin.edu

LEARNING COMMONS

The Learning Commons 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. <http://www.franklin.edu/learning-commons>.

ACADEMIC SUPPORT

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 infor-

mation, visit the Learning Commons in Phillips Hall, Main Campus or www.franklin.edu/learning-commons.

LIBRARY

Franklin University Nationwide 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)

The Franklin University Nationwide Library assesses and collects overdue fines and replacement fees for items owned by Franklin University. The Library also assesses and collects overdue fines and replacement fees for items checked out from other OhioLINK libraries or Interlibrary Loan (ILL). By assessing and collecting fines for these items, it is hoped that customers using Franklin Library and OhioLINK resources will return them in a timely manner, making the items available for use by other Franklin University and OhioLINK customers. 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 myFranklin or enroll in future trimesters, and graduation will be delayed until the delinquency is resolved. For more information about this policy, please visit the Borrow, Request, Renew section of the library's website.

TESTING CENTER

For those students just beginning at Franklin, the 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 offers FUPE (Franklin University Proficiency Exams) and the Portfolio Credit Program. See "College Credit Alternatives" for more information. In addition, course exams can be administered through the Testing Center.

The Testing Center is located on the first floor of Phillips Hall in the Learning Commons or online at www.franklin.edu/learning-commons and can be reached at 614.947.6800, 1.866.341.6206 (toll free), or testing@franklin.edu. Testing Services are offered at our Dublin and Beavercreek locations for students in those areas.

PROCTORED TESTING

Several courses at Franklin University require students to take their examinations outside of the classroom with a proctor. Students near a Franklin University location should arrange to take their examinations at one of our university testing sites. Testing sites include: the Learning Commons Testing Center in Columbus, Ohio, and our locations in Dublin and Beavercreek, Ohio. 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 close to them and are responsible for any/all associated fees. For additional guidance, please view the [Proctor Guidelines](#).

TECHNOLOGY ASSISTANCE

While pursuing an education at Franklin University, students will be using some of the latest technology available. To help students maximize the benefits of this technology, 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 Franklin University's online resources
- Navigating Franklin University's 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 www.franklin.edu/helpdesk.

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:

- Call - Local 614.947.6222, or Toll Free 1.866.435.7006
- Email - helpdesk@franklin.edu
- Other - Visit www.franklin.edu/helpdesk for access to the Self-Support Portal and Chat options

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 Bookstore, located on the Main Campus, is operated by Barnes & Noble, Inc. The Bookstore stocks course textbooks and supplies for University classes, and offers a diverse selection of general interest books, gift items and miscellaneous goods. Computerized book ordering facilitates special orders for books not currently in stock. Students have several options for ordering books to be delivered by mail:

- Internet: <http://franklin.bncollege.com/>
- telephone: 614-947-6828
- fax: 614.469.9039
- email: bookstr@franklin.edu

When placing an order by any method, students must include their name, Franklin University and complete course information (name and number).

To uphold the company's commitment to quality merchandise and customer service, Barnes & Noble, Inc. 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 Barnes & Noble refund policy will accompany all orders shipped by mail.

COURSE FORMATS

Face-to-Face Format: A course with regularly scheduled classroom meetings posted in the Course Schedule.

Online Format: A course offered entirely online with no on-campus requirements.

Web with Synchronous Format: An online course with a synchronous FranklinLive! Component required. These synchronous sessions are posted in the Course Schedule.

Hybrid Format: A course with some students registered online and others registered face-to-face.

Blended Format: A course with some sessions held online and some held face-to-face.

Telecommunicating Format: A face-to-face course with one instructor and held in two locations synchronously with the use of audio/video conferencing technology.

Special Format: A course that is an independent study or internship. Meeting times and modality are determined by the instructor.

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

CREDIT HOUR DEFINITION

Franklin 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.

Credit Hour: Each credit hour equates to 30 hours of student instructional activities. Student instructional activities (SIA) are defined as classroom time, assigned readings, and the approximate estimated time for assignment preparation by students. The length of course (in weeks) does not impact the number of hours of SIA.

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 or are withdrawn by the University Registrar's Office based on the requirements of University Attendance Policy.

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 Courses

- **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 Franklin University 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.

No-Show: A student was never "in attendance" nor was there evidence of the student engaged in the course.

Z-grade assignment guidelines: The Z-grade is an administrative withdrawal (failure) grade assigned due to attendance reasons. Z-grades may have an impact on the awarding of a student's financial aid.

The assignment of the Z-grade, based on the attendance terminology defined above, during variable course lengths are as follows:

- 3-week classes: A student considered “not in attendance” for one course session will receive a Z-grade/failure for the course.
- 6- or 7-week classes: A student considered “not in attendance” for more than one course session will receive a Z-grade/failure for the course.
- 12-week classes: A student considered “not in attendance” for more than two course sessions will receive a Z-grade/failure for the course.
- 15-week classes: A student considered “not in attendance” for more than three course sessions will receive a Z-grade/failure for the course.

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.

Communications 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 Franklin 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 Franklin’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:

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

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.

Withdrawal From a Course

Students wishing to withdraw from a course must either utilize their personalized Web page, my.franklin.edu, or submit an Add/Drop Form. 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 will be based on the date the student submits an Add/Drop Form to the University (see "Tuition Refunds on Course Withdrawals").

A student who either never attends or participates, or stops attending or participating in a class but fails to submit an Add/Drop Form to withdraw is obligated for full tuition and will receive a grade (possibly a failing grade of "Z") from the instructor based on all work assigned and/or completed.

Based on evidence of excessive absence, 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 Financial Aid Office also may request the Registrar to withdraw a student for non-attendance or non-participation. In either case, the tuition and payment policy will be applied (see "Tuition Refunds on Course Withdrawals").

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

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.

University Withdrawal Policy

Students voluntarily withdrawing from Franklin University (withdrawal from all of their active courses) must initiate the withdrawal process by completing the online "Withdrawal from All Active Courses" form. Upon completion of this form, students will be contacted by a University representative to confirm their intention to withdraw, verify their understanding of any potential academic and/or financial consequences, and affirm that the University has done everything it can to assist them in continuing their studies. Students who cannot be reached will be administratively withdrawn. The date used to process the withdrawal will be the date that the online form is submitted. Withdrawal requests must be initiated by completing the online form; no paper withdrawal forms, voicemail messages or email requests will be accepted.

Students withdrawing from one or some of their active courses, rather than all courses, can do so by accessing their MyTools account or by submitting an Add/Drop form. However, before dropping courses, students receiving financial aid should consult with the Financial Aid Office. Students receiving any type of financial aid may lose part or all of their financial assistance if they stop attending, withdraw from a course, or withdraw from all active courses in any one trimester. Non-attendance in class is not to be assumed as constituting formal withdrawal from the University. Grade designation is determined by the policies in effect at the time of the student's withdrawal. Students voluntarily withdrawing from the institution amidst a pending conduct resolution for violent acts will have that noted on their transcript.

When students withdraw from one or more courses, they may be entitled to a tuition refund. Franklin University

provides detailed tuition refund tables for changes to students' schedules.

ACADEMIC INTERRUPTION DUE TO MILITARY SERVICE

Franklin University will provide students serving in the Uniformed Services or who are the spouse, domestic partner, or dependent child of a member of the Uniformed Services, who experience documented unexpected/unforeseen circumstances related to service in the military, case by case options for either continuing their course of study without negative consequences or withdrawal from courses with full refund of tuition and fees relative to that academic term.

WRITING GUIDELINES

At a minimum, all courses at Franklin 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 Franklin 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

Franklin University's Academic Dishonesty Process is designed to preserve academic integrity by providing its students due process and the opportunity to have claim(s) of academic dishonesty reviewed by the Primary Judicial Officer and, if necessary, by the Academic College Dean.

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 violation of academic integrity and is liable to result in a charge(s) of academic dishonesty. Forms of academic dishonesty include, but are not limited to:

- Plagiarism — submitting all or part of another's work as one's own in an academic exercise, such as an examination, computer program, or written assignment.
 - Some examples of plagiarism:
 1. Failure to use APA standards to properly cite the work of others.
 2. Cutting and pasting from other sources without citation.
 3. Submitting a purchased term paper, in whole or in part.
 - Recycling assignments — submitting one's own work, which was submitted and graded for an earlier course or section, unless submission of that work has been pre-approved by the current instructor.
 - — using or attempting to use unauthorized materials (e.g., books, notes, wireless devices) on an examination or assignment, improperly obtaining, or attempting to obtain, copies of an examination or

answers to an examination, or using a false name or email address on a test or assignment.

- Facilitating Academic Dishonesty — helping another commit an act of academic dishonesty, such as substituting for an examination, completing an assignment for someone else, or making assignments available for another student to copy.
- Fabrication — the unauthorized falsification or invention of information, citations or scientific data in any academic research, assignment or examination.

I. 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 notify the Office of Community Standards of the claim of academic dishonesty. The faculty member will notify the office through Franklin University email within seven (7) calendar days after discovery of the incident occurs. The written report will include the specific allegation - names of other participants or witnesses where appropriate, and the date, time, location and other relevant circumstances of the incident.

Student Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor or 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.

II. Academic Dishonesty Process

Step 1: Office of Community Standards Notifies Student

When the Office of Community Standards receives a written report from a faculty member, student, or test proctor, it will review the submitted material and determine the validity of the report. If the Office of Community Standards has further questions or is concerned that the incident may not meet the criteria for a possible charge of academic dishonesty, the Office will contact the faculty member, student, or test proctor to request additional evidence, engage in further discussion or clarification, or dismiss the claim.

If it is determined that the report has validity, the Office of Community Standards will issue a written notice to the student involved. The notification will be sent to the student's Franklin University email address. This notification will direct the student to have a Good Faith Discussion with either the faculty member, if reported by the faculty member, or the Primary Judicial Officer, if reported by a student or test proctor, to potentially resolve this matter informally. Once written notice is issued to the student, they are not eligible to withdraw from the course for the duration of the investigation into the claim of Academic Dishonesty.

Step 2: Student Good Faith Discussion with Faculty Member or Primary Judicial Officer

The Good Faith Discussion process was created to offer the student an opportunity to present their side of the story regarding the claim of academic dishonesty and will function similarly to a student hearing. During the mandatory Good Faith Discussion, it is imperative that both the student and the faculty member (or Primary Judicial Officer) conduct themselves in an honest, fair, and respectful manner in order to allow an open discussion about the academic dishonesty claim.

Following the Good Faith Discussion, the faculty member (or Primary Judicial Officer) may determine that academic dishonesty did not occur and resolve the matter. The faculty member will notify the Office of Community Standards of

this determination and no further action will be taken with this claim. The Office will notify the student of this determination and no further action will be taken with this claim.

If the faculty member (or Primary Judicial Officer) and student are not able to resolve this matter as a result of the Good Faith Discussion, the faculty member will notify the Office of Community Standards as such and the claim of academic dishonesty will proceed to Step 3.

The student will be instructed to initiate the Good Faith Discussion within five (5) calendar days of notification of the claim. If this does not occur, the Office of Community Standards will initiate a second attempt to contact with the student. If the student does not initiate the Good Faith Discussion within five (5) calendar days of the second notification, the claim will proceed automatically to Step 3.

Step 3: Office of Community Standards Issues Decision

If the Upon communication from the faculty member that the claim of academic misconduct dishonesty could not be resolved through the Good Faith Discussion, the faculty member Primary Judicial Officer will discuss the existing findings with the Primary Judicial Officer faculty member, review evidence that was presented during the course in the Good Faith Discussion and render a judgement. If the Primary Judicial Officer and student were not able to resolve this matter as a result of the Good Faith Discussion, and the Primary Judicial Officer will render a judgement.

The Primary Judicial Officer will issue a written decision to the student through Franklin University email and via U.S. Mail within ten (10) calendar days from the date of the Good Faith Discussion. The Primary Judicial Officer may prescribe alternate penalties, such as suspension, to those listed under "Penalties for Charges of Academic Dishonesty" as deemed appropriate.

If a formal charge of academic misconduct dishonesty is rendered, a disciplinary notation for academic misconduct dishonesty will be entered in on the student's academic record. by the University Registrar.

If the student or the faculty member believes the Primary Judicial Officer's decision has not adequately resolved the matter, either the student or the faculty member may move forward to the Academic Dishonesty Appeal process.

III. Penalties for Academic Dishonesty

A. First Incident

The Lead Faculty member and the course faculty member will recommend the penalty for the first incident of Academic Dishonesty to the Primary Judicial Officer. The sanction for the first charge of Academic Dishonesty will range from a score of zero on the particular item being submitted to a failing grade in the class, depending on the severity of the incident and intent of the student. The student may also be required to complete a workshop on appropriate citation and referencing conducted by the Student Learning Center.

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

A violation of the Academic Integrity Policy will result in the removal of the student's option to withdraw from the class to avoid a failing grade. Franklin University administration 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 the official charge of academic dishonesty and are found in violation of the policy they are still subject to a sanction under this policy.

For undergraduate students, a violation of the Academic Integrity Policy may eliminate the 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 dishonesty and will make the final determination on the student's eligibility for academic honors.

B. Second and Final Incident

Any subsequent violation of the Academic Integrity Policy in any other class will result in a failing grade in the class as well as disciplinary dismissal from the University. The Primary Judicial Officer will notify the University Registrar to enter the notation "Dismissed for Academic Dishonesty" on the student's academic record.

IV. Academic Integrity Appeal Process

This process affords all students the right to an appeal. This appeal is not intended to re-hear the same case and is limited to the specific grounds outlined below. Any sanction will remain in force while an appeal is considered and a final decision is determined. Appeals must be based on the one or more of the following reasons:

- The established academic dishonesty review procedures were not followed in a significant way and as a result, the factual findings, the sanction, or both, were not correct.
- The severity of the sanction imposed was not appropriate based on the nature of the violation or the circumstances.
- There is new information that would have been material to the outcome, had the information been presented at the administrative review. The new information must be included with the student's request for appeal.

Dissatisfaction with a decision is not grounds for an appeal. Non-attendance or non-participation in the outcome decision is not considered new evidence and grounds for an appeal.

Submission of any appeal must be submitted in writing within 15 calendar days after the decision letter is issued from the Office of Community Standards. The student must submit their appeal, including all relevant documentation, to advocate@franklin.edu. The appeal must include:

1. Date of the appeal
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

The Academic College Dean (or Provost's designee) will issue a written decision letter to the student through Franklin University email and via mail delivery within 15 calendar days of the date of the receipt of the appeal, either upholding or reversing the judgment of the original decision letter. The final result of the appeal will be updated to the student's record accordingly, and any necessary changes will be documented at that time by the University Registrar. This decision is final and is not subject to further appeal.

All appeals, including questions regarding the process or any matters relating to an appeal, must be sent to caoappeal@franklin.edu. The subject line of the message must include the student's full name and course number.

The Academic College Dean (or Provost's designee) may request or approve a request for a hearing with relevant individuals, either individually or together, as deemed appropriate by the administrator.

Academic Grade Appeal

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

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.

Step Two: The Provost

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

1. Background information
 - a. Date;
 - b. Student's name and identification number;
 - c. Course name, number, and section;
 - d. Course trimester (Fall, Winter, Summer) and year;
 - e. Faculty member's name;
 - f. Reason for the academic grade appeal;
 - g. Date of good faith appeal discussion; and,
 - h. 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 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 Franklin University email and via mail delivery within 15 calendar days of the date the appeal is received by the Provost.

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:
 - a. Appeal submitted to the Provost in Step Two
 - b. Academic Appeal Officer's written decision

The Provost or designee will issue a written decision to the student through Franklin University email and via mail

delivery within 15 calendar days of the date of the receipt of the appeal.

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.

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 myTools in students' my.franklin.edu account. For undergraduate students, the graduation application fee is \$65. For graduate students, the graduation application fee is \$85. For doctoral students, the graduation application fee is \$115. 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 <http://www.franklin.edu/graduationinfo>.

TRANSCRIPTS

Official transcripts can be requested online at www.credentials-inc.com, for a fee of \$7. Online transcript requests will be processed and mailed within two business days. There will be a \$15 rush fee for official transcripts requested on demand, and the student's signature is required. Franklin University does note on transcripts when students are suspended or dismissed for disciplinary reasons. Additionally, Franklin 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. To order copies of your transcript, please visit <http://www.franklin.edu/student-services/registrar/transcripts/>.

GRADE POINT AVERAGE (GPA)

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:

Course	Grade	Point Equiv.		Credit		Total Points Attempted
First	A	4	X	4	=	16
Second	C	2	X	4	=	8
Third	E	0	X	4	=	0
Total				12		24

The GPA for this trimester 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.

TECHNOLOGY

Franklin University utilizes computer technology and electronic communication for the purpose of instruction, administration, advancement, research, and study. Franklin's campus network and technology resources were designed and implemented to support and enhance the education of Franklin University students. Students are provided with technology resources in classrooms, kiosks, laboratories, and via the internet.

Students who are pursuing an online degree from Franklin University may utilize their own devices for coursework. 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 Franklin 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
- 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
- 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 7 or later
- Microsoft Office 2013 or newer (Word, Excel, PowerPoint, & Access)
- Up to date versions of Internet browsers required:
 - Google Chrome – required for BlueQuill
 - Mozilla Firefox/Internet Explorer/Edge – may be needed for other applications
- Virus protection – updated and scanned regularly

In order to use all of the Franklin-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

Franklin University students have access to extensive technology resources including:

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

The student course portal, BlueQuill, 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.

Computers are located at our Main Campus and Beaver Creek locations for students to use.

Student kiosks and quick print stations have been designed for convenient access and are located in the lobby of Frasch Hall and in the lobby of the Paul J. Otte Center for Student Services. 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.

COLLEGE CREDIT ALTERNATIVES

Franklin 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.

Portfolio credit should be considered when students think that they have college level learning in an area for which there is no proficiency examination available. Preparation of a portfolio requires writing skills equivalent to WRIT 120 (College Writing). Neither proficiency examination credit nor portfolio credit can be used to fulfill the residency requirement for graduation. Franklin University offers multiple types of proficiency examinations including:

- The College Level Examination Program (CLEP)
- DSST
- Franklin University Proficiency Examination (FUPE)

Excelsior College also offers exams approved for credit by Franklin University.

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. They are computerized, 90-minute, multiple-choice exams (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 library, the Main Campus, SLC, 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). 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 [should www.franklin.edu/learning-commons](http://www.franklin.edu/learning-commons) for 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 SLC website at www.franklin.edu/learning-commons.

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, appropriate faculty and the SLC staff. Please note that a portfolio cannot be submitted for Capstone courses and courses for which a proficiency test is available. 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.

GENERAL RULES REGARDING CREDIT BY PROFICIENCY EXAMINATION AND/OR PORTFOLIO CREDIT

- Arrangements for proficiency examinations or portfolio credit should be planned early in a student’s career at Franklin University through 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.
- 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 www.franklin.edu/learning-commons.
- 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.

INDEPENDENT STUDIES

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 2.00 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 form with the Assistant Provost or designee 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 Independent Study per trimester. A total of eight credit hours of Independent Studies may count toward bachelor’s degree requirements and a total of four credit hours may count toward associate’s degree requirements.

To register for an, 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 the end of the week before the session begins.

INTERNSHIPS

An internship is a unique learning experience that integrates academic studies with practical work experience. To qualify, undergraduate students must have a 2.50 cumulative GPA; graduate students must have a 3.00 cumulative GPA. Grading for internships is on a Pass/No Credit basis. The internship program information and guidelines for major programs are available in Student Services.

ASSESSMENT

To assure Franklin’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.

EVALUATION OF INSTRUCTION AND SERVICES

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.

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.

TUITION & *FEEES*

Franklin University recognizes that educational expenses can be a significant factor in the decision to attend college. Franklin strives to maintain affordable tuition. In addition, Franklin 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 printed in this Academic Bulletin, 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 myFranklin 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.

UNDERGRADUATE EDUCATIONAL COSTS

Initial processing fee (non-refundable)	\$25
Standard tuition per credit hour	\$509
Tuition per credit hour for active service members	\$250
Health Information Management Internship and Screening fee (required for PPE)	\$150
Book Charges	Cost per Course
Placement Retake	\$5
College Level Examination Program (CLEP) (examination fee: \$85; administration fee: \$20 - \$50)*	\$105 - \$135
DSST (examination fee: \$80; administration fee: \$20 - \$50)*	\$100 - \$130
Franklin University Proficiency Examination (FUPE) (\$40 per credit hour attempted)*	\$40 - \$160
Prior Learning Portfolio evaluation per credit hour requested	\$50
Graduation application fee (non-refundable)	\$65
Graduation application late fee (non-refundable)	\$100
Late payment fee for deferred tuition reimbursement plan	\$100
Returned check processing fee	\$25
Cost of collection of past due balances	Actual costs incurred

MASTERS EDUCATIONAL COSTS

Application fee (non-refundable)	\$30
Tuition per credit hour	\$659
Book Charges	Cost per Course
Course Instrument Fee (See Psychology course descriptions for fee per course)	\$10 - \$55
Graduation application fee (non-refundable)	\$85
Graduation application late fee (non-refundable)	\$100
Late payment fee for deferred tuition reimbursement plan	\$100
Returned check processing fee	\$25
Cost of collection of past due balances	Actual costs incurred

DOCTORATE EDUCATIONAL COSTS

Application fee (non-refundable)	\$50
Tuition per credit hour	\$719
Book Charges	Cost per Course
Graduation application fee (non-refundable)	\$150
Graduation application late fee (non-refundable)	\$100
Late payment fee for deferred tuition reimbursement plan	\$100
Returned check processing fee	\$25
Cost of collection of past due balances	Actual costs incurred

INTERNATIONAL STUDENT EDUCATIONAL COSTS

New International Student educational fees (non-refundable)	\$40
Initial processing fee (non-refundable)	\$50

*More information is available on the [Learning Commons](#) website.

TUITION REFUNDS 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 myFranklin, 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.

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.

Students who receive Federal Title IV funds are subject to the refund and repayment policies as outlined on www.franklin.edu/finaid.

Official refund schedules are published on the Franklin University website: <http://www.franklin.edu/financial-aid/tuition-fees/tuition-refunds>. 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.

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.

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.

Paying for Your Education

PAYMENT OPTIONS

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 myFranklin. 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.

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 myFranklin account along with a \$35 administration fee each trimester via myFranklin. 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 the Business Office website and obtain the proper authorization from their employer. The application and employer authorization 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 Franklin 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.

PENDING 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 pending 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 through their myFranklin account.

NON-PAYMENT OUTCOMES

Franklin 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 via myFranklin 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.

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.

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's 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 or state regulations and/or guidance from the Department of Education, or changes to institutional policies and procedures.

Financial Aid

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.

Please visit www.franklin.edu/finaid for more information.

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

FIAT

As an institution of higher learning, Franklin 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 FIAT 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 to FIAT can be completed by emailing advocate@franklin.edu. Anonymous reporting of an incident or concern can also be completed at www.mysafecampus.com.

STUDENT CODE OF CONTACT

Franklin University's mission 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 Franklin University provides educational experiences that enhance intellectual abilities and career development. Franklin 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 a member of the Franklin 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. Franklin 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 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 at Franklin University is not intended to be a punitive process for students. The focus of the Community Standards is to protect students and the campus community. By a student's voluntary attendance at Franklin 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. The complete Community Standards/Student Code of Conduct, Reporting Forms, and Student Appeal Form can be found at: www.franklin.edu/community-standards.

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, visitorOh nos, 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, and logistics
- Supporting the university's goals and vision surrounding comprehensive internationalization domestically and abroad.

HEALTH INSURANCE

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 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.

Franklin University does not provide health insurance to domestic students.

DISABILITY SERVICES

Franklin 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 <http://www.franklin.edu/student-services/campus-information/disability-services> or email accommodate@franklin.edu for more information.

MATH POLICY FOR STUDENT WITH PHYSICAL OR LEARNING DISABILITIES

Students with properly documented disabilities will be identified through the Office of Disability Services. The Academic Advisor responsible for Disability Services will meet with the student and provide an overview of the available services. The student will take the Franklin University 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 Student Learning 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.

COUNSELING RESOURCES

Franklin 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/>)

PROCESS FOR STUDENT CONCERNS

Franklin 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 Franklin 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.

Franklin 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 Franklin 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 Franklin 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 MySafeCampus at www.mysafecampus.com.

STUDENT INFORMATION

Information for current and prospective students is available in the lobby of the Paul J. Otte Center for Student Services, 331 East Rich Street. There, students can find pamphlets, brochures, newsletters, maps, and parking permits. Information is also available on our website at www.franklin.edu

STUDENT ORGANIZATIONS

Student organizations at Franklin 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, visit www.franklin.edu/student-services/student-organizations/.

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 Franklin's 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/>.

UNDERGRADUATE *Policies*

Undergraduate Degrees & Majors	49
Student Admission.....	50
Student Registration.....	61
Academic Policies	62

ASSOCIATE OF SCIENCE (A.S.)

- Accounting
- Business Administration
- Communications
- Computer Science
- Financial Management
- Forensic Accounting
- Information Technology
- Public Relations

BACHELOR OF SCIENCE (B.S.)

- Accounting
- Allied Healthcare Management
- Applied Management
- Applied Psychology
- Business Administration
- Business Forensics
- Communications
- Computer Science
- Criminal Justice Administration
- Cyber Security
- Emergency Management & Homeland Security
- Energy Management
- Entrepreneurship
- Financial Management
- Financial Planning
- Forensic Accounting
- Health Information Management
- Health Sciences
- Healthcare Management
- Human Resources Management
- Information Systems
- Information Technology
- Interactive Media Design
- Logistics Management
- Management & Leadership
- Marketing
- Nursing (B.S.N.)
- Operations & Supply Chain Management
- Public Administration
- Public Relations
- Public Safety Management & Leadership
- Risk Management & Insurance
- Social Sciences
- Web Development

SUBSEQUENT BACHELOR OF SCIENCE (B.S.)

The Subsequent Bachelor of Science degree is open to those who have a baccalaureate degree or higher from a regionally accredited college or university.

- Accounting
- Business Administration
- Business Forensics
- Communications
- Computer Science
- Cyber Security
- Emergency Management & Homeland Security
- Financial Management
- Financial Planning
- Forensic Accounting
- Healthcare Management
- Human Resources Management
- Information Systems
- Information Technology
- Management & Leadership
- Marketing
- Nursing (RN-BSN)
- Operations & Supply Chain Management
- Public Administration
- Public Relations
- Risk Management & Insurance
- Web Development

ACADEMIC MINORS

- Accounting
- Business Economics
- Business Forensics
- Communications
- Criminal Justice Administration
- Digital Marketing
- Emergency Management & Homeland Security
- Financial Management
- Fire & Emergency Services Administration
- Global Business
- Healthcare Management
- Healthcare and Society
- Human Resources Management
- Information Systems
- Management & Leadership
- Marketing
- Marketing Promotions
- Performance Management
- Public Administration
- Public Relations
- Public Safety Management & Leadership
- Web Development

Franklin University's 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 and/or connect with a Franklin representative via phone at 1.877.341.6300, via email at admissions@franklin.edu or by visiting one of our campus locations. 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

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 Franklin degree.
2. If the student has transferable hours of 24 credit hours or more from a 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.) previously enrolled in, regardless if credit was earned.

A student classified as degree seeking will not be permitted to register for courses until all transcripts are received and placement tests completed (see specific requirements under "Placement Testing").

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 at Franklin University:

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 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. Submit official transcripts directly from all previously attended institution(s) to Franklin University (see "Transfer Student Guidelines").
3. After all required, official transcripts have been received by Franklin 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.

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.

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.

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 earned appropriate scores on language proficiency exams taken within the last two years, as listed below.

*A list of English-speaking nations can be found [here](#).

Undergraduate face-to-face: Students must earn a minimum overall TOEFL score of 500 (paper-based), 60 (Internet-based), 5.5 IELTS, ACCUPLACER ESL 259, or Cambridge 160 with at least the following scores on each of the exam subsections. Prior to registration, students will be given a language placement exam to determine whether ESL studies are required.

TOEFL	IELTS	ACCUPLACER	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

Global or Online International students must take Reading Comprehension and Writing placement exams.

Students must earn a minimum overall TOEFL score of 550 (paper-based) /79 (Internet-based), 6.5 IELTS, ACCUPLACER ESL® 105, or Cambridge 180 with at least the following scores on each of the exam subsections.

TOEFL	IELTS	ACCUPLACER	Cambridge English Scale
Reading 20/30	Reading 6.5	Reading 100	Reading 180
Writing 20/30	Writing 6.5	Writing 5	Writing 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) once within a two-week period. Subsequent examination retakes will be considered 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. An alternative to finding a proctor in your area is Virtual, an online proctoring service, approved by ACCUPLACER. For additional information, contact the Office of International Students and Programs.

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, it is recommended that new students complete the online Undergraduate New Student Orientation prior to the start of classes.

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.

FOR STUDENTS WHO WISH TO ENROLL:

Part Time (6 - 11+ semester hours)	Complete the application process	Register for classes	Classes begin
Fall 2017	August 14	September 4	September 25
Winter 2018	January 8	January 22	February 12
Summer 2018	April 2	April 23	May 14

Full Time (12+ semester hours)	Complete the application process	Register for classes	Classes begin
Fall 2017	July 10	August 1	August 14
Winter 2018	December 1	December 11	January 1
Summer 2018*	April 2	April 23	May 14

*Please note that Full time enrollment is not recommended for new students in the summer term due to the 12-week trimester length. These start dates are preferred for new students because they provide the opportunity to maximize course selections, financial aid, and credits for the term.

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: ois@franklin.edu.

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

- 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 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 (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 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 undergraduate programs 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 and note-taking test, and an oral 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 (WRIT 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 held on the campus of Urbana University. Students will progress through up to four levels of ESL instruction and participate in the academic-community activities of this residential campus. 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, which will orient them to the Urbana University campus experience.

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 (WRIT 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 offered in an eight-week format during this final term of the program.

TRANSFER STUDENT GUIDELINES

To view the full 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 Franklin University of official transcripts from all colleges previously attended. For coursework from non-accredited institutions, Franklin 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>.

UNDERGRADUATE *Policies*

- Active personnel who do not meet criteria listed above for an AARTS 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 Franklin 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 Franklin 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 Franklin University. Duplicates of the transcripts will not be released to a student or a third party.

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.

PLACEMENT TESTING

New degree-seeking students are normally required to take Franklin 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. These are usually the first courses of enrollment because they are designed to help students succeed by strengthening academic skills and self-confidence.

Students are required to demonstrate reading and writing proficiency at a 9th grade level, as determined by placement examinations, prior to enrolling for developmental-level courses at Franklin University. Students placing below this 9th grade threshold will not be enrolled in Franklin 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 the first writing course. The reading placement test is used either to place students into, or exempt them from, the College Reading Skills (COMM 020) course. Students who do not pass the reading test are required to enroll in the College Reading Skills (COMM 020) course within the first 30 hours of coursework at Franklin University. Placement into COMM 020 automatically places a student into College Study Skills and Orientation (COMM 025).

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.

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 following tables list ACT and SAT placement categories.

Franklin University Course	ACT Score		SAT Score
MATH 040 – Re-Entry Math	≤18		≤430
MATH 150 – Fundamental Algebra	>18		>430
MATH 160 – College Algebra	≥22		≥520
MATH 170 – Discrete Mathematics	≥25		≥570
MATH 180 – Applied Calculus	≥27		≥610
	ACT English Score	ACT Reading Score	SAT Score
WRIT 050 – Basic Writing I	14 - 15	14 – 16	330 – 360
WRIT 060 – Basic Writing II	16 – 17	17 – 21	370 – 480
WRIT 120 – College Writing	≥18	≥22	≥490

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 Franklin 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. Note: Transfer students whose cumulative grade point average is below 2.00 (out of a possible 4.00 based on prior college performance) are required to take College Study Skills and Orientation (COMM 025).

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.

Franklin University offers a diagnostic assessment to provide a detailed analysis of a student's strengths and weaknesses to enhance college preparedness and academic performance. Prospective students are encouraged to complete the diagnostic assessment prior to taking the placement examinations. Diagnostic exams are \$5 per subject. Students who plan to retake a placement examination are required to complete the diagnostic prior to the retake examination. The associated retake fee includes the diagnostic and examination retake.

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 these tests, students will need to request permission to complete a "retake" assessment, which will cover the same material but will not be identical to the original placement assessment. 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, which includes a corresponding diagnostic test. 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 testing office at the Main Campus in downtown Columbus, or the Beavercreek or Indianapolis locations.

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.

ALGEBRA COMPETENCY REQUIREMENT

New students need to meet the Algebra Competency Requirement (except students in subsequent degree programs because they have met the overall general education requirements with the bachelor degree) in one of the following ways:

- Pass the algebra competency test;
- Transfer in Fundamental Algebra (MATH 150) or higher (College Algebra, Calculus, Finite Mathematics, Discrete Mathematics, etc.
- Transfer in Introduction to Quantitative Reasoning (MATH 115) AND Statistical Concepts (MATH215) (For Non-STEM majoring students only)
- Transfer in Introduction to Quantitative Reasoning (MATH 115) AND pass Statistical Concepts (MATH215) at Franklin University (For Non-STEM majoring students only)
- Pass Fundamental Algebra (MATH 150) at Franklin University
- Pass Introduction to Quantitative Reasoning (MATH 115) AND Statistical Concepts (MATH215) at Franklin 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).
2. The prerequisites for Statistical Concepts (MATH 215) are Introduction to Spreadsheets (COMP 106) AND Fundamental Algebra (MATH 150) or Introduction to Quantitative Reasoning (MATH 115) (For Non-STEM Majoring students only).

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 Franklin 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)

College Credit Plus (CCP) provides an opportunity for Ohio secondary school students to earn college and high school credits simultaneously by taking college courses from participating colleges and universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Applicants must show evidence of being college-ready through Franklin University's placement test process.

APPLICANT QUALIFICATIONS

All CCP applicants must take Franklin University placement examinations and place into College Writing (WRIT 120) prior to enrollment or transfer in a course equivalency. If a CCP applicant wishes to take math or courses for which math is a prerequisite, he/she must achieve placement into Fundamental Algebra (MATH 150). 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.

PROGRAM REGULATIONS

- All CCP students must attend an initial registration appointment (student and guardian) and a mandatory orientation (student) coordinated by Franklin's CCP Academic Advisor.
- PF 121, Basic Learning Strategies, must be completed by all CCP students before any other college coursework can be attempted as required of all Franklin University students. 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 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.

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 their WebAdvisor link 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 43215-5399
- 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 WebAdvisor 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.

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 Services no later than the end of the first week of the session in which the class is to be audited.

CROSS-REGISTRATION

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.

ACADEMIC CREDIT AND COURSELOAD

Students should plan academic loads in consultation with an Academic Advisor. For a traditional 15-week course, one hour of study should be allocated for each hour of classroom work. For ALP, BLF and other condensed 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-fourths time:	9-11 credit hours
Half-time:	6-8 credit hours
Less than half-time:	1-5 credit hours

Courses carry four credit hours except where otherwise indicated. 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 321) course.

Course Credit Hour and Load Hour Equivalency		
Course	Credit Hours	Load Hours
12- & 15-week BLF & traditional	2	2
12- & 15-week BLF & traditional	4	4
6- & 7-week BLF & traditional	2	4
6-week BLF	4	8
6-week BLF	1	2
3-week BLF	2	8
3-week BLF	1	4

Class Level

The following chart 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

CREDIT HOUR POLICY

Time Estimates & Cred 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
	15 weeks	2
Two Credit Hours (60 hours of SIA total in course)	3 weeks	20
	6 weeks	10
	7 weeks	8.5
	12 weeks	5
Three Credit Hours (90 hours of SIA total in course)	15 weeks	4
	6 weeks	15
	12 weeks	4.5
Four Credit Hours (120 hours of SIA total in course)	15 weeks	6
	6 weeks	20
	12 weeks	10
	15 weeks	8

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 Bulletin. 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 Franklin University. Students must complete a Re-Entering Student Application to update their records. Students who do not complete any courses at Franklin 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 Bulletin requirements.

Specific major programs may have more stringent requirements. Students should refer to the sections of the Academic Bulletin 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

Minors provide the opportunity to use elective courses to gain knowledge or skills that complement a major program. Minors may be completed prior to, or subsequent to, the completion of the bachelor's degree. Once completed, a minor will be posted to the transcript of students who have earned their bachelor's degree at Franklin University.

GENERAL DEGREE AND RESIDENCY REQUIREMENTS

Overall Residency Requirements

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

Business Core Requirements

Majors that have Business Core requirements 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. The Business Core is the foundation of the related academic disciplines appropriate for a baccalaureate degree in business. The purpose of the Business Core 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 Core, 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
- apply interpersonal and resource management skills to enhance business success

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

Major Area Requirements

A student must have 20 credit hours in the major area that are equivalent to 300/400 major level Franklin 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.

Capstone Requirement

Every major has a capstone experience for which credit cannot be transferred into the University. This is a Franklin 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, WRIT, 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 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 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 at Franklin 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 major program, including General Education, Business/Professional Core, Major Area and Elective Courses (See "Business Core Requirements" for list of applicable programs)
2. Meet these grade point average (GPA) requirements:
 - All students must attain a minimum Franklin University cumulative GPA of 2.00
 - All students must 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
3. Complete the residency requirement
4. Complete the payment of all requisite tuition and fees
5. Not be under disciplinary dismissal due to academic dishonesty or a violation of the Student Code of Conduct

Program Chairs and Academic Advisors are available for consultation to provide information and guidance regarding the selection of courses, the accuracy of schedules, and the transfer process. However, students are responsible for understanding and meeting the degree requirements of their major program or degree and for planning schedules accordingly.

GENERAL EDUCATION

Curriculum Development Team

Nimet Alpay, Ph.D., Lead Faculty (Statistics)
Brenda Jones, Ph.D., Lead Faculty (Speech, Communications)
Michael Klingler, M.A., Lead Faculty (Learning Strategies, Writing)
Kody Kuehnl, Ph.D., Lead Faculty (Science)
Ladorian Latin, Ph.D., Lead Faculty (Mathematics)
Jenine Larrabee, M.A., Lead Faculty (ESL)
Michael W. Posey, Ph.D., Lead Faculty (Communications, Humanities)
Isidoro Talavera, Ph.D., Lead Faculty (Philosophy)

General Education

General Education at Franklin University contributes to the development of foundational skills and the acquisition of general knowledge. This experience is fundamental to a career focused education and serves to promote lifelong learning.

Foundational skills are learned capacities that students can transfer from higher education contexts to work, home, and community. General knowledge is the intellectual basis of the academic disciplines appropriate for a baccalaureate degree.

General Education Outcomes

Graduates will be able to:

1. Communicate effectively
2. Apply logical thinking and critical analysis
3. Apply ethical analysis and reasoning
4. Demonstrate scientific literacy
5. Use mathematical information and processes
6. Reflect on global interdependence as it may relate to personal responsibility and societal obligations
7. Recognize, analyze, and evaluate humanities artifacts
8. Apply fundamental concepts, theories, and research methodologies of the social and behavioral sciences into personal, social, and professional contexts

These outcomes are emphasized in the General Education courses. Through the Franklin 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.

All new students are required to successfully complete either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321). Students will be enrolled in the course at the time of initial registration for the first non-developmental course, with the course start dates in the same section. During the Summer trimester, PF 121/321 may be taken concurrently with one 6-, 7- or 12- week course. ** 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 Learning Strategies (PF 321). All students are required to pass College Writing (WRIT 120), either Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) and either Speech Communication (SPCH 100) or Interpersonal Communication (COMM 150) prior to enrolling in any other course at the 200 level or above. 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:

Maximum UG Elective Credits	Graduate Program	Total Graduate Program Hours
4	Master of Business Administration	36 credit hours
4	Master of Healthcare Administration	36 credit hours
8	Master of Public Administration	40 credit hours
0	Master of Science in Accounting	30 credit hours
4	Master of Science in Business Psychology	36 credit hours
8	Master of Science - Computer Science	40 credit hours
8	Master of Science in Human Resource Management	40 credit hours
0	Master of Science - Instructional Design & Learning Technology	32 credit hours
8	Master of Science - Marketing & Communication	40 credit hours

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.

UNDERGRADUATE/GRADUATE JOINT PROGRAMS OF STUDY

The Joint Programs of Study option affords Franklin University undergraduate students, who are interested in pursuing a graduate degree at Franklin University, the opportunity to enroll in graduate coursework that may serve as university elective coursework in meeting the hour requirements for the Baccalaureate degree. Students pursuing this option generally complete both the Baccalaureate and Master's degrees in less time and fewer semester hours than pursuing the two degrees consecutively.

Acceptance into one of the undergraduate programs of study at Franklin University does not ensure or guarantee acceptance into a Franklin University graduate program. Students must meet the admission requirements of the graduate program and be admitted into a graduate program of study in order to pursue the Joint Programs of Study option. Each program of study in the graduate program is governed by its respective program criteria and academic standards set forth in the Academic Bulletin. Application for enrollment into a graduate program must be submitted two terms prior to commencing graduate level coursework. Undergraduate students who are accepted into one of the graduate programs will be concurrently enrolled in both the undergraduate and graduate programs. Any graduate course used in the undergraduate area may not be counted if a grade of "C" or less is earned.

It is recommended that students planning to pursue joint programs of study discuss their plans with their Academic Advisor.

SUBSEQUENT DEGREE(S)

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 international students with a three year 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 Academic Bulletin subsequent 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 (available from the Office of Student Services) to find out in advance how the course(s) will transfer to Franklin University. 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 Franklin University or in total at Franklin 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 Franklin University.

SERVICEMEMBERS OPPORTUNITY COLLEGE

Franklin University is a member of the Servicemembers Opportunity Colleges (SOC) Consortium and the SOC Degree Network System.

Servicemembers Opportunity Colleges Consortium

Servicemembers Opportunity Colleges (SOC), established in 1972, is a consortium of national higher education associations and more than 1,900 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense (DoD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC website at www.soc.aascu.org.

SOC Degree Network System

The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military services to deliver specific Associate and Bachelor's degree programs to service members and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the 2- and 4-year Degree Network System for the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST). Franklin University actively participates in SOCAD (2- and 4-year). Refer to the SOC Degree Network System-2 and -4 Handbooks to view Associate's and Bachelor's degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC website, www.soc.aascu.org.

Servicemembers Opportunity College is intended for individuals in the armed services and their spouses who are interested in college but find it difficult to pursue a degree because of problems related to service transfer and meeting degree requirements. The individual interested in this program can obtain information by contacting the Office of Admissions at Franklin University or the educational counseling office at the base where the individual is stationed.

Upon accepting the student, Franklin University acts as the academic depository and counseling/advising agent for the student. During the enlistment period, the student takes college level courses approved by Franklin University to meet the various requirements of the particular major program offered by the University. Credits for these courses are transferred to Franklin University's academic depository. Course selection is based on periodic contact between the University and the enlisted individual.

A student participating in Franklin University's approved SOC programs is required to complete 25 percent of the coursework through Franklin. Students are still subject to grade point average (GPA) and major area residency requirements.

Franklin University is also a GoArmyEd partner. GoArmyEd allows currently serving Army personnel who meet eligibility requirements to complete a two-year Associate of Science or a four-year Bachelor of Science, and/or a Graduate degree while they serve their country. Coursework taken per the Student Agreement will be transferred to Franklin University according to the SOC Transferability Tables. The Student Agreement allows the soldier to complete a degree even after separation from military service, with the assurance that coursework will transfer to Franklin University.

GRADE REPORTS

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

TYPES OF GRADES

The following grades are used to calculate a student's grade point average (GPA) at Franklin University:

A • Superior.....	4 points
B • Good	3 points
C • Adequate.....	2 points
D • Marginal.....	1 point
E or IE • 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 only in hours earned
NC	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 graded course, an Incomplete converts to "IE" (Incomplete/Failed) after the deadline. "IE" 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.
ER	Grades of "E" are changed to "ER" 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, EK	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 hours do not count toward cumulative hours earned.
PX	Repeat of a developmental education 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.
E	<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: <ul style="list-style-type: none"> • Innovation and synthesis of thought • Application of concepts and theories • Insightful, logical reasoning • Documentation, including requisite citations • Usage of the conventions of standard written and spoken English
B Good Academic Work	Assessment of the learning outcomes indicates solid evidence of: <ul style="list-style-type: none"> • Innovation and synthesis of thought • Application of concepts and theories • Insightful, logical reasoning • Documentation, including requisite citations • Usage of the conventions of standard written and spoken English
C Adequate Academic Work	Assessment of the learning outcomes indicates sufficient evidence of: <ul style="list-style-type: none"> • Innovation and synthesis of thought • Application of concepts and theories • Insightful, logical reasoning • Documentation, including requisite citations • Usage of the conventions of standard written and spoken English
D Marginal Academic Work	Assessment of the learning outcomes indicates minimal evidence of: <ul style="list-style-type: none"> • Innovation and synthesis of thought • Application of concepts and theories • Insightful, logical reasoning • Documentation, including requisite citations • Usage of the conventions of standard written and spoken English
E Unacceptable Academic Work	Assessment indicates learning outcomes were not met.
I All course work has not been completed Incomplete	All course work has not been completed <ul style="list-style-type: none"> • One or more assignments have not been completed by the student • The student is currently passing the course • Typical factor for granting an Incomplete is a family emergency or some other unexpected occurrence that prevented submission of required assignment(s) • Awarding of an Incomplete grade is at the discretion of the professor

RETAKE A COURSE FOR CREDIT

Students who have previously earned grades of “D” or “E” in any course currently offered at Franklin 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 “ER” and cumulative averages only will be recalculated. Neither “DR” nor “ER” 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 Bulletin. 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 via their my.franklin account. 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. Computerized degree audits are available upon request for students who matriculated during or after the Fall 1997 trimester.

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

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.

Academic suspension is the cancellation of enrollment eligibility for one trimester. 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

Minimum GPA for Continued Enrollment 1.10

30-59 Credit Hours Attempted

Minimum GPA for Continued Enrollment 1.50

60-89 Credit Hours Attempted

Minimum GPA for Continued Enrollment 1.70

90-99 Credit Hours Attempted

Minimum GPA for Continued Enrollment 1.90

100 and above Credit Hours Attempted

Minimum GPA for Continued Enrollment 2.00

Required Standards of Academic Progress (SAPs) for financial aid recipients differ from the above scale. Students receiving financial aid should contact the Financial Aid office for clarification of these regulations.

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.

Students using veteran's benefits will not be eligible for benefit certification while on academic probation for more than two consecutive trimesters.

READMISSION PROCEDURES

Academically-suspended students seeking readmission to Franklin 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 Franklin 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 Franklin 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 Franklin University 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.

UNDERGRADUATE *Programs*

Accounting Major	76	Information Systems Major	153
Major 83		Information Technology Major	157
Applied Management Major	86	Interactive Media Design Major	163
Applied Psychology Major	89	Logistics Management Major	166
Business Administration Major	92	Management & Leadership Major	169
Business Forensics Major	97	Marketing Major	173
Communications Major	100	Nursing Major	177
Computer Science Major	105	Operations & Supply Chain Management Major	180
Criminal Justice Administration Major	110	Public Administration Major	183
Cyber Security Major	113	Public Relations Major	186
Emergency Management & Homeland Security Major	117	Public Safety Management & Leadership Major	190
Energy Management Major	120	Risk Management & Insurance Major	194
Entrepreneurship Major	123	Social Sciences Major	197
Financial Management Major	126	Web Development Major	201
Financial Planning Major	131		
Forensic Accounting Major	134		
Health Information Management Major	140		
Health Sciences Major	144		
Healthcare Management Major	147		
Human Resources Management Major	150		

Interim Program Chair, Alan Rogers, M.B.A., CPA

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Charles Saunders, Ph.D., CPA, CIA, CFE, CCSA, CRMA
Advisory Boards (listed on page 422)

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 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.

Franklin University's 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)

For more information on the Accounting program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/accounting-bachelors-degree-program>.

Graduates of the A.S. Accounting program will be able to:

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.

OUTCOME MAP - ASSOCIATE OF SCIENCE

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.

PROGRAM LEARNING OUTCOMES

	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

Graduates of the B.S. Accounting program will be able to:

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.

OUTCOME MAP - BACHELORS OF SCIENCE

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.

PROGRAM LEARNING OUTCOMES						
	1	2	3	4	5	6
ACCT 215	I	I		I	I	I
ACCT 225	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
ACCT 320	R	R		R	R	R
ACCT 330	R	R		R	R	R
ACCT 390	R	R	I	R		R
ACCT 420	R	R	R,A	R		R
ACCT 425	R	R		R	R,A	R
ACCT 470	R	R		R	R	R
ACCT 495	R,A	R,A	R	R,A	R	R,A

ASSOCIATE OF SCIENCE (A.S.) ACCOUNTING (64 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

BUSINESS CORE (8 HOURS)

ACCT 215 - Financial Accounting (4)

ACCT 225 - Managerial Accounting (4)

MAJOR AREA (16 HOURS)

Required (12 hours)

ACCT 310 - Intermediate Accounting I (4)

ACCT 320 - Intermediate Accounting II (4)

ACCT 390 - Federal Income Tax I (4)

Major Area Elective (4 hours)*

*Select 4 hours from the following:

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 (4 HOURS)

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

BACHELOR OF SCIENCE (B.S.) ACCOUNTING (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required) Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

BUSINESS CORE (28 HOURS)

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 (24 HOURS)*

Any courses offered by the University except developmental education courses.

*A maximum of 6 credit hours of specific MBA courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA Programs of Study and graduate admission requirements.

MAJOR AREA (36 HOURS)

Required (32 hours)

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 Area Elective (4 hours)*

*Select 4 hours from the following:

ACCT 341 - Fraud Examination (4)
ACCT 342 - Interviewing Techniques for Fraud Investigations (4)
ACCT 343 - Legal Elements of Fraud (4)
ACCT 344 - Corporate Governance & Internal Control Assessment (4)
ACCT 360 - Government & Not-for-Profit Accounting (4)
ACCT 401 - Accounting Ethics & Professional Responsibilities (4)
ACCT 410 - Accounting Internship (1-4)
ACCT 480 - Special Topics in Accounting (1-4)
ACCT 499 - Independent Studies in Accounting (1-4)
ENTR 395 - Foundations of Entrepreneurship (4)
FINA 403 - Advanced Financial Management (4)
FPLN 430 - Tax Planning (4)
MIS 478 - Quantitative Methods & Analysis (4)
ACCT 410 - Accounting Internship (1-4)
ACCT 480 - Special Topics in Accounting (1-4)
ACCT 499 - Independent Studies in Accounting (1-4)
ENTR 395 - Foundations of Entrepreneurship (4)
FINA 403 - Advanced Financial Management (4)
FPLN 430 - Tax Planning (4)
MIS 478 - Quantitative Methods & Analysis (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

POST BACCALAUREATE STUDIES IN ACCOUNTING (28 SEMESTER HOURS)

This coursework is designed for students who plan to take the Certified Public Account (CPA) examination.

ADMISSION AND PREREQUISITES

1. An applicant must hold a bachelor's degree from a regionally accredited college or university.
2. At least twenty (20) credit hours must be completed in residence at Franklin University.
3. Students must satisfy all the regular prerequisites for each course.
4. Students should consult with their specific state board of accountancy for CPA exam requirements.

REQUIRED COURSEWORK (28 HOURS)

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)

OPTIONAL SUPPLEMENTAL COURSEWORK

Students are encouraged to complete the following two courses; subject matter from both courses appear on the CPA examination:

ACCT 360 - Government & Not-for-Profit Accounting (4)
ACCT 401 - Accounting Ethics & Professional Responsibilities (4)

ADDITIONAL SUPPLEMENTAL COURSEWORK

ACCT 341 - Fraud Examination (4)
ACCT 342 - Interviewing Techniques for Fraud Investigations (4)
ACCT 343 - Legal Elements of Fraud (4)
ACCT 344 - Corporate Governance & Internal Control Assessment (4)

Program Chair, Alynca Bowen, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Leslie Mathew, M.D., MBA

Leslie King, Ph.D.

Advisory Board (listed on page 427)

Allied Healthcare Management engages key aspects of healthcare planning, healthcare systems, healthcare operations management, healthcare financial management, and compliance and risk management.

Allied Healthcare Management is a degree completion program intended for those who are credentialed (certified, licensed or registered) in a healthcare field, or those with an Associate's degree in healthcare or related disciplines. The major integrates a student's existing experience in healthcare with general education, basic management skills, and healthcare management skills and knowledge. The curriculum incorporates current industry insights and the latest trends in healthcare management, including changes in healthcare delivery systems, the future of healthcare financing, the impact of healthcare reform, and legislative policy proposals for healthcare. The program is designed to prepare students for new and expanding managerial roles in a variety of healthcare settings, such as: acute care hospitals; long-term care facilities; ambulatory centers; physician practices; insurance, medical device and pharmaceutical companies; as well as consulting opportunities.

Students will be required to participate in field experience during some courses which may entail conducting interviews or visiting hospitals, medical offices and/or other healthcare organizations.

Graduates of the Allied Healthcare Management program will be able to:

1. Integrate appropriate theories, principles, and practices to manage a healthcare organization
2. Recommend patient-centered strategies to improve the health of a defined community
3. Design strategies to achieve a patient-focused perspective within a healthcare organization
4. Appraise leadership attributes required for maximum effectiveness in healthcare settings
5. Distinguish the unique human resource and technical skills essential for a healthcare management professional
6. Analyze emerging and ongoing legal, ethical, and regulatory trends specific to healthcare organizations
7. Evaluate organizational healthcare management and financial data to attain the best possible benefits for patients
8. Evaluate safety measures in accordance with healthcare legislation and reform to ensure the best possible patient outcomes.

For more information on the Allied Healthcare Management program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/allied-healthcare-management-bachelors-degree-program>.

ADMISSION CRITERIA

Credentialed (certified, licensed, registered or degreed) healthcare practitioners, managers or administrators are eligible for this major. Students who do not have an associate's degree in healthcare may be eligible candidates for the Allied Healthcare Management major upon completion of 24 semester hours from transfer credit in an approved related discipline. The 24 semester hours of instruction must be approved by the Allied Healthcare Management Program Chair.

OUTCOME MAP - ALLIED HEALTHCARE MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6	7	8
HCM 300	I			I	I	I		I
HCM 320	I				I		I	
HCM 422	R	I	I			I		R
HCM 442	R		I		R	R		
HCM 472	R	R	R	R		R		
HCM 495	R, A	R, A	R, A	R, A	R, A	R, A	R, A	R, A
HCM 340	I	I		R				R
HCM 410	R			R	R	R	R	R
HCM 432	R	R				R	R	

BACHELOR OF SCIENCE (B.S.) ALLIED HEALTHCARE MANAGEMENT (120 SEMESTER HOURS)

Students entering the major with an Associate of Applied Science (A.A.S.) or technical training and other college credit must satisfy the General Education requirements below for a total of 50 hours in General Education.

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose either ECON 210 Introduction to Microeconomics or ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)
COMP 108 - Introduction to Databases (1)
PF 321- Learning Strategies (2)
SPCH 100 - Speech Communication (4)
OR COMM 150 - Interpersonal Communication (4)
WRIT 320 - Business & Professional Writing (4)

PROFESSIONAL CORE (16 HOURS)

ACCT 215 - Financial Accounting (4)
BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)
MGMT 312 - Principles of Management (4)
MGMT 325 - Organizational Behavior (4)

UNIVERSITY ELECTIVES (24 HOURS)

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

TECHNICAL CREDIT (24 HOURS)

24 credit hours in a healthcare or approved related discipline from transfer credit.

MAJOR AREA (20 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 Law & Ethics (4)
HCM 472 - Contemporary Issues in Healthcare Management (4)
OR HCM 735* - Healthcare Delivery Systems (4)
HCM 495 - Healthcare Management Capstone (4)

*Current Franklin students are eligible to take up to 8 credit hours of graduate coursework towards fulfillment of both their undergraduate degree, and future graduate degree. Please speak with your Academic Advisor if you are interested in this opportunity.

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors

Program Chair, Beverly Smith, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 423)

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.

Graduates of the Applied Management program will be able to:

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

For more information on the Applied Management program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/applied-management-bachelors-degree-curriculum>.

OUTCOME MAP - APPLIED MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	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

ADMISSION CRITERIA

Franklin University's Applied Management program enables students to apply 24 hours of previously earned technical or discipline-specific credit (certification, licensure, or on-the-job training) toward the completion of a Bachelor of Science degree. These 24 hours must consist of an identifiable core of work demonstrating mastery of a discipline, topic or area. The major is designed to build professional and managerial competencies around the student's demonstrated technical skills and abilities.

BACHELOR OF SCIENCE (B.S.) APPLIED MANAGEMENT (124 SEMESTER HOURS)

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 50 hours in General Education.

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose from MATH 160 College Algebra, MATH 180 Applied Calculus,

MATH 210 Finite

Mathematics, MATH 220 Business Calculus, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite.

Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 320 - Business & Professional Writing (4)

BUSINESS CORE (28 HOURS)

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 (16 HOURS)

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

TECHNICAL CREDIT (24 HOURS)

24 credit hours in a related technical discipline from transfer credit.

MAJOR AREA (20 HOURS)

AMGT 440 - Project & Team Management (4)

AMGT 450 - Organizational Supervision (4)

AMGT 497 - Applied Management Capstone (4)

ENTR 395 - Foundations of Entrepreneurship (4)

OSCM 390 - Operations Management (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Kelly Renner, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 423)

Psychology is a field of study with broad professional and personal applications. Franklin University's Applied Psychology major focuses on the development of individuals, by capitalizing on strengths, supporting necessary adjustments, and designing and implementing interventions to help others reach their personal and professional goals.

The Applied Psychology major prepares students for professions requiring strong communication, interpersonal, and critical thinking skills. The major is firmly established in practical, evidence-based people-helping applications. Applied Psychology students at Franklin University have the opportunity to utilize transfer credits from a variety of subject areas, and to customize their program of study according to their career interests and objectives.

The Applied Psychology major emphasizes approaches and methods derived from the emerging disciplines of positive psychology and executive coaching. Positive psychology emphasizes the study and development of human strengths, which is a departure from the traditional focus on pathology and treatment. Executive coaching is a newly established approach to developing individual capacities and performance, usually within an organizational setting.

The Applied Psychology major gives students the advantage of acquiring social and behavioral science knowledge to actualize more of their own potential, make the most of organizational opportunities, employ assessment instruments and procedures for intervention planning, and apply counseling and coaching methods to strengthen the adjustment and performance of individuals and organizations.

Graduates of the Applied Psychology program will be able to:

1. Apply principals of effective communication to enable individuals and groups to pursue equitable interaction and opportunities
2. Formulate a goals-based action plan for enhancing personal and/or professional adjustment and effectiveness
3. Research career opportunities and position requirements within the field of applied psychology
4. Employ executive coaching principles or community human service interventions to enhance the performance of individuals and groups
5. Apply relevant psychology-based approaches to solve problems and capitalize on individual and/or organizational development opportunities
6. Incorporate research methods and interventions into an organization or community based project

For more information on the Applied Psychology program, including career opportunities, program assessment and faculty, <http://www.franklin.edu/applied-psychology-bachelors-degree-program>.

OUTCOME MAP - APPLIED PSYCHOLOGY MAJOR

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6
COMM 335 or SOCL 210	I, R					
SOCL 335						I, R
PSYC 310		I, R, A				
PSYC 315			I, R, A			
PSYC 325 or SOCL 355				I, R, A		
PSYC 420					I, R, A	
PSYC 495	A					R, A

BACHELOR OF SCIENCE (B.S.) APPLIED PSYCHOLOGY (120 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required) Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose from MATH 160 College Algebra, MATH 180 Applied Calculus, MATH 210 Finite Mathematics, MATH 220 Business Calculus, or MATH 215 Statistical Concepts (recommended).

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose PSYC 100 General Psychology and also choose one from the Anthropology, Economics, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities
Choose from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite.
Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMM 315 - Communication Ethics (4)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)
 OR COMM 150 - Interpersonal Communication (4)
General Education Electives (2)

PROFESSIONAL CORE (28 HOURS)

Required (4 hours)
WRIT 220 - Research Writing: Exploring Professional Identities (4)
 OR WRIT 320 - Business & Professional Writing (4)

Select from the following subject areas (24 hours):

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.

UNIVERSITY ELECTIVES (28 HOURS)*

Any courses offered by the University except developmental education courses.

*A maximum of 6 credit hours of specific Master of Science Business Psychology courses can be substituted. Contact your Academic Advisor for information concerning the Joint B.S./M.S. Business Psychology Programs of Study and graduate admission requirements.

MAJOR AREA (28 HOURS)

Required (28 hours)
COMM 335 - Communication in Groups & Teams (4)
 OR SOCL 210 - Public Sociology (4)
PSYC 310 - The Psychology of Personal Development (4)
PSYC 315 - Applied Psychology: Theory to Practice (4)
PSYC 325 - Coaching in Organizations (4)
 OR SOCL 355 - Community Mental Health (4)
PSYC 420 - Assessment & Intervention in Organizations (4)
PSYC 495 - Applied Psychology/Social Sciences Practicum (4)
SOCL 335 - Applied Research Methods (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Doug Ross, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Timothy F. Reymann, Ph.D.

Wendell Seaborne, Ph.D.

Advisory Board (listed on page 424)

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.

Graduates of the A.S. Business Administration program will be able to:

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.

OUTCOME MAP - ASSOCIATE OF SCIENCE

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.

PROGRAM LEARNING OUTCOMES

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

Graduates of the B.S. Business Administration program will be able to:

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

For more information on the Business Administration program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/business-administration-bachelors-degree-program>.

OUTCOME MAP - BACHELOR OF SCIENCE

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.

PROGRAM LEARNING OUTCOMES

	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

ASSOCIATE OF SCIENCE (A.S.) BUSINESS ADMINISTRATION (64 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

BUSINESS CORE (12 HOURS)

ACCT 215 - Financial Accounting (4)

BSAD 220 - Business Law (4)

MGMT 312 - Principles of Management (4)

MAJOR AREA (12 HOURS)

Select 12 hours from the Major Area electives in the B.S. section. In addition, these courses also may be counted as major electives: Managerial Accounting (ACCT 225), Quantitative & Qualitative Methods for Decision-Making (BSAD 320), Business Ethics for Leaders (BSAD 460), Principles of Finance (FINA 301), and Marketing (MKTG 300).

UNIVERSITY ELECTIVES (4 HOURS)

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

BACHELOR OF SCIENCE (B.S.) BUSINESS ADMINISTRATION (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)
Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 320 - Business & Professional Writing (4)

BUSINESS CORE (28 HOURS)

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 (32 HOURS)*

Any courses offered by the University except developmental education courses.

*A maximum of 8 credit hours of specific M.S. Human Resource Management, or 6 credit hours of specific MBA or M.S. Business Psychology courses can be substituted. Contact your Academic Advisor for information concerning the Joint B.S./MBA, B.S./M.S. Human Resource Management, or B.S./M.S. Business Psychology Programs of Study and graduate admission requirements.

MAJOR AREA (28 HOURS)

Required (12 hours)

BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)

BSAD 460 - Business Ethics for Leaders (4)

BSAD 495 - Business Administration Capstone (4)

MAJOR AREA ELECTIVES (16 HOURS)*

*Select 16 hours from the following:

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 425 - Accounting Information Systems (4)
 AMGT 440 - Project & 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)
 BSFR 341 - Fraud Examination (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 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)
 MIS 478 - Quantitative Methods & Analysis (4)
 MKTG 320 - 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 and 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 - Property & Casualty Insurance (4)
 RMI 430 - Individual & Group Life & Health Insurance (4)
 RMI 440 - Employee Benefits & Retirement Planning (4)
 RMI 470 - Insurance Company Operations (4)
 SOCL 335 - Applied Research Methods (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Charles Saunders, Ph.D., CPA, CIA, CFE, CCSA, CRMA

Curriculum developed in collaboration with the International Institute for Innovative Instruction and: Advisory Boards (listed on pages 426)

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.

Graduates of the Business Forensics program will be able to:

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

For more information on the Business Forensics program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/business-forensics-bachelors-degree-program>.

OUTCOME MAP - BUSINESS FORENSICS

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.

PROGRAM LEARNING OUTCOMES

	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			
BSAD 495	R, A	R, A	R, A	R, A	R, A	R, A			
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

BACHELOR OF SCIENCE (B.S.) BUSINESS FORENSICS (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)
Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)
Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

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

BUSINESS CORE (28 HOURS)

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 (32 HOURS)*

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

*A maximum of 6 credit hours of specific MBA courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA Programs of Study and graduate admission requirements.

MAJOR AREA (28 HOURS)

BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)
BSAD 460 - Business Ethics for Leaders (4)
BSAD 495 - Business Administration Capstone (4)
BSFR 341 - Fraud Examination (4)
BSFR 342 - Interviewing Techniques for Fraud Investigations (4)
BSFR 343 - Legal Elements of Fraud (4)
BSFR 344 - Corporate Governance & Internal Control Assessment (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Brenda Jones, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 424)

Communication is at the forefront of everything — especially business. It holds the power to inspire change, promote ideas, influence behavior, and build momentum. Franklin University's Communications program equips you to shape, lead, and execute integrated communications plans, strategies, and tactics through a variety of mediums including print, digital, and social media.

Courses in this program cultivate in-demand skills such as communications planning, message development, audience research, and communications design. The curriculum emphasizes professional ethics, communication, collaboration, and creativity.

Students will compose messages for a variety of audiences using the most current formats, media, and technologies in the industry; thereby, creating a customized professional communications portfolio to showcase their work. The Communications program is designed to foster a solid understanding of the communications discipline while helping students develop specific knowledge and skills needed to succeed in competitive professional environments.

Graduates of the A. S. Communications program will be able to:

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

Graduates of the B. S. Communications program will be able to:

1. Apply ethical reasoning to professional communications
2. Demonstrate a grasp of communication processes, organizational systems, and the dynamics of leadership and groups
3. Apply the forms of effective communication
4. Demonstrate a grasp of human behavior in an organizational culture

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

For more information on the Communications program, including career opportunities, program assessment and faculty, <http://www.franklin.edu/communications-bachelors-degree-program>.

OUTCOME MAP - A.S. COMMUNICATIONS

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.

PROGRAM LEARNING OUTCOMES

	1	2	3
COMM 315	R, A	R, A	R, A
COMM 321	R	I, R, A	R, A
COMM 335		I, R	R, A

OUTCOME MAP - B.S. COMMUNICATIONS

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.

PROGRAM LEARNING OUTCOMES

	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	
WRIT 320			I, R	

ASSOCIATE OF SCIENCE (A.S.) COMMUNICATIONS (60 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities
Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMM 205 - Communication Design (1)
COMP 106 - Introduction to Spreadsheets (1)
GRPH 117 - Graphic Editing Software (1)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)
General Education Electives (3)

PROFESSIONAL CORE (12 HOURS)

COMM 150 - Interpersonal Communication (4)
MKTG 300 - Marketing (4)
WRIT 320 - Business & Professional Writing (4)

MAJOR AREA (12 HOURS)

COMM 315 - Communication Ethics (4)
COMM 335 - Communication in Groups & Teams (4)
COMM 321 - Organizational Communication (4)

BACHELOR OF SCIENCE (B.S.) COMMUNICATIONS (120 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)
Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)
Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities
Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMM 205 - Communication Design (1)
COMP 106 - Introduction to Spreadsheets (1)
GRPH 117 - Graphic Editing Software (1)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)
General Education Electives (3)

PROFESSIONAL CORE (20 HOURS)

COMM 150 - Interpersonal Communication (4)
GRPH 210 - Fundamentals of Graphic Design (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)
WRIT 320 - Business & Professional Writing (4)

UNIVERSITY ELECTIVES (32 HOURS)*

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

*A maximum of 8 credit hours of specific M.S. Marketing & Communication courses can be substituted. Contact your Academic Advisor for information concerning the Joint B.S./M.S. Marketing & Communication Programs of Study and graduate admission requirements.

MAJOR AREA (36 HOURS)

Required (24 hours)

COMM 315 - Communication Ethics (4)
COMM 321 - Organizational Communication (4)
COMM 335 - Communication in Groups & Teams (4)
COMM 400 - Intercultural Communication (4)
COMM 495 - Communications Capstone (4)
MKTG 332 - Marketing Research (4)

Major Area Electives (8 hours)*

*Select 12 hours from the following:

BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)
BSAD 476 - Global Business Issues (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)

GRPH 310 - Advanced Graphic Design (4)
HRM 300 - Human Resources Management (4)
HRM 301 - Staffing (4)
HRM 302 - Training & Development (4)
MGMT 325 - Organizational Behavior (4)
MIS 200 - Management Information Systems (4)
MKTG 320 - 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 - Crisis & Media Communication (4)
PBRL 450 - Rhetoric & Social Influence (4)
PSYC 310 - The Psychology of Personal Development (4)
PSYC 325 - Coaching in Organizations (4)
SOCL 335 - Applied Research Methods (4)
SOCL 345 - Sociology of Work & Organizations (4)
WRIT 360 - Introduction to Creative Writing (4)
WRIT 460 - Advanced Creative Writing (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Chunbo Chu, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Bradley Watson, Ph.D., Lead Faculty

Todd Whittaker, M.S., Lead Faculty

Advisory Board (listed on page 424)

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.

Graduates of the Computer Science program will be able to:

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

For more information on the Computer Science program, including career opportunities, program assessment and faculty, <http://www.franklin.edu/computer-science-bachelors-degree-program>.

A discussion listserv is available for subscription by Computer Science majors at <http://listserv.franklin.edu>.

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

OUTCOME MAP - COMPUTER SCIENCE

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4
COMP 111	I	I		
COMP 121	I, R	R		I
COMP 201	I	I		
COMP 204	I	I		
COMP 294	I, R, A			
ISEC 200	I			
MATH 170	I			I
COMP 311	R, A	R		R, A
COMP 321	I, R	R		
COMP 323	I	I		
COMP 394	R	A		
COMP 495	R	A	A	
COMP 325	I, R			
COMP 461	I, R	I, R		
COMP 486	I, R	I, R		
INFA 300	R			I
ISEC 300	R			
ITEC 475	I	I		
MIS 310	I			
WEBD 325	I	I		

ASSOCIATE OF SCIENCE (A.S.) COMPUTER SCIENCE (64 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 160 College Algebra.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (6)

MAJOR AREA (24 HOURS)

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 203 - Principles of Operating Systems (2)

COMP 204 - Principles of Computer Networks (2)

COMP 215 - Programming Languages: Principles & Practice (4)

COMP 281 - Database Management Systems (4)

COMP 294 - Computer Science Practicum I (2)

UNIVERSITY ELECTIVES (4 HOURS)

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

BACHELOR OF SCIENCE (B.S.) COMPUTER SCIENCE (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 160 College Algebra.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (14 HOURS)

MATH 280 - Introduction to Probability & Statistics (4)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

PROFESSIONAL CORE (24 HOURS)*

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 - Computer Languages: Principles & Practices (4)

COMP 281 - Database Management Systems (4)

COMP 294 - Computer Science Practicum I (2)

ISEC 200 - Cyber Security Fundamentals (2)

UNIVERSITY ELECTIVES (24 HOURS)*

Any course offered by the University except developmental education courses.

*A maximum of 6 credit hours of specific MBA or 8 credit hours of M.S. Computer Science courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA or BS/MS Programs of Study and graduate admission requirements.

MAJOR AREA (38 HOURS)

Required (22 hours)

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 170 - Discrete Mathematics (4)

Major Area Electives (16 hours)

Select 16 hours from the following:

COMP 325 - Human Computer Interaction (4)

COMP 461 - Enterprise Software Architecture (4)

COMP 486 - Object-Oriented Analysis & Design (4)

INFA 300 - Introduction to Analytics (4)

ISEC 300 - Information Assurance (4)

MIS 310 - Information Systems Architecture & Technology (4)

WEBD 325 - Mobile Programming (4)

*Other 300 or 400 level course may be selected from Computer Science, Information Security, Information Systems, Information Technology, or Web Development upon approval of the Program Chair.

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Jonathan McCombs, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 425)

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.

Graduates of the Criminal Justice Administration program will be able to:

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

For more information on the Criminal Justice Administration program, including career opportunities, program assessment and faculty, please visit <http://www.franklin.edu/criminal-justice-administration-bachelors-degree-curriculum>.

OUTCOME MAP - CRIMINAL JUSTICE ADMINISTRATION

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6	7
CJAD 210	I	I	I		I	I	I
CJAD 240				I		R	
PUAD 295					R		
SOCL 335					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

BACHELOR OF SCIENCE (B.S.) CRIMINAL JUSTICE ADMINISTRATION (120 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose from MATH 160 College Algebra, MATH 180 Applied Calculus, MATH 210 Finite Mathematics, MATH 220 Business Calculus, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose PUAD 295 American Government in Action and choose additional coursework from the Anthropology, Psychology, or Sociology disciplines. The six semester hours must come from at least two different disciplines.

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

General Education Electives (2)

PROFESSIONAL CORE (12 HOURS)

CJAD 210 - Introduction to Criminal Justice Administration (4)

CJAD 240 - Introduction to Criminology (4)

CJAD 340 - Evidence Based Practice & Research Methods in the Criminal Justice Professions (4)

UNIVERSITY ELECTIVES (36 HOURS)*

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

* A maximum of 8 credit hours of specific Master of Public Administration courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MPA Programs of Study and graduate admission requirements.

MAJOR AREA (36 HOURS)

Required (28 hours)

CJAD 310 - Courts & 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 & Administration (4)

CJAD 455 - Ethics in the Criminal Justice System (4)

CJAD 495 - Criminal Justice Administration Capstone (4)

Major Area Electives (8 hours) - Choose a pathway:

Law Enforcement:

CJAD 360 - Introduction to Terrorism & Intelligence Analysis (4)

CJAD 415 - Contemporary Policing Strategies & Issues (4)

Corrections:

CJAD 425 - Probation & Parole (4)

CJAD 430 - Juvenile Corrections (4)

Homeland Security:

CJAD 360 - Introduction to Terrorism & Intelligence Analysis (4)

CJAD 420 - Cybercrime (4)

Public Administration:

PUAD 305 - Introduction to Public Administration (4)

PUAD 420 - Government & Nonprofit Budgeting (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Todd Whittaker, M.S.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 425)

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.

Courses in this curriculum include risk management and compliance; security architecture and controls; business continuity and operations; and network and application security. 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).

Graduates of the Cyber Security program will be able to:

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

For more information on the Cyber Security program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/information-security-bachelors-degree-program>. A discussion listserv is available for subscription by Cyber Security majors at <http://listserv.franklin.edu/>.

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.

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

Courses with specific hardware and software requirements are detailed in the course syllabus under the “Required Materials” section.

OUTCOME MAP - CYBER SECURITY

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6	7	8
ISEC 200	R	I	I	I	I	I	I	I
ISEC 300	R	I	I	I	I	I	I	I
ISEC 325	R		R					R
ISEC 350	R	R		R				R
ISEC 375	R			R	R			R
ISEC 400					R			R
ISEC 475			R			R	R	R
ISEC 495	A	A	A	A	A	A	A	A
ITEC 350			R			R		R
MIS 200	R					I	R	R
MIS 310	R					R	R	R
COMP 101					I			I
COMP 204			I					R
COMP 281					R			R
ITEC 136					R			R
WEBD 101					I			R
WEBD 236					R			I
WRIT 220	R							R

BACHELOR OF SCIENCE (B.S.) CYBER SECURITY (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 160 College Algebra.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (14 HOURS)

MATH 280 - Introduction to Probability & Statistics (4)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

PROFESSIONAL CORE (24 HOURS)

COMP 101 - Problem Solving with Computing (2)

COMP 204 - Principles of Computer Networks (2)

COMP 281 - Database Management Systems (4)

ITEC 136 - Principles of Programming (4)

ISEC 200 - Fundamentals of Cyber Security (4)

ISEC 325 - Communication and Network Security (4)

MIS 200 - Management Information Systems (4)

WEBD 101 - Introduction to Web Page Construction (2)

UNIVERSITY ELECTIVES (26 HOURS)*

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

*A maximum of 6 credit hours of specific MBA courses can be substituted. Contact your Academic Advisor for information concerning the Joint B.S./MBA Programs of Study and graduate admission requirements.

MAJOR AREA (36 HOURS)

ISEC 300 - Information Assurance (4)

ISEC 350 - Security Risk Management (4)

ISEC 375 - Digital Forensics and Incident Response (4)

ISEC 400 - Software Development Security (4)

ISEC 475 - Security Engineering and Assessment (4)

ISEC 495 - Cyber Security Capstone (4)

ITEC 350 - Windows Administration (4)

MIS 310 - Information Systems Architecture & Technology (4)

WEBD 236 - Web Information Systems Programming (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Jonathan McCombs, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 432)

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.

Graduates of the Emergency Management & Homeland Security program will be able to:

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, communication, and evolving technology to successfully administer Emergency Management & Homeland Security operations and projects in intergovernmental, interagency, and interdisciplinary Emergency Management & Homeland Security 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 communication strategies coupled with strong interpersonal, technology, and social media skills to facilitate building collaborative partnerships in intergovernmental, interagency, and interdisciplinary Emergency Management & Homeland Security agencies
9. Assess risks and threats, design response plans, exercise and evaluation programs, and use of technology that coordinate public and private resources to effectively manage disaster prevention, improve emergency response, enhance recovery, and effectively mitigate disasters

For more information on the Emergency Management & Homeland Security program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/emergency-management-homeland-security-bachelors-degree-curriculum>.

OUTCOME MAP - EMERGENCY MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6
SEMT 322	I	I	I	I	I	I
PUAD 305	R	R	R	R	R	R
PUAD 295				R	R	
PUAD 420	I, R, A		R	A	R	
PUAD 495	A	A	A	A	A	A

BACHELOR OF SCIENCE (B.S.) EMERGENCY MANAGEMENT & HOMELAND SECURITY (120 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)
Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)
Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose PUAD 295 American Government in Action and also choose one from the Anthropology, Psychology, and Sociology disciplines.

Minimum of six semester hours of Arts and Humanities
Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMM 107 - Introduction to Web Presentation & Publishing (1)

OR COMM 205 - Communication Design (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

UNIVERSITY ELECTIVES (36 HOURS)*

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

*A maximum of 6 credit hours of specific MBA or 8 credit hours of Master of Public Administration courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA or BS/MPA Programs of Study and graduate admission requirements.

MAJOR AREA (48 HOURS)

Required (28 hours)

CJAD 340 - Evidence-Based Practices and Research Methods (4)

HRM 302 - Training & Development (4)

SEMT 322 - Ethics & Leadership in Public Safety Agencies (4)

SEMT 335 - Introduction to Emergency Management & Homeland Security (4)

PUAD 305 - Introduction to Public Administration (4)

PUAD 420 - Government & Nonprofit Budgeting (4)

PUAD 495 - Public Administration Capstone (4)

Specializations (20 hours)*

*Choose one:

Emergency Management & Disaster Response:

FIES 310 - Fire & Emergency Services Administration (4)

FIES 430 - Political and Legal Foundations for Fire & Emergency Services (4)

SEMT 240 - Disaster Planning & Response (4)

SEMT 328 - Emergency Management Theory & Practice (4)

SEMT 450 - Critical Incident Management (4)

Homeland Security:

COMM 355 - Introduction to Grant Writing for Nonprofits (4)

CJAD 210 - Introduction to Criminal Justice Administration (4)

CJAD 360 - Introduction to Terrorism & Intelligence Analysis (4)

CJAD 430 - Cybercrime (4)

SEMT 432 - Homeland Security – Theory and Practice at the Local Level (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Beverly Smith, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 425)

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 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.

Graduates of the Energy Management program will be able to:

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, and transfers of interest and contracts associated with the oil and gas industry
6. Analyze and interpret costs, risks and benefits as they relate to the energy industry

For more information on the Energy Management program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/energy-management-degree-courses>.

OUTCOME MAP - ENERGY MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	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, R	A	A
WEBD 236					R	

BACHELOR OF SCIENCE (B.S.) ENERGY MANAGEMENT (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT

130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)
OR COMM 150 - Interpersonal Communication (4)
WRIT 320 - Business & Professional Writing (4)

BUSINESS CORE (28 HOURS)

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 (16 HOURS)

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

TECHNICAL CREDIT (24 HOURS)

24 credit hours in a related technical discipline from transfer credit.

MAJOR AREA (20 HOURS)

EGMT 330 - Introduction to the Energy Industry (4)
EGMT 430 - Legal & Ethical Environment of the Energy
Industry (4)
EGMT 450 - Energy Finance (4)
EGMT 460 - Energy Markets & Innovation (4)
EGMT 495 - Energy Management Strategy Capstone (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Beverly Smith, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Timothy Reymann, Ph.D.

James Fellows, MBA, Adjunct Faculty

Iris Cooper, MBA, Adjunct Faculty

Advisory Board (listed on page 426)

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.

Graduates of the Entrepreneurship program will be able to:

1. Develop a plan to launch a successful entrepreneurial business
2. Lead the key initiatives necessary to effectively market and sell an entrepreneurial business' products and services
3. Evaluate the appropriate methods for financing an entrepreneurial business
4. Develop a plan to manage the general operations of an entrepreneurial business
5. Develop a business plan for an entrepreneurial business.

For more information on the Entrepreneurship program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/entrepreneurship-bachelors-degree-curriculum>.

OUTCOME MAP - ENTREPRENEURSHIP

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.

PROGRAM LEARNING OUTCOMES

	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	A

BACHELOR OF SCIENCE (B.S.) ENTREPRENEURSHIP (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)
Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose from MATH 160 College Algebra, MATH 180 Applied Calculus, MATH 210 Finite Mathematics, MATH 220 Business Calculus, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)
Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities
Choose from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)
COMP 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)
OR COMM 150 - Interpersonal Communication (4)
WRIT 320 - Business & Professional Writing (4)

TECHNICAL CREDIT (24 HOURS)

24 credit hours in an approved related discipline from transfer credit.

BUSINESS CORE (28 HOURS)

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 (16 HOURS)

Any courses offered by the University except developmental education courses.

MAJOR AREA (20 HOURS)

ENTR 395 - Foundations of Entrepreneurship (4)
ENTR 400 - Commercialization of Entrepreneurship Products & Services (4)
ENTR 420 - Managing Micro Business & Generating Funding (4)
ENTR 495 - Entrepreneurship Capstone (4)
MKTG 340 - Digital Marketing (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Bruce Campbell, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 426)

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.

Graduates of the A.S. Financial Management program will be able to:

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.

OUTCOME MAP - ASSOCIATE OF SCIENCE

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.

PROGRAM LEARNING OUTCOMES

	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

Graduates of the B.S. Financial Management program will be able to:

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

For more information on the Financial Management program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/financial-management-bachelors-degree-program>.

OUTCOME MAP - BACHELOR OF SCIENCE

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.

PROGRAM LEARNING OUTCOMES

	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

ASSOCIATE OF SCIENCE (A.S.) FINANCIAL MANAGEMENT (64 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)
Choose from the Science discipline. Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

BUSINESS CORE (12 HOURS)

ACCT 215 - Financial Accounting (4)

ACCT 225 - Managerial Accounting (4)

ECON 210 - Introduction to Microeconomics (4)

MAJOR AREA (12 HOURS)

FINA 301 - Principles of Finance (4)

FINA 340 - Money, Banking & Financial Markets (4)

FINA 405 - Investments (4)

UNIVERSITY ELECTIVES (4 HOURS)

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

BACHELORS OF SCIENCE (B.S.) FINANCIAL MANAGEMENT (64 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

BUSINESS CORE (28 HOURS)

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 (32 HOURS)*

Any courses offered by the University except developmental education courses.

*A maximum of 6 credit hours of specific MBA courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA Programs of Study and graduate admission requirements.

MAJOR AREA (28 HOURS)

Required (20 hours)

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 Area Electives (8 hours)*

*Select 8 hours from the following:

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)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Martina Peng, Ph.D., CFP®

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Bruce Campbell, Ph.D., Lead Faculty

Advisory Board (listed on page 426)

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.

Franklin 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.

Graduates of the Financial Planning program will be able to:

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

For more information on the Financial Planning program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/financial-planning-bachelors-degree-program>.

OUTCOME MAP - FINANCIAL PLANNING

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.

PROGRAM LEARNING OUTCOMES

	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

BACHELOR OF SCIENCE (B.S.) FINANCIAL PLANNING (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

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

BUSINESS CORE (28 HOURS)

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 (28 HOURS)*

Any courses offered by the University except developmental education courses.

*A maximum of 6 credit hours of specific MBA courses can be substituted. Contact your Academic Advisor for information concerning the joint BS/MBA programs of study and graduate admission requirements.

MAJOR AREA (32 HOURS)

Required (28 hours)
FPLN 300 - Principles of Financial Planning (4)
FPLN 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 Area Elective (4 hours)*

*Select 4 hours from the following:

ACCT 390 - Federal Income Tax I (4)
ENTR 395 - Foundations of Entrepreneurship (4)
FINA 340 - Money, Banking & Financial Markets (4)
FINA 403 - Advanced Financial Management (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)
PSYC 310 - The Psychology of Personal Development (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Charles Saunders, Ph.D., CPA, CIA, CFE, CCSA, CRMA
Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Thomas G. Seiler, D.B.A., J.D., CPA
Advisory Boards (listed on page 426)

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 Franklin University 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 Franklin 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.

Graduates of the A.S Forensic Accounting program will be able to:

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.

OUTCOME MAP - ASSOCIATE OF SCIENCE

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.

PROGRAM LEARNING OUTCOMES

	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

Graduates of the B.S. Forensic Accounting program will be able to:

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

For more information on the Forensic Accounting program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/forensic-accounting-bachelors-degree-program>.

OUTCOME MAP - BACHELOR OF SCIENCE

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.

PROGRAM LEARNING OUTCOMES

	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

ASSOCIATE OF SCIENCE (A.S.) FORENSIC ACCOUNTING (64 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

BUSINESS CORE (12 HOURS)

ACCT 215 - Financial Accounting (4)

ACCT 225 - Managerial Accounting (4)

MGMT 312 - Principles of Management (4)

MAJOR AREA (16 HOURS)

Required (12 hours)

ACCT 310 - Intermediate Accounting I (4)

ACCT 320 - Intermediate Accounting II (4)

ACCT 341 - Fraud Examination (4)

Major Area Elective (4 hours)*

*Select 4 hours from the following:

ACCT 342 - Interviewing Techniques for Fraud Investigations (4)

ACCT 343 - Legal Elements of Fraud (4)

ACCT 344 - Corporate Governance & Internal Control Assessment (4)

BACHELOR OF SCIENCE (B.S.) FORENSIC ACCOUNTING (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

BUSINESS CORE (28 HOURS)

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 (20 HOURS)*

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

*A maximum of 6 credit hours of specific MBA courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA Programs of Study and graduate admission requirements.

MAJOR AREA (40 HOURS)

Required (36 hours)

ACCT 310 - Intermediate Accounting I (4)

ACCT 320 - Intermediate Accounting II (4)

ACCT 341 - Fraud Examination (4)

ACCT 342 - Interviewing Techniques for Fraud Investigations (4)

ACCT 343 - Legal Elements of Fraud (4)

ACCT 344 - Corporate Governance & Internal Control Assessment (4)

ACCT 425 - Accounting Information Systems (4)

ACCT 470 - Auditing (4)

ACCT 495 - Accounting Research and Analysis (4)

Major Area Elective (4 hours)*

*Select 4 hours from the following:

ACCT 330 - Cost Management (4)

ACCT 360 - Government & Not-for-Profit Accounting (4)

ACCT 390 - Federal Income Tax I (4)

ACCT 401 - Accounting Ethics & Professional Responsibilities (4)

ACCT 410 - Accounting Internship (1-9)

ACCT 420 - Federal Income Tax II (4)

ACCT 480 - Special Topics in Accounting (1-4)

ACCT 499 - Independent Studies in Accounting (1-4)

ENTR 395 - Foundations of Entrepreneurship (4)

MIS 478 - Quantitative Methods and Analysis (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, JoAnn Jordan, M.P.H., RHIA, CCS, CCS-P

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Mary Kay Taylor, HIM Instructor

Advisory Board (listed on page 427)

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.

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.

Graduates of the Health Information Management program will be able to:

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. Evaluate the social, political, ethical, and economic realities impacting a healthcare delivery system
5. Create professional communications using appropriate data visualization tools
6. Design health information systems, policies and procedures in compliance with federal, state, and local regulations and standards

For more information on the Health Information Management program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/health-information-management-degree-program>.

TECHNOLOGY REQUIREMENTS:

Health Information Management students are expected to exceed the General Technology Requirements.

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

In addition, Health Information Management students must be prepared to invest in additional software when necessary and be able to install and uninstall this software without assistance. Courses with specific hardware and software requirements are detailed in the course syllabus under the "Required Materials" section.

OUTCOME MAP - HEALTH INFORMATION MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6
HIM 250		I		I		
HCM 320	R	R	R	R	R	R
HCM 422	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

BACHELOR OF SCIENCE (B.S.) HEALTH INFORMATION MANAGEMENT (120 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose Foundations of Anatomy & Physiology (SCIE 244) and Health & Human Disease (SCIE 254).

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities
Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)
COMP 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)
OR COMM 150 - Interpersonal Communication (4)
WRIT 320 - Business & Professional Writing (4)

PROFESSIONAL CORE (20 HOURS)

ACCT 215 - Financial Accounting (4)
COMM 335 - Communication in Groups & Teams (4)
HIM 150 - Medical Terminology (2)
HIM 210 - Clinical Classification Systems I (4)
HIM 215 - Clinical Classification Systems II (4)
SCIE 264 - Introduction to Pharmacology (2)

UNIVERSITY ELECTIVES (29 HOURS)*

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 - Financial & Managerial Accounting in Healthcare (4)
HCM 735 - Healthcare Delivery Systems (4)
HCM 742 - Healthcare Law (4)
HIM 702 - Health Information Governance (4)
HIM 710 - Clinical Workflow & Applications (4)
HIM 761 - Healthcare Analytics (4)

MAJOR AREA (39 HOURS)

HCM 320 - Healthcare Financial Management I (4)
HCM 422 - Healthcare Outcomes & Quality Management (4)
HIM 250 - Medical Reimbursement (4)
HIM 300 - Introduction to Health Information Management (4)*
HIM 320 - Health Data (4)
HIM 350 - Health Informatics (4)

HIM 470 - Health Information Systems (4)

HIM 485 - Applications in Health Information Systems (2)

HIM 497 - Professional Practice Experience in Health Information Management (4)

HIM 498 - RHIA Exam Prep (1)

*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.

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, JoAnn Jordan, M.P.H., RHIA, CCS, CCS-P

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Advisory Board

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.

Graduates of the Interdisciplinary Studies program will be able to:

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.

For more information on the Health Sciences program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/health-sciences-bachelors-degree-program>.

BACHELOR OF SCIENCE (B.S.) HEALTH SCIENCES (120 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose from MATH 160 College Algebra, MATH 220 Business Calculus, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose SCIE 244 Foundations of Anatomy & Physiology and SCIE 254 Health and Human Disease.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose PSYC 110 General Psychology and SOCL 110 Introduction to Sociology.

Minimum of six semester hours of Arts and Humanities

Choose from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite MATH 160 OR MATH 220 and MATH 115 or MATH for MATH 215. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

SCIE 200 - Science and Society (2)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 320 - Business & Professional Writing (4)

PROFESSIONAL CORE (30 HOURS)

COMM 355 - Introduction to Grant Writing for Non-Profits (4)

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 - Public Health (4)

PF 485 - Integrative Field Experience (4)*

Eligible students may choose GRAD 685 Integrative Field Experience (4)

UNIVERSITY ELECTIVES (38 HOURS)

Any undergraduate courses offered by the University except developmental education courses. A maximum of 8 credit hours of graduate level coursework can be substituted.

AREAS OF INTEREST (16 HOURS)

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 and Response (4)
- SEMT - 335 Introduction to Emergency Management and Homeland Security
- SEMT - 328 Emergency Management Theory & Practice (4)
- SEMT - 450 Critical Incident Management (4)

Health Informatics

- HIM - 320 Health Data (4)
- HIM - 350 Health Informatics (4)
- HIM - 470 Health Information Systems (4)
- HIM - 702 Information Governance (4)

Healthcare Management

- HCM - 300 Introduction to Healthcare Management (4)
- HCM - 320 Healthcare Financial Management (4)
- HCM - 422 Healthcare Outcomes and Quality Management (4)
- MGMT - 325 Organizational Behavior (4)

Risk Management & Insurance

- ACCT - 215 Financial Accounting I (4)
- HCM - 432 Healthcare Financial Management I (4)
- RMI - 300 Principles of Risk Management and Insurance (4)
- RMI - 430 Individual and Group Life & Health Insurance (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Alynica Bowen, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Leslie King, Ph.D.,

Leslie Mathew, M.D., MBA

Advisory Board (listed on page 427)

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.

Graduates of the Healthcare Management program will be able to:

1. Integrate appropriate theories, principles, and practices to manage a healthcare organization
2. Recommend patient-centered strategies to improve the health of a defined community
3. Design strategies to achieve a patient-focused perspective within a healthcare organization
4. Appraise leadership attributes required for maximum effectiveness in healthcare settings
5. Distinguish the unique human resource and technical skills essential for a healthcare management professional
6. Analyze emerging and ongoing legal, ethical, and regulatory trends specific to healthcare organizations
7. Evaluate organizational healthcare management and financial data to attain the best possible benefits for patients
8. Evaluate safety measures in accordance with healthcare legislation and reform to ensure the best possible patient outcomes.

For more information on the Healthcare Management program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/healthcare-management-bachelors-degree-program>.

OUTCOME MAP - HEALTHCARE MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6	7	8
HCM 300	I			I	I	I		I
HCM 320	I				I		I	
HCM 422	R	I	I			I		R
HCM 442	R		I		R	R		
HCM 495	R, A	R, A	R, A	R, A	R, A	R, A	R, A	R, A
HCM 340	I	I		R				R
HCM 410	R			R	R	R	R	R
HCM 432	R	R				R	R	

BACHELOR OF SCIENCE (B.S.) HEALTHCARE MANAGEMENT (120 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose either ECON 210 Introduction to Microeconomics or ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities
Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)
PF 321- Learning Strategies (2)
SPCH 100 - Speech Communication (4)
OR COMM 150 - Interpersonal Communication (4)
WRIT 320 - Business & Professional Writing (4)

PROFESSIONAL CORE (16 HOURS)

ACCT 215 - Financial Accounting (4)
BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)
MGMT 312 - Principles of Management (4)
MGMT 325 - Organizational Behavior (4)

UNIVERSITY ELECTIVES (30 HOURS)*

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

*A maximum of 3 credit hours of specific MBA or 8 credit hours of Master of Healthcare Administration courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA or BS/MHA Programs of Study and graduate admission requirements.

MAJOR AREA (38 HOURS)

Required (30 hours)

HCM 200 - Healthcare Management Terminology (2)
HCM 300 - Healthcare Management (4)
HCM 320 - Healthcare Financial Management I (4)
HCM 340 - Community Health (4)
HCM 422 - Healthcare Outcomes & Quality Management (4)
HCM 442 - Legal Aspects of Healthcare Management (4)
OR HCM 742 - Healthcare Law & Ethics (4)
HCM 495 - Healthcare Management Capstone (4)
HIM 350 - Health Informatics (4)

Major Area Electives (8 hours)*

*Select 8 hours from the following:

Healthcare:

HCM 340 - Community Health (4)
HCM 410 - Healthcare Management Internship (1-4)
HCM 472 - Contemporary Issues in Healthcare Management (4)
HCM 499 - Independent Studies in Healthcare (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)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Garry McDaniel, Ed.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 428)

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.

Students are encouraged to participate in the Franklin University chapter of the Society for Human Resources Management (SHRM). The group sponsors speaking events with experienced human resources professionals, and provides opportunities for networking and professional development.

Graduates of the Human Resources Management program will be able to:

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

For more information on the Human Resources Management program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/human-resources-management-bachelors-degree-program>.

OUTCOME MAP - HUMAN RESOURCE MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5
ACCT 215					
ACCT 225					
BSAD 220					
ECON 210					
FINA 301					
MGMT 312					
MKTG 300					
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

BACHELOR OF SCIENCE (B.S.) HUMAN RESOURCES MANAGEMENT (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities
Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)
COMP 108 - Introduction to Databases (1)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)
OR COMM 150 - Interpersonal Communication (4)
WRIT 320 - Business & Professional Writing (4)

BUSINESS CORE (28 HOURS)

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 (32 HOURS)*

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

*A maximum of 6 credit hours of specific MBA or 8 credit hours of M.S. Human Resource Management courses can be substituted. Contact your Academic Advisor for information concerning the Joint B.S./MBA or B.S./M.S. Human Resource Management Programs of Study and graduate admission requirements.

MAJOR AREA (28 HOURS)

Required (24 hours)
HRM 300 - Human Resources Management (4)
HRM 301 - Staffing (4)
HRM 302 - Training and Development (4)
HRM 401 - Compensation & Benefits (4)
HRM 402 - Employee & Labor Relations (4)
HRM 495 - Strategic Human Resources Capstone (4)

Major Area Elective (4 hours)*

*Select 4 hours from the following:

BSAD 320 - Quantitative & Qualitative 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)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Bradley Watson, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 428)

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.

Graduates of the Information Systems program will be able to:

1. Apply IS technology principles and tools to drive business strategies and outcomes.
2. Recognize and translate business needs into executable projects.
3. Evaluate current and emerging technologies to continuously meet business needs.
4. Perform quantitative and qualitative data analysis to drive business discussions.
5. Apply technology and systems principles to industry-specific scenarios.

For more information on the Information Systems program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/management-information-sciences-bachelors-degree-program>.

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

OUTCOME MAP - INFORMATION SYSTEMS

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5
COMP 281	R			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 450	R	R	R	R	R

BACHELOR OF SCIENCE (B.S.) INFORMATION SYSTEMS (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 160 College Algebra.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (16 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

MATH 280 - Introduction to Probability & Statistics (4)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

PROFESSIONAL CORE (24 HOURS)

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 (28 HOURS)*

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

*A maximum of 6 credit hours of specific MBA courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA Programs of Study and graduate admission requirements.

MAJOR AREA (32 HOURS)

Required (24 hours)

COMP 281 - Database Management Systems (4)

INFA 300 - Introduction to Analytics (4)

ITEC 430 - Information Technology Project Management (4)

MIS 310 - Information Systems Architecture & Technology (4)

MIS 400 - Systems Analysis & Design (4)

MIS 495 - Information Systems Capstone (4)

Major Area Elective (8 hours)*

Select 8 hours of any courses from within or across the suggested pathways listed.

Any prerequisites for major area elective courses must be honored.

Suggested Pathways

Analytics:

INFA 350 - Data Manipulation & Visualization (4)

INFA 420 - Information Modeling (4)

Project Management:

ISPM 320 - Requirements Analysis & Testing (4)

ISPM 450 - Advanced Project Management (4)

Systems Analysis:

MIS 330 - Systems Integration Concepts & Practices (4)

INFA 415 - Information Analytics Architecture (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Todd A. Whittaker, M.S.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Bradley Watson, Ph.D., Lead Faculty
Advisory Board (listed on page 428)

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.

Franklin 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, Franklin 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.

Graduates of the A.S. Information Technology program will be able to:

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 through the information systems that support them
4. Develop small web sites and programs

Graduates of the B.S. Information Technology program will be able to:

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

For more information on the Information Technology program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/information-technology-bachelors-degree-program>. A discussion listserv is available for subscription by Information Technology majors at: <http://listserv.franklin.edu/>.

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

OUTCOME MAP - A.S. INFORMATION TECHNOLOGY

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.

PROGRAM LEARNING OUTCOMES

	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					
WRIT 120	I, A				

*These are elective courses and reinforce the outcomes, but all outcomes can be met through the major are curriculum.

OUTCOME MAP - B.S. INFORMATION TECHNOLOGY

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.

PROGRAM LEARNING OUTCOMES

	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			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

*These are elective courses and reinforce the outcomes, but all outcomes can be met through the major are curriculum.

ASSOCIATE OF SCIENCE (A.S.) INFORMATION TECHNOLOGY (64 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 160 College Algebra.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also one from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (6)

MAJOR AREA (24 HOURS)

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)

UNIVERSITY ELECTIVES (4 HOURS)

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

BACHELOR OF SCIENCE (B.S.) INFORMATION TECHNOLOGY (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 160 College Algebra.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also one from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (14 HOURS)

MATH 280 - Introduction to Probability and Statistics (4)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)
 OR COMM 150 - Interpersonal Communication (4)
WRIT 220 - Research Writing: Exploring Professional Identities (4)

INFORMATION TECHNOLOGY AREA (24 HOURS)

Programming Fundamentals Course (4)
Database Fundamentals Course (4)
Network Fundamentals Course (2)
Cybersecurity Fundamentals Course (2)

Students must 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 course with approval from the Program Chair

UNIVERSITY ELECTIVES (26 HOURS)*

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

*A maximum of 6 credit hours of specific MBA courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA Programs of Study and graduate admission requirements.

MAJOR AREA (36 HOURS)

Required (28 hours)

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 475 - Virtualization and Cloud Computing (4)
ITEC 495 - Information Technology Capstone (4)
MIS 310 - Information Systems Architecture & Technology (4)

Major Area Electives (8 hours)*

Select 8 hours from the following:

INFA 300 - Introduction to Analytics (4)

ITEC 350 - Windows Administration (4)

ITEC 450 - Database Administration (4)

ISEC 325 - Communication and Network Security (4)

ISEC 350 - Security Risk Management (4)

ISPM 450 - Advanced Project Management (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.

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Daniel Bell, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Richard Shoop, Flash Programmer, Academic Technology & Innovation
Advisory Board (listed on page 428)

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 credits to Franklin University and 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.

Graduates with a degree in Interactive Media Design will be able to:

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

For more information on the Interactive Media Design program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/interactive-media-design-bachelors-degree-program>.

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
- Adobe Creative Suite 4 or newer

OUTCOME MAP - INTERACTIVE MEDIA DESIGN

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5
COMM 335		I			
COMP 325	I				
GPRH 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

ADMISSION CRITERIA

Franklin University's Interactive Media Design degree completion program enables students with interactive media related coursework to complete the Bachelor of Science degree. Students who meet lower division requirements that include a 24-semester hour core and/or related experience, demonstrated by a portfolio of work, are admitted into the Interactive Media Design major with approval from the Program Chair. The 24 hours must consist of an identifiable core of work indicative of mastery in an interactive media discipline, area, or field.

BACHELOR OF SCIENCE (B.S.) INTERACTIVE MEDIA DESIGN (120 SEMESTER HOURS)

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 50 hours in General Education.

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)*

Choose from MATH 160 College Algebra, MATH 180 Applied Calculus, MATH 210 Finite Mathematics, MATH 220 Business Calculus, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)
Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra as the prerequisite. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

TECHNICAL CREDIT (24 HOURS)

- 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

*Course should incorporate Flash or similar technology

UNIVERSITY ELECTIVES (24 HOURS)

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

MAJOR AREA (36 HOURS)

COMM 335 - Communication in Groups & Teams (4)

COMP 325 - Human Computer Interaction (4)

GRPH 310 - Advanced Graphic Design (4)

IMD 300 - Digital Media Design (4)

IMD 400 - Interactive Media Design for Training & Instruction (4)

IMD 430 - Interactive Media Design for Entertainment (4)

IMD 450 - Interactive Media Design for Advertising (4)

IMD 490 - Interactive Media Design Practicum (4)

IMD 495 - Interactive Media Capstone (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Brian Gregory, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 429)

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.

Graduates of the Logistics Management program will be able to:

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

For more information on the Logistics Management program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/logistics-management-degree-program>.

OUTCOME MAP - LOGISTICS MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5
COMM 335		I			
COMP 325	I				
GPRH 310	I		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
MIS 320			I	I	I

BACHELOR OF SCIENCE (B.S.) LOGISTICS MANAGEMENT (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

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

BUSINESS CORE (28 HOURS)

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 (20 HOURS)

Any courses offered by the University except developmental education courses.

TECHNICAL CREDIT (20 HOURS)

20 credit hours in a related discipline from transfer credit.

MAJOR AREA (20 HOURS)

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)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Timothy F. Reymann, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Garry McDaniel, Ed.D.

Advisory Board (listed on page 429)

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.

Franklin 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.

Graduates of the Management & Leadership program will be able to:

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

For more information on the Management & Leadership program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/management-leadership-bachelors-degree-program>.

OUTCOME MAP -MANAGEMENT & 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.

PROGRAM LEARNING OUTCOMES

	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
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

BACHELOR OF SCIENCE (B.S.) MANAGEMENT & LEADERSHIP (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra as the prerequisite. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 320 - Business & Professional Writing (4)

BUSINESS CORE (28 HOURS)

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 (28 HOURS)*

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

*A maximum of 6 credit hours of specific MBA or 8 credit hours of M.S. Marketing & Communication courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA or BS/MCM Programs of Study and graduate admission requirements.

MAJOR AREA (32 HOURS)

Required (20 hours)

MGMT 325 - Organizational Behavior (4)

MGMT 425 - Organizational Change (4)

MGMT 440 - Organizational Culture & Performance (4)

MGMT 470 - Organizational Leadership (4)

MGMT 495 - Management Capstone (4)

Major Area Electives (12 hours)*

*Select 12 hours from the following:

BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)

BSAD 460 - Business Ethics for Leaders (4)

COMM 335 - Communication in Groups & Teams (4)

ENTR 395 - Foundations of Entrepreneurship (4)

HRM 300 - Human Resource Management

HRM 302 - Training & Development (4)

HRM 400 - Performance Management (4)

HRM 420 - Principles of Organizational Development (4)

MGMT 410 - Management & Leadership Internship (1-4)

MGMT 480 - Special Topics in Management & Leadership (1-4)
MGMT 499 - Independent Studies in Management & Leadership (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 and Organizations (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, R. Bruce Ramsey, M.S.C., M.B.A.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Douglas K. Ross, Ph.D.

Beverly Smith, Ph.D.

Advisory Board (listed on page 429)

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).

Graduates of the Marketing program will be able to:

1. Demonstrate knowledge of foundational terms, concepts, principles, and theories of the marketing profession.
2. Use consumer behavior constructs and marketing research methods to access information needs and to collect, analyze, and interpret data.
3. Apply promotional tactics to shape product image and the purchase decision.
4. Analyze and evaluate the design, development, implementation of digital marketing initiatives.
5. Create and present a strategic marketing plan.

For more information on the Marketing program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/marketing-bachelors-degree-program>.

OUTCOME MAP - MARKETING

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.

PROGRAM LEARNING OUTCOMES

	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

Students are encouraged to consider selecting Public Relations or Web Development as an academic minor. Relevant coursework from these two programs is listed below.

Public Relations

- Public Relations
- Media Research and Writing
- Media & Crisis Communication
- Public Relations & Promotional Strategy

Web Development

- Fundamentals of Graphic Design
- Web Information Systems Programming
- Advanced Client Side Development
- Advanced Server Side Development

Students are encouraged to participate in career-relevant internships with businesses, government agencies and not-for-profit organizations. These positions provide professional training and work experience and may result in full-time employment. University personnel can help students identify and select internship opportunities.

BACHELOR OF SCIENCE (B.S.) MARKETING (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra.

Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 320 - Business & Professional Writing (4)

BUSINESS CORE (28 HOURS)

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 (32 HOURS)*

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

*A maximum of 6 credit hours of specific MBA or 8 credit hours of M.S. Marketing & Communication courses can be substituted. Contact your Academic Advisor for information concerning the Joint B.S./MBA or B.S./M.S. Marketing & Communication Programs of Study and graduate admission requirements.

MAJOR AREA (28 HOURS)

Required (20 hours)

MKTG 320 - Promotion (4)

MKTG 330 - Marketing Behavior (4)

MKTG 332 - Marketing Research (4)

MKTG 340 - Digital Marketing (4)

MKTG 495 - Integrated Marketing (4)

Major Area Electives (8 hours)*

*Select 8 hours from the following:

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)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Bachelor of Science in Nursing
Completion Program for Registered Nurses (RN-BSN)

Program Chair, Gail Baumlein, Ph.D., MSN, RN, CNS, CNE, ANEF
Curriculum developed in collaboration with the International Institute for Innovative Instruction.
Advisory Board (listed on page 431)

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.

Graduates of the program will be able to:

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.

For more information on the Nursing program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/nursing-rn-bsn-bachelors-degree-program>.

OUTCOME MAP - NURSING

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6	7	8	9
HCM 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

ADMISSION CRITERIA

Applicant must be a graduate of an associate degree or diploma in nursing program that is recognized by the U.S. Department of Education, or the equivalent if a graduate from a program outside of the U.S. In addition, applicants must hold a current RN license in the U.S. or in a jurisdiction that is an associate member of the National Council of State Boards of Nursing (NCSBN). Applicants holding the equivalent of RN licensure or certification outside of the U.S. must submit a Credential Evaluation Services (CES) Academic Report from the Council on Graduates of Foreign Nursing Schools (CGFNS). All students must maintain licensure throughout the program of study. A minimum grade of "C" or better is required in all required prerequisite courses.

BACHELOR OF SCIENCE IN NURSING (B.S.N.) (120 SEMESTER HOURS)

BACHELOR FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)
Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose from MATH 160 College Algebra, MATH 180 Applied Calculus, MATH 210 Finite Mathematics, MATH 220 Business Calculus, or MATH 215 Statistical Concepts (MATH 215 is recommended).

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)
Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)
Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities
Choose from the Humanities discipline. *Choose MATH 150 Fundamental Algebra. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

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

UNIVERSITY ELECTIVES (26 HOURS)

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

TECHNICAL CREDIT (24 HOURS)

24 credit hours of transfer credit from an accredited associate degree nursing program.

MAJOR AREA (34 HOURS)

HIM 350 - Health Informatics (4)
OR HIM 702 - Health Information Governance (4)*
HCM 442 - Legal Aspects of Healthcare Management (4)
OR HCM 742 - Healthcare Ethics & Legal Issues (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 - Nursing Research & Evidence Based Practice (4)
NURS 445 - Community Health Nursing (4)
NURS 455 - Leadership & Management for Professional Nurses (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 under. Contact your Academic Advisor for more information about this opportunity.

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Brian Gregory, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 431)

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.

Graduates of the Operations & Supply Chain Management program will be able to:

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

For more information on the Operations & Supply Chain Management program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/operations-supply-chain-management-bachelors-degree-program>.

OUTCOME MAP - OPERATIONS & SUPPLY CHAIN MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	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	I, R, A

BACHELOR OF SCIENCE (B.S.) OPERATIONS & SUPPLY CHAIN MANAGEMENT (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)
Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

BUSINESS CORE (28 HOURS)

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 (22 HOURS)*

Any courses offered by the University except developmental education courses.

*A maximum of 6 credit hours of specific MBA can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA Programs of Study and graduate admission requirements.

MAJOR AREA (40 HOURS)

BSAD 320 - Quantitative & Qualitative 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 Management Capstone (4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Alex Heckman, MPA., Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 432)

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.

Graduates of the Public Administration program will be able to:

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

For more information on the Public Administration program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/public-administration-bachelors-degree-program>.

OUTCOME MAP - PUBLIC ADMINISTRATION

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6
PUAD 295	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	A	R
AMGT 450	R	R	R	R	R	R
PUAD 495	A	A	A	A	A	A

BACHELOR OF SCIENCE (B.S.) PUBLIC ADMINISTRATION (120 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose PUAD 295 American Government in Action and also choose one from the Anthropology, Economics, Psychology, and Sociology disciplines.

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)

COMM 107 – Introduction to Web Presentation & Publishing (1)

OR COMM 205 – Communication Design (1)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

PROFESSIONAL CORE (20 HOURS)

ACCT 215 - Financial Accounting (4)

COMM 321 - Organizational Communication (4)

OR COMM 335 - Communication in Groups & Teams (4)

HRM 300 - Human Resource Management (4)

MIS 200 - Management Information Systems (4)

WRIT 320 - Business & Professional Writing (4)

UNIVERSITY ELECTIVES (28 HOURS)*

Any courses offered by the University except developmental education courses.

MAJOR AREA (40 HOURS)

Required (24 hours)

AMGT 450 - Organizational Supervision (4)

HRM 400 - Performance Management (4)

PUAD 305 - Introduction to Public Administration (4)

OR PUAD 701 Foundations of Government & Non-Profit Administration (4)

PUAD 420 - Government & Nonprofit Budgeting (4)

OR Financial Management & Budgeting (4)

PUAD 495 - Public Administration Capstone (4)

MAJOR AREA ELECTIVES (16 HOURS)

Select 16 hours of coursework from within or across any subject area offered at the University. 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.

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Michael W. Posey, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Brenda Jones, Ph.D., Lead Faculty

Tom McClain, M.A., Lead Faculty

Advisory Board (listed on page 432)

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. Franklin 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.

Graduates of the Public Relations program will be able to:

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

For more information on the Public Relations program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/public-relations-bachelors-degree-program>.

OUTCOME MAP - PUBLIC RELATIONS

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.

PROGRAM LEARNING OUTCOMES

	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

ASSOCIATE OF SCIENCE (A.S.) PUBLIC RELATIONS (64 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose from MATH 160 College Algebra, MATH 180 Applied Calculus, MATH 210 Finite Mathematics, MATH 220 Business Calculus, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose PSYC 110 General Psychology and also choose one from the Anthropology, Economics, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

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

PF 321 - Learning Strategies (2)

SOCL 110 - Introduction to Sociology (4)

SPCH 100 - Speech Communication (4)

PROFESSIONAL CORE (12 HOURS)

COMM 150 - Interpersonal Communication (4)

MKTG 300 - Marketing (4)

WRIT 320 - Business & Professional Writing (4)

MAJOR AREA 912 HOURS)

PBRL 325 - Public Relations (4)

PBRL 350 - Media Research & Writing (4)

PBRL 425 - Crisis & Media Communication (4)

UNIVERSITY ELECTIVES (4 HOURS)

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

BACHELOR OF SCIENCE (B.S.) PUBLIC RELATIONS (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose from MATH 160 College Algebra, MATH 180 Applied Calculus, MATH 210 Finite Mathematics, MATH 220 Business Calculus, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose PSYC 110 General Psychology and also choose one from the Anthropology, Economics, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

HUMN 211 – Introduction to Ethical Analysis & Reasoning (2)

PF 321 - Learning Strategies (2)

SOCL 110 - Introduction to Sociology (4)

SPCH 100 - Speech Communication (4)

PROFESSIONAL CORE (24 HOURS)

COMM 150 - Interpersonal Communication (4)

COMM 315 - Communication Ethics (4)

MGMT 312 - Principles of Management (4)

MKTG 300 - Marketing (4)

PSYC 204 - Principles of Motivation (4)

WRIT 320 - Business & Professional Writing (4)

UNIVERSITY ELECTIVES (36 HOURS)*

Any courses offered by the University except developmental education courses.

*A maximum of 8 credit hours of specific M.S. Marketing & Communication courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/M.S. Marketing & Communication Programs of Study and graduate admission requirements.

MAJOR AREA (28 HOURS)

Required (24 hours)

PBRL 325 - Public Relations (4)

PBRL 350 - Media Research & Writing (4)

PBRL 425 - Crisis & Media Communication (4)

PBRL 445 - Public Relations & Promotional Strategy (4)

PBRL 460 - Client Engagement (4)

PBRL 495 - Public Relations Capstone (4)

Major Area Elective (4 hours)*

*Select 4 hours from the following:

COMM 321 - Organizational Communication (4)

COMM 335 - Communication in Groups & Teams (4)

COMM 355 - Introduction to Grant Writing for Non-Profits (4)

MIS 320 - Technical Communication (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)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Jonathan McCombs, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Boards (listed on page 432)

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.

Graduates of the Public Safety Management & Leadership program will be able to:

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

For more information on the Public Safety Management & Leadership program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/public-safety-management-bachelors-degree-program>.

ADMISSION CRITERIA

Public Safety Management & Leadership is a completion major designed to complement the public safety professional's existing technical skills which should include job-specific and communication skills, and application of business and leadership practices. The major is appropriate for those who possess an Associate's degree, or its equivalent, including 24 semester credit hours (36 quarter credit hours) of courses in a defined technical discipline with 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 Program Chair. 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.

OUTCOME MAP - PUBLIC SAFETY MANAGEMENT & 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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6
SOCL 110				I	I	
PSMT 225		I	I	I		
PUAD 295				R	I	
PUAD 450		R	R	R		
PSMT 315			R	R	R	I
SEMT 335		R	R	R	R	I
PUAD 420	I, R, A			R		R
PUAD 440				R	R, A	
PSMT 495	R	A	A	A	R	A

BACHELOR OF SCIENCE (B.S.) PUBLIC SAFETY MANAGEMENT & LEADERSHIP (120 SEMESTER HOURS)

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 Bachelor of Science degree major 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.

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose PUAD 295 American Government in Action and also choose one from the Anthropology, Psychology, and Sociology disciplines.

Minimum of six semester hours of Arts and Humanities
Choose from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)
COMM 107 - Introduction to Web Presentation & Publishing (1)
OR COMM 205 - Communication Design (1)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)
OR COMM 150 - Interpersonal Communication (4)
WRIT 220 – Research Writing: Exploring Professional Identities (4)

UNIVERSITY ELECTIVES (24 HOURS)*

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

*A maximum of 8 credit hours of specific Master of Public Administration courses can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MPA Programs of Study and graduate admission requirements.

TECHNICAL CREDIT (24 HOURS)

24 credit hours in a public safety related discipline from transfer credit.

MAJOR AREA (36 HOURS)

Required (16 hours)
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 Area Specialization (20 hours)*

*Choose one:

Fire & Emergency Medical Services:

FIES 310 - Fire & Emergency Services Administration (4)
FIES 330 - Human Resource Management for Fire & Emergency Services (4)
FIES 430 - Political & Legal Foundations for Fire & Emergency Services (4)
SEMT 240 - Disaster Planning & Response (4)
SEMT 450 - Critical Incident Management (4)

Law Enforcement:

CJAD 315 - Policing in America (4)
CJAD 340 - Evidenced-Based Practice & Research Methods in the Criminal Justice Professions (4)
CJAD 360 - Introduction to Terrorism & Intelligence Analysis (4)
CJAD 415 - Contemporary Policing Strategies & Issues (4)
CJAD 450 - Criminal Justice Management & Administration (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.

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Recommended Minors for Public Safety Management & Leadership majors are:

- Criminal Justice Administration
- Emergency Management & Homeland Security
- Fire & Emergency Services Administration
- Public Administration

Program Chair, Martina Peng, Ph.D., CFP®

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Advisory Boards (listed on page 433)

The burgeoning field of Risk Management & Insurance focuses on the identification, management and mitigation of risk, and its potential impact on business organizations. Through various hedging strategies – reliance on financial and insurance products, including life, health, property and casualty policies, worker’s compensation and employee benefit models – risk management and insurance can be important stopgaps against loss and liability.

The Bachelor of Science major in Risk Management & Insurance is built on the fundamentals of law and finance, and instructs students on the evaluation and management of organizational risk. Principles from the fields of economics, finance, financial planning, law, and federal and state regulation are emphasized throughout the curriculum. Students will gain key skills enabling them to analyze employer and environmental liability, understand insurance underwriting in a complex economic and regulatory environment, assess various risk pooling arrangements, and build a business founded on accepted risk management methodologies to minimize exposure to loss. Graduates will be well-suited to positions within the insurance industry, including insurance agents, claims adjusters and product managers. They will also have the foundation necessary to pursue industry certifications such as the Chartered Life Underwriter (CLU), Chartered Property and Casualty Underwriter (CPCU), and Certified Risk Manager (CRM).

Graduates of the Risk Management & Insurance program will be able to:

1. Create strategies for actively evaluating, managing, and lowering an organization’s risk
2. Analyze the economics and limitations of risk pooling arrangements, including the effects that these arrangements may have in altering behavioral outcomes and the impact of risk and cost shifting between private and public sectors
3. Analyze fundamental concepts of insurance company operations, including the underwriting and claims handling processes and the applicable regulatory framework
4. Analyze opportunities to manage risk through various insurance products or other “pooling” arrangements and develop optimal solutions for utilizing such products and arrangements to balance the benefits and costs of risk and risk reduction.
5. Research and communicate risk analyses and conclusions to decision-makers in numerous formats, including written and oral reports

For more information on the Risk Management & Insurance program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/risk-management-insurance-degree-program>

OUTCOME MAP - RISK MANAGEMENT & INSURANCE

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5
ACCT 215					
ACCT 225					
BSAD 220					
ECON 210	I				
FINA 301					
FPLN 450				R	
MGMT 312					
MKTG 300					
RMI 300	I	I	I	I	I
RMI 420		R		R	
RMI 430		R		R	
RMI 470			R		
RMI 495	R, A	A	A	R, A	R, A

BACHELOR OF SCIENCE (B.S.) RISK MANAGEMENT & INSURANCE (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose ECON 220 Introduction to Macroeconomics and also choose one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and also choose one or more from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

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

BUSINESS CORE (28 HOURS)

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 (28 HOURS)

Any courses offered by the University except developmental education courses.

MAJOR AREA (32 HOURS)

Required (24 hours)

FPLN 450 - Retirement Savings & Income Planning (4)
RMI 300 - Principles of Risk Management & Insurance (4)
RMI 420 - Property & Casualty Insurance (4)
RMI 430 - Individual & Group Life & Health Insurance (4)
RMI 470 - Insurance Company Operations (4)
RMI 495 - Risk Management & Insurance Capstone (4)

Major Area Elective (8 hours)*

*Select 8 hours from the following:

ACCT 341 - Fraud Investigation (4)
ACCT 342 - Interviewing Techniques for Fraud Investigations (4)
ACCT 343 - Legal Elements of Fraud (4)
ACCT 344 - Corporate Governance & Internal Control Assessment (4)
ECON 321 - Intermediate Microeconomics (4)
ECON 322 - Intermediate Macroeconomics (4)
ECON 420 - Forecasting (4)
ENTR 395 - Foundations of Entrepreneurship (4)
FINA 403 - Advanced Financial Management (4)
FINA 405 - Investments (4)
FINA 450 - Global Finance (4)
FPLN 300 - Principles of Financial Planning (4)
FPLN 430 - Tax Planning (4)
FPLN 440 - Risk Management & Insurance Planning (4)
FPLN 460 - Estate Planning (4)
RMI 410 - Risk Management & Insurance Internship (1-4)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Kelly Renner, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board

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. Franklin 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 (minimum of 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.

Graduates of the Social Sciences program will be able to:

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 social science research

For more information on the Social Sciences program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/social-sciences-degree-program>.

OUTCOME MAP - SOCIAL SERVICES

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6	7
WRIT 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		R			
SOCL 335	R	R	I, R	R			I
Major Area Electives	R	R	I, R	I, R	I, R	I, R	R
SOSC 495	A	A	A	A	A	A	A

BACHELOR OF SCIENCE (B.S.) SOCIAL SERVICES (120 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component) Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose PSYC 110 General Psychology and also choose one from the Anthropology, Economics, and Sociology disciplines.

Minimum of six semester hours of Arts and Humanities

Choose HUMN 210 Introduction to Logic and Critical Thinking Skills and HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one from the Humanities discipline.

*Choose either MATH 115 Introduction to Quantitative Reasoning or MATH 150 Fundamental Algebra. Both can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (12 HOURS)

COMP 106 - Introduction to Spreadsheets (1)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)
 OR COMM 150 - Interpersonal Communication (4)
SOCL 110** - Introduction to Sociology (4)
 OR ANTH 215** - Cultural Anthropology (4)
 OR CJAD 210** - Introduction to Criminal Justice Administration (4)
 OR ECON 210** - Introduction to Microeconomics (4)
 OR ECON 220** - Introduction to Macroeconomics (4)
 OR PUAD 295** - American Government in Action (4)
General Education Electives*(1)

** Select another Social or Behavioral Science elective if SOCL 110, CJAD 210, ANTH 215, ECON 210, ECON 220, or PUAD 295 is used in the Fundamental General Education Core or in the Major Area.

UNIVERSITY ELECTIVES (28 HOURS)*

Any courses offered by the University except developmental education courses.

*A maximum of 6 credit hours of specific Master of Science Business Psychology or 8 credit hours of Master of Public Administration courses can be substituted. Contact your Academic Advisor for information concerning the Joint B.S./M.S. Business Psychology or MPA Programs of Study and graduate admission requirements.

MAJOR AREA (56 HOURS)

Required (24 hours):
COMM 335 - Communication in Groups and Teams (4)
WRIT 220 - Research Writing: Exploring Professional Identities (4)
 OR WRIT 320 - Business & Professional Writing (4)
SOCL 335 - Applied Research Methods (4)
HUMN 345 - Philosophy of Science (4)
IDST 301 - Creative Thinking (4)
SOSC 495 - Applied Psychology and Social Sciences Capstone (4)

MAJOR AREA ELECTIVES (32 HOURS):

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)

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 - Special Topics in Psychology (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)

Criminal Justice:

CJAD 210 - Introduction to Criminal Justice Administration (4)
CJAD 240 - Introduction to Criminology (4)
CJAD 310 - Courts & Criminal Procedure (4)
CJAD 315 - Policing in America (4)
CJAD 320 - Corrections in America (4)
CJAD 330 - Juvenile Justice & Delinquency (4)
CJAD 360 - Introduction to Terrorism & Intelligence Analysis (4)
CJAD 415 - Contemporary Policing Strategies & Issues (4)
CJAD 425 - Probation & Parole (4)
CJAD 430 - Juvenile Corrections (4)
CJAD 440 - Sociology of Deviant Behavior (4)
CJAD 450 - Criminal Justice Management & Administration (4)
CJAD 455 - Ethics in the Criminal Justice System (4)
CJAD 480 - Special Topics in Criminal Justice (1-4)

Sociology:

SOCL 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 - Special Topics in 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.

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."

Program Chair, Bradley Watson, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Matthew Darby, M.S., Adjunct Faculty

Todd Whittaker, M.S., Lead Faculty

Advisory Board (listed on page 433)

Franklin 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.

Franklin's 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.

Graduates of the Web Development program will be able to:

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.

For more information on the Web Development program, including career opportunities, program assessment and faculty, visit <http://www.franklin.edu/web-development-bachelors-degree-program>. A discussion listserv is available for subscription by Web Development Majors at <http://listserv.franklin.edu>.

OUTCOME MAP - WEB DEVELOPMENT

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5
COMP 325	I		I		R
GRPH 310	R		R		
INFA 300				I	
ITEC 400	R			R	
WEBD 146		I	I		
WEBD 236	I	R	R		
WEBD 325		R	R		
WEBD 335		R	R	R	
WEBD 435	I	R	R	R	R
WEBD 445	R	R	R	R	R
WEBD 495	R, A	R, A	R, A	R, A	R, A
WRIT 220					I

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

BACHELOR OF SCIENCE (B.S.) WEB DEVELOPMENT (124 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra) *Choose MATH 160 - College Algebra.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines) Choose from the Anthropology, Economics, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Introduction to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*Choose MATH 150 Fundamental Algebra. Can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (14 HOURS)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4)

OR COMM 150 - Interpersonal Communication (4)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

MATH 280 - Introduction to Probability and Statistics (4)

PROFESSIONAL CORE (25 HOURS)

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 (25 HOURS)*

Any courses offered by the University except developmental education courses. Students may take 600-level Computer Science or Marketing & Communication courses if they meet the prerequisites.

*A maximum of 6 credit hours of specific MBA or 8 credit hours of M.S. Marketing & Communication courses

can be substituted. Contact your Academic Advisor for information concerning the Joint BS/MBA or BS/MCM Programs of Study and graduate admission requirements.

MAJOR AREA (36 HOURS)

COMP 325 - Human-Computer Interaction (4)

GRPH 310 - Advanced Graphic Design (4)

INFA 300 - Introduction to Analytics (4)

ITEC 400 - Linux Administration (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)

ACADEMIC MINORS

Degree-seeking students can pursue one of our Academic Minors. See the section titled "Academic Minors."



SUBSEQUENT BACHELOR OF SCIENCE DEGREE

Accounting	207	Healthcare Management	210
Allied Healthcare Management	207	Human Resources Management	211
Business Administration	207	Information Systems	211
Business Forensics	207	Information Technology	212
Communications	208	Management & Leadership	212
Computer Science	208	Marketing	213
Cyber Security	208	Nursing (B.S.N.)	213
Emergency Management &		Operations & Supply Chain Management	213
Homeland Security	209	Public Administration	214
Financial Management	209	Public Relations	214
Financial Planning	210	Risk Management & Insurance	215
Forensic Accounting	210	Web Development	215

Subsequent Bachelor of Science Degree

The Subsequent Bachelor of Science (B.S.) degree is open to those who have a baccalaureate degree or higher from a regionally accredited college or university. (For international students with a three year 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 successfully complete in residence at Franklin University a minimum of 30 credit hours of 200 level courses or above, of which a minimum of 16 credit hours must be in major area courses at the 300 or 400 level. If the student is a previous Franklin Bachelor of Science degree graduate, the 30 credits must be earned after the first Franklin B.S. degree was awarded. If the required courses for a subsequent degree total less than 30 credit hours, the student may take Free Elective courses to achieve residency. All new students are required to successfully complete PF 121 or 321. Students will be enrolled in the course at the time of initial registration.

A minimum GPA of 2.25 is required in the major area, and each major area course must be completed with a grade of "C" or better to count toward degree requirements.

Business Principles (BSAD 110) is a Business Core prerequisite. Transfer students with the equivalent of four business courses are not required to take Business Principles. Each degree candidate must show transfer credit for, or meet the requirements listed below, and any necessary prerequisites.

Students in the Computer Science, Information Systems, Information Technology and Web Development majors may be required to purchase hardware and/or software with capabilities greater than the standard University technology requirements. There will be software requirements beyond the standard Microsoft Office software, 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 check the Technology Requirements section of the Bulletin and/or the Course Schedule for the requirements relevant to their specific major to ensure they have, and are familiar with, the requisite hardware and software.

ACCOUNTING

PREREQUISITE COMPETENCIES

COMP 108 - Introduction to Databases (1)
ECON 220 - Introduction to Macroeconomics (4)
PF 321 - Learning Strategies (2)
BUSINESS CORE (28 HOURS)

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 (36 HOURS)

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 AREA ELECTIVES (4)*

*Select 4 hours from the following:

ACCT 341 - Fraud Examination (4)
ACCT 342 - Interviewing Techniques for Fraud Investigations (4)
ACCT 343 - Legal Elements of Fraud (4)
ACCT 344 - Corporate Governance & Internal Control Assessment (4)
ACCT 360 - Government & Not-for-Profit Accounting (4)
ACCT 401 - Accounting Ethics & Professional Responsibilities (4)
ACCT 410 - Accounting Internship (1-4)
ACCT 480 - Special Topics in Accounting (1-4)
ACCT 499 - Independent Studies in Accounting (1-4)
FINA 403 - Advanced Financial Management (4)
FPLN 430 - Tax Planning (4)
MIS 478 - Quantitative Methods & Analysis (4)

ALLIED HEALTHCARE MANAGEMENT

PREREQUISITE COMPETENCIES

PF 321 - Learning Strategies (2)

PROFESSIONAL CORE (16 HOURS)

ACCT 215 - Financial Accounting (4)

BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)

MGMT 312 - Principles of Management (4)

MGMT 325 - Organizational Behavior (4)

TECHNICAL CREDIT (24 HOURS)

24 credit hours in a healthcare or approved related discipline from transfer credit.

MAJOR AREA (20 HOURS)

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 Management (4)
HCM 495 - Healthcare Management Capstone (4)

BUSINESS ADMINISTRATION

PREREQUISITE COMPETENCIES

ECON 220 - Introduction to Macroeconomics (4)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)

BUSINESS CORE (28 HOURS)

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 (28 HOURS)

BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)
BSAD 460 - Business Ethics for Leaders (4)
BSAD 495 - Business Administration Capstone (4)

MAJOR AREA ELECTIVES (16)*

*Select 16 hours from the Major Area Electives listed in the Bachelor of Science degree section for this major.

BUSINESS FORENSICS

PREREQUISITE COMPETENCIES

ECON 220 - Introduction to Macroeconomics (4)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)

BUSINESS CORE (28 HOURS)

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 (28 HOURS)

BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)
BSAD 460 - Business Ethics for Leaders (4)
BSAD 495 - Business Administration Capstone (4)
BSFR 341 - Fraud Examination (4)
BSFR 342 - Interviewing Techniques for Fraud Investigations (4)
BSFR 343 - Legal Elements of Fraud (4)
BSFR 344 - Corporate Governance & Internal Control Assessment (4)

COMMUNICATIONS

PREREQUISITE COMPETENCIES

COMM 205 - Communication Design (1)
COMP 106 - Introduction to Spreadsheets (1)
COMM 107 - Introduction to Web Presentation & Publishing (1)
GRPH 117 - Graphic Editing Software (1)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)
SPCH 100 - Speech Communication (4)

PROFESSIONAL CORE (20 HOURS)

COMM 150 - Interpersonal Communication (4)
GRPH 210 - Fundamentals of Graphic Design (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)
WRIT 320 - Business & Professional Writing (4)

MAJOR AREA (36 HOURS)

COMM 315 - Communication Ethics (4)
COMM 321 - Organizational Communication (4)
COMM 335 - Communication in Groups & Teams (4)
COMM 400 - Intercultural Communication (4)
COMM 495 - Integrated Communication Capstone (4)
MKTG 332 - Marketing Research (4)

MAJOR AREA ELECTIVES (8)*

*Select 8 hours from the Major Area Electives listed in the

Bachelor of Science degree section for this major.

COMPUTER SCIENCE

PREREQUISITE COMPETENCIES

MATH 150 - Fundamental Algebra (4)
MATH 160 - College Algebra (4)
MATH 180 - Applied Calculus (4)
MATH 280 - Introduction to Probability & Statistics (4)
PF 321 - Learning Strategies (2)
WRIT 220 - Research Writing: Exploring Professional Identities (4)

PROFESSIONAL CORES (24 HOURS)

COMP 111 - Introduction to Computer Science & Object-Oriented Programming (4)
COMP 121 - Object-Oriented Data Structures and Algorithms I (4)
COMP 201 - Principles of Computer Organization (2)
COMP 204 - Principles of Computer Networks (2)
COMP 215 - Computer Languages: Principles & Practices (4)
COMP 281 - Database Management Systems (4)
COMP 294 - Computer Science Practicum I (2)
ISEC 200 - Cybersecurity Fundamentals (2)

MAJOR AREA (22 HOURS)

MATH 170 - Discrete Mathematics (4)
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)

MAJOR AREA ELECTIVES (16 HOURS)

COMP 325 - Human Computer Interaction (4)
COMP 461 - Enterprise Software Architecture (4)
COMP 486 - Object-Oriented Analysis and Design (4)
INFA 300 - Introduction to Analytics (4)
ISEC 300 - Information Assurance (4)
ITEC 475 - Virtualization and Cloud Computing (4)
MIS 310 - Information Systems Architecture and Technology (4)
WEBD 325 - Mobile Programming (4)

CYBER SECURITY

PREREQUISITE COMPETENCIES

HUMN 211 - Introduction to Ethical Analysis &

Reasoning (2)
MATH 160 - College Algebra (4)
MATH 280 - Introduction to Probability & Statistics (4)
PF 321 - Learning Strategies (2)
WRIT 220 - Research Writing: Exploring Professional Identities (4)

PROFESSIONAL CORE (18 HOURS)

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

MAJOR AREA (40 HOURS)

ISEC 300 - Information Assurance (4)
ISEC 350 - Security Risk Management (4)
ISEC 375 - Digital Forensics and Incident Response (4)
ISEC 400 - Software Development Security (4)
ISEC 475 - Security Engineering and Assessment (4)
ISEC 495 - Cyber Security Capstone (4)
ITEC 350 - Windows Administration (4)
MIS 310 - Information Systems Architecture & Technology (4)
WEBD 236 - Web Information Systems Programming (4)

EMERGENCY MANAGEMENT & HOMELAND SECURITY

PREREQUISITE COMPETENCIES

COMP 106 - Introduction to Spreadsheets (1)
COMM 107 – Introduction to Web Presentation & Publishing (1)
OR COMM 205 – Communication Design (1)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)
PUAD 295 - American Government in Action (4)
WRIT 220 - Research Writing: Exploring Professional Identities (4)

MAJOR AREA (48 HOURS)

Required (28 hours)
CJAD 340 - Evidence-Based Practices and Research Methods (4)
HRM 302 - Training & Development (4)
SEMT 322 - Ethics & Leadership in Public Safety Agencies (4)

SEMT 335 - Introduction to Emergency Management & Homeland Security (4)
PUAD 305 - Introduction to Public Administration (4)
PUAD 420 - Government & Nonprofit Budgeting (4)
PUAD 495 - Public Administration Capstone (4)

Specializations (20 hours)*

*Choose one specialization:

Emergency Management & Disaster Response:
FIES 310 - Fire & Emergency Services Administration (4)
FIES 430 - Political and Legal Foundations for Fire & Emergency Services (4)
SEMT 240 - Disaster Planning & Response (4)
SEMT 328 - Emergency Management Theory & Practice (4)
SEMT 450 - Critical Incident Management (4)

Homeland Security

COMM 355 - Introduction to Grant Writing for Nonprofits
CJAD 210 - Introduction to Criminal Justice Administration (4)
CJAD 360 - Introduction to Terrorism & Intelligence Analysis (4)
CJAD 430 - Cybercrime
SEMT 432 - Homeland Security – Theory and Practice at the Local Level (4)

FINANCIAL MANAGEMENT

PREREQUISITE COMPETENCIES

ECON 220 - Introduction to Macroeconomics (4)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)
BUSINESS CORE (28 HOURS)

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 (28 HOURS)

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 Area Electives (8)*

*Select 8 hours from the following:

- ACCT 310 - Intermediate Accounting I (4)
- ACCT 320 - Intermediate Accounting II (4)
- ACCT 330 - Cost Management (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)

FINANCIAL PLANNING

PREREQUISITE COMPETENCIES

- ECON 220 - Introduction to Macroeconomics (4)
- MATH 215 - Statistical Concepts (4)
- PF 321 - Learning Strategies (2)

BUSINESS CORE (28 HOURS)

- 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 (32 HOURS)

- FPLN 300 - Principles of Financial Planning (4)
- FPLN 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 Area Electives (4)*

*Select 4 hours from the following:

- ACCT 390 - Federal Income Tax I (4)
- FINA 340 - Money, Banking & Financial Markets (4)
- FINA 403 - Advanced Financial Management (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)
- PSYC 310 - The Psychology of Personal Development (4)

FORENSIC ACCOUNTING

PREREQUISITE COMPETENCIES

- COMP 108 - Introduction to Databases (1)
- ECON 220 - Introduction to Macroeconomics (4)
- PF 321 - Learning Strategies (2)

BUSINESS CORE (28 HOURS)

- 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 (40 HOURS)

- ACCT 310 - Intermediate Accounting I (4)
- ACCT 320 - Intermediate Accounting II (4)
- ACCT 341 - Fraud Examination (4)
- ACCT 342 - Interviewing Techniques for Fraud Investigations (4)
- ACCT 343 - Legal Elements of Fraud (4)
- ACCT 344 - Corporate Governance & Internal Control Assessment (4)
- ACCT 425 - Accounting Information Systems (4)
- ACCT 470 - Auditing (4)
- ACCT 495 - Accounting Research & Analysis (4)

Major Area Electives (4)*

*Select 4 hours from the following:

- ACCT 330 - Cost Management (4)
- ACCT 360 - Government & Not-for-Profit Accounting (4)
- ACCT 390 - Federal Income Tax I (4)
- ACCT 401 - Accounting Ethics & Professional Responsibilities (4)
- ACCT 410 - Accounting Internship (1-9)
- ACCT 420 - Federal Income Tax II (4)
- ACCT 480 - Special Topics in Accounting (1-4)
- ACCT 499 - Independent Studies in Accounting (1-4)
- MIS 478 - Quantitative Methods & Analysis (4)

HEALTHCARE MANAGEMENT

PREREQUISITE COMPETENCIES

- COMP 106 - Introduction to Spreadsheets (1)
- COMP 108 - Introduction to Databases (1)
- ECON 210 - Introduction to Microeconomics (4)
OR ECON 220 - Introduction to Macroeconomics (4)

MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)
WRIT 320 - Business & Professional Writing (4)

PROFESSIONAL CORE (16 HOURS)

ACCT 215 - Financial Accounting (4)
BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)
MGMT 312 - Principles of Management (4)
MGMT 325 - Organizational Behavior (4)

MAJOR AREA (38 HOURS)

HCM 200 - Healthcare Management Terminology (2)
HCM 300 - Healthcare Management (4)
HCM 320 - Healthcare Financial Management I (4)
HIM 350 - Health Informatics (4)
HCM 422 - Healthcare Outcomes & Quality Management (4)
HCM 442 - Legal Aspects of Healthcare Management (4)
HCM 472 - Contemporary Issues in Healthcare Management (4)
HCM 495 - Healthcare Management Capstone (4)

Major Area Electives (8)*

*Select 8 hours from the following:

HCM 340 - Community Health (4)
HCM 410 - Healthcare Management Internship (1-4)
HCM 432 - Healthcare Financial Management II (4)
HCM 499 - Independent Studies in Healthcare (1-4)
HIM 470 - Healthcare Information Systems Management (4)
HIM 495 - Healthcare Information Management Capstone (4)
SEMT 335 - Introduction to Emergency Management & Homeland & Security (4)
SEMT 432 - Homeland Security: Theory & Practice at the Local Level (4)

HUMAN RESOURCES MANAGEMENT

PREREQUISITE COMPETENCIES

COMP 106 - Introduction to Spreadsheets (1)
ECON 220 - Introduction to Macroeconomics (4)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)
WRIT 320 - Business & Professional Writing (4)

BUSINESS CORE (28 HOURS)

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 (28 HOURS)

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 Area Electives (4)*

*Select 4 hours from the following:

BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)
BSAD 476 - Global Business Issues (4)
HRM 400 - Performance Management (4)
HRM 420 - Principles of Organizational Development (4)
MGMT 325 - Organizational Behavior (4)
PSYC 325 - Coaching in Organizations (4)

INFORMATION SYSTEMS

PREREQUISITE COMPETENCIES

COMP 106 - Introduction to Spreadsheets (1)
COMP 108 - Introduction to Databases (1)
MATH 280 - Introduction to Probability and Statistics (4)
PF 321 - Learning Strategies (2)
WRIT 220 - Research Writing: Exploring Professional Identities (4)

PROFESSIONAL CORE (24 HOURS)

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.

MAJOR AREA (32 HOURS)

Required (24 hours)

COMP 281 - Database Management Systems (4)

INFA 300 - Introduction to Analytics (4)

ITEC 430 - Information Technology Project Management (4)

MIS 310 - Information Systems Architecture & Technology (4)

MIS 400 - Systems Analysis & Design (4)

MIS 495 - Information Systems Capstone (4)

Major Area Elective (8 hours)*

*Select 8 hours of any courses from within or across the suggested pathways listed below. Any prerequisites for major area elective courses must be honored.

Suggested Pathways:

Analytics:

INFA 350 - Data Manipulation & Visualization (4)

INFA 420 - Information Modeling (4)

Project Management:

ISPM 320 - Requirements Analysis & Testing (4)

ISPM 450 - Advanced Project Management (4)

Systems Analysis:

MIS 330 - Systems Integration Concepts & Practices (4)

INFA 415 - Information Analytics Architecture (4)

INFORMATION TECHNOLOGY

PREREQUISITE COMPETENCIES

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

MATH 160 - College Algebra (4)

MATH 260 - Introduction to Probability and Statistics (4)

PF 321 - Learning Strategies (2)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

INFORMATION TECHNOLOGY AREA (24 HOURS)

Programming Fundamentals Course (4)

Database Fundamentals Course (4)

Network Fundamentals Course (2)

Cybersecurity Fundamentals Course (2)

Students must 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 course with approval from the Program Chair

MAJOR AREA (36 HOURS)

Required (28 hours)

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 475 - Virtualization and Cloud Computing (4)

ITEC 495 - Information Technology Capstone (4)

MIS 310 - Information Systems Architecture & Technology (4)

Major Area Electives (8 hours)*

Select 8 hours from the following:

INFA 300 - Introduction to Analytics (4)

ITEC 350 - Windows Administration (4)

ITEC 450 - Database Administration (4)

ISEC 325 - Communication and Network Security (4)

ISEC 350 - Security Risk Management (4)

ISPM 450 - Advanced Project Management (4)

*Other 300 or 400 level courses may be selected from Computer Science, Cyber Security, Information Systems, Information Technology, or Web Development upon approval of the Program Chair.

MANAGEMENT & LEADERSHIP

PREREQUISITE COMPETENCIES

ECON 220 - Introduction to Macroeconomics (4)

PF 321 - Learning Strategies (2)

BUSINESS CORE (28 HOURS)

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 (32 HOURS)

MGMT 325 - Organizational Behavior (4)
MGMT 425 - Organizational Change (4)
MGMT 440 - Organizational Culture & Performance (4)
MGMT 470 - Organizational Leadership (4)
MGMT 495 - Management Capstone (4)

Major Area Electives (12 hours)*

*Select 12 hours from the following:

BSAD 320 - Quantitative & Qualitative Methods for Decision-Making (4)
BSAD 460 - Business Ethics for Leaders (4)
COMM 335 - Communication in Groups & Teams (4)
ENTR 395 - Foundations of Entrepreneurship
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 & Leadership Internship (1-4)
MGMT 480 - Special Topics in Management & Leadership (1-4)
MGMT 499 - Independent Studies in Management & Leadership (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)

MARKETING

PREREQUISITE COMPETENCIES

ECON 220 - Introduction to Macroeconomics (4)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)

BUSINESS CORE (28 HOURS)

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 (28 HOURS)

Required (20 hours)

MKTG 320 - Promotion (4)
MKTG 330 - Marketing Behavior (4)
MKTG 332 - Marketing Research (4)
MKTG 340 - Digital Marketing (4)
MKTG 495 - Integrated Marketing (4)

Major Area Electives (8 hours)*

*Select 8 hours from the following:

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)

NURSING (B.S.N.)

PREREQUISITE COMPETENCIES

PF 321 - Learning Strategies (2)

TECHNICAL CREDIT (24 HOURS)

24 credit hours of transfer credit from an accredited associate degree nursing program.

MAJOR AREA (34 HOURS)

HIM 350 - Health Informatics (4)
OR HIM 702 - Health Information Governance (4)*
HCM 442 - Legal Aspects of Healthcare Management (4)
OR HCM 742 - Healthcare Ethics & Legal Issues (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 - Nursing Research & Evidence Based Practice (4)
NURS 445 - Community Health Nursing (4)
NURS 455 - Leadership & Management for Professional Nurses (4)
NURS 498 - Nursing Capstone (4)

OPERATIONS & SUPPLY CHAIN MGT.

PREREQUISITE COMPETENCIES

COMP 106 - Introduction to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)
ECON 220 - Introduction to Macroeconomics (4)
HUMN 211 - Introduction to Ethical Analysis & Reasoning (2)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)
BUSINESS CORE (28 HOURS)

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 (40 HOURS)

BSAD 320 - Quantitative & Qualitative 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 Management Capstone (4)

PUBLIC ADMINISTRATION

PREREQUISITE COMPETENCIES

COMP 106 - Introduction to Spreadsheets (1)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)

PROFESSIONAL CORE (20 HOURS)

ACCT 215 - Financial Accounting (4)
COMM 321 - Organizational Communication (4)
OR COMM 335 - Communication in Groups & Teams (4)
HRM 300 - Human Resource Management (4)
MIS 200 - Management Information Systems (4)
WRIT 320 - Business & Professional Writing (4)

MAJOR AREA (40 HOURS)

Required (24 hours)
AMGT 450 - Organizational Supervision (4)

PUAD 295 - American Government in Action (4)
PUAD 305 - Introduction to Public Administration (4)
HRM 400 - Performance Management
PUAD 420 - Government & Nonprofit Budgeting (4)
PUAD 495 - Public Administration Capstone (4)

MAJOR AREA ELECTIVES (16 HOURS)

Select 16 hours of coursework from within or across any subject area offered at the University. 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.

PUBLIC RELATIONS

PREREQUISITE COMPETENCIES

COMP 106 - Introduction to Spreadsheets (1)
COMM 107 - Introduction to Web Presentation & Publishing (1)
HUMN 210 - Introduction to Logic & Critical Thinking Skills (2)
MATH 215 - Statistical Concepts (4)
PF 321 - Learning Strategies (2)
PSYC 110 - General Psychology (4)
SOCL 110 - Introduction to Sociology (4)
SPCH 100 - Speech Communication (4)

PROFESSIONAL CORE (24 HOURS)

COMM 150 - Interpersonal Communication (4)
COMM 315 - Communication Ethics (4)
MGMT 312 - Principles of Management (4)
MKTG 300 - Marketing (4)
PSYC 204 - Principles of Motivation (4)
WRIT 320 - Business & Professional Writing (4)

MAJOR AREA (28 HOURS)

PBRL 325 - Public Relations (4)
PBRL 350 - Media Research & Writing (4)
PBRL 425 - Crisis & Media Communication (4)
PBRL 445 - Public Relations & Promotional Strategy (4)
PBRL 460 - Client Engagement (4)
PBRL 495 - Public Relations Capstone (4)

Major Area Electives (4)*

*Select 4 hours from the following:

COMM 321 - Organizational Communication (4)
COMM 335 - Communication in Groups & Teams (4)
COMM 355 - Introduction to Grant Writing for Non-Profits (4)
MIS 320 - Technical Communication (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)

RISK MANAGEMENT & INSURANCE

PREREQUISITE COMPETENCIES

ECON 220 - Introduction to Macroeconomics (4)
PF 321 - Learning Strategies (2)

BUSINESS CORE (28 HOURS)

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 (32 HOURS)

FPLN 450 - Retirement Savings & Income Planning (4)
RMI 300 - Principles of Risk Management & Insurance (4)
RMI 420 - Property & Casualty Insurance (4)
RMI 430 - Individual & Group Life & Health Insurance (4)
RMI 470 - Insurance Company Operations (4)
RMI 495 - Risk Management & Insurance Capstone (4)

Major Area Elective (8)*

*Select 8 hours from the following:

ACCT 341 - Fraud Investigation (4)
ACCT 342 - Interviewing Techniques for Fraud Investigations (4)
ACCT 343 - Legal Elements of Fraud (4)
ACCT 344 - Corporate Governance & Internal Control Assessment (4)
ECON 321 - Intermediate Microeconomics (4)
ECON 322 - Intermediate Macroeconomics (4)
ECON 420 - Forecasting (4)
FINA 403 - Advanced Financial Management (4)
FINA 405 - Investments (4)

FINA 450 - Global Finance (4)
FPLN 300 - Principles of Financial Planning (4)
FPLN 430 - Tax Planning (4)
FPLN 440 - Risk Management & Insurance Planning (4)
FPLN 460 - Estate Planning (4)
RMI 410 - Risk Management & Insurance Internship (1-4)

WEB DEVELOPMENT

PREREQUISITE COMPETENCIES

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)
MATH 280 - Introduction to Probability & Statistics (4)
PF 321 - Learning Strategies (2)
WEBD 101 - Introduction to Page Construction (2)
WEBD 146 - JavaScript for Programmers (2)
WEBD 236 - Web Information Systems Programming (4)
WRIT 220 - Research Writing: Exploring Professional Identities (4)

MAJOR AREA (36 HOURS)

COMP 325 - Human-Computer Interaction (4)
GRPH 310 - Advanced Graphic Design (4)
INFA 300 - Introduction to Analytics (4)
ITEC 400 - Linux Administration (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)



ACADEMIC MINORS

Accounting	218	Healthcare & Society	223
Business Economics	218	Human Resources Management	224
Business Forensics	219	Information Systems	224
Communications	219	Management & Leadership	224
Criminal Justice Administration	220	Marketing	225
Digital Marketing	220	Marketing Promotions	225
Emergency Management & Homeland Security	221	Performance Management	226
Financial Management	221	Public Administration	226
Fire & Emergency Services Administration	222	Public Relations	227
Global Business	222	Public Safety Management & Leadership	227
Healthcare Management	223	Web Development	228

Academic Minors

A minor is designed to provide students an opportunity to explore a topic complementary to their major areas of study. The minor provides students the opportunity to explore the basic concepts and knowledge in an area outside of the primary course of study. Minors are recommended for students who want to complement and/or enhance a major; they are not, however, intended to complete the major.

Minors Policy and Requirements

With careful planning, students may be able to complete the requirements for a minor as part of the hours already required for their degree programs. The responsibility for designating the requirements for a minor lies with the program/faculty offering the minor. Academic policies related to minors include the following:

- Requirements for a minor should consist of a minimum of 16 credit hours
- Students must attain a minimum 2.0 GPA in the minor area, and each minor course must be completed with a grade of "C" or better
- Students must earn at least eight of the sixteen credit hours for the minor at Franklin University
- No more than four of the sixteen credit hours can be used to fulfill any other specific degree requirements, such as the Major Area, Major Elective, General Education Core, or Business/Professional Core requirements
- Courses for a minor may not be taken Credit/Non-Credit
- Any prerequisites to courses in the minor must be honored

ACCOUNTING

Program Chair, Alan Rogers, Ph.D., CPA

Accounting is often referred to as the “language of business.” As such, Franklin’s 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

(16 credit hours)

Intermediate Accounting I (ACCT 310)

Intermediate Accounting II (ACCT 320)

Federal Income Tax I (ACCT 390)

Accounting Information Systems (ACCT 425)

BUSINESS ECONOMICS

Program Chair, Martina Peng, Ph.D.

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

(16 credit hours)

Intermediate Microeconomics (ECON 321)

Intermediate Macroeconomics (ECON 322)

and choose two of the following:

Money, Banking, & Financial Markets (ECON 340)

Forecasting (ECON 420)

History of Economic Thought (ECON 450)

BUSINESS FORENSICS

Program Chair, Charles Saunders, Ph.D., CPA, CIA, CFE, CCSA, CRMA

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

(16 credit hours)

Fraud Examination (BSFR 341)

Interviewing Techniques for Fraud Investigations (BSFR 342)

Legal Elements of Fraud (BSFR 343)

Corporate Governance & Internal Control Assessment (BSFR 344)

COMMUNICATIONS

Program Chair, Brenda L. Jones, Ph.D.

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

(16 credit hours)

Communication Ethics (COMM 315)

Organizational Communication (COMM 321)

Communication in Groups & Teams (COMM 335)

Intercultural Communication (COMM 400)

CRIMINAL JUSTICE ADMINISTRATION

Program Chair, Jonathan McCombs, Ph.D.

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

(16 credit hours)

Introduction to Criminal Justice Administration (CJAD 210)

Introduction to Criminology (CJAD 240)

and two of the following:

Courts & Criminal Procedure (CJAD 310)

Policing in America (CJAD 315)

Corrections in America (CJAD 320)

Juvenile Justice & Delinquency (CJAD 330)

Criminal Justice Management & Administration (CJAD 450)

Ethics in the Criminal Justice System (CJAD 455)

DIGITAL MARKETING

Program Chair, R. Bruce Ramsey, M.S.C., MBA

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

(17 credit hours)

Introduction to Web Presentation & Publishing (COMM 107)

Digital Marketing (MKTG 340)

Social Media Marketing (MKTG 345)

Search Engine Marketing (MKTG 415)

Digital Marketing Analytics (MKTG 435)

EMERGENCY MANAGEMENT & HOMELAND SECURITY

Program Chair, Jonathan McCombs, Ph.D.

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
- Evaluate the unique roles and challenges faced by safety, security, and emergency management agencies

(16 credit hours)

Ethics & Leadership in Safety, Security & Emergency Management Agencies (SEMT 322)

Emergency Management Theory & Practice (SEMT 328)

Introduction to Emergency Management & Homeland Security (SEMT 335)

Homeland Security - Theory & Practice at the Local Level (SEMT 432)

FINANCIAL MANAGEMENT

Program Chair, Bruce A. Campbell, Ph.D.

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 business core, 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

(16 credit hours)

Money, Banking & Financial Markets (FINA 301)

Advanced Financial Management (FINA 403)

Investments (FINA 405)

Global Finance (FINA 450)

FIRE & EMERGENCY SERVICES ADMINISTRATION

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.

(16 credit hours)

Fire & Emergency Services Administration (FIES 310)

Human Resource Management for the Fire & Emergency Services (FIES 330)

Political & Legal Foundations for Fire Protection (FIES 430)

Applications of Fire Research (FIES 450)

GLOBAL BUSINESS

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

(16 credit hours)

Global Business Issues (BSAD 476)

Global Issues (HUMN 305)

and two of the following:

Cultural Anthropology (ANTH 215)

Intercultural Communication (COMM 400)

Global Finance (FINA 450)

World Religions (HUMN 218)

Study Abroad: Developing a Global World View (HUMN 405)

Global Marketing (MKTG 450)

HEALTHCARE MANAGEMENT

Program Chair, Alynia Bowen, Ph.D.

The minor in Healthcare Management was developed to offer selected major area Healthcare Management courses to individuals who have an interest in healthcare management but who are not eligible to enroll in the Allied Healthcare Management major because they lack the technical credit requirement, 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 but lack the required requisites for the Allied 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

(16 credit hours)

Healthcare Management (HCM 300)

Healthcare Financial Management I (HCM 320)

Legal Aspects of Healthcare Management (HCM 442)

Contemporary Issues in Healthcare Management (HCM 472)

HEALTHCARE & SOCIETY

Program Chair, Alynia Bowen, Ph.D.

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 but who are unable to enroll in the Allied Healthcare Management degree completion program due to the technical course requirement, or chose to pursue another major. 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 but lack the required requisites for the Allied 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 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

(16 credit hours)
Healthcare Management (HCM 300)
Community Health (HCM 340)
Legal Aspects of Healthcare Management (HCM 442)
Contemporary Issues in Healthcare Management (HCM 472)

HUMAN RESOURCES MANAGEMENT

Program Chair, Garry McDaniel, Ed.D.

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

(16 credit hours)
Human Resources Management (HRM 300)
12 credit hours of Human Resources Management courses

INFORMATION SYSTEMS

Program Chair, Bradley C. Watson, Ph.D.

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.

(16 credit hours)
Information Systems Architecture & Technology (MIS 310)
Systems Analysis & Design (MIS 400)
Introduction to Analytics (INFA 300)
Information Technology Project Management (ITEC 430)

MANAGEMENT & LEADERSHIP

Program Chair, Timothy F. Reymann, Ph.D.

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

(16 credit hours)

Organizational Behavior (MGMT 325)

Organizational Change (MGMT 425)

Organizational Culture & Performance (MGMT 440)

Organizational Leadership (MGMT 470)

MARKETING

Program Chair, R. Bruce Ramsey, M.S.C., MBA

Because marketing impacts overall business strategy and operations, Franklin's 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

(16 credit hours)

Marketing (MKTG 300)

Promotion (MKTG 320)

Marketing Behavior (MKTG 330)

Marketing Research (MKTG 332)

MARKETING PROMOTIONS

Program Chair, R. Bruce Ramsey, M.S.C., MBA

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

(16 credit hours)
Promotion (MKTG 320)
Public Relations (PBRL 325)
Digital Marketing (MKTG 340)
Social Media Marketing (MKTG 345)

PERFORMANCE MANAGEMENT

Program Chair, Timothy F. Reymann, Ph.D.

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

(16 credit hours)
Organizational Behavior (MGMT 325)
Performance Management (HRM 400)
Principles of Organizational Development (HRM 420)
Organizational Change (MGMT 425)

PUBLIC ADMINISTRATION

Program Chair, Alex Heckman, MPA., Ph.D.

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

(16 credit hours)
American Government in Action (PUAD 295)
Introduction to Public Administration (PUAD 305)
Performance Management (HRM 400)
Government & Nonprofit Budgeting (PUAD 420)

PUBLIC RELATIONS

Program Chair, Michael Posey, Ph.D.

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

(16 credit hours)
Public Relations (PBRL 325)
Media Research & Writing (PBRL 350)
Media & Crisis Communication (PBRL 425)
Public Relations & Promotional Strategy (PBRL 445)

PUBLIC SAFETY MANAGEMENT & LEADERSHIP

Program Chair, Jonathan McCombs, Ph.D.

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 non-sworn 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 minor are to 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

(16 credit hours)
Cybercrime (CJAD 420)
Introduction to Intelligence Analysis and Terrorism (CJAD 360)
OR Critical Incident Management (SEMT 450)
Government & Nonprofit Budgeting (PUAD 420)
Introduction to Emergency Management & Homeland Security (SEMT 335)

WEB DEVELOPMENT

Program Chair, Bradley Watson, Ph.D.

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 are to 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

(16 credit hours)

Fundamentals of Graphic Design (GRPH 210)

Web Information Systems Programming (WEBD 236)

Advanced Client Side Development (WEBD 335)

Advanced Server Side Development (WEBD 435)



GRADUATE POLICIES

Franklin University's 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.

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, and personal qualities and characteristics.

Requirements for admission 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, references, 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.

Domestic applicants seeking enrollment into a Franklin University Graduate 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 candidate'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.

PROGRAM SPECIFIC REQUIREMENTS

Prospective students for a graduate degree must earn a grade of "C" or better in all undergraduate prerequisite courses before being admitted into a specific graduate program.

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).

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

The Master of Science – Computer Science program requires the following prerequisite courses (or the equivalent from an accredited school): Discrete Mathematics (MATH 170), Database Management (COMP 281), Introduction to Computer Science (COMP 111), Object-Oriented Data Structures & Algorithms I (COMP 121), Object-Oriented Data Structures & Algorithms II (COMP 311), Operating Systems (COMP 203), and Computer Network Systems (COMP 204). Prerequisite courses must be completed with a grade of C or better. The Program Chair will determine, on an individual basis, course prerequisite requirements upon review of the student's completed undergraduate courses, work experience, or demonstrated competency in Computer Science.

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: ois@franklin.edu.

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 (see "English Language Proficiency Requirements");
- 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 HEALTH INSURANCE

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 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.

Franklin University does not provide health insurance to domestic students.

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 earned appropriate scores on language proficiency exams taken within the last two years, as listed below.

*A list of English-speaking nations can be found [here](#).

Graduate face-to-face who take classes at Franklin’s Main Campus in Columbus, Ohio must earn a minimum overall TOEFL score of 550 (paper-based), 79 (Internet-based), 6.5 IELTS, ACCUPLACER ESL® 295, or Cambridge 180 with the minimum scores on each of the exam subsections listed below.

TOEFL	IELTS	ACCUPLACER	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

Global or Online International students must take Reading Comprehension and Writing placement exams.

Students must earn a minimum overall TOEFL score of 550 (paper-based), 79 (Internet-based), 6.5 IELTS, ACCUPLACER ESL® 105, or Cambridge 180 with at least the following scores on each of the exam subsections.

TOEFL	IELTS	ACCUPLACER	Cambridge English Scale
Reading 20/30	Reading 6.5	Reading 10	Reading 180
Writing 20/30	Writing 6.5	Writing 5	Writing 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) once within a two-week period. Subsequent examination retakes will be considered 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. An alternative to finding a proctor in your area is BVirtual, an online proctoring service, approved by ACCUPLACER. For additional information, contact the Office of International Students and Programs.

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 Graduate Office 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 graduate program. Transfer students must meet University Graduate School residency requirements. Residency requirements equate to the total number of credit hours required for a specific program less the maximum of 12 graduate 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 have a bachelor degree from a regionally accredited university or college.

To register for courses in a Master's program, students must meet with a Graduate Academic Advisor to show course preparation. The program chair will review the student's credentials and make the final enrollment decision. A maximum of eight (8) credit hours may be taken as non-degree seeking status. Non-degree seeking students are not eligible for financial aid.

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.

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.

Students may request to be registered for a specific section and instructor but these course items are subject to change.

Academic Policies

GRADUATE DEGREE AND RESIDENCY REQUIREMENTS

Degree Requirements

To be awarded a master's degree, students must:

- successfully complete all courses required in the specific master's 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

Master of Public Administration, Master of Science – Computer Science, Master of Science in Human Resources Management, and Master of Science – Marketing & Communication students must earn in residence at Franklin University at least 28 of the 40 required credits.

Master of Science – Instructional Design & Learning Technology students must earn in residence at Franklin University at least 20 of the 32 required credits.

Master of Business Administration, Master of Healthcare Administration, and Master of Science in Business Psychology students must earn in residence at Franklin University at least 24 of the 36 required credits.

Master of Science in Accounting students must earn in residence at Franklin University at least 18 of the 30 required credits.

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

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 POLICY

Time Estimates & Cred 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
	15 weeks	2
Two Credit Hours (60 hours of SIA total in course)	3 weeks	20
	6 weeks	10
	7 weeks	8.5
	12 weeks	5
	15 weeks	4
Three Credit Hours (90 hours of SIA total in course)	6 weeks	15
	12 weeks	4.5
	15 weeks	6
Four Credit Hours (120 hours of SIA total in course)	6 weeks	20
	12 weeks	10
	15 weeks	8

RATE OF PROGRESS

As evidence of satisfactory progress toward a master's 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 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:

Grade	Point Value
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	0 points (Failure)
Z	Administrative Withdrawal 0 points (Failure)

The following grades and symbols are used but 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-graded course, an Incomplete converts to "IF" after the deadline. An "IF" is calculated in the GPA. (See "Withdrawal from a Course" for additional information.)
P	Pass — calculated only 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 changed to "CR" and not calculated in the GPA if a student has retaken the identical course for credit.
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 for credit.
ZK	Credit granted after the Forgiveness Policy.

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 (see page 151)

Additionally, upon approval of the Program Chair, up to twelve hours of graduate credit may be transferred into any graduate program. Such transferred graduate credit, whether from Franklin University (8 credits) or another institution (12 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.

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: A

Guidelines: Superior Graduate Performance (exemplary work that greatly exceeds requirements)

Typical Factors

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.

Business Example

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.

Grade: A-

Guidelines: Excellent Graduate Performance (greatly exceeds requirements)

Typical Factors

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.

Business Example

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.

Grade: B+

Guidelines: Above Expected Graduate Performance (somewhat exceeds requirements)

Typical Factors

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.

Business Example

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.

Grade: B

Guidelines: Expected Graduate Performance (meets all requirements)

Typical Factors

All main points covered; relatively few noticeable and distracting grammatical, spelling and typographical errors; assignment demonstrated average and appropriate level and type of expression.

Business Example

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.

Grade: B-

Guidelines: Somewhat Below Expected Graduate Performance (does not meet some requirements)

Typical Factors

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.

Business Example

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.

Grade: C

Guidelines: Clearly Below Expected Graduate Performance (does not meet many requirements)

Typical Factors

Some main points are incomplete, while others are missing; major grammatical, spelling and typographical errors; evidence of disorganized thought process.

Business Example

Demonstrates inability to perform in a competitive work environment. Work does not qualify for any reference pertaining to skills and abilities. Work would justify assigning challenging projects to another employee.

Grade: F

Guidelines: Greatly Below Expected Graduate Performance (meets few or no requirements)

Typical Factors

Highly disorganized work; poor use of English, large number of grammatical, typographical and spelling errors; evidence of disorganized thought process.

Business Example

Not acceptable.

Grade: I

Guidelines: Incomplete (missing one or more course requirements)

Typical Factors

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.

RETAKEING 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 Bulletin.

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 Bulletin 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.

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.



GRADUATE PROGRAMS

Master of Business Administration	241
Master of Healthcare Administration	243
Master of Public Administration	246
Master of Science in Accounting	249
Master of Science in Business Psychology	252
Master of Science – Computer Science	254
Master of Science in Human Resource Management	256
Master of Science – Instructional Design & Learning Technology	258
Master of Science – Marketing & Communication	260

MASTER OF BUSINESS ADMINISTRATION

Program Chair, Bruce Campbell, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Wendell Seaborne, Ph.D., Lead Faculty

JoAnna Williamson, Ph.D., J.D., Lead Faculty

Advisory Board (listed on page 430)

The MBA Program at Franklin University 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 Franklin University 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 MBA 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.

MBA PROGRAM OUTCOMES

Graduates of the program will be able to:

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

MBA PROGRAM CURRICULUM DESIGN

Franklin University, an innovator in the development of higher education programs geared to the needs of working adults, responds to the forces reshaping today's business environment with its MBA Program. Created with the input of the business and professional community, Franklin's MBA program enables graduate students to acquire the knowledge and skills needed to be personally and professionally effective in a world that is growing increasingly complex and unpredictable.

The program of study offers a "hand in glove" fit for contemporary graduate students, many of whom already have

career and family responsibilities. Students may attend classes online or in-person, or through a combination of both. The 36-hour leadership oriented MBA program can be completed in as few as 16 months.

A special feature of the program of study involves skills assessment and enhancement features. For students whose proficiency in one or more topical areas needs strengthening, special modules, called SuccessPreps, are provided in conjunction with related MBA courses to help assure student success. The skills assessment and SuccessPreps combination makes it possible for the MBA program to be offered without time consuming and costly prerequisites. These SuccessPrep topical areas include operations, financial and managerial accounting, managerial economics, and corporate finance.

The MBA Program enables students to draw upon their own practical work experience to develop both an understanding of key business theories and the ability to apply them in real-life situations.

OUTCOME MAP - BUSINESS ADMINISTRATION

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4
MBA 707	I	I	I	I
MBA 711		R	R	R
MBA 713	R	R	R	R
MBA 721	R	R	R	R
MBA 723		R	R	R
MBA 727	R	R	R	R
MBA 731		R	R	R
MBA 733		R	R	R
MBA 737		R	R	R
MBA 741	A	A	A	A

COURSE CURRICULUM (36 HOURS)

- MBA 707 - MBA Foundations (4)
- MBA 711 - Business Environment (4)
- MBA 731 - Operations Management (4)
- MBA 721 - Marketing Management (4)
- MBA 733 - Financial & Managerial Accounting (4)
- MBA 713 - Human Resource Management (4)
- MBA 723 - Managerial Economics (4)
- MBA 737 - Corporate Finance (4)
- MBA 741 - Strategic Management (4)

MASTER OF HEALTHCARE ADMINISTRATION

Program Chair: Leslie Matthew, M.D., M.B.A

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 427)

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 become 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 MASTER OF HEALTHCARE ADMINISTRATION 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.

MASTER OF HEALTHCARE ADMINISTRATION OUTCOMES

Graduates of the program will be able to:

1. Evaluate the relationships between the health policy process and economic, social, cultural, and ethical factors.
2. Develop strategic plans to sustain and improve the financial and operational performance of a healthcare organization.
3. Evaluate emerging and ongoing societal, legal, ethical, and regulatory trends specific to healthcare delivery systems.
4. Recommend patient-centered strategies to improve healthcare delivery systems.
5. Develop transformational leadership strategies to influence organizational change.
6. Recommend policies, procedures, and systems that manage information as a healthcare asset.
7. Design process improvement strategies for healthcare organizations using analytical data.
8. Synthesize appropriate theories, principles, and practices of administration in healthcare organizations.

OUTCOME MAP - HEALTHCARE ADMINISTRATION

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6	7	8
HCM 735	I, R, A	I	I	I	I	I	I	I
HCM 733		R, A				R	R	R
HCM 742	R		R, A	R		A		R
HCM 752	I, R					I, R		
HCM 762	I, R		I, R					
HCM 765	R	R, A	R	R, A	R	R	R, A	R
HIM 702						I, R	I, R	
HCM 772	A	A	A	A	A	A	A	A

MASTER OF HEALTHCARE ADMINISTRATION CURRICULUM DESIGN

The Franklin University MHA Program is uniquely designed for the busy professional. The curriculum and course work are carefully planned and continually updated to correspond to the ever changing world of healthcare. All courses are designed to be applicable to diverse environments and healthcare settings. Learning methodologies include case studies, lectures, group projects, and community and healthcare setting projects.

The curriculum design will include 6 week online courses. Paper and other required assignments will be completed during the periods of online study. The Program will utilize the online resources of Franklin University as the primary source of study and communication between the student(s) and faculty. Through this medium, assignments and projects will be discussed and completed, announcements made, meetings held, and informal communications between faculty and students, and students to students will be facilitated.

THE MHA PROFESSIONAL AND MAJOR CORE COURSES

The course progression starting with the completion of professional core courses is designed to aid students in successfully completing the demands of a graduate education.

CORE COURSE CURRICULUM (32 HOURS)

HCM 733 - Financial & Managerial Accounting in Healthcare

Organizations (4)

HCM 735 - Healthcare Delivery Systems (4)

HCM 742 - Healthcare Law & 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 (4 HOURS)

Select 4 hours from the following:

Health Informatics:

HIM 710 - Clinical Workflow & Applications (4)

HIM 761 - Healthcare Analytics (4)

Healthcare Quality Management:

GRAD 685 - Integrative Field Experience (4)

GRAD 770 - Lean Six Sigma (4)

Other:

PUAD 701 - Foundations of Government & Non-Profit Administration (4)

HRM 701 - Human Resources Management (4)

PSYC 603 - Managerial Psychology (4)

MASTER OF PUBLIC ADMINISTRATION

Program Chair, Alexander Heckman, M.P.A., Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 432)

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

MASTER OF PUBLIC ADMINISTRATION OUTCOMES

Graduates of the program will be able to:

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

OUTCOME MAP - PUBLIC ADMINISTRATION

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.

PROGRAM LEARNING OUTCOMES

	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 790	A	A	A	A	A	A

MPA COURSE CURRICULUM (40 HOURS)

CORE REQUIREMENTS (32 HOURS)

- PUAD 701 - Foundations of Government & Non-Profit Administration (4)
- PUAD 710 - Managing Personnel & Information Systems (4)
- PUAD 715 - Methodological Reasoning & 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 & Non-Profit Organizations (4)
- OR CJAD 700 - Effective Administration of Justice (4)
- PUAD 790 - Public Administration Capstone (4)

ELECTIVES (8 HOURS)

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 8 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)
- CJAD 740 - Strategic Policing & Contemporary Crime Control Strategies (4)

HEALTHCARE ADMINISTRATION:

HCM 735 - Healthcare Delivery Systems (4)

HCM 742 - Healthcare Law & Ethics (4)

HCM 752 - Healthcare Policy (4)

HUMAN RESOURCE MANAGEMENT:

HRM 701 - Human Resource Management (4)

HRM 702 - Employee Rights, Responsibilities & Discipline (4)

HRM 703 - Labor Relations Process & Law (4)

MASTER OF SCIENCE IN ACCOUNTING

Program Chair, Alan D. Rogers, DBA, CPA

Curriculum developed in collaboration with the International Institute for Innovative Instruction and: Charles Saunders, Ph.D., CPA, CIA, CFE, CCSA, CRMA, Lead Faculty Advisory Boards (listed on page 422)

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

MASTER OF SCIENCE IN ACCOUNTING PROGRAM OUTCOMES

Graduates of the program will be able to:

1. Recognize, detect, and appraise accounting related issues and problems by integrating accounting theory and practice.
2. Research, evaluate, and select the proper accounting treatment for accounting or tax issues using Generally Accepted Accounting Principles, International Financial Reporting Standards, or relevant tax laws and regulations.
3. Formulate and present conclusions to accounting related issues using written and oral presentations.
4. Work effectively on a team research project regarding a current accounting issue.

OUTCOME MAP- ACCOUNTING

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5
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

OUTCOME MAP - TAXATION

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5
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 754				I, R, A	R
ACCT 795	R	R	R	R	A

COURSE CURRICULUM (30 HOURS)

Students are admitted to the MSA Program continually throughout the year. Students will generally take courses in a sequence but may elect, depending on course prerequisites, to take particular courses at any time. Students will generally take the Program's Core Courses followed by either a series of courses in a suggested pathway or choosing 16 hours of coursework from the course options listed in the pathways, followed by a Capstone Course prior to graduation. The suggested course sequence is the same for all students regardless of the admission date.

CORE COURSES (10 HOURS)

ACCT 710 - Introduction to Research in Accounting (2)
ACCT 715 - Financial Accounting Theory (4)
ACCT 725 - Management Control Processes & Systems (4)

SUGGESTED PATHWAYS (16 HOURS)

These Suggested Pathways are designed to provide students with concentrated knowledge in specific areas of accounting, however, students may choose any four (16 hours) of the 8 courses listed below to align with their personal and career goals.

FINANCIAL OPERATIONS:

ACCT 731 - Enterprise Resource Planning Systems (4)
ACCT 732 - Forensic Accounting (4)
ACCT 733 - Advanced Auditing & Data Mining Techniques (4)
ACCT 734 - Enterprise Risk Analysis & Management (4)

TAXATION:

ACCT 751 - Advanced Personal Income Taxation (4)
ACCT 752 - C-Corporation Taxation (4)
ACCT 753 - Pass-Through Entity Taxation (4)
ACCT 754 - Gift and Estate Taxation (4)

CAPSTONE COURSE (4 HOURS):

ACCT 795 - Accounting Research Seminar (4)

MASTER OF SCIENCE IN BUSINESS PSYCHOLOGY

Program Chair, Ray Forbes, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and: Advisory Board (listed on page 424)

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.

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 psychology and business.

GOALS OF THE MASTER OF SCIENCE IN BUSINESS PSYCHOLOGY 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

MASTER OF SCIENCE IN BUSINESS PSYCHOLOGY PROGRAM OUTCOMES

Graduates of the program will be able to:

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.

OUTCOME MAP - BUSINESS PSYCHOLOGY

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.

PROGRAM LEARNING OUTCOMES

	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

COURSE CURRICULUM (36 HOURS)

- PSYC 601 - Introduction to Business Psychology (4)
- PSYC 602 - Individual & Organizational Intelligence (4)
- PSYC 603 - Managerial Psychology (4)
- PSYC 604 - Behavioral Economics & Neurofinance (4)
- PSYC 605 - Psychology of Marketing (4)
- PSYC 606 - Psychology of Human Resources (4)
- PSYC 607 - Psychology of Creativity, Innovation & Change (4)
- PSYC 608 - Psychology of Organizational Coaching (4)
- PSYC 609 - Business Psychology Mastery Demonstration (4)

MASTER OF SCIENCE – COMPUTER SCIENCE

Program Chair, Chunbo Chu, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Bradley Watson, Ph.D., Lead Faculty
Advisory Board (listed on page 424)

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.

MASTER OF SCIENCE – COMPUTER SCIENCE PROGRAM OUTCOMES

Graduates of the program will be able to perform software project roles in a team environment for:

- Planning project processes and products, analyzing problems and design trade-offs, and making design decisions to address stakeholder needs.
- Designing and implementing a software architecture and related products according to software plans and requirements.
- Monitoring, controlling, verifying, validating, and communicating software development progress relative to plans and requirements.

OUTCOME MAP - COMPUTER SCIENCE

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.

PROGRAM LEARNING OUTCOMES

	1	2	3
COMP 620		R	
COMP 660	R	R	R
COMP 630		R	
COMP 645	I, R, A	I, R, A	I, R, A
COMP 650	R	R	R
COMP 655	R	R	
COMP 665			I, R, A
COMP 671	R	R	R
COMP 691		R	R

Additional requirements for admission to the M.S. in Computer Science program include:

- 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 basic JAVA programming skills and also the ability to write C++ or C code (used in COMP 674 - Parallel and High Performance Computing)

- Students without a computer science degree will need to have credit for the following Franklin

University courses or the equivalent undergraduate course work at a regionally accredited institution or approved relevant work experience:

- MATH 170 Discrete Mathematics
- COMP 111 Introduction to Computer Science & Object-Oriented Programming
- COMP 121 Object-Oriented Data Structures & Algorithms I
- COMP 203 Principles of Operating Systems
- COMP 204 Principles of Computer Networks
- COMP 281 Database Management Systems
- COMP 311 Object-Oriented Data Structures & Algorithms II

Students in the Computer Science and Information Technology majors may be required to purchase hardware and/or software with capabilities greater than the standard University technology requirements. There will be software requirements beyond the standard Microsoft Office software, 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 check the Technology Requirements section of the Bulletin and/or the Course Schedule for the requirements relevant to Computer and Information Sciences majors to ensure they have, and are familiar with, the requisite hardware and software.

COURSE CURRICULUM (40 HOURS)

Students are admitted to the MSCS Program in September, January and April.

The course sequence does vary.

FIRST TRIMESTER

- COMP 620 - Analysis of Algorithms (4)
- COMP 660 - Communication Strategies for the Technical Professional (4)

SECOND TRIMESTER

- COMP 630 - Issues in Database Management (4)
- COMP 645 - Topics in Software Development (4)

THIRD TRIMESTER

- COMP 650 - System Architecture & Engineering (4)
- Elective - Computer Science Elective (4)

FOURTH TRIMESTER

- COMP 655 - Distributed Systems (4)
- COMP 665 - Project Management of Information Systems (4)

FIFTH TRIMESTER

- COMP 671 - Verification & Testing (4)
- COMP 691 - Capstone (4)

ELECTIVES

- COMP 610 - Internship in Graduate Computer Science (1-4)
- COMP 670 - Application of Artificial Intelligence (4)
- COMP 672 - Human Factors (4)
- COMP 674 - Parallel & High Performance Computing (4)
- COMP 676 - Computer Security (4)
- COMP 680 - Special Topics in Graduate Computer Science (4)
- COMP 699 - Independent Studies in Graduate Computer Science (1-4)

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

Program Chair, Garry McDaniel, Ed.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.
Advisory Board (listed on page 428)

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

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT PROGRAM OUTCOMES

Graduates of the program will be able to:

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 global environment.
2. Contrast international HRM 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.

OUTCOME MAP - HUMAN RESOURCE MANAGEMENT

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.

PROGRAM LEARNING OUTCOMES

	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

The M.S. HRM Program is uniquely designed for the busy professional. The curriculum and course work are carefully planned and continually updated to correspond with the ever-changing world of business. All courses are designed to be applicable to diverse business settings. Learning methodologies include case studies, lectures, group projects, and community setting projects.

The curriculum design will include 6 week online or face-to-face courses. Papers and/or other required assignments will be completed during the periods of on-line study. The Program will utilize the on-line or face-to-face resources of Franklin University as the primary source of study and communication between the student(s) and faculty. Through these mediums assignments and projects will be discussed and completed, announcements made, meetings held, and informal communications between faculty and students, and students to students will be facilitated.

COURSE CURRICULUM (40 HOURS)

- HRM 701 - Human Resource Management (4)
- HRM 702 - Employee Rights, Responsibilities & Discipline (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 707 - Organizational Leadership (4)
- HRM 708 - Strategic Human Resource Planning (4)
- HRM 709 - International Human Resource Management (4)
- HRM 710 - Capstone Project (4)

MASTER OF SCIENCE – INSTRUCTIONAL DESIGN & LEARNING TECHNOLOGY

Program Chair, Yi Yang, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Daniel Bell, Ph.D.

Advisory Board (listed on page 428)

The Master of Science - Instructional Design and Learning Technology (IDLT) balances theory and practice to develop student competencies in the disciplines of instructional design (ID) and performance technology (PT). Courses require students to apply their learning to create authentic instructional or performance products. The capstone project provides students with the opportunity to apply their learned expertise to solve a real-world learning 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.

MASTER OF SCIENCE - INSTRUCTIONAL DESIGN & LEARNING TECHNOLOGY PROGRAM OUTCOMES

Graduates of the program will be able to:

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.

OUTCOME MAP - INSTRUCTIONAL DESIGN & LEARNING TECHNOLOGY

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.

PROGRAM LEARNING OUTCOMES						
	1	2	3	4	5	6
IDPT 600	I					
IDPT 610	R	I		I	I	
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

Instructional Design & Learning Technology students are expected to exceed the General Technology Requirements. To maximize the educational experience, IDLT students must have:

- Broadband access
- Web Cam
- Articulate Studio (Please note: 1) Directions for purchase will be provided. 2) The Apple operating system is not supported; students must have access to a Windows system. 3) Microsoft PowerPoint and Microsoft Word are required for Articulate.)

COURSE CURRICULUM (32 HOURS)

IDPT 600 - Principles of Learning Theory (4)

IDPT 610 - Principles 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 670 - Capstone (4)

MASTER OF SCIENCE – MARKETING & COMMUNICATION

Program Chair, JoAnna Williamson, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Douglas K. Ross, Ph.D.

Advisory Board (listed on page 430)

The Master of Science - Marketing & Communication Program is designed to accommodate the evolving development of marketing within today's forward-thinking organizations. The Program not only responds to recent 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. In addition, Marketing & Communication students will complete a number of graduate core courses which every individual with an advanced degree should be well versed in, regardless of their degree program. As a graduate of the Marketing & Communication Program, individuals will be a candidate for positions in organizations where marketing and communication responsibilities have been combined. Graduates also will be positioned to seek a leadership role in either or both of these areas, as well as to make a career transition from one to the other.

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 marketing environment.

Master of Science in Marketing & Communication students must also have the following in addition to the General Technology Requirements:

- Broadband access
- Web Cam

MASTER OF SCIENCE - MARKETING & COMMUNICATION PROGRAM OUTCOMES

Graduates of the program will be able to:

1. Develop research and theory-based marketing communication strategies to support organizational goals and objectives.
2. Recommend and evaluate traditional and contemporary processes and tactics to implement marketing communication strategies.
3. Communicate with internal and external audiences.
4. Integrate scholarly marketing communication knowledge into marketing communication practices.

OUTCOME MAP - MARKETING & COMMUNICATION

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.

PROGRAM LEARNING OUTCOMES

1	2	3	4	
MCM 707	I	I	I	I
MCM 713	I, R	I, R	I, R	I
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 731	R	R	R	R
MCM 733	R, A	R, A	R, A	R
MCM 737	R, A	R, A	R, A	R
MCM 741	R	R	R, A	R, A

COURSE CURRICULUM (40 HOURS)

Students are admitted to the MCM Program periodically throughout the year. The course sequence is the same for all students regardless of the admittance date.

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 731 - Applied Marketing Communication Theory (4)

MCM 733 - Marketing Communication Planning (4)

MCM 737 - Marketing Communication Management & Leadership (4)

MCM 741 - Marketing Communication Capstone (4)



GRADUATE ACADEMIC CERTIFICATES

Criminal Justice Leadership

263

Instructional Design

264

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 sixteen (16) 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

CRIMINAL JUSTICE LEADERSHIP

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.

Graduates of the Academic Certificate in Criminal Justice Leadership program will be able to:

1. Evaluate juvenile and adult corrections, histories, best-practices, and trends.
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. Develop ethical leadership models for administration of justice.
5. Evaluate contemporary law enforcement strategies and structures, integrating policy and legal perspectives.

*Please see all admission requirements for the MPA program in the Graduate Policies section of the Bulletin. Twelve (12) of the required sixteen (16) semester credit hours for the certificate must be earned at Franklin University, and each course must be completed with a grade of "B-" or better.

(16 credit hours)

PUAD 701 - Foundations of Government & Non-Profit Administration (4)

CJAD 700 - Effective Administration of Justice (4)

CJAD 710 - Adult & Juvenile Systems of Justice (4)

CJAD 720 - Criminology Theory & Solutions to Crime (4)

INSTRUCTIONAL DESIGN

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.

Graduates with the Academic Certificate in Instructional Design will be able to:

1. Conduct analyses
2. To identify needs or opportunities for performance and learning improvement.
3. Design and develop interventions to solve performance and learning problems.
4. Design interventions consistent with ethical standards and practices in the field.
5. Integrate technologies into learning environments to enhance learning and collaboration.

*Please see all entrance requirements for the MS IDLT program in the Graduate Policies section of the Bulletin. Twelve (12) of the required sixteen (16) semester credit hours for the certificate must be earned at Franklin University, and each course must be completed with a grade of "B-" or better.

(16 credit hours)

- IDPT 600 - Principles of Learning Theory (4)
- IDPT 610 - Principles of Instructional Design (4)
- IDPT 620 - Principles of Human Performance Technology (4)
- IDPT 640 - Enhancing Learning with Technology (4)

Doctoral Policies and Programs

DOCTORATE POLICIES

Student Admission	266
-------------------	-----

GRADUATE PROGRAMS

Doctor of Business Administration – Management	267
Doctor of Healthcare Administration	270
Doctor of Professional Studies – Instructional Design Leadership	273

COURSE DESCRIPTIONS

Graduate Studies	276
Health Information Management	278
Healthcare Management	279
Instructional Design Leadership	279
Management	281

Student Admission

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

Prospective 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
- International applicants
 - 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) or a score of 6.5 on the International English Language Testing System (IELTS) or a score of 101 (Reading Comprehension and 5 (WritePlacer) on Accuplacer ESL is required, as well as an English evaluation by Franklin University, if necessary.

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

Doctor of Business Administration - Management 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 healthcare-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.

RESIDENCY

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 two colloquia, 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.

DOCTOR OF BUSINESS ADMINISTRATION - MANAGEMENT

Program Chair, Wendell Seaborne, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:

Lewis K. E. Chongwony, Ph. D.

Younghee Jessie Kong, Ph. D.

Martina Peng, Ph. D., CFP®

Timothy F. Reymann, Ph. D.

Charles T. Saunders, Ph.D., MBA, MA, CPA, CIA, CCSA, CRMA

Wendell Seaborne, Ph. D.

Thomas G. Seiler, D.B.A., J.D., CPA, CGMA

Yuerong Sweetland, Ph. D.

JoAnna Williamson, Ph. D., J.D.

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 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.

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

DBA PROGRAM OUTCOMES

Graduates of the program will be able to:

1. Demonstrate effective research skills
 - a. Formulate a research problem
 - b. Integrate previous literature into an appropriate literature review
 - c. Design a research study
 - d. Analyze data
 - e. Summarize and present research results
 - f. 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

OUTCOME MAP

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4
GRAD 800	I		I	
GRAD 805	I,R		I,R	
GRAD 810	I,R		I,R	
GRAD 820	I,R		I,R	
GRAD 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

DBA COURSE CURRICULUM (58 HOURS)

RESEARCH CORE REQUIREMENTS (16 HOURS)

All students are required to take the first five courses listed and one of the final two listed, depending on the research method and design they choose for their dissertation.

- GRAD 800 Writing Foundations (3)
- GRAD 805 Research Methodology & Design (3)
- GRAD 810 Applied Statistics (4)
- GRAD 888 Colloquium I (1)
- GRAD 889 Colloquium II (1)
- GRAD 820 Advanced Quantitative Research Design & Analysis (4)
OR GRAD 822 Advanced Qualitative Research & Design (4)

MAJOR CORE REQUIREMENTS (20 HOURS)

- MGMT 840 Development of Management Theory & Practice (4)
- MGMT 845 Organizational Behavior, Culture & Effectiveness (4)
- MGMT 850 Organizational Leadership (4)
- MGMT 855 Organizational Systems Perspectives Theory & Application (4)
- MGMT 860 Strategic Thinking, Decision-Making & Innovation (4)

ELECTIVES (12 HOURS)

Select 12 hours from the following:

- MGMT 865 Organizational Performance Analysis (4)
- MGMT 870 Business Ethics & Corporate Social Responsibility (4)
- MGMT 875 Change Management & Organizational Development (4)
- Any DHA course (4)
- Any DPS course (4)

DISSERTATION REQUIREMENTS (10 HOURS)

- GRAD 901 Comprehensive Exam (1)
- GRAD 902 Dissertation I (3)
- GRAD 903 Dissertation II (3)
- GRAD 904 Dissertation III (3)
- GRAD 999 Study Continuation (3) (if necessary)

DOCTOR OF HEALTHCARE ADMINISTRATION

Program Chair, Leslie J. King, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Leslie J. King, Ph.D.

Karen Miner-Romanoff, Ph.D., J.D.

Barbara Fennema, Ed.D.

Yi Yang, Ph.D.

Thomas Seiler, JD, CPA, CGMA

Gail K. Baumlein, PhD, MSN, RN, CNS, CNE, ANEF

JoAnn L. Jordan, MPH, RHIA, CCS, CCS-P, CHIMS

Wendell Seaborne, Ph.D.

Rob Wood, Ed.D.

Joel Gardner, Ph.D.

Timothy Reymann, Ph.D.

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

DHA PROGRAM OUTCOMES

Graduates of the program will be able to:

1. Design organizational strategies that improve healthcare service outcomes
2. Evaluate healthcare organizational data, processes, and operations using research strategies
3. Develop educational and training strategies that enhance human capital in healthcare
4. Recommend policy and procedural strategies for accreditation and regulatory compliance
5. Develop innovative healthcare leadership practices based on executive leadership theories
6. Contribute scholarly and professional work to advance the field of healthcare administration

Graduates of the DHA program will be prepared for employment or promotion in private industry, government or education.

OUTCOME MAP

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4
GRAD 800	I		I	
GRAD 805	I,R		I,R	
GRAD 810	I,R		I,R	
GRAD 820	I,R		I,R	
GRAD 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

DHA COURSE CURRICULUM (58 HOURS)

RESEARCH CORE REQUIREMENTS (16 HOURS)

All students are required to take the first five courses listed and one of the final two listed, depending on the research method and design they choose for their dissertation.

- GRAD 800 Writing Foundations (3)
- GRAD 805 Research Methodology & Design (3)
- GRAD 810 Applied Statistics (4)
- GRAD 888 - Colloquium I (1)
- GRAD 889 - Colloquium II (1)
- GRAD 820 Advanced Quantitative Research Design & Analysis (4)
OR GRAD 822 Advanced Qualitative Research & Design (4)

MAJOR CORE REQUIREMENTS (20 HOURS)

- 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 (12 HOURS)

Select 12 hours from the following:

- HIM 810 Advanced Clinical Workflow & Applications (4)
- HIM 861 Advanced Healthcare Analytics (4)
- Any DBA course (4)
- Any DPS course (4)

DISSERTATION REQUIREMENTS (10 HOURS)

- GRAD 901 Comprehensive Exam (1)
- GRAD 902 Dissertation I (3)
- GRAD 903 Dissertation II (3)
- GRAD 904 Dissertation III (3)
- GRAD 999 Study Continuation (3) (if necessary)

Program Chair, Yi Yang, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction and:
Yi Yang, Ph.D.

Joel Gardner, Ph.D.

Matt Barclay, Ph.D.

Lewis Chongwony, Ph.D.

Barbara Fennema, Ed.D.

Lou Anne Manning, Ed.D.

Leslie J. King, Ph.D., MS, CLS (ASCP), MLT (ASCP)

Karen Miner-Romanoff, Ph.D., J.D.

Thomas Seiler, JD, CPA, CGMA

Wendell Seaborne, Ph.D.

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.

DPS PROGRAM OUTCOMES

Graduates of the program will be able to:

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. Synthesize knowledge from several fields and disciplines.
7. Conduct and synthesize applied research.
 - a. Formulate a research problem
 - b. Integrate previous literature into an appropriate literature review
 - c. Design a research study
 - d. Analyze and interpret data
 - e. Summarize and present research results
 - f. Discuss research results

OUTCOME MAP

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4	5	6	7
GRAD 800						I	
GRAD 805						I,R	
GRAD 810						I,R	
GRAD 820						I,R	
GRAD 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

DPS COURSE CURRICULUM (58 HOURS)

RESEARCH CORE REQUIREMENTS (16 HOURS)

All students are required to take the first five courses listed and one of the final two listed, depending on the research method and design they choose for their dissertation.

- GRAD 800 Writing Foundations (3)
- GRAD 805 Research Methodology & Design (3)
- GRAD 810 Applied Statistics (4)
- GRAD 888 - Colloquium I (1)
- GRAD 889 - Colloquium II (1)
- GRAD 820 Advanced Quantitative Research Design & Analysis (4)
OR GRAD 822 Advanced Qualitative Research & Design (4)

MAJOR CORE REQUIREMENTS (20 HOURS)

- 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 Instructional Design Researching & Consulting (4)

ELECTIVES (12 HOURS)

Select 12 hours from the following:

- GRAD 820 Advanced Quantitative Research Design & Analysis (4)
OR GRAD 822 Advanced Qualitative Research and Design (4)*
- Any DBA course (4)
- Any DHA course (4)

*Select course not used in research core.

DISSERTATION REQUIREMENTS (10 HOURS)

- GRAD 901 Comprehensive Exam (1)
- GRAD 902 Dissertation I (3)
- GRAD 903 Dissertation II (3)
- GRAD 904 Dissertation III (3)
- GRAD 999 Study Continuation (3) (if necessary)

COURSE DESCRIPTIONS

Course descriptions are listed numerically within academic disciplines. Prerequisites, if any, are indicated in italics above the course descriptions. These prerequisites have been established to assure an adequate and uniform background for students in advanced classes. Franklin University reserves the right to alter course offerings or course content without notice. Not all courses are offered every trimester.

GRADUATE STUDIES

GRAD 800

Writing Foundations (3 cr. hrs.)

Prerequisite: GRAD 888.

This course will orient students to Franklin University, its learning environments and support systems. Students will develop essential skills needed to be successful in a doctoral program. Foundations of theory and practice in doctoral studies will be taught. Students will gain scholarly and professional writing skills in the context of their discipline. Dissertation structure and process will be introduced. Students will also complete their first colloquia as part of the course requirements.

GRAD 805

Research Methodology and Design (3 cr. hrs.)

Prerequisite: GRAD 800.

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.

GRAD 810

Applied Statistics (4 cr. hrs.)

Prerequisite: GRAD 800.

Application 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 into research hypothesis and problems.

GRAD 820

Advanced Quantitative Research Design and Analysis (4 cr. hrs.)

Prerequisite: GRAD 800 and 805.

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.

GRAD 822

Advanced Qualitative Research Design and Analysis (4 cr. hrs.)

Prerequisite: GRAD 800 and 805.

The advanced qualitative research course builds on the knowledge and skills students acquire in GRAD 810. 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.

GRAD 888

Colloquium I (1 cr. hrs.)

This course is graded pass or fail

Prerequisite: Admission to the doctorate program.

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.

GRAD 889

Colloquium II (1 cr. hrs.)

This course is graded pass or fail

Prerequisite: Term prior to enrollment in either GRAD 820 or GRAD 822.

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.

GRAD 899

Independent Study (1-4 cr. hrs.)

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.

GRAD 900

Advanced Integrative Research (1-4 cr. hrs.)

Prerequisite: None.

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 course can be used towards your degree as a major area or elective course and can only be taken with the approval of your doctoral program chair.

GRAD 901

Comprehensive Exam (1 cr. hrs.)

Prerequisite: GRAD 820 or 822 and all major area courses or permission from the Program Chair.

This course is designed for students to prepare and complete their comprehensive exam. Remedial strategies and actions will also be provided for students who don't successfully pass their comprehensive exam on the first attempt.

GRAD 902

Dissertation I (3 cr. hrs.)

Prerequisite: GRAD 901

In Dissertation I, doctoral candidates will complete their dissertation prospectus for approval from their dissertation committee and prepare IRB documentation for their dissertation research. The emphasis in this course is to complete drafts of chapters one, two, and three of the dissertation, with chapter three advanced to point of sufficient detail for the IRB submission.

GRAD 903

Dissertation II (3 cr. hrs.)

Prerequisite: GRAD 901 and GRAD 902

In Dissertation II, doctoral candidates will finalize chapters one and two of the dissertation. Candidates will also collect data upon receiving IRB approval.

GRAD 904

Dissertation III (3 cr. hrs.)

Prerequisite: GRAD 901 and GRAD 902 and GRAD 903.

In Dissertation III, doctoral candidates will complete chapters four and five and of the dissertation and make any revision necessary to the first three chapters. Students are required to defend their dissertation orally by the end of this course.

GRAD 999

Study Continuation (3 cr. hrs.)

Prerequisite: None.

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.

HEALTH INFORMATION MANAGEMENT

HIM 802

Advanced Health Information Governance (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

HIM 810

Advanced Clinical Workflow and Applications (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

HIM 861

Advanced Healthcare Analytics (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

HEALTHCARE MANAGEMENT

HCM 810

Organizations, Community, and Global Health (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

HCM 820

Healthcare Policy, Regulations and Reform (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

HCM 830

Healthcare Economics, Resources and Finance (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

HCM 840

Healthcare Quality, Process and Improvement (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

INSTRUCTIONAL DESIGN LEADERSHIP

IDL 800

Strategic Examination of Trends & Technology (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

IDL 810

Innovative Learning Environment Design (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

IDL 820

Strategic Assessment & Decision Making (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

IDL 830

Organizational Learning and Knowledge Management (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

IDL 840

Instructional Design Researching and Consulting (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

In this course, students will broaden their perspectives as a researcher or a consultant. Major topics of the course include, researching instructional design theories and problems, communicating effectively horizontally and vertically in a business or education environment, applying consulting strategies and skills, creating a professional development plan, conducting a 360 degree professional evaluation. Students will also have an opportunity to continue to expand their research in instructional design and practice consulting skills within this course.

MANAGEMENT

MGMT 840

Development of Management Theory and Practice (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

MGMT 845

Organizational Behavior, Culture and Effectiveness (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

MGMT 850

Organizational Leadership (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

MGMT 855

Organizational Systems Perspectives Theory and Application (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

MGMT 860

Strategic Thinking, Decision-making and Innovation (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

MGMT 865

Organizational Performance Analysis (4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

MGMT 870

Business Ethics & Corporate Social Responsibility

(4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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.

MGMT 875

Change Management and Organizational Development

(4 cr. hrs.)

Prerequisite: Completion or enrollment in GRAD 800 or permission of the Program Chair.

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-of-the-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.



UNDERGRADUATE & GRADUATE COURSE DESCRIPTIONS

Course descriptions are listed numerically within academic disciplines. Prerequisites, if any, are indicated in italics above the course descriptions. These prerequisites have been established to assure an adequate and uniform background for students in advanced classes. Franklin University reserves the right to alter course offerings or course content without notice. Not all courses are offered every trimester.

Accounting	284	Information Technology	331
Anthropology	289	Instructional Design &	
Applied Management	290	Learning Technology	334
Business Administration	290	Interactive Media Design	335
Business Forensics	292	Interdisciplinary Studies	337
Communications	292	Logistics Management	338
Computer Science	295	Management & Leadership	338
Criminal Justice Administration	300	Marketing	339
Cyber Security	304	Marketing & Communication	341
Economics	306	Mathematics	342
Emergency Management &		MBA	344
Homeland Security	308	Military Science & Leadership	346
Energy Management	309	Nursing	348
English as a Second Language	310	Operations & Supply Chain Management	349
Entrepreneurship	312	Professional Foundations	350
Financial Management	312	Psychology	351
Financial Planning	314	Public Administration	354
Fire & Emergency Services Administration	315	Public Health	356
Graduate Studies	315	Public Relations	357
Graphics	316	Public Safety Management & Leadership	358
Health Information Management	317	Risk Management & Insurance	359
Healthcare Management	319	Science	360
Human Resources Management	322	Social Media Design	363
Humanities	326	Social Sciences	363
Information Analytics	328	Sociology	364
Information Systems	328	Speech	365
Information Systems Auditing	330	Web Development	365
Information Systems Project Management	331	Writing	367

ACCOUNTING

ACCT 215

Financial Accounting (4 cr. hrs.)

Prerequisite(s): Introduction to Quantitative Reasoning (MATH 115) or Fundamental Algebra (MATH 150). Not open to students with credit for Introduction to Accounting or to students with credit for ACCT 110.

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.

ACCT 225

Managerial Accounting (4 cr. hrs.)

Prerequisite(s): Introduction to Quantitative Reasoning (MATH 115) or Fundamental Algebra (MATH 150) and Financial Accounting (ACCT 110 or 215). Not open to students with credit for ACCT 120.

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.

ACCT 310

Intermediate Accounting I (4 cr. hrs.)

Prerequisite(s): Managerial Accounting (ACCT 225) and College Writing (WRIT 120). Not open to students with credit for Intermediate Accounting I (ACCT 210).

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 cr. hrs.)

Prerequisite(s): Intermediate Accounting I (ACCT 310) with a minimum grade of "C". Not open to students with credit for Intermediate Accounting II (ACCT 220).

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 330

Cost Management (4 cr. hrs.)

Prerequisite(s): Managerial Accounting (ACCT 225).

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.

ACCT 341

Fraud Examination (4 cr. hrs.)

Prerequisite(s): None. Not open to students with credit for BSFR 341.

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 Investigations (4 cr. hrs.)

Prerequisite(s): Fraud Examination (ACCT/BSFR 341).
Not open to students with credit for BSFR 342.

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 cr. hrs.)

Prerequisite(s): Fraud Examination (ACCT/BSFR 341). Not open to students with credit for BSFR 343.

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

Corporate Governance & Internal Control Assessment (4 cr. hrs.)

Prerequisite(s): Fraud Examination (ACCT/BSFR 341).
Not open to students with credit for BSFR 344.

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.

ACCT 360

Governmental & Not-for-Profit Accounting (4 cr. hrs.)

Prerequisite(s): Intermediate Accounting I (ACCT 310).
Not open to students with credit for Fund Accounting (ACCT 270).

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.

ACCT 390

Federal Income Tax I (4 cr. hrs.)

Prerequisite(s): Managerial Accounting (ACCT 120 or 225).

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 401

Accounting Ethics & Professional Responsibilities (4 cr. hrs.)

Prerequisite(s): Intermediate Accounting II (ACCT 320).

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.

ACCT 410

Accounting Internship (1-4 cr. hrs.)

Prerequisite(s): Intermediate Accounting II (ACCT 320) and Cost Management (ACCT 330). For internship positions in public accounting additional prerequisite(s) of Federal Income Tax I (ACCT 390) and Auditing (ACCT 470) are required.

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.

ACCT 420

Federal Income Tax II (4 cr. hrs.)

Prerequisite(s): Federal Income Tax I (ACCT 390) with a grade of "C" or better.

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.

ACCT 425

Accounting Information Systems (4 cr. hrs.)

Prerequisite(s): Intermediate Accounting I (ACCT 310) and either Introduction to Databases (COMP 108) or Database Management Systems (COMP 281).

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.

ACCT 470

Auditing (4 cr. hrs.)

Prerequisite(s): Intermediate Accounting II (ACCT 320). 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.

ACCT 480

Special Topics in Accounting (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

A variable content classroom course in Accounting 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.

ACCT 495

Accounting Research & Analysis (4 cr. hrs.)

Prerequisite(s): Completion of all required and elective major courses or permission from the Program Chair.

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.

ACCT 499

Independent Studies in Accounting (1-4 cr. hrs.)

Prerequisite(s): 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 Program Chair.

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 "Independent Studies" for more details.)

ACCT 501

Financial & Managerial Accounting (4 cr. hrs.)

Prerequisite(s): Permission of the Program Chair.

Effective communication and leadership in today's complex and highly regulated business environment demands more than a working knowledge of basic accounting practices. Accountants must be able to communicate accounting concepts if they are to become effective members of the management team and serve in management roles. In this course, students will study the foundational aspects of financial accounting, including 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.

ACCT 610

Internship

(1-4 cr. hrs.)

Prerequisite(s): Admission to the MSA program.

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 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.

ACCT 699

Independent Studies in Graduate Accounting

(1-4 cr. hrs.)

Prerequisite(s): Minimum 3.00 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.

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 "Independent Studies" for details.)

ACCT 710

Introduction to Research in Accounting (2 cr. hrs.)

Prerequisite(s): Admission into the Master of Science in Accounting program. 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.

ACCT 715

Financial Accounting Theory (4 cr. hrs.)

Prerequisite(s): Intermediate Accounting II (ACCT 320) and Introduction to Research in Accounting (ACCT 710).

A study of financial accounting theory as it relates to decision making in a contemporary, global financial reporting environment. Key areas of concentration include decision usefulness perspectives and applications, manager motivation and performance measures, and global standard setting in accounting.

ACCT 725

Management Control Processes & Systems (4 cr. hrs.)

Prerequisite(s): Introduction to Research in Accounting (ACCT 710).

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.

ACCT 731

Enterprise Resource Planning Systems (4 cr. hrs.)

Prerequisite(s): Introduction to Research in Accounting (ACCT 710).

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.

ACCT 732

Forensic Accounting (4 cr. hrs.)

Prerequisite(s): Introduction to Research in Accounting (ACCT 710).

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.

ACCT 733

Advanced Auditing & Data Mining Techniques (4 cr. hrs.)

Prerequisite(s): Auditing (ACCT 470) and Introduction to Research in Accounting (ACCT 710).

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.

ACCT 734

Enterprise Risk Analysis & Management (4 cr. hrs.)

Prerequisite(s): Introduction to Research in Accounting (ACCT 710).

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.

ACCT 751

Advanced Personal Income Taxation (4 cr. hrs.)

Prerequisite(s): Introduction to Research in Accounting (ACCT 710).

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.

ACCT 752

C-Corporation Taxation (4 cr. hrs.)

Prerequisite(s): Introduction to Research in Accounting (ACCT 710) and Financial Accounting Theory (ACCT 715).

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.

ACCT 753

Pass-Through Entity Taxation (4 cr. hrs.)

Prerequisite(s): Introduction to Research in Accounting (ACCT 710).

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.

ACCT 754

Gift & Estate Taxation (4 cr. hrs.)

Prerequisite(s): Advanced Personal Income Taxation (ACCT 751).

This course will review the general federal tax provisions concerning gift and estate taxation, including an introduction to the applicable property law concepts necessary for a full understanding of the topic. Topics of focus within the gift taxation system include the concepts of completed and incomplete gift transfers; taxable and nontaxable gifts; exclusions and deductions; and split-gift transfers. Estate tax issues that will be covered include the concept of the taxable estate; valuation issues; and deductions from the taxable estate. Calculation of a given individual's gift and/or estate tax liabilities will be a focus of the course, as will tax planning issues and opportunities to reduce the transfer tax liabilities over a person's lifetime and over generations. Finally, the course will review the general laws and provisions applicable to the income taxation of trusts and estates.

ACCT 795

Accounting Research Seminar (4 cr. hrs.)

Prerequisite(s): Completion of all MSA Core Courses and a majority of electives or permission from the Program Chair.

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.

ANTHROPOLOGY

ANTH 215

Cultural Anthropology (4 cr. hrs.)

Prerequisite(s): None. Not open to students with credit for ANTH 100, ANTH 110, ANTH 115 or ANTH 315.

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.

ANTH 480

Special Topics in Anthropology (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

A variable content classroom course in anthropology 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.

ANTH 499

Independent Studies in Anthropology (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B," and permission of Program Chair.

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 "Independent Studies" for more details.)

APPLIED MANAGEMENT

AMGT 440

Project & Team Management (4 cr. hrs.)

Prerequisite(s): Principles of Management (MGMT 312).

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.

AMGT 450

Organizational Supervision (4 cr. hrs.)

Prerequisite(s): Principles of Management (MGMT 312) or Introduction to Public Administration (PUAD 305).

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.

AMGT 480

Special Topics in Applied Management (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

A variable content classroom course in Applied 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.

AMGT 497

Applied Management Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all other major area courses. Not open to students with credit for AMGT/PSMT/TMGT 495.

This course serves as the capstone for the Applied Management program major. The purpose of this course is to integrate all prior learning in the Applied Management core, the students' chosen concentration area, and other related courses and experiences. Based on their chosen concentration area, students will be expected to complete and present a performance management plan or business proposal.

AMGT 499

Independent Studies in Applied Management (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.0 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B," and permission of Program Chair.

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 "Independent Studies" for more details.)

BUSINESS ADMINISTRATION

BSAD 110

Business Principles (4 cr. hrs.)

Prerequisite(s): None. Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) is recommended, but not required.

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.

BSAD 220

Business Law (4 cr. hrs.)

Prerequisite(s): Business Principles (BSAD 110).

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.

BSAD 320

Quantitative & Qualitative Methods for Decision-Making (4 cr. hrs.)

Prerequisite(s): Statistical Concepts (MATH 215) and Principles of Management (MGMT 312). Not open to students with credit for MGMT 320.

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.

BSAD 410

Business Administration Internship (1-4 cr. hrs.)

Prerequisite(s): Completion of Business Core courses.

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.

BSAD 460

Business Ethics for Leaders (4 cr. hrs.)

Prerequisite(s): None. Not open to students with credit for Current Issues in Business (BSAD 403).

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.

BSAD 476

Global Business Issues (4 cr. hrs.)

Prerequisite(s): None. Not open to students with credit for MGMT 476.

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.

BSAD 480

Special Topics in Business Administration (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

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.

BSAD 495

Business Administration Capstone (4 cr. hrs.)

Prerequisite(s): Senior standing, completion of Business Core and completion of, or concurrent enrollment in, all other major courses. Not open to students with credit for MGMT 495.

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.

BSAD 499

Independent Studies in Business Administration (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B", and permission of Program Chair.

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 "Independent Studies" for more details.)

BUSINESS FORENSICS

BSFR 341

Fraud Examination (4 cr. hrs.)

Prerequisite(s): Financial Accounting (ACCT 215) and Principles of Management (MGMT 312). Not open to students with credit for ACCT 341.

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.

BSFR 342

Interviewing Techniques for Fraud Investigations (4 cr. hrs.)

Prerequisite(s): Fraud Examination (ACCT/BSFR 341). Not open to students with credit for ACCT 342.

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.

BSFR 343

Legal Elements of Fraud (4 cr. hrs.)

Prerequisite(s): Fraud Examination (ACCT/BSFR 341). Not open to students with credit for ACCT 343.

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.

BSFR 344

Corporate Governance & Internal Control Assessment (4 cr. hrs.)

Prerequisite(s): Fraud Examination (ACCT/BSFR 341). Not open to students with credit for ACCT 344.

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

COMM 020

College Reading Skills (2 cr. hrs.)

Prerequisite(s): None.

This course is designed to provide reading instruction for those identified by the placement test as needing it. Through independent, small group, classroom and supplemental instruction provided through the Student Learning Center, students will develop the reading comprehension and speed needed for college-level courses. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements.

COMM 025

College Study Skills & Orientation (2 cr. hrs.)

Prerequisite(s): None.

Through class lectures, small group activities and individualized assignments, students will become familiar with the policies and resources of Franklin University; they will also learn study skills such as time management, note taking and test taking strategies. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements.

COMM 107

Introduction to Web Presentation & Publishing (1 cr. hr.)

Prerequisite(s): None. Not open to students with credit for Computer Concepts (COMP 105) or to students with credit for Introduction to Presentational Software (COMP 107).

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.

COMM 150

Interpersonal Communication (4 cr. hrs.)

Prerequisite(s): Basic Writing II (WRIT 060) and Learning Strategies (PF 321). All students are required to pass this course, or Speech Communication (SPCH 100), prior to enrolling in any course at the 200 level or above.

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.

COMM 205

Communication Design (1 cr. hr.)

Prerequisite(s): Basic Learning Strategies (PF 121) or Learning Strategies (PF 321).

This course orients students to effective communication through intelligent visual design. Students will gain insights about select communication theories and an overview of the discipline. Course assignments will provide hands-on learning opportunities, including creating a brochure and an event web-page or similar deliverable using current design software. Finished products from the course will be part of the student's e-portfolio.

COMM 305

Virtual Communication Strategies (2 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321). Not open to students with credit for PF 310.

This course covers the conceptual and technological components of building and managing collaborative communication environments. Analysis and application of theories to new collaborative technologies will be explored.

COMM 315

Communication Ethics (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) or its equivalent.

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 cr. hrs.)

Prerequisite(s): Research Writing: Exploring Professional Identities WRIT 220) or Business & Professional Writing (WRIT 320). Not open to students with credit for ORGC 321.

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 & Teams (4 cr. hrs.)

Prerequisite(s): Research & Writing for Academic & Professional Audiences (WRIT 220) or Business & Professional Writing (WRIT 320). Not open to students with credit for ORGC 335.

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 355

Introduction to Grant Writing for Non-Profits (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120). Not open to students with credit for PF 355.

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.

COMM 400

Intercultural Communication (4 cr. hrs.)

Prerequisite(s): Business & Professional Writing (WRIT 320). Not open to students with credit for ORGC 400.

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.

COMM 410

Communications Internship (1-4 cr. hrs.)

Prerequisite(s): Business & Professional Writing (WRIT 320) and Speech Communication (SPCH 100) or Interpersonal Communication (COMM 150).

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.

COMM 480

Special Topics in Communications (4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

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.

COMM 495

Communications Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses and 300-level Major Area courses. Not open to students with credit for ORGC 495 or PBRL 495.

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.

COMM 499

Independent Studies in Communications (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for more details.)

COMM 702

Communication Platforms: Tools & Strategy (4 cr. hrs.)

Prerequisite(s): None.

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 communication 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 communications plans and processes.

COMPUTER SCIENCE

COMP 101

Problem Solving with Computing (2 cr. hrs.)

Prerequisite(s): Fundamental Algebra (MATH 150).

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.

COMP 106

Introduction to Spreadsheets (1 cr. hr.)

Prerequisite(s): None. Not open to students with credit for Computer Concepts (COMP 105).

This course focuses on using spreadsheets to solve business applications. (Please note: Microsoft Excel 2013 is required to successfully complete this course.)

COMP 108

Introduction to Databases (1 cr. hr.)

Prerequisite(s): None. Not open to students with credit for Computer Concepts (COMP 105).

This course focuses on using databases to solve business applications. (Please note: Microsoft Access 2013 is required to successfully complete this course.)

COMP 111

Introduction to Computer Science & Object-Oriented Programming (4 cr. hrs.)

Prerequisite(s): College Algebra (MATH 160). Not open to students with credit for Computer Science I (COMP 110) except with the permission of the Program Chair.

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.

COMP 121

Object-Oriented Data Structures & Algorithms I (4 cr. hrs.)

Prerequisite(s): Introduction to Computer Science & Object-Oriented Programming (COMP 111). Not open to students with credit for Computer Science II (COMP 120) except with the permission of the Program Chair.

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.

COMP 201

Principles of Computer Organization (2 cr. hrs.)

Prerequisite(s): Introduction to Computer Science & Object-Oriented Programming (COMP 111).

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.

COMP 202

Principles of Computer Languages (2 cr. hrs.)

Prerequisite(s): Principles of Computer Organization (COMP 201) and Discrete Mathematics (MATH 170).

This course covers the mapping of a high-level language onto the hardware. An introduction to language theory is provided by the use of regular expression grammars. The Church-Turing thesis is introduced as the foundational definition of computation.

COMP 203

Principles of Operating Systems (2 cr. hrs.)

Prerequisite(s): Principles of Computer Organization (COMP 201).

This course is a continuation of the computing infrastructures sequence. The function and structure of operating systems is studied. In addition, the operating system layer provides the environment buffering the hardware from the software. An important topic in this course is the nature of concurrency and the problems that it poses: description of the functions and parts of an operating system; relationship of the operating system and underlying hardware; virtual memory; and concurrency and synchronization.

COMP 204

Principles of Computer Networks (2 cr. hrs.)

Prerequisite(s): Problem Solving with Computing (COMP 101) OR Introduction to Computer Science and Object-Oriented Programming (COMP 111) OR Principles of

Programming (ITEC 136) OR any structured programming course.

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.

COMP 205

Survey of Computer Languages (4 cr. hrs.)

Prerequisite(s): Introduction to Web Presentation & Publishing (COMM 107) and Object-Oriented Data Structures & Algorithms I (COMP 121).

This course provides an overview of programming language concepts and practice with several languages. Programming languages are compared using language paradigms, parameter passage techniques, scoping, block structure, and other language features. Functional programming languages, scripting languages, and .Net are used as practical examples.

COMP 215

Programming Languages: Principles & Practice (4 cr. hrs.)

Prerequisite(s): Object-Oriented Data Structures & Algorithms I (COMP 121) and Principles of Computer Organization (COMP 201).

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.

COMP 281

Database Management Systems (4 cr. hrs.)

Prerequisite(s): Introduction to Databases (COMP 108) or Introduction to Computer Science & Object-Oriented Programming (COMP 111) or Problem Solving with Computing (COMP 101) or Principles of Programming (ITEC 136). Not open to students with credit for COMP/ITEC/MIS 380 or to students with credit for ITEC/MIS 281.

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.

COMP 294

Computer Science Practicum I (2 cr. hrs.)

Prerequisite(s): Object-Oriented Data Structures & Algorithms I (COMP 121).

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.

COMP 311

Object-Oriented Data Structures & Algorithms II (4 cr. hrs.)

Prerequisite(s): Object-Oriented Data Structures & Algorithms I (COMP 121) and Discrete Mathematics (MATH 170). Not open to students with credit for Algorithm Analysis (COMP 319).

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.

COMP 321

Application Server Programming (4 cr. hrs.)

Prerequisite(s): Database Management Systems (COMP/ITEC/MIS 281 or COMP/ITEC/MIS 380) and Object-Oriented Data Structures & Algorithms II (COMP 311). Not open to students with credit for COMP/DCOM 345.

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, and design patterns. 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. HTML/CSS, JDBC, Java Server Pages, and Java Servlets are used as the implementation mechanisms for Model 1 and Model 2 web applications.

COMP 323

Fundamentals of Operating Systems (4 cr. hrs.)

Prerequisite(s): Principles of Computer Organization (COMP 201) and Object-Oriented Data Structures & Algorithms II (COMP 311).

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.

COMP 325

Human Computer Interaction (4 cr. hrs.)

Prerequisite(s): Technical Communication (MIS 320) or Research Writing: Exploring Professional Identities (WRIT 220).

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.

COMP 394

Computer Science Practicum II (2 cr. hrs.)

Prerequisite(s): Computer Science Practicum I (COMP 294).

Prerequisite or Co-requisite: Application Server Programming (COMP 321).

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.

COMP 410

Computer Science Internship (1-4 cr. hrs.)

Prerequisite(s): None.

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 461

Enterprise Software Architecture (4 cr. hrs.)

Prerequisite(s): Application Server Programming (COMP 321). Not open to students with credit for WWW Application Development (COMP 361) or to students with credit for DCOM 461.

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.

COMP 480

Special Topics in Computer Science (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

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.

COMP 486

Object-Oriented Analysis & Design (4 cr. hrs.)

Prerequisite(s): Object-Oriented Data Structures & Algorithms II (COMP 311) and either Technical Communication (MIS 320) or Research Writing: Exploring Professional Identities (WRIT 220). Not open to students with credit for Software Engineering I (COMP 395).

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.

COMP 495

Computer Science Practicum III/Capstone (4 cr. hrs.)

Prerequisite(s): Senior standing, Computer Science Practicum II (COMP 394) and Enterprise Software Architecture (COMP 461).

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.

COMP 499

Independent Studies in Computer Science (1-4 cr. hrs.)

Prerequisite(s): 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 Program Chair.

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 "Independent Studies" for more details.)

COMP 610

Internship in Computer Science (1-4 cr. hrs.)

Prerequisite(s): Admittance into the Computer Science graduate program.

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.

COMP 620

Analysis of Algorithms (4 cr. hrs.)

Prerequisite(s): Object-Oriented Data Structures & Algorithms II (COMP 311).

This course covers various algorithm design paradigms, mathematical analysis of algorithms, empirical analysis of algorithms and NP-completeness.

COMP 630

Issues in Database Management (4 cr. hrs.)

Prerequisite(s): Database Management Systems (COMP 281 or COMP/ITEC/MIS 380).

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

Topics in Software Development (4 cr. hrs.)

Prerequisite(s): Communication Strategies for the Technical Professional (COMP 660).

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.

COMP 650

System Architecture & Engineering (4 cr. hrs.)

Prerequisite(s): Communication Strategies for the Technical Professional (COMP 660) or permission of the Program Chair.

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.

COMP 655

Distributed Systems (4 cr. hrs.)

Prerequisite(s): System Architecture & Engineering (COMP 650).

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.

COMP 660

Communication Strategies for the Technical Professional (4 cr. hrs.)

Prerequisite(s): None.

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.

COMP 665

Project Management of Information Systems (4 cr. hrs.)

Prerequisite(s): Communication Strategies for the Technical Professional (COMP 660) or permission of the Program Chair.

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.

COMP 670

Application of Artificial Intelligence (4 cr. hrs.)

Prerequisite(s): Admission into the graduate program or permission of the instructor.

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).

COMP 671

Verification & Testing (4 cr. hrs.)

Prerequisite(s): Communication Strategies for the Technical Professional (COMP 660).

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.

COMP 672

Human Factors (4 cr. hrs.)

Prerequisite(s): Communication Strategies for the Technical Professional (COMP 660).

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 674

Parallel & High Performance Computing (4 cr. hrs.)

Prerequisite(s): Admission into the graduate program or permission of the Program Chair.

This course focuses on the design, analysis and performance evaluation of parallel algorithms on different computer architectures. The course will cover a variety of parallel programming models and portable software libraries. It will familiarize students with shared-memory and data parallel models. Special emphasis will be given to distributed memory parallel programming in particular to message passing over a collection of networked workstations. Models and techniques for programming vector-type supercomputers will also be covered.

COMP 676

Computer Security (4 cr. hrs.)

Prerequisite(s): Distributed Systems (COMP 655).

This course covers the fundamentals of security in the networked environment. Included are coverage of risks and vulnerabilities, threat modeling and policy formation, controls and protection methods, encryption and authentication technologies, personnel and physical security issues, as well as ethical and legal issues.

COMP 680

Special Topics in Graduate Computer Science (4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

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 cr. hrs.)

Prerequisite(s): Permission of Program Chair.

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.

COMP 699

Independent Studies in Graduate Computer Science (1-4 cr. hrs.)

Prerequisite(s): Permission of Program Chair.

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 "Independent Studies" for more details.)

CRIMINAL JUSTICE ADMINISTRATION

CJAD 210

Introduction to Criminal Justice Administration

(4 cr. hrs.) Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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.

CJAD 310

Courts & Criminal Procedure (4 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses.

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 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses.

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 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses.

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 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses.

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 340

Evidence Based Practice & Research Methods in the Criminal Justice Professions (4 cr. hrs.)

Prerequisite(s): None.

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.

CJAD 360

Introduction to Terrorism & Intelligence Analysis (4 cr. hrs.)

Prerequisite(s): None.

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.

CJAD 370

Anti-Corruption Investigations (4 cr. hrs.)

Prerequisite(s): None.

This course provides an overview of relevant anti-corruption laws, procurement practices, forensic analysis, and case analysis for anti-corruption investigations. The course will provide an overview of fraud investigations, financial investigations, cybercrime, forensic analysis, and intelligence analysis particularly as it pertains to the investigation of public officials. The course will also discuss best practices for analyzing and collecting evidence and testifying in court.

CJAD 410

Criminal Justice Administration Internship (1-4 cr. hrs.)

Prerequisite(s): Completion of Professional Core courses and approval of the Program Chair.

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.

CJAD 420

Cybercrime (4 cr. hrs.)

Prerequisite(s): None.

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.

CJAD 415

Contemporary Policing Strategies & Issues (4 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses.

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.

CJAD 425

Probation & Parole (4 cr. hrs.)

Prerequisite(s): Corrections in America (CJAD 320) and completion of all Professional Core courses.

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.

CJAD 430

Juvenile Corrections (4 cr. hrs.)

Prerequisite(s): Juvenile Justice & Delinquency (CJAD 330) and completion of all Professional Core courses.

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.

CJAD 440

Sociology of Deviant Behavior (4 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses.

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.

CJAD 450

Criminal Justice Management & Administration (4 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses.

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 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses.

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.

CJAD 480

Special Topics in Criminal Justice Administration (1-4 cr. hrs.)

Prerequisite(s): Completion of all Professional Core courses.

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.

CJAD 495

Criminal Justice Administration Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all Professional Core and required Major Area courses.

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.

CJAD 499

Independent Studies in Criminal Justice Administration (1-4 cr. hrs.)

Prerequisite(s): Junior Standing, completion of all Major Area required courses, and approval of the Program Chair.

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 "Independent Studies" for more details.)

CJAD 700

Effective Administration of Justice (4 cr. hrs.)

Prerequisite(s): Admission into the Master of Public Administration program or the Criminal Justice Leadership certificate program.

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 cr. hrs.)

Prerequisite(s): Admission into the Master of Public Administration program or the Criminal Justice Leadership certificate program.

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 cr. hrs.)

Prerequisite(s): Admission into the Master of Public Administration program or the Criminal Justice Leadership certificate program.

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 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.) Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): Effective Administration of Justice(CJAD 700).

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.

CYBER SECURITY

ISEC 200

Cyber Security Fundamentals (2 cr. hrs.)

Prerequisite(s): - Introduction to Ethical Analysis & Reasoning (HUMN 211).

The Internet has changed dramatically; so have the activities that are dependent on it in some shape or form. Understanding the need for security, its 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.

ISEC 300

Information Assurance (4 cr. hrs.)

Prerequisite(s): Information Systems Architecture & Technology (MIS 310) and Cyber Security Fundamentals (ISEC 200).

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.

ISEC 325

Communication and Network Security (4 cr. hrs.)

Prerequisite(s): Principles of Computer Networks (COMP 204) and Cyber Security Fundamentals (ISEC 200).

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.

ISEC 350

Security Risk Management (4 cr. hrs.)

Prerequisite(s): Statistical Concepts (MATH 215) or Introduction to Probability & Statistics (MATH 280) and Information Assurance (ISEC 300).

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.

ISEC 375

Digital Forensics and Incident Response (4 cr. hrs.)

Prerequisite(s): Communication and Network Security (ISEC 325) and Windows Administration (ITEC 350).

The prevalence of data breaches, identity theft, and the dark net today makes the study of digital forensics and cyber-crime 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.

ISEC 400

Software Development Security (4 cr. hrs.)

Prerequisite(s): Web Information Systems Programming (WEBD 236) or Application Server Programming (COMP 321) and Information Assurance (ISEC 300).

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.

ISEC 410

Information Security Internship (1-4 cr. hrs.)

Prerequisite(s): None.

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 425

Business Continuity & Operations Security (4 cr. hrs.)

Prerequisite(s): Statistical Concepts (MATH 215) or Introduction to Probability & Statistics (MATH 280) and Linux Administration (ITEC 400) and Information Assurance (ISEC 300).

The availability and integrity of systems constitutes two of the three areas of information security. Yet systems can fail in these two critical ways without intrusions, attacks, malicious code, social engineering, or any other external influence. Hardware fails; software has bugs; human beings make mistakes. These and many more factors influence the design and implementation of high availability systems that maintain business continuity in light of outages. In this course, you will learn how to design and implement high availability systems that minimize economic impact during minor and major outages. Topics include high availability architecture; layered system design; storage redundancy; failover, load balancing, and virtualization clusters; and disaster recovery systems.

ISEC 475

Security Engineering and Assessment (4 cr. hrs.)

Prerequisite(s): Information Assurance (ISEC 300) and Information Systems Architecture & Technology (MIS 310).

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.

ISEC 480

Special Topics in Information Security (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

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.

ISEC 495

Cyber Security Capstone (4 cr. hrs.)

Prerequisite(s): Security Risk Management (ISEC 350), Digital Forensics and Incident Response (ISEC 375), Software Development Security (ISEC 400), and Security Engineering and Assessment (ISEC 475).

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.

ISEC 499

Independent Studies in Information Security (1-4 cr. hrs.)

Prerequisite(s): 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.

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 "Independent Studies" for more details).

ECONOMICS

ECON 210

Introduction to Microeconomics (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) or equivalent writing course.

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.

ECON 220

Introduction to Macroeconomics (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) or equivalent writing course.

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.

ECON 321

Intermediate Microeconomics (4 cr. hrs.)

Prerequisite(s): Introduction to Microeconomics (ECON 210), Introduction to Macroeconomics (ECON 220), and Fundamental Algebra (MATH 150).

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 cr. hrs.)

Prerequisite(s): Introduction to Microeconomics (ECON 210), Introduction to Macroeconomics (ECON 220), and Fundamental Algebra (MATH 150).

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.

ECON 340

Money, Banking & Financial Markets (4 cr. hrs.)

Prerequisite(s): Introduction to Microeconomics (ECON 210), Introduction to Macroeconomics (ECON 220), and Principles of Finance (FINA 201 or 301). Not open to students with credit for FINA 340.

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 410

Economics Internship (1-4 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): Introduction to Microeconomics (ECON 210), Introduction to Macroeconomics (ECON 220), Fundamental Algebra (MATH 150), and Statistical Concepts (MATH 215).

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 cr. hrs.)

Prerequisite(s): None.

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.

ECON 480

Special Topics in Economics (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

A variable content classroom course in Economics 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.

ECON 495

Sustainable Economic Growth (4 cr. hrs.)

Prerequisite(s): Completion of all required and elective Major Area courses, or permission of the Program Chair.

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.

ECON 499

Independent Studies in Economics (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for more details.)

EMERGENCY MANAGEMENT & HOMELAND SECURITY

SEMT 240

Disaster Planning & Response (4 cr. hrs.)

Prerequisite(s): None.

Students will explore the nuances of planning for and responding to catastrophic disasters. The course will discuss domestic and international approaches to planning and responding to such disasters. The Emergency Manager will spend most of their time in the field planning for critical incidents and disasters and understanding the key components to a good plan that involves many agencies at all levels of government and at different stages of the event is essential. Students will delve into the logistics of mass care, mass evacuation, and critical infrastructure damage.

SEMT 322

Ethics & Leadership in Public Safety Agencies (4 cr. hrs.)

Prerequisite(s): None.

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 326

Security Operations Theory & Practice (4 cr. hrs.)

Prerequisite(s): None.

This course will provide insight into the history, theory, and principles of security operations in private and industrial settings.

SEMT 328

Emergency Management Theory & Practice (4 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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 410

Emergency Management & Homeland Security Internship (1-4 cr. hrs.)

Prerequisite(s): Senior standing, completion of all required Major Area courses, and approval of the Program Chair.

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.

SEMT 424

Labor Relations & Public Sector Bargaining (4 cr. hrs.)

Prerequisite(s): None.

This course will involve the study of collective bargaining in the public sector, including management and labor relations, public sector bargaining law, and related labor issues particular to public safety agencies.

SEMT 432

Homeland Security - Theory & Practice at the Local Level (4 cr. hrs.)

Prerequisite(s): None.

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.

SEMT 438

Principles of Security Management (4 cr. hrs.)

Prerequisite(s): None.

This course examines the principles involved in leading and managing private security operations. Areas covered in this class will include leadership, supervision, and a range of personnel issues, including staffing and training, as they pertain to private security operations.

SEMT 450

Critical Incident Management (4 cr. hrs.)

Prerequisite(s): None.

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.

SEMT 480

Special Topics in Emergency Management & Homeland Security (1-4 cr. hrs.)

Prerequisite(s): Junior standing and completion of all Professional Core courses.

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.

SEMT 495

Emergency Management & Homeland Security Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all required Major Area and Major Area Elective courses.

This course serves as the capstone experience for the Safety, Security, and Emergency Management degree. Students will apply knowledge, skills, and abilities learned from course work completed in the SEMT program by completing a comprehensive capstone project. The comprehensive project will be applicable to the student's particular area of interest related to safety, security, and emergency management.

SEMT 499

Independent Studies in Safety, Security, & Emergency Management (1-4 cr. hrs.)

Prerequisite(s): Senior standing, completion of all required Major Area courses, and approval of the Program Chair.

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 "Independent Studies" for details.)

ENERGY MANAGEMENT

EGMT 330

Introduction to the Energy Industry (4 cr. hrs.)

Prerequisite(s): None.

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.

EGMT 430

The Legal & Ethical Environment of the Energy Industry (4 cr. hrs.)

Prerequisite(s): Introduction to the Energy Industry (EGMT 330). 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.

EGMT 450

Energy Finance (4 cr. hrs.)

Prerequisite(s): Introduction to the Energy Industry (EGMT 330) and Principles of Finance (FINA 301).

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.

EGMT 460

Energy Markets & Innovation (4 cr. hrs.)

Prerequisite(s): Introduction to the Energy Industry (EGMT 330).

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.

EGMT 495

Energy Management Strategy Capstone (4 cr. hrs.)

Prerequisite(s): Introduction to the Energy Industry (EGMT 330), The Legal & Ethical Environment of the Energy Industry (EGMT 430), Energy Finance (EGMT 450), and Energy Markets & Innovation (EGMT 460).

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.

ENGLISH AS A SECOND LANGUAGE

ESL 045

Intermediate Pronunciation (2 cr. hrs.)

Prerequisite(s): Appropriate score on the placement test.

The course must be taken the first trimester the student is enrolled and must be repeated the next trimester(s) if it is not passed.

This course is designed to address the pronunciation, articulation, intonation and fluency of ESL students identified through the placement process as having intermediate levels of these skills. The course will also address communication strategies to reinforce meaning. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements.

ESL 049

Orientation (1 cr. hr.)

Prerequisite(s): Minimum 430 TOEFL (117 computer score) or equivalent MTELP score.

This course is designed for international students who are new to the United States and/or its university system. Through lectures, videos and interactive activities, students will learn about the community and about Franklin University's educational requirements and resources. This course is graded on a Pass/No Credit basis and carries institutional credit but does not count toward degree requirements.

ESL 050

Intermediate Reading & Writing (8 cr. hrs.)

Prerequisite(s): Minimum 430 TOEFL (117 computer score) and appropriate score on a written placement test.

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 cr. hrs.)

Prerequisite(s): Appropriate score on an oral placement test.

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 cr. hrs.)

Prerequisite(s): Intermediate Reading & Writing (ESL 050); or minimum 470 TOEFL (150 computer score) or equivalent MTELP score and appropriate score on a written placement test.

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.

ESL 061

High-Intermediate Listening & Speaking (4 cr. hrs.)

Prerequisite(s): Intermediate Listening & Speaking (ESL 051) or appropriate score on an oral placement test.

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.

ESL 090

Advanced Pronunciation (2 cr. hrs.)

Prerequisite(s): Appropriate score on the placement test or a grade of "P" in Intermediate Pronunciation (ESL 045). Students placed into this course must take it the first trimester they are enrolled; students placed into Intermediate Pronunciation (ESL 045) must take this course the trimester immediately following their passing the lower-level course.

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.

ESL 092

Intensive American English for Business (4 cr. hrs.)

Prerequisite(s): Appropriate score on a language proficiency exam.

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.

ESL 093

Intensive American English for Nursing (4 cr. hrs.)

Prerequisite(s): Appropriate score on a language proficiency exam.

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.

ESL 120

Advanced Reading & Writing (6 cr. hrs.)

Prerequisite(s): High-Intermediate Reading & Writing (ESL 060); or minimum 500 TOEFL (173 computer score) or equivalent MTELP score and appropriate score on a written placement test.

This course is equivalent to College Writing (WRIT 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.

ESL 122

Advanced College Writing (4 cr. hrs.)

Prerequisite(s): Learning Strategies (PF 321).

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.

ESL 125

Advanced Listening & Speaking (6 cr. hrs.)

Prerequisite(s): High-Intermediate Listening & Speaking (ESL 061) or appropriate score on an oral placement test. This course is equivalent to Speech Communication (SPCH 100).

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.

ENTREPRENEURSHIP

ENTR 395

Foundations of Entrepreneurship (4 cr. hrs.)

Prerequisite(s): Principles of Management (MGMT 312).

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.

ENTR 400

Commercialization of Entrepreneurial Products & Services (4 cr. hrs.)

Prerequisite(s): Principles of Management (MGMT 312) and Fundamentals of Entrepreneurship (ENTR 395).

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.

ENTR 420

Managing Micro Business & Generating Funding (4 cr. hrs.)

Prerequisite(s): Principles of Management (MGMT 312), Financial Accounting (ACCT 215), Managerial Accounting (ACCT 225), and Fundamentals of Entrepreneurship (ENTR 395).

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.

ENTR 495

Entrepreneurship Capstone (4 cr. hrs.)

Prerequisite(s): Successful completion of all other Major Area courses.

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.

FINANCIAL MANAGEMENT

FINA 301

Principles of Finance (4 cr. hrs.)

Prerequisite(s): Financial Accounting (ACCT 110 or 215) and either Introduction to Quantitative Reasoning (MATH 115) or Fundamental Algebra (MATH 150). Not open to students with credit for Principles of Finance (FINA 300) or to students with credit for FINA 201.

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.

FINA 340

Money, Banking & Financial Markets (4 cr. hrs.)

Prerequisite(s): Introduction to Microeconomics (ECON 210), Introduction to Macroeconomics (ECON 220), and Principles of Finance (FINA 201 or 301). Not open to students with credit for ECON 340.

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 cr. hrs.)

Prerequisite(s): Principles of Finance (FINA 301), Statistical Concepts (MATH 215) or Statistics I (MATH 230), and Introduction to Spreadsheets (COMP 106). Not open to students with credit for Financial Management (FINA 401).

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 cr. hrs.)

Prerequisite(s): Principles of Finance (FINA 301), Statistics I (MATH 230) or Statistical Concepts (MATH 215) and Introduction to Spreadsheets (COMP 106). Not open to students with credit for FPLN 405.

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 410

Finance Internship (1-4 cr. hrs.)

Prerequisite(s): Advanced Financial Management (FINA 403) and Investments (FINA 405).

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 cr. hrs.)

Prerequisite(s): Principles of Finance (FINA 301) and either Introduction to Microeconomics (ECON 210) or Introduction to Macroeconomics (ECON 220).

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.

FINA 480

Special Topics in Finance (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

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.

FINA 495

Financial Policy Seminar (4 cr. hrs.)

Prerequisite(s): Completion of all required major courses and permission of Program Chair.

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.

FINA 499

Independent Studies in Finance (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B", and permission of Program Chair.

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 "Independent Studies" for more details.)

FINANCIAL PLANNING

FPLN 300

Principles of Financial Planning (4 cr. hrs.)

Prerequisite(s): None. Not open to students with credit for FINA 430.

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.

FPLN 405

Investments (4 cr. hrs.)

Prerequisite(s): Principles of Finance (FINA 301), Statistics I (MATH 230) or Statistical Concepts (MATH 215) and Introduction to Spreadsheets (COMP 106). Not open to students with credit for FINA 405.

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.

FPLN 410

Financial Planning Internship (1-4 cr. hrs.)

Prerequisite(s): None.

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.

FPLN 430

Tax Planning (4 cr. hrs.)

Prerequisite(s): Principles of Financial Planning (FPLN 300). Not open to students with credit for FINA 355.

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.

FPLN 440

Risk Management & Insurance Planning (4 cr. hrs.)

Prerequisite(s): Principles of Financial Planning (FPLN 300). Not open to students with credit for FINA 432.

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.

FPLN 450

Retirement Savings & Income Planning (4 cr. hrs.)

Prerequisite(s): Principles of Financial Planning (FPLN 300). Not open to students with credit for FINA 434.

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.

FPLN 460

Estate Planning (4 cr. hrs.)

Prerequisite(s): Principles of Financial Planning (FPLN 300), Investments (FINA/FPLN 405), Tax Planning (FPLN 430), Risk Management & Insurance Planning (FPLN 440), and Retirement Savings & Income Planning (FPLN 450 or FINA 434). Not open to students with credit for FINA 436.

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.

FPLN 495

Financial Plan Development (4 cr. hrs.)

Prerequisite(s): Completion of all required major courses. Not open to students with credit for FINA 490.

This course is designed to provide a capstone experience, challenging students to apply financial planning techniques, procedures and practices to actual problems and cases.

FPLN 499

Independent Studies in Financial Planning (1-4 cr. hrs.)

Prerequisite(s): Minimum of 2.00 cumulative GPA, at least 16 hours completed at Franklin, related coursework completed with a minimum grade of "B", and permission of the Program Chair.

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 "Independent Studies" for more details).

FIRE & EMERGENCY SERVICES ADMINISTRATION

FIES 101

Fire Officer I (4 cr. hrs.)

Prerequisite(s): None.

Designed to give firefighters the knowledge and skills necessary to advance to the role of Fire Officer, this 12-week online course also provides a way for current officers to enhance their understanding of fire officer roles and responsibilities. All participants will develop their leadership capabilities and apply critical concepts in team dynamics, interpersonal relationships, as well as define their understanding of pertinent laws, regulations, and methods for building community involvement.

FIES 310

Fire & Emergency Services Administration (4 cr. hrs.)

Prerequisite(s): None.

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

Human Resource Management for the Fire & Emergency Services (4 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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.

GRADUATE STUDIES

GRAD 680

Special Topics in Graduate Studies (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

A variable content course in an advanced topic in the field of graduate studies 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. This course counts as an elective in the student's specific graduate program.

GRAD 685

Graduate Studies: Integrated Field Experience (4 cr. hrs.)

Prerequisite(s): None.

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 the field experience. This course integrates internships, service learning, civic engagement, and other valid field experiences so that students learn to transfer skills, abilities, theories, methodologies, and/or paradigms to their academic discipline. Additionally students will achieve ethical, social, and intellectual growth through the exploration of complex issues.

GRAD 770

Lean Six Sigma (4 cr. hrs.)

Prerequisite(s): None.

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.

GRAPHICS

GRPH 117

Graphic Editing Software (1 cr. hr.)

Prerequisite(s): None. Not open to students with credit for DCOM 117 or WEBD 117.

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.

GRPH 210

Fundamentals of Graphic Design (4 cr. hrs.)

Prerequisite(s): Graphic Editing Software (DCOM/WEBD/GRPH 117). Not open to students with credit for DCOM 210.

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.

GRPH 310

Advanced Graphic Design (4 cr. hrs.)

Prerequisite(s): Fundamentals of Graphic Design (DCOM/GRPH 210). Not open to students with credit for DCOM 310.

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.

GRPH 317

Digital Photography (4 cr. hrs.)

Prerequisite(s): Learning Strategies (PF 321). Students must have a camera with a manual mode (ability to set shutter speed and lens aperture).

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 GRPH 117 - Graphic Editing Software).

GRPH 480

Special Topics in Graphics (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

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.

HEALTH INFORMATION MANAGEMENT

HIM 150

Medical Terminology (2 cr. hrs.)

Prerequisite(s): None.

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.

HIM 210

Clinical Classification Systems I (4 cr. hrs.)

Prerequisite(s): Medical Terminology (HIM 150).

Prerequisite or Co-requisite: Health & Human Disease (SCIE 254).

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.

HIM 215

Clinical Classification Systems II (4 cr. hrs.)

Prerequisite(s): Medical Terminology (HIM 150).

Prerequisite or Co-requisite: Health & Human Disease (SCIE 254).

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.

HIM 250

Medical Reimbursement (4 cr. hrs.)

Prerequisite(s): Clinical Classification Systems I (HIM 210) and Clinical Classification Systems II (HIM 215).

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.

HIM 300

Introduction to Health Information Management (4 cr. hrs.)

Prerequisite(s): Medical Reimbursement (HIM 250).

This course will introduce students to the definitions, concepts, and applications of health information management policies and practices. Emphasis will be placed on the development of HIM professionals, the healthcare delivery system, and the legal and ethical challenges of information management.

HIM 320

Health Data (4 cr. hrs.)

Prerequisite(s): Medical Reimbursement (HIM 250) or permission of Program Chair. Not open to students with credit for HISM 320.

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.

HIM 350

Health Informatics (4 cr. hrs.)

Prerequisite(s): Healthcare Management (HCM 300), Introduction to Health Information Management (HIM 300) or Transition to Professional Nursing (NURS 310). Not open to students with credit for HCM 350.

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.

HIM 410

Healthcare Information Management Internship (1-4 cr. hrs.)

Prerequisite(s): Healthcare Information Systems Management (HIM 470).

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.

HIM 470

Health Information Systems (4 cr. hrs.)

Prerequisite(s): Health Data (HIM 320) or permission of Program Chair. Not open to students with credit for HISM 470.

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 health 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 health information systems are also examined.

HIM 480

Special Topics in Healthcare Information Management (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published online in the trimester Course Schedule.

A variable content classroom course in Healthcare Information Systems 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.

HIM 485

Applications in Health Information Systems (2 cr. hrs.)

Prerequisite(s): Health Information Systems (HIM 470).

This course will require students 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 analyses for decision-making.

HIM 497

Professional Practice Experience in Health Information Management (4 cr. hrs.)

Prerequisite(s): Completion of all other HIM coursework and approval of the Program Chair; may be taken concurrently with Applications in Health Information Systems (HIM 485). Students will be required (at their own expense) to submit proof of specific health screenings and pass a criminal background check before registering for this course.

The Professional Practice Experience in Health Information Management (PPE) 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 twelve weeks prior to the course start date. Students should consult the PPE Handbook for more detailed information.

HIM 498

RHIA Exam Preparation (1 cr. hr.)

Prerequisite(s): Completion of all HIM Major Area requirements or permission of Program Chair; may be taken concurrently with Professional Practice Experience in Health Information Management (HIM 497).

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.

HIM 499

Independent Studies in Healthcare Information Management (1-4 cr. hrs.)

Prerequisite(s): 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 Program Chair.

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 "Independent Studies" for more details.)

HIM 702

Health Information Governance (4 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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.

HEALTHCARE MANAGEMENT

HCM 200

Healthcare Management Terminology (2 cr. hrs.)

Prerequisite(s): Junior standing or permission of the Program Chair.

This course is a primer for individuals with little or no healthcare experience. The course covers the broad range of topics discussed in public health policy and in the healthcare setting. Terminology is associated with finance and reimbursement, managed care, quality and patient safety, government regulations, legal issues and accreditation.

HCM 300

Healthcare Management (4 cr. hrs.)

Prerequisite(s): Junior standing and either Principles of Management (MGMT 312) and Organizational Behavior (MGMT 325), or completion of the HIM technical area.

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 cr. hrs.)

Prerequisite(s): Junior standing and Financial Accounting (ACCT 215).

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 340

Community Health (4 cr. hrs.)

Prerequisite(s): Junior standing and Healthcare Management (HCM 300) or Introduction to Health Information Management (HIM 300).

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 410

Healthcare Management Internship (1-4 cr. hrs.)

Prerequisite(s): Approval of Program Chair.

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.

HCM 422

Healthcare Outcomes & Quality Management (4 cr. hrs.)

Prerequisite(s): Junior standing, Healthcare Management (HCM 300) or Health Informatics (HIM 350), and Statistical Concepts (MATH 215).

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.

HCM 432

Healthcare Financial Management II (4 cr. hrs.)

Prerequisite(s): Junior standing and Healthcare Financial Management I (HCM 320).

An extension of Healthcare Financial Management I, this course offers an advanced and in-depth look at how healthcare managers can apply financial management theory and principles learned in Healthcare Financial Management I to make sound decisions in an ever changing healthcare economic climate. The course will be supplemented by case studies which will focus on topics contained in the course.

HCM 442

Legal Aspects of Healthcare Management (4 cr. hrs.)

Prerequisite(s): Healthcare Management (HCM 300), Introduction to Health Information Management (HIM 300) or Transition to Professional Nursing (NURS 310).

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 Management (4 cr. hrs.)

Prerequisite(s): Junior standing and Healthcare Management (HCM 300), Introduction to Health Information Management (HIM 300) or Transition to Professional Nursing (NURS 310). Not open to students with credit for HCM 332.

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.

HCM 495

Healthcare Management Capstone (4 cr. hrs.)

Prerequisite(s): Senior standing and completion of all other Major Area courses.

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.

HCM 499

Independent Studies in Healthcare Management (1-4 cr. hrs.)

Prerequisite(s): 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 Program Chair.

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 "Independent Studies" for more details.)

HCM 699

Independent Studies in Graduate Healthcare Management (1-4 cr. hrs.)

Prerequisite(s): Permission of Program Chair.

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 "Independent Studies" for details.)

HCM 733

Financial & Managerial Accounting in Healthcare Organizations (4 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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 Law & Ethics (4 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): Financial & Managerial Accounting in Healthcare Organizations (HCM 733) or permission of Program Chair.

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.

HCM 752

Health Policy (4 cr. hrs.) Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): Healthcare Delivery Systems (HCM 735) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

The student will examine demographic measurements, epidemiological methods, outcomes assessment, health promotion, and disease prevention from a global perspective.

HCM 765

Healthcare Operations Management (4 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): Completion of all other Major Area Courses.

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.

HUMAN RESOURCES MANAGEMENT

HRM 300

Human Resources Management (4 cr. hrs.)

Prerequisite(s): Junior standing and Business Principles (BSAD 110) or Introduction to Public Administration (PUAD 305). Not open to students with credit for Personnel Administration, Human Resources Management (HRM 322) or MGMT 300.

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.

HRM 301

Staffing (4 cr. hrs.)

Prerequisite(s): Human Resources Management (HRM 300).

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.

HRM 302

Training & Development (4 cr. hrs.)

Prerequisite(s): Human Resources Management (HRM 300) or Introduction to Public Administration (PUAD 305).

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.

HRM 400

Performance Management (4 cr. hrs.)

Prerequisite(s): Organizational Behavior (BSAD/MGMT 325) or Introduction to Public Administration (PUAD 305) . Not open to students with credit for AMGT 400.

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 401

Compensation & Benefits (4 cr. hrs.)

Prerequisite(s): Introduction to Spreadsheets (COMP 106), Human Resources Management (HRM 300), Statistical Concepts (MATH 215), and Business & Professional Writing (WRIT 320).

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.

HRM 402

Employee & Labor Relations (4 cr. hrs.)

Prerequisite(s): Human Resources Management (HRM 300).

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.

HRM 410

Human Resources Management Internship (1-4 cr. hrs.)

Prerequisite(s): Business Principles (BSAD 110) and completion of a course in the major area of study.

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.

HRM 420

Principles of Organizational Development (4 cr. hrs.)

Prerequisite(s): Organizational Behavior (BSAD/MGMT 325). Not open to students with credit for MGMT 345, MGMT 401, or AMGT 420.

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.

HRM 480

Special Topics in Human Resources Management (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

A variable content classroom course in Human Resources 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.

HRM 495

Strategic Human Resources Management Capstone (4 cr. hrs.)

Prerequisite(s): Senior standing in Human Resources Management major.

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.

HRM 499

Independent Studies in Human Resources Management (1-4 cr. hrs.)

Prerequisite(s): 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 Program Chair.

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 "Independent Studies" for more details.)

HRM 701

Human Resource Management (4 cr. hrs.)

Prerequisite(s): None.

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 & Discipline (4 cr. hrs.)

Prerequisite(s): Human Resource Management (HRM 701) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

HRM 703

Labor Relations: Process & Law (4 cr. hrs.)

Prerequisite(s): Human Resource Management (HRM 701) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

HRM 704

Performance Appraisal Systems (4 cr. hrs.)

Prerequisite(s): Human Resource Management (HRM 701) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

This course provides an in-depth understanding of performance appraisals and related issues. Topics focus on goal-setting, feedback and the rating process.

HRM 705**Compensation Design & Administration (4 cr. hrs.)**

Prerequisite(s): Human Resource Management (HRM 701) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

HRM 706**Organizational Development & Intervention (4 cr. hrs.)**

Prerequisite(s): None.

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.

HRM 707**Organizational Leadership (4 cr. hrs.)**

Prerequisite(s): None.

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 cr. hrs.)**

Prerequisite(s): Human Resource Management (HRM 701), Employee Rights, Responsibilities & Discipline (HRM 702), Labor Relations: Process & Law (HRM 703), Performance Appraisal Systems (HRM 704), and Compensation Design & Administration (HRM 705); or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

HRM 709**International Human Resource Management (4 cr. hrs.)**

Prerequisite(s): Human Resource Management (HRM 701) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

This course examines the major factors involved in managing international assignments including strategic selection, training, organizational development, cultural adjustment, repatriation, and immigration.

HRM 710**Capstone Project (4 cr. hrs.)**

Prerequisite(s): Human Resource Management (HRM 701), Employee Rights, Responsibilities & Discipline (HRM 702), Labor Relations: Process & Law (HRM 703), Performance Appraisal Systems (HRM 704), Compensation Design & Administration (HRM 705), Organizational Development & Intervention (HRM 706), Organizational Leadership (HRM 707), Strategic Human Resource Planning (HRM 708), and International Human Resource Management (HRM 709).

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.

HUMANITIES

HUMN 210

Introduction to Logic & Critical Thinking Skills (2 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321).

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.

HUMN 211

Introduction to Ethical Analysis & Reasoning (2 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321).

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?

HUMN 218

World Religions (4 cr. hrs.)

Prerequisite(s): Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) and College Writing (WRIT 120). Not open to students with credit for HUMN 318.

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 220

Writing for the Humanities (4 cr. hrs.)

Prerequisite(s): None.

This course provides a forum in which students will think critically about the culture, politics, peoples, and economies of a variety of countries. Through a series of brief, researched, analytical discussion posts, students will acquire the competencies necessary for analyzing and seeking solutions to complex issues currently facing the world's populations. In addition, students will study the elements of good writing style, including appropriate grammar and mechanics, clarity of language, and logical and cohesive development. The course culminates in the submission of an extended, documented research paper.

HUMN 232

Introduction to Literature (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120).

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.

HUMN 240

Popular Culture (4 cr. hrs.)

Prerequisite(s): Basic Learning Strategies (PF 121) or Learning Strategies (PF 321) and College Writing (WRIT 120). Not open to students with credit for HUMN 341.

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.

HUMN 246

Film Appreciation (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120). Not open to students with credit for HUMN 346.

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.

HUMN 305

Global Issues (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (.). Not open to students with credit for PF 305.

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.

HUMN 345

Philosophy of Science (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120), Introduction to Logic and Critical thinking Skills (HUMN 210), and Introduction to Ethical Analysis and Reasoning (HUMN 211).

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.

HUMN 405

Study Abroad: Developing a Global World View (4 cr. hrs.)

Prerequisite(s): Global Issues (HUMN 305).

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.

HUMN 480

Special Topics in the Traditional Humanities (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

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.

HUMN 499

Independent Studies in Humanities (1-4 cr. hrs.)

Prerequisite(s): 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 Program Chair.

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 "Independent Studies" for more details.)

INFORMATION ANALYTICS

INFA 300

Introduction to Analytics (4 cr. hrs.)

Prerequisite(s): Finite Mathematics (MATH 210) or Introduction to Probability & Statistics (MATH 280).

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.

INFA 350

Data Manipulation & Visualization (4 cr. hrs.)

Prerequisite(s): Introduction to Analytics (INFA 300) and Technical Communication (MIS 320) or Research Writing: Exploring Professional Identities (WRIT 220) .

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.

INFA 415

Information Analytics Architecture (4 cr. hrs.)

Prerequisite(s): Database Management Systems (COMP 281) and Introduction to Analytics (INFA 300).

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.

INFA 420

Information Modeling (4 cr. hrs.)

Prerequisite(s): Introduction to Analytics (INFA 300).

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.

INFORMATION SYSTEMS

MIS 200

Management Information Systems (4 cr. hrs.)

Prerequisite(s): Learning Strategies (PF 321). Not open to students with credit for MIS/ITEC 300.

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.

MIS 310

Information Systems Architecture & Technology (4 cr. hrs.)

Prerequisite(s): Research Writing: Exploring Professional Identities (WRIT 220). Not open to students with credit for ITEC 310.

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 320

Technical Communication (4 cr. hrs.)

Prerequisite(s): Research Writing: Exploring Professional Identities (WRIT 220). Not open to students with credit for ITEC 320. This course will prepare students for the bi-directional technical communication demands specific to computer and information systems. Topics include technical research methods and approaches, critical analysis of technical documents, synthesis of data, information and knowledge gained through research and critical analysis, creation of accurate technical documents, and effective delivery of technical material via oral presentations supported by visual media.

MIS 330

Systems Integration Concepts & Practices (4 cr. hrs.)

Prerequisite(s): Information Systems Architecture & Technology (MIS 310) and either Technical Communication (MIS 320) or Research Writing: Exploring Professional Identities (WRIT 220).

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.

MIS 360

Enterprise-wide Electronic Commerce (4 cr. hrs.)

Prerequisite(s): Information Systems Architecture & Technology (MIS 310).

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.

MIS 400

Systems Analysis & Design (4 cr. hrs.)

Prerequisite(s): Information Systems Architecture & Technology (MIS 310) and either Technical Communication (MIS 320) or Research Writing: Exploring Professional Identities (WRIT 220).

This course is designed to provide an understanding of the Systems Development Life Cycle (SDLC), tools and methods. The course is centered on evaluating existing business processes and choosing a system development methodology to improve upon it. Emphasis will be on analyzing, modeling and designing processes that improve business processes through the deployment of information technology. It will also emphasize the factors for effective communication and integration with users and user systems. It encourages interpersonal skill development with clients, end-users, team members and others associated with development, operation and maintenance of systems.

MIS 410

Management Information Sciences Internship

(1-4 cr. hrs.) Prerequisite(s): None.

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 478

Quantitative Methods & Analysis (4 cr. hrs.)

Prerequisite(s): Database Management Systems (COMP 281), College Algebra (MATH 160), Finite Mathematics (MATH 210), Probability & Statistics (MATH 380), and Principles of Management (MGMT 312).

This course addresses the importance of applying quantitative methods and analysis to the solution of business problems using structured problem solving and specialized data analysis software tools. Focus will be on solutions to problems of inefficiency, poor productivity and risky situations within the management of business and technical processes, projects and operations. Some of the methodologies covered are linear programming, PERT-CPM analysis, time series and decision tree analysis, forecasting, regression analysis and data mining. Key success factors in the course will be for the student to build on statistical techniques and spreadsheet tools covered in prerequisite(s) courses.

MIS 480

Special Topics in Management Information Sciences (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

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 cr. hrs.)

Prerequisite(s): Database Management Systems (COMP/ITEC/MIS 380 or COMP 281), Information Technology Project Management (ITEC 430), Introduction to Analytics (INFA 300), Information Systems Architecture & Technology (MIS 310), Technical Communication (MIS 320) or Research Writing: Exploring Professional Identities (WRIT 220), Systems Analysis & Design (MIS 400), and Senior standing.

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 chosen Major Area electives.

MIS 499

Independent Studies in Information Systems (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for more details.)

INFORMATION SYSTEMS AUDITING

ISA 495

Information Systems Audit & Control (4 cr. hrs.)

Prerequisite(s): All professional core and technical courses or permission of the Program Chair.

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.

INFORMATION SYSTEMS PROJECT MANAGEMENT

ISPM 200

Information Systems as a Business Process (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120).

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.

ISPM 320

Requirements Analysis & Testing (4 cr. hrs.)

Prerequisite(s): Systems Analysis & Design (MIS 400).

This course introduces students to the concepts, methods and approaches involved in the process of requirements analysis and testing, in the context of the five necessary procedures that comprise the process of confirming requirements for a new or upgraded information system: requirements elicitation analysis, specification, verification and management.

ISPM 450

Advanced Project Management (4 cr. hrs.)

Prerequisite(s): Information Technology Project Management (ITEC 430).

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.

INFORMATION TECHNOLOGY

ITEC 136

Principles of Programming (4 cr. hrs.)

Prerequisite(s): College Algebra (MATH 160) and either Problem Solving with Computing (COMP 101) or prior programming experience. Not open to students with credit for Business Applications Programming (ITEC/COMP 235) or to students with credit for COMP 136.

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.

ITEC 275

Computer Networks: Switching, Routing, & WANs (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Principles of Computer Networks (COMP 204) or a Networking Fundamentals course.

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 provides the student interactive configuration experience with the Cisco Systems Internetworking Operating System (IOS) in an isolated environment.

ITEC 350

Windows Administration (4 cr. hrs.)

Prerequisite(s): Introduction to Computer Science & Object-Oriented Programming (COMP 111) OR Principles of Programming (ITEC 136) OR any structured programming course; AND Principles of Computer Networks (COMP 204).

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.

ITEC 400

Linux Administration (4 cr. hrs.)

Prerequisite(s): Introduction to Computer Science & Object-Oriented Programming (COMP 111) OR Principles of Programming (ITEC 136) OR any structured programming course; AND Principles of Computer Networks (COMP 204). Not open to students with credit for COMP 400.

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.

ITEC 410

Information Technology Internship (1-4 cr. hrs.)

Prerequisite(s): None.

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 425

Information Storage Management (4 cr. hrs.)

Prerequisite(s): Computer Networks: Switching, Routing, & WANs (ITEC 275) or Principles of Network Design & Administration (ITEC 370), and Information Systems Architecture & Technology (ITEC/MIS 310).

Individuals, governments, and businesses depend daily on digital information to make informed decisions. The proliferation of this data has led to increased complexity in information storage and management. The design and implementation of robust storage infrastructures has become a critical piece of the foundations of information technology. This course will explore storage systems, technologies, and networks. Particular emphasis is placed on designing, securing, and managing storage infrastructures that promote business continuity and data retention compliance.

ITEC 430

Information Technology Project Management (4 cr. hrs.)

Prerequisite(s): Information Systems Architecture & Technology (MIS 310), Technical Communication (MIS 320) or Research Writing: Exploring Professional Identities (WRIT 220), and Statistical Concepts (MATH 215) or Introduction to Probability & Statistics (MATH 280).

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.

ITEC 450

Database Administration (4 cr. hrs.)

Prerequisite(s): Database Management Systems (COMP/ITEC 281) OR Database Management Systems (COMP/ITEC/MIS 380). 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.

ITEC 475

Virtualization and Cloud Computing (4 cr. hrs.)

Prerequisite(s): Computer Networks: Switching, Routing, & WANs (ITEC 275) and Linux Administration (ITEC 400). 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.

ITEC 480

Special Topics in Information Technology (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

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 cr. hrs.)

Prerequisite(s): Linux Administration (ITEC 400), Information Technology Project Management (ITEC 430), Information Assurance (ISEC 300) and Virtualization and Cloud Computing (ITEC 475).

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.

ITEC 499

Independent Studies in Information Technology (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for more details.)

INSTRUCTIONAL DESIGN & LEARNING TECHNOLOGY

IDPT 600

Principles of Learning Theory (4 cr. hrs.)

Prerequisite(s): None.

In this gateway course, students will begin the process of understanding what it means to be a graduate student at Franklin University. This includes tangibles such as scholarly research and academic writing, as well as intangibles such as critical thinking and attitude. Students will employ various strategies as they develop a thorough understanding of selected learning theories and philosophies. They will then apply these theories and strategies to create a learning event.

IDPT 610

Principles of Instructional Design (4cr. hrs.)

Prerequisite(s): Principles of Learning Theory (IDPT 600).

In this course, students will study instructional systems theory, systematic approaches to instructional design, and the contemporary practice of instructional design in a variety of settings, including business, industry, government, and classroom education.

IDPT 620

Principles of Human Performance Technology (4 cr. hrs.)

Prerequisite(s): Principles of Learning Theory (IDPT 600) and Principles of Instructional Design (IDPT 610); or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

IDPT 640

Enhancing Learning with Technology (4 cr. hrs.)

Prerequisite(s): Principles of Learning Theory (IDPT 600), Principles of Instructional Design (IDPT 610), and Principles of Human Performance Technology (IDPT 620).

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.

IDPT 645

Learning Management Systems (4 cr. hrs.)

Prerequisite(s): Principles of Learning Theory (IDPT 600), Principles of Instructional Design (IDPT 610), Principles of Human Performance Technology (IDPT 620), and Enhancing Learning with Technology (IDPT 640).

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.

IDPT 650

Evaluation (4 cr. hrs.)

Prerequisite(s): Principles of Learning Theory (IDPT 600), Principles of Instructional Design (IDPT 610), Principles of Human Performance Technology (IDPT 620), and Enhancing Learning with Technology (IDPT 640).

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.

IDPT 660

Advanced Instructional Design & Performance Technology (4 cr. hrs.)

Prerequisite(s): Principles of Learning Theory (IDPT 600), Principles of Instructional Design (IDPT 610), Principles of Human Performance Technology (IDPT 620), Enhancing Learning with Technology (IDPT 640), and Evaluation (IDPT 650).

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.

IDPT 670

Capstone (4 cr. hrs.)

Prerequisite(s): Principles of Learning Theory (IDPT 600), Principles of Instructional Design (IDPT 610), Principles of Human Performance Technology (IDPT 620), Enhancing Learning with Technology (IDPT 640), Evaluation (IDPT 650), and Advanced Instructional Design & Performance Technology (IDPT 660).

The Capstone Project 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 Project 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.

INTERACTIVE MEDIA DESIGN

IMD 101

Introduction to Website Creation (3 cr. hrs.)

Prerequisite(s): None.

This course introduces students to the creation of a website that represents an organization or company. The course is project-based which provides the opportunity for students to design, build, and present a completed website. Students will utilize digital media and the latest content management systems to build websites.

IMD 300

Digital Media Design (4 cr. hrs.)

Prerequisite(s): Completion of the following technical areas: Web Design Fundamentals (at least 3 semester hours), and Graphic Design Fundamentals (at least 3 semester hours) and Interactive Design Fundamentals (at least 3 semester 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.

IMD 330

Interaction Design (4 cr. hrs.)

Prerequisite(s): Completion of Social Media Design technical area or Advanced Graphic Design (GRPH 310).

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.

IMD 400

Interactive Media for Training & Instruction (4 cr. hrs.)

Prerequisite(s): Advanced Graphic Design (GRPH 310), Technical Communication (MIS 320), and completion of IMD Technical Credit area.

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.

IMD 410

Interactive Media Design Internship (1-4 cr. hrs.)

Prerequisite(s): Admission in the Interactive Media Design program.

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.

IMD 430

Interactive Media for Entertainment (4 cr. hrs.)

Prerequisite(s): Advanced Graphic Design (GRPH 310), Technical Communication (MIS 320), and completion of IMD Technical Credit area.

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.

IMD 450

Interactive Media for Advertising (4 cr. hrs.)

Prerequisite(s): Advanced Graphic Design (GRPH 310), Technical Communication (MIS 320), and completion of IMD Technical Credit area.

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.

IMD 490

Interactive Media Design Practicum (4 cr. hrs.)

Prerequisite(s): Project Management (AMGT 390) or Communication in Groups & Teams (COMM 335), Human Computer Interaction (COMP 325), and two of the following: Interactive Media for Training & Instruction (IMD 400), Interactive Media for Entertainment (IMD 430), or Interactive Media for Advertising (IMD 450).

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.

IMD 495

Interactive Media Design Capstone (4 cr. hrs.)

Prerequisite(s): Interactive Media for Training & Instruction (IMD 400), Interactive Media for Entertainment (IMD 430), Interactive Media for Advertising (IMD 450), and Interactive Media Design Practicum (IMD 490).

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.

IMD 499

Independent Studies in Interactive Media Design (1-4 cr. hrs.)

Prerequisite(s): 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.

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 "Independent Studies" for more details.)

INTERDISCIPLINARY STUDIES

IDST 100

Introduction to Portfolio (1 cr. hr.)

Prerequisite(s): Learning Strategies (PF 321).

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.

IDST 200

Authoring an Interdisciplinary Portfolio (2 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120), Research Paper (WRIT 130) or Research Writing: Exploring Professional Identities (WRIT 220), and Introduction to Portfolio (IDST 100) or Introduction to Web Presentation & Publishing (COMM 107).

This course provides students with an opportunity to examine their varied interests and achievements, both academic and professional, while considering also how best to present them to different audiences for different purposes. Students will first be introduced to a structured method of accounting for their intellectual background from a variety of disciplinary perspectives. The main project of the course will be the creation of a web-based interdisciplinary portfolio highlighting the value of the student's varied interests and achievements.

IDST 300

Introduction to Interdisciplinary Studies (4 cr. hrs.)

Prerequisite(s): Authoring an Interdisciplinary Portfolio (IDST 200) and Research Writing: Exploring Professional Identities (WRIT 220).

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.

IDST 410

Interdisciplinary Studies Internship (1-4 cr. hrs.)

Prerequisite(s): Introduction to Interdisciplinary Studies (IDST 300).

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.

IDST 495

Interdisciplinary Studies Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all Interdisciplinary Core and Focus Area courses.

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.

IDST 499

Independent Studies in Interdisciplinary Studies (1-4 cr. hrs.)

Prerequisite(s): 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.

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 "Independent Studies" for more details.)

LOGISTICS MANAGEMENT

LOGI 495

Logistics Management Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all required and elective major courses.

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.

MANAGEMENT & LEADERSHIP

MGMT 312

Principles of Management (4 cr. hrs.)

Prerequisite(s): None. Not open to students with credit for Management Theory & Practices (BSAD 312) or Principles of Management (BSAD 312).

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.

MGMT 325

Organizational Behavior (4 cr. hrs.)

Prerequisite(s): Principles of Management (MGMT 312). Not open to students with credit for Leadership: Behavioral Approach (OLM 325) or to students with credit for BSAD 325.

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 410

Management & Leadership Internship (1-4 cr. hrs.)

Prerequisite(s): Completion of 12 Major Area required credits.

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.

MGMT 425

Organizational Change (4 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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.

MGMT 480

Special Topics in Management & Leadership (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by course basis and published online in the trimester Course Schedule.

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.

MGMT 495

Management Capstone (4 cr. hrs.)

Prerequisite(s): Senior standing, completion of Business Core, and completion of, or concurrent enrollment in, all other major courses. Not open to students with credit for BSAD 495.

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.

MGMT 499

Independent Studies in Management & Leadership (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Indepen-

dent Studies" for more details.)

MARKETING

MKTG 300

Marketing (4 cr. hrs.)

Prerequisite(s): Business Principles (BSAD 110).

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

Promotion (4 cr. hrs.)

Prerequisite(s): Marketing (MKTG 300). Not open to students with credit for Advertising (MKTG 320).

The study of the components of advertising and its function within the total marketing function. The course examines advertising campaigns and procedures dealing with planning, creation, production, media, management, research and budgeting.

MKTG 330

Marketing Behavior (4 cr. hrs.)

Prerequisite(s): Marketing (MKTG 300). Not open to students with credit for Consumer Behavior (MKTG 330).

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 cr. hrs.)

Prerequisite(s): Statistical Concepts (MATH 215) or Statistics I (MATH 230) and Marketing (MKTG 300).

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.

maintain successful search engine rankings.

MKTG 340

Digital Marketing (4 cr. hrs.)

Prerequisite(s): Marketing (MKTG 300). Not open to students with credit for EMKT 340.

Common strategies for the marketing of goods and services via the Internet range from public relations and corporate communications to advertising and electronic commerce. Students investigate and evaluate various marketing and communication strategies and tactics for the World Wide Web. Emphasis is placed on critical evaluation skills as well as website planning, development, design, and other factors which contribute to a website's success.

MKTG 345

Social Media Marketing (4 cr. hrs.)

Prerequisite(s): Digital Marketing (MKTG 340). Not open to students with credit for EMKT 345.

Social media can serve as both listening and outreach tool for building brand awareness and promoting business. Through an investigation of internet forums, message boards, blogs, wikis, podcasts, picture sharing, video sharing, and social networking, students will create and present a written plan for achieving business goals through the use of a social media marketing campaign.

MKTG 410

Marketing Internship (1-4 cr. hrs.)

Prerequisite(s): At least 12 credit hours of Marketing.

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.

MKTG 415

Search Engine Marketing (4 cr. hrs.)

Prerequisite(s): Statistical Concepts (MATH 215) and Digital Marketing (MKTG 340). Not open to students with credit for EMKT 415.

Students will use search engine optimization to evaluate the processes that bring websites to the top of the search results list. Students will also choose the best keywords and phrases to target and determine how to monitor and

MKTG 430

Customer Relationship Management (4 cr. hrs.)

Prerequisite(s): Marketing (MKTG 300). Not open to students with credit for MGMT 430.

Students develop skills in planning, constructing and organizing one-to-one marketing activities. Included in these activities are collaborative developing 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.

MKTG 435

Digital Marketing Analytics (4 cr. hrs.)

Prerequisite(s): None. Not open to students with credit for EMKT 430.

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. Students will learn how to measure and define client interaction through web analytics. 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.

MKTG 450

Global Marketing (4 cr. hrs.)

Prerequisite(s): Marketing (MKTG 300).

A course in marketing theory and methods as they apply to global 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 and global environments.

MKTG 480

Special Topics in Marketing (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

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.

MKTG 495

Integrated Marketing (4 cr. hrs.)

Prerequisite(s): Senior standing, Promotion (MKTG 320), Marketing Behavior (MKTG 330) and Marketing Research (MKTG 332).

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.

MKTG 499

Independent Studies in Marketing (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for more details.)

MARKETING & COMMUNICATION

MCM 707

Marketing Communication Foundations (4 cr. hrs.)

Prerequisite(s): Admission into the Marketing & Communication program; or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

MCM 711

Digital Marketing Strategies (4 cr. hrs.)

Prerequisite(s): Behavioral Research (MCM 727) or Strategy, Collaboration, & Communication (PUAD 745).

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.

MCM 713

Marketing Communication Essentials (4 cr. hrs.)

Prerequisite(s): Marketing Communication Foundations (MCM 707) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

The ability to communicate effectively has never been more important than in today's complex marketing environment. In this course, you will develop a broad knowledge of the fundamentals of effective marketing communication planning and implementation.

MCM 721

Creative Concepts (4 cr. hrs.)

Prerequisite(s): Digital Marketing Strategies (MCM 711).

This course will investigate the strategies underlying creative executions used in marketing communication campaigns.

MCM 723

Metrics & Analytics (4 cr. hrs.)

Prerequisite(s): Creative Concepts (MCM 721) or Strategy, Collaboration, & Communication (PUAD 745).

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.

MCM 727

Behavioral Research (4 cr. hrs.)

Prerequisite(s): Marketing Communication Essentials (MCM 713) or Strategy, Collaboration, & Communication (PUAD 745).

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.

MCM 731

Applied Marketing Communication Theory (4 cr. hrs.)

Prerequisite(s): Metrics & Analytics (MCM 723).

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.

MCM 733

Marketing Communication Planning (4 cr. hrs.)

Prerequisite(s): Applied Marketing Communication Theory (MCM 731).

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.

MCM 737

Marketing Communication Management & Leadership (4 cr. hrs.)

Prerequisite(s): Marketing Communication Planning (MCM 733).

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.

MCM 741

Marketing Communication Capstone (4 cr. hrs.)

Prerequisite(s): Marketing Communication Management & Leadership (MCM 737).

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.

MATHEMATICS

MATH 040

Re-Entry Mathematics (4 cr. hrs.)

Prerequisite(s): None. Not open to students with credit for Introduction to Algebra.

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.

MATH 115

Introduction to Quantitative Reasoning (4 cr. hrs.)

Prerequisite(s): Re-Entry Mathematics (MATH 040) or its transfer equivalent or appropriate score on mathematics placement test and Learning Strategies (PF 321).

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.

MATH 150**Fundamental Algebra (4 cr. hrs.)**

Prerequisite(s): Re-Entry Mathematics (MATH 040) or its transfer equivalent or appropriate score on mathematics placement test and Learning Strategies (PF 321).

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.

MATH 160**College Algebra (4 cr. hrs.)**

Prerequisite(s): Fundamental Algebra (MATH 150) or passing the Algebra Competency examination and Learning Strategies (PF 321).

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.

MATH 170**Discrete Mathematics (4 cr. hrs.)**

Prerequisite(s): College Algebra (MATH 160) and Learning Strategies (PF 321).

This course introduces students to fundamental algebraic, logical and combinatorial 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.

MATH 180**Applied Calculus (4 cr. hrs.)**

Prerequisite(s): College Algebra (MATH 160) and Learning Strategies (PF 321).

This course is designed to meet the needs of the Computer Science Program. Topics include limits, the derivative, rules for differentiation, graphing strategy, optimization problems, differentials, implicit differentiation, related rates, exponential and logarithmic functions, antiderivatives, definite integrals, areas, and methods of integration. Applications are emphasized.

MATH 201**Basic Inferential Methods (2 cr. hrs.)**

Prerequisite(s): Introduction to Quantitative Reasoning (MATH 115) or Fundamental Algebra (MATH 150) and Learning Strategies (PF 321). Not open to students with credit for MATH 215.

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.

MATH 210**Finite Mathematics (4 cr. hrs.)**

Prerequisite(s): Fundamental Algebra (MATH 150) and Learning Strategies (PF 321).

This course includes such topics as matrices, solutions of simultaneous linear equations using matrix methods, graphic and simplex solutions to linear programming problems, set theory, counting problems (including permutations and combinations), probability theory (including Bayes' theorem), Markov chains, and the mathematics of finance. Game theory may be discussed if time permits. Applications in business, economics, and management are emphasized.

MATH 215

Statistical Concepts (4 cr. hrs.)

Prerequisite(s): Learning Strategies (PF 321), Introduction to Spreadsheets (COMP 106), and either Introduction to Quantitative Reasoning (MATH 115) for students pursuing a non-STEM major, or Fundamental Algebra (MATH 150).

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.

MATH 220

Business Calculus (4 cr. hrs.)

Prerequisite(s): Fundamental Algebra (MATH 150) and Learning Strategies (PF 321).

This course may not be taken by students who previously received calculus credit. Topics include limits, the derivative, rules for differentiation, graphing strategy, optimization problems, differentials, implicit differentiation, related rates, exponential and logarithmic functions, antiderivatives, definite integrals, areas, and methods of integration. Applications in business, economics, and management are emphasized. This course should be taken as soon as possible after acquiring the necessary algebra skills and concepts, preferably within the first 60 hours of any degree program.

MATH 280

Introduction to Probability & Statistics (4 cr. hrs.)

Prerequisite(s): College Algebra (MATH 160) and Learning Strategies (PF 321/PF121).

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.

MATH 380

Probability & Statistics (4 cr. hrs.)

Prerequisite(s): One semester of calculus and Learning Strategies (PF 321).

This course is designed to introduce probability theory, statistical inference, analysis of variance and regression techniques to students majoring in Computer Science. Topics include sets and probability, random variables, discrete and continuous probability distributions, estimation theory, hypothesis testing, regression and correlation, and analysis of variance.

MATH 480

Special Topics in Mathematics (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

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.

MATH 499

Independent Studies in Mathematics (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for more details.)

MBA

MBA 699

Independent Studies in MBA (1-4 cr. hrs.)

Prerequisite(s): Minimum 3.00 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.

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 "Independent Studies" for details.)

MBA 707

MBA Foundations (4 cr. hrs.)

Prerequisite(s): Acceptance into the MBA program.

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.

MBA 711

Business Environment (4 cr. hrs.)

Prerequisite(s): MBA Foundations (MBA 707) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

MBA 713

Human Resources Management (4 cr. hrs.)

Prerequisite(s): Managerial Economics (MBA 723).

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.

MBA 721

Marketing Management (4 cr. hrs.)

Prerequisite(s): Managerial Economics (MBA 723) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

MBA 723

Managerial Economics (4 cr. hrs.)

Prerequisite(s): Business Environment (MBA 711)).

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.

MBA 727

International Business Management (4 cr. hrs.)

Prerequisite(s): MBA Foundations (MBA 707) or Healthcare Delivery Systems (HCM 735).

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.

MBA 731

Operations Management (4 cr. hrs.)

Prerequisite(s): Managerial Economics (MBA 723) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

MBA 733

Financial & Managerial Accounting (4 cr. hrs.)

Prerequisite(s): Managerial Economics (MBA 723) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

MBA 737

Corporate Finance (4 cr. hrs.)

Prerequisite(s): Managerial Economics (MBA 723).

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.

MBA 741

Strategic Management (4 cr. hrs.)

Prerequisite(s): Completion of all required major courses.

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.

MILITARY SCIENCE AND LEADERSHIP

The following Army ROTC courses are taught at Capital University and offered to Franklin University students. Students attend classes at Capital University but credit is awarded by Franklin University.

MS 111

Introduction to the Army & Critical Thinking (2 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

Overviews leadership fundamental 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 MS 112 experience.

MS 211

Foundations of Leadership (3 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): Introduction to the Army & Critical Thinking (MS 111), Introduction to the Profession of Arms (MS 112), Foundations of Leadership (MS 211), and Foundations of Tactical Leadership (MS 212).

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 cr. hrs.)

Prerequisite(s): Adaptive Team Leadership (MS 311).

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 cr. hrs.)

Prerequisite(s): Adaptive Team Leadership (MS 311).

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 cr. hrs.)

Prerequisite(s): Adaptive Team Leadership (MS 311), Applied Team Leadership (MS 312), and Cadet Leaders Course (MS 313).

The MS 411 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 cr. hrs.)

Prerequisite(s): Adaptive Leadership (MS 411).

MS 412 explores the dynamics of leading soldiers 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.

NURSING

NURS 310

Transition to Professional Nursing (4 cr. hrs.)

Co-requisite: Basic Learning Strategies (PF 121) or Learning Strategies (PF 321).

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.

NURS 325

Health Assessment & Promotion (4 cr. hrs.)

Prerequisite(s): Transition to Professional Nursing (NURS 310) and admission to the BSN Program.

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.

NURS 425

Genetics in Nursing & Healthcare (2 cr. hrs.)

Prerequisite(s): Transition to Professional Nursing (NURS 310) and admission to the BSN Program.

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.

NURS 435

Nursing Research & Evidence Based Practice (4 cr. hrs.)

Prerequisite(s): Transition to Professional Nursing (NURS 310) and admission to the BSN Program.

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.

NURS 445

Community Health Nursing (4 cr. hrs.)

Prerequisite(s): Transition to Professional Nursing (NURS 310).

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.

NURS 455

**Leadership & Management for Professional Nurses
(4 cr. hrs.)**

Prerequisite(s): Transition to Professional Nursing (NURS 310).

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.

NURS 498

Nursing Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all required General Education, Major Area, and Elective Courses.

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.

OPERATIONS & SUPPLY CHAIN MANAGEMENT

OSCM 378

Business Modeling (4 cr. hrs.)

Prerequisite(s): Introduction to Spreadsheets (COMP 106), Introduction to Databases (COMP 108) or Database Management Systems (COMP 281), and Statistical Concepts (MATH 215) or Probability & Statistics (MATH 380).

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.

OSCM 390

Operations Management (4 cr. hrs.)

Prerequisite(s): None.

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.

OSCM 440

Quality Management (4 cr. hrs.)

Prerequisite(s): Quantitative & Qualitative Methods for Decision-Making (BSAD 320).

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.

OSCM 450

Supply Chain Management (4 cr. hrs.)

Prerequisite(s): Quantitative Methods & Analysis (MIS 478) or Business Modeling (OSCM 378).

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.

OSCM 455

Transportation & Logistics Management (4 cr. hrs.)

Prerequisite(s): Quantitative Methods & Analysis (MIS 478) or Business Modeling (OSCM 378) and Supply Chain Management (OSCM 450).

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.

OSCM 458

Purchasing & Inventory Management (4 cr. hrs.)

Prerequisite(s): Quantitative Methods & Analysis (MIS 478) or Business Modeling (OSCM 378) and Supply Chain Management (OSCM 450).

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.

OSCM 491

Integrated Project Management (4 cr. hrs.)

Prerequisite(s): Operations Management (OSCM 390) or Project Management (AMGT 390).

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.

OSCM 495

Operations & Supply Chain Management Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all required and elective major courses.

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.

OSCM 499

Independent Studies in Operations & Supply Chain Management (1-4 cr. hrs.)

Prerequisite(s): 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.

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 "Independent Studies" for more details.)

PROFESSIONAL FOUNDATIONS

PF 121

Basic Learning Strategies (2 cr. hrs.)

Prerequisite(s): Basic Writing I (WRIT 050) or placement into Basic Writing II (WRIT 060) or higher.

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 the skills required in the workplace and the classroom that are easily transferrable 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.

PF 321

Learning Strategies (2 cr. hrs.)

Prerequisite(s): Basic Writing II (WRIT 060), pass placement test, or transfer the equivalent of a College Writing course.

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.

PF 381

Professional Career Exploration Strategies (2 cr. hrs.)

Prerequisite(s): Junior standing, College Writing (WRIT 120), and Learning Strategies (PF 321).

This course equips students with the knowledge, skills, and abilities required to successfully discern and experience their desired career path upon completion of their Franklin degree program. The workplace of today and tomorrow will require a well-equipped toolkit comprised of both technical skills (those associated with a job) and universally applicable skills required to achieve long-term career success. This course will introduce strategies and techniques deemed essential in identifying a chosen career path and succeeding in it. Students will benefit from the experiences of their faculty, guest speakers, and a formal mentoring relationship. The assignments and activities in the course are designed to prepare the student to successfully navigate the challenges and expectations of the workplace.

PF 480

Special Topics in Professional Foundations (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

A variable content course in Professional Foundations 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.

PF 485

Integrative Field Experience (4 cr. hrs.)

Prerequisite(s): None.

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.

PSYCHOLOGY

PSYC 110

General Psychology (4 cr. hrs.)

Prerequisite(s): Learning Strategies (PF 321).

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.

PSYC 204

Principles of Motivation (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321). Not open to students with credit for PF 304.

This course is a systematic study of various theories and approaches to work motivation, with assessments of the research and practice evidence supporting their scientific validity and applicability to the work environment. Students will explore factors that contribute to motivation and strategies that today's manager can use to become a successful motivator.

PSYC 301

Creative Thinking (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321). Not open to students with credit for IDST 301.

Creativity is neither magical nor bestowed upon us as some kind of genetic gift. As choreographer Twyla Tharp reminds us, the romanticized version of the gift of creative genius, as depicted in the movie *Amadeus*, is hogwash. She reminds us, "There are no 'natural' geniuses... No one worked harder than Mozart. By the time he was twenty-eight years old, his hands were deformed because of all of the hours he had spent practicing, performing, and gripping a quill pen to compose." This course considers creativity as a muscle that must be exercised, not as a gift, and it provides concrete exercises, as well as neurological research, the HBDI Innovation Model, in addition to various philosophies of creativity to encourage creative problem solving and creative thinking.

PSYC 310

The Psychology of Personal Development (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321).

This psychology based course provides evidenced-based information and application strategies for improving personal and professional adjustment and effectiveness. The purpose of this course is to enable students to address and utilize more of their inherent potential. Students will use a self-coaching model to apply principles and methods taken from a variety of current sources, i.e. emotional and social intelligence, multiple intelligences, and positive psychology and executive coaching. The primary course outcome will be a plan for effecting improved adjustment and performance in students' personal and professional lives.

PSYC 315

Applied Psychology: Theory to Practice (4 cr. hrs.)

Prerequisite(s): General Psychology (PSYC 110), College Writing (WRIT 120), and Learning Strategies (PF 321).

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.

PSYC 325

Coaching in Organizations (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120), Learning Strategies (PF 321), and General Psychology (PSYC 110) OR Psychology of Personal Development (PSYC 310). Principles of Motivation (PSYC 204) recommended.

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 experiential learning through coaching practice activities.

PSYC 420

Assessment & Intervention in Organizations (4 cr. hrs.)

Prerequisite(s): The Psychology of Personal Development (PSYC 310), and either Applied Psychology: Theory to Practice (PSYC 315) or Coaching in Organizations (PSYC 325).

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.

PSYC 480

Special Topics in Psychology (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

A variable content classroom course in Psychology 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.

PSYC 495

Applied Psychology/Social Sciences Practicum (4 cr. hrs.)

Prerequisite(s): Completion of all Professional Core and Major Area courses.

This course provides a culminating, integrative experience for all Applied 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 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.

PSYC 499

Independent Studies in Psychology (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for details.)

PSYC 601

Introduction to Business Psychology (4 cr. hrs.)

Prerequisite(s): Admission into the Business Psychology program; or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

PSYC 602

Individual & Organizational Intelligence (4 cr. hrs.)

Prerequisite(s): Introduction to Business Psychology (PSYC 601) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

PSYC 603

Managerial Psychology (4 cr. hrs.)

Prerequisite(s): Individual & Organizational Intelligence (PSYC 602); or admission into the Master of Healthcare Administration program; or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

PSYC 604

Behavioral Economics & Neurofinance (4 cr. hrs.)

Prerequisite(s): Managerial Psychology (PSYC 603) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

This course is 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.

PSYC 605

Psychology of Marketing (4 cr. hrs.)

Prerequisite(s): Managerial Psychology (PSYC 603) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

PSYC 606

Psychology of Human Resources (4 cr. hrs.)

Prerequisite(s): Managerial Psychology (PSYC 603) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

PSYC 607

Psychology of Creativity, Innovation & Change (4 cr. hrs.)

Prerequisite(s): Managerial Psychology (PSYC 603) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

PSYC 608

Psychology of Organizational Coaching (4 cr. hrs.)

Prerequisite(s): Behavioral Economics & Neurofinance (PSYC 604), Psychology of Marketing (PSYC 605), Psychology of Human Resources (PSYC 606), and Psychology of Creativity, Innovation & Change (PSYC 607) or Methodological Reasoning & Quantitative Analysis (PUAD 715).

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.

PSYC 609

Business Psychology Mastery Demonstration (4 cr. hrs.)

Prerequisite(s): Psychology of Organizational Coaching (PSYC 608).

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 or a masters' thesis that can be completed during the duration of the course.

PUBLIC ADMINISTRATION

PUAD 295

American Government in Action (4 cr. hrs.)

Prerequisite(s): None.

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 cr. hrs.)

Prerequisite(s): None.

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 350

Analysis for Performance Improvement (4 cr. hrs.)

Prerequisite(s): American Government in Action (PUAD 295), Introduction to Public Administration (PUAD 305), and Introduction to Spreadsheets (COMP 106).

Students learn core concepts and techniques for analyzing and improving the programs, operations, and performance of government and nonprofit organizations. Students also examine the risks and benefits of undertaking performance improvement efforts within mission-driven organizations operating in political environments.

PUAD 410

Public Administration Internship (1-4 cr. hrs.)

Prerequisite(s): Approval of the Program Chair.

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.

PUAD 420

Government & Nonprofit Budgeting (4 cr. hrs.)

Prerequisite(s): American Government in Action (PUAD 295), Introduction to Public Administration (PUAD 305), and Introduction to Spreadsheets (COMP 106).

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.

PUAD 450

Leadership for Public & Nonprofit Organizations (4 cr. hrs.)

Prerequisite(s): American Government in Action (PUAD 295) and Introduction to Public Administration (PUAD 305).

Students learn fundamental leadership concepts and skills for managing the day-to-day administration of government and nonprofit organizations. The course emphasizes action-oriented leadership and problem solving for common political and organizational challenges faced by government and nonprofit leaders and managers.

PUAD 480

Special Topics in Public Administration (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published online in the trimester Course Schedule.

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.

PUAD 495

Public Administration Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all required Major Area and Major Area Elective courses.

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.

PUAD 499

Independent Studies in Public Administration (1-4 cr. hrs.)

Prerequisite(s): Junior standing, completion of major area required courses, and approval of the Program Chair.

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 "Independent Studies" for more details.)

PUAD 699

Independent Studies in Public Administration (1-4 cr. hrs.)

Prerequisite(s): Foundations of Government & Non-Profit Administration (PUAD 701), good academic standing and program chair approval.

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 for more details.

PUAD 701

Foundations of Government & Non-Profit Administration (4 cr. hrs.)

Prerequisite(s): Admission into the Master of Public Administration program; or Healthcare Delivery Systems (HCM 735).

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.

PUAD 710

Managing Personnel & Information Systems (4 cr. hrs.)

Prerequisite(s): Financial Management & Budgeting (PUAD 740) or Healthcare Delivery Systems (HCM 735.)

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.

PUAD 715

Methodological Reasoning & Quantitative Analysis (4 cr. hrs.)

Prerequisite(s): Admission to MPA program or Healthcare Delivery Systems (HCM 735).

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.

PUAD 725

Management Decision Making Methods (4 cr. hrs.)

Prerequisite(s): Foundations of Government & Non-Profit Administration (PUAD 701).

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.

PUAD 740

Financial Management & Budgeting (4 cr. hrs.)

Prerequisite(s): Admission to MPA program or Healthcare Delivery Systems (HCM 735).

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.

PUAD 745

Strategy, Collaboration & Communication (4 cr. hrs.)

Prerequisite(s): Foundations of Government & Non-Profit Administration (PUAD 701) or Healthcare Delivery Systems (HCM 735).

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.

PUAD 750

Leading Government & Non-Profit Organizations (4 cr. hrs.)

Prerequisite(s): Foundations of Government & Non-Profit Administration (PUAD 701).

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.

PUAD 790

Public Administration Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all required courses.

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.

PUBLIC HEALTH

PUBH 201

Introduction to Public Health (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120).

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.

PUBLIC RELATIONS

PBRL 325

Public Relations (4 cr. hrs.)

Prerequisite(s): Marketing (MKTG 300). Not open to students with credit for MKTG 325 or to students with credit for ORGC 325.

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 cr. hrs.)

Prerequisite(s): Public Relations (ORGC/PBRL 325).

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 410

Public Relations Internship (1-4 cr. hrs.)

Prerequisite(s): Public Relations (ORGC/PBRL 325).

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.

PBRL 425

Media & Crisis Communication (4 cr. hrs.)

Prerequisite(s): Marketing (MKTG 300). Not open to students with credit for MKTG 425 or to students with credit for ORGC 425.

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 spokes- person and manage the media, while maintaining the organization's reputation.

PBRL 445

Public Relations & Promotional Strategy (4 cr. hrs.)

Prerequisite(s): Marketing (MKTG 300) and Business & Professional Writing (WRIT 320). Not open to students with credit for MKTG 445 or to students with credit for ORGC 445.

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.

PBRL 450

Rhetoric & Social Influence (4 cr. hrs.)

Prerequisite(s): Junior standing.

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.

PBRL 460

Client Engagement (4 cr. hrs.)

Prerequisite(s): None.

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.

PBRL 480

Special Topics in Public Relations (4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

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.

PBRL 495

Public Relations Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all other Major Area and Professional Core courses. Not open to students with credit for COMM 495 or ORGC 495.

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.

PBRL 499

Independent Studies in Public Relations (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B," and permission of Program Chair.

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 "Independent Studies" for more details.)

PUBLIC SAFETY MANAGEMENT & LEADERSHIP

PSMT 225

Introduction to Public Safety Management (4 cr. hrs.)

Prerequisite(s): None.

An introduction to the study of various agencies involved in public safety, including emergency management and homeland security. Emphasis will be placed on the history and evolution of the various public safety agencies, as well as the leadership and management challenges that are unique to these particular agencies.

PSMT 315

Contemporary Issues in Public Safety Management (4 cr. hrs.)

Prerequisite(s): None. Not open to students with credit for PSMT 430.

This course provides an overview of selected topical areas of continuing interest and importance to public safety agencies.

PSMT 440

Administrative Law (4 cr. hrs.)

Prerequisite(s): None.

This course is a study of administrative legal issues within the context of Public Safety Management. The topics include constitutional limitations, rule-making authority, licensing and standing, evidentiary rules, informal proceeding, ethics regulation and contractual law.

PSMT 480

Special Topics in Public Safety Management (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

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.

PSMT 495

Public Safety Management Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all other major area courses.

Not open to students with credit for AMGT 495.

This advanced course in strategic planning serves as the capstone experience for the Public Safety Management program. This course examines the design, implementation, and evaluation of organizational strategy, and the role of strategic planning in your professional environment. You will identify problems and opportunities; and assimilate, analyze, and interpret information, employing critical thinking and judgment to reach a well-reasoned strategic plan. Internal factors, such as ethics, leadership, organizational culture, and employee training will be considered as part of the analysis and planning process. The completed strategic plan and supporting work will be assessed by faculty.

PSMT 499

Independent Studies in Public Safety Management (1-4 cr. hrs.)

Prerequisite(s): Permission of Program Chair.

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 "Independent Studies" for more details.)

RISK MANAGEMENT & INSURANCE

RMI 220

Interviewing Techniques for Insurance Investigations (4 cr. hrs.)

Prerequisite(s): None.

This course provides an overview of techniques and strategies useful in interviewing and investigations 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.

RMI 300

Principles of Risk Management & Insurance (4 cr. hrs.)

Prerequisite(s): None.

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.

RMI 410

Risk Management & Insurance Internship (1-4 cr. hrs.)

Prerequisite(s): Principles of Risk Management & Insurance (RMI 300).

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.

RMI 420

Property & Casualty Insurance (4 cr. hrs.)

Prerequisite(s): Principles of Risk Management & Insurance (RMI 300).

This course focuses on the core principles underlying and potential applications for property and casualty insurance as a risk management tool. Emphasis is placed on analyzing various types of property and casualty insurance products, contracts involved in such products, and considerations of both the insurer and the insured in identifying suitable property and/or casualty insurance products for mitigating specific identifiable business and personal risks.

RMI 430

Individual & Group Life & Health Insurance (4 cr. hrs.)

Prerequisite(s): Principles of Risk Management & Insurance (RMI 300).

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.

RMI 440

Employee Benefits & Retirement Planning (4 cr. hrs.)

Prerequisite(s): Principles of Risk Management & Insurance (RMI 300).

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.

RMI 470

Insurance Company Operations (4 cr. hrs.)

Prerequisite(s): Principles of Risk Management & Insurance (RMI 300).

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.

RMI 495

Risk Management & Insurance Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all other required major courses.

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 and international 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 international 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.

RMI 499

Independent Studies in Risk Management & Insurance (1-4 cr. hrs.)

Prerequisite(s): Principles of Risk Management & Insurance (RMI 300).

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 "Independent Studies" for more details.)

SCIENCE

SCIE 112

Introduction to Human Biology (4 cr. hrs.)

Prerequisite(s): None.

SCIE 112 is a four credit hour lecture-based course designed to provide the student with a basic knowledge and understanding of human biology with an emphasis on the impact of science in everyday life. Topics include: chemistry of living things, cell structure and function, genetics and inheritance, cellular reproduction, and the basic anatomy and physiology of major organ systems in the human body.

SCIE 115

Introduction to Geological Sciences (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321/121).

This course is a four credit hour lecture-based course that consists of three credit hours of lecture and one credit hour of laboratory components and introduces the student to the basic principles and processes that are the foundation of the Geological Sciences with a special focus on Earth's non-renewable resources. Specifically, this course will discuss the origin and chemical makeup of the earth as well as the forces and processes that shape the surface and interior of the Earth. Geomorphology and basic structural geology are covered, including aspects of glacial geology. In addition, basic mineralogy and petrology are discussed along with the physical and historical geologic processes and events that are responsible for the formation, concentration, discovery, and recovery of Earth's non-renewable resources. Finally, potential environmental impacts and concerns of mineral and fossil fuel resources will be addressed.

SCIE 114

Earth Science (4 cr. hrs.)

Prerequisite(s): None.

Earth Science is a four credit hour course that consists of three credit hours of lecture and one credit hour of laboratory components. Earth Science is a survey course that provides an overview of geology, meteorology, oceanography, and astronomy. Topics covered will focus on the materials that make up the Earth, the changes that occur both on the surface and in the interior of the Earth, and the forces and processes that are responsible for these changes. In order to pass the course, students must receive an average score of 60% on the laboratory component of the course, in addition to achieving the total number of points prescribed in the syllabus. Special need(s): Broadband access.

SCIE 131

Environmental Science (4 cr. hrs.)

Prerequisite(s): None.

Environmental Science is a four credit hour course that consists of three credit hour lecture and one credit hour laboratory components. Environmental Science is an introductory course that explores Earth's natural systems and how human activity affects the environment. Topics covered include food and agriculture, population dynamics, urbanization, resource use and depletion, pollution, environmental health, and sustainability. In order to pass the course, students must receive an average score of 60% on the laboratory component of the course, in addition to achieving the total number of points prescribed in the syllabus.

SCIE 200

Science & Society (2 cr. hrs.)

Prerequisite(s): Any natural science course.

Science and Society is a two credit hour lecture based course that seeks to explore and understand the ways that science and technology shape the daily lives of humans. We will examine the nature of science and investigate the current controversies over issues in science and technology, so that informed choices among competing scientific, technological, and political and social priorities can be made.

SCIE 210

Understanding Science: Principles, Practice & Theory (2 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) or Research Paper (WRIT 130). Introduction to Logic & Critical Thinking Skills (HUMN 210) is strongly recommended.

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.

SCIE 211

Introduction to Scientific Analysis & Reasoning (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) or Research Paper (WRIT 130). Understanding Science: Principles, Practice & Theory (SCIE 210) and Introduction to Logic & Critical Thinking Skills (HUMN 210) are strongly recommended.

Introduction to Scientific Analysis & 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.

SCIE 244

Foundations of Anatomy & Physiology (4 cr. hrs.)

Prerequisite(s): None.

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.

SCIE 245

Pathophysiology I (4 cr. hrs.) Prerequisite(s): None.

Pathophysiology I is a four credit hour course that consists of three credit hour lecture and one credit hour laboratory components. This course includes the study of human pathological processes and will cover the etiology, physical signs, symptoms, clinical significance, complications, treatment, and mechanisms of commonly occurring diseases and disorders affecting the various organ and body systems. Particular emphasis will be focused on understanding the impact of disease on homeostasis and how disease affects multiple systems. Pathophysiology of the cardiac, respiratory, skeletal and muscular, and endocrine systems will be examined in depth. The course may include online reviews of cell biology, biochemistry, anatomy and physiology, and terminology related to the pathophysiological processes of the body. This course is developed with nurses and health care practitioners in mind.

SCIE 246

Pathophysiology II (4 cr. hrs.)

Prerequisite(s): Pathophysiology I (SCIE 245).

Pathophysiology II is a four credit hour course that consists of three credit hour lecture and one credit hour laboratory components. This course includes the study of human pathological processes and will cover the etiology, physical signs, symptoms, clinical significance, complications, treatment, and mechanisms of commonly occurring diseases and disorders affecting the various organ and body systems. Particular emphasis will be focused on understanding the impact of disease on homeostasis and how disease affects multiple systems. Pathophysiology of the gastrointestinal, hepatobiliary, pancreatic, renal, and reproductive systems will be examined in depth. The course may include online reviews of cell biology, biochemistry, anatomy and physiology, and terminology related to the pathophysiological processes of the body. This course is developed with nurses and health care practitioners in mind.

SCIE 254

Health & Human Disease (4 cr. hrs.)

Prerequisite(s): Foundations of Anatomy & Physiology (SCIE 244).

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.

SCIE 264

Introduction to Pharmacology (2 cr. hrs.)

Prerequisite(s): Foundations of Anatomy & Physiology (SCIE 244) and Health & Human Disease (SCIE 254).

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.

SCIE 300

Integrated Science (4 cr. hrs.)

Prerequisite(s): Any natural science course.

Integrated Science is a four credit hour lecture course that provides an introduction to a scientific way of thinking as it introduces fundamental scientific concepts. Topics from natural science disciplines that encompass physics, chemistry, astronomy, earth sciences, and biology will be covered. This course emphasizes general principles and their application to everyday situations and strives to provide a unified understanding of life through investigations across the natural science disciplines.

SCIE 480

Special Topics in Science (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

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.

SCIE 499

Independent Studies in Science (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for details.)

SOCIAL MEDIA DESIGN

SMD 400

Applied Theory of Social Interaction in Media (4 cr. hrs.)

Prerequisite(s): Completion of Social Media Design technical area or Communication in Groups & Teams (COMM 335), Media Research & Writing (PBRL 350), and Social Media Marketing (MKTG 345).

This upper-level course examines social media from an interdisciplinary perspective that explores human behaviors, motivations, and engagement from the psychological and sociological points of view. These aspects provide the basis to support the construction of strong theoretical foundation of social media design. The course is structured around three foundational considerations: theory, motivation, and context. Each is explored through examination of current research, identifying social media examples, and synthesis of practical applications. Students will actively participate in several media platforms during the course to gain practical experience.

SMD 450

Social Media Policy & Practice (4 cr. hrs.)

Prerequisite(s): None.

This course examines why every organization needs social media policy and how organizations can skillfully navigate through the formulation, design, and practice of clear and comprehensive policies governing social media. This course also looks at issues such as regulatory compliance and management as they relate to social media design and usage. Additionally, the course will discuss best practices such as a social media audit and how to enforce policies. Best practices and case studies will be examined.

SMD 495

Social Media Design Capstone (4 cr. hrs.)

Prerequisite(s): Completion of Social Media Design technical area or Applied Theory of Social Interaction in Media (SMD 400) and Organizational Communication (COMM 321).

This is the final course in the Social Media Design major. Students at this level have completed all the instructional elements of the curriculum. The capstone prepares students to find employment in the social media industry. The course requires students to take on social 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 job interview process.

SMD 499

Independent Studies in Social Media Design (1-4 cr. hrs.)

Prerequisite(s): None.

The course allows 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 is graded on either a Pass/No Credit or a letter grade basis. See the "Independent Studies" section for more details on university requirements.

SOCIAL SCIENCES

SOSC 205

Issues in Social Sciences (2 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321).

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.

SOSC 495

Applied Psychology and Social Sciences Capstone (4 cr. hrs.)

Prerequisite(s): Completion of all other Major Area courses.

This course provides a culminating, integrative experience for all Applied 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 capstone project that can be completed within the duration of the course and will provide evidence of their subject matter learning as well as provide a benefit to themselves and a participating organization.

SOCIOLOGY

SOCL 110

Introduction to Sociology (4 cr. hrs.)

Prerequisite(s): None.

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.

SOCL 210

Public Sociology (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321).

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.

SOCL 310

Diversity in the Workplace (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321).

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 co-workers and leaders minimize the misunderstandings that frequently accompany diversity.

SOCL 335

Applied Research Methods (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321). Not open to students with credit for PF 302.

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.

SOCL 345

Sociology of Work & Organizations (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321).

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.

SOCL 355

Community Mental Health (4 cr. hrs.)

Prerequisite(s): Research Writing: Exploring Professional Identities (WRIT 220) or Business & Professional Writing (WRIT 320), and General Psychology (PSYC 110) or Introduction to Sociology (SOCL 110).

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.

SOCL 400

Social Justice (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Learning Strategies (PF 321).

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.

SOCL 480

Special Topics in Sociology (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

A variable content classroom course in Sociology 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.

SOCL 499

Independent Studies in Sociology (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for more details.)

SPEECH

SPCH 100

Speech Communication (4 cr. hrs.)

Prerequisite(s): Basic Writing II (WRIT 060) or the equivalent placement score.

All students are required to pass this course, or Interpersonal Communication (COMM 150), prior to enrolling in any course at the 200 level or above. Not open to students with credit for Speech Communication (COMM 100). A basic public speaking course intended to improve the student's ability to think critically and to communicate orally. Theory and practice are provided in various speaking situations. Each student is required to speak before an audience, but class work also involves reading, gathering and organizing information, writing and listening.

WEB DEVELOPMENT

WEBD 101

Introduction to Web Page Construction (2 cr. hrs.)

Prerequisite(s): Principles of Programming (ITEC 136).

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.

WEBD 146

JavaScript for Programmers (2 cr. hrs.)

Prerequisite(s): None.

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.

WEBD 236

Web Information Systems Programming (4 cr. hrs.)

Prerequisite(s): Introduction to Web Page Construction (WEBD 101) and Database Management Systems (COMP 281) and either Principles of Programming (ITEC 136) or Introduction to Computer Science & Object-Oriented Programming (COMP 111).

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 325

Mobile Programming (4 cr. hrs.)

Prerequisite(s): Principles of Programming (ITEC 136) and Object-Oriented Data Structures & Algorithms I (COMP 121).

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.

WEBD 335

Advanced Client Side Development (4 cr. hrs.)

Prerequisite(s): Fundamentals of Graphic Design (GRPH 210) and Web Information Systems Programming (WEBD 236).

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 410

Web Development Internship (1-4 cr. hrs.)

Prerequisite(s): None.

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.

WEBD 435

Advanced Server Side Development (4 cr. hrs.)

Prerequisite(s): Linux Administration (ITEC 400) and Web Information Systems Programming (WEBD 236).

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.

WEBD 445

Advanced Web Development (4 cr. hrs.)

Prerequisite(s): Advanced Client Side Development (WEBD 335) or Advanced Server Side Development (WEBD 435).

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.

WEBD 480

Special Topics in Web Development (1-4 cr. hrs.)

Prerequisite(s): Determined on a course-by-course basis and published in the trimester Course Schedule.

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.

WEBD 495

Web Development Capstone (4 cr. hrs.)

Prerequisite(s): Senior standing, graduating trimester and completion of, or concurrent enrollment in, all Major Area courses. Not open to students with credit for DCOM 495.

The intent of this course is to provide a capstone experience that integrates the material contained in required courses of the Web Development 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 Web Development major. The major areas of the program are reviewed and assessed via standardized exams. The Capstone will include discussion about professional and ethical issues related to the discipline of Web Development. In addition, the historical development of technology related to the Internet and eCommerce is explored.

WEBD 499

Independent Studies in Web Development (1-4 cr. hrs.)

Prerequisite(s): Minimum 2.00 cumulative GPA, at least 16 credit hours completed at Franklin, related coursework completed with minimum grade of "B" and permission of Program Chair.

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 "Independent Studies" for more details).

WRITING

WRIT 050

Basic Writing I (4 cr. hrs.) Prerequisite(s): None. Not open to students with credit for Basic English, College Writing, Business Communication, Developmental English I and II, Basic Writing II, or Business & Professional Communication.

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.

WRIT 060

Basic Writing II (4 cr. hrs.)

Prerequisite(s): Placement into WRIT 060 or a passing grade in WRIT 050 (or COMM 050), and registration in or completion of Basic Learning Strategies (PF 121). Not open to students with credit for College Writing, Business Communication, Developmental English II, or Business & Professional Communication.

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.

WRIT 120

College Writing (4 cr. hrs.)

Prerequisite(s): Qualify through the English placement test or pass Basic Writing II (WRIT 060). All students are required to pass this course prior to enrolling in any course at the 200 level or above. Not open to students with credit for COMM 120.

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.

WRIT 130

Research Paper (2 cr. hrs.)

Prerequisite(s): "Composition Special" transfer credit (COMM 920). Not open to students with credit for COMM 130.

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.

WRIT 220

Research Writing: Exploring Professional Identities (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) or Research Paper (WRIT 130).

This is an intermediate writing 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.

WRIT 320

Business & Professional Writing (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) or Research Paper (WRIT 130). Not open to students with credit for COMM 320 or Report Writing.

This is an advanced composition course that focuses 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.

WRIT 360

Introduction to Creative Writing (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120). Not open to students with credit for COMM 360.

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.

WRIT 460

Advanced Creative Writing (4 cr. hrs.)

Prerequisite(s): College Writing (WRIT 120) and Introduction to Creative Writing (WRIT 360). Not open to students with credit for COMM 460.

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.



PARTNERSHIPS WITH FRANKLIN UNIVERSITY

Employees of partner organizations have access to a variety of education opportunities at Franklin University - from enhanced transfer credit options to tuition discounts. With relevant programs and flexible course formats, Franklin is uniquely suited to serve the adult learner. A list of our partners and their Franklin benefits can be found by visiting <http://www.franklin.edu/partners>.

Eligibility for Partner Benefits

Students from partner organizations are required to have their membership or employment verified in order to receive tuition benefits. Details related to tuition benefits and verification are contained within the Partnership Verification form. Continued eligibility for tuition benefits will be verified with partner organizations by Franklin University on an annual basis. Please note tuition benefits are not retroactive and will not be applied to previous terms. In addition, tuition discounts cannot be combined with other Franklin University scholarships.

For additional information, contact:

Bill Chan
Vice President, Strategic Alliances
Phone: 614.947.6054
email: Bill.Chan@franklin.edu

Whitney Iles
Partnership Account Executive
Phone: 614.947.6702
email: whitney.iles@franklin.edu

ASSOCIATE OF SCIENCE (A.S.) DEGREES

CRIMINAL JUSTICE MAJOR

Program Chair, Jonathan McCombs, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 254)

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.

Graduates of the program will be able to:

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.

OUTCOME MAP -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.

PROGRAM LEARNING OUTCOMES

	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

ASSOCIATE OF SCIENCE (A.S.) CRIMINAL JUSTICE (60 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (24 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 160 College Algebra, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose SCIE 210 Understanding Science: Principles, Practice & Theory and SCIE 211 Introduction to Scientific Analysis & Reasoning (4).

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose SOCL 110 Introduction to Sociology and PUAD 295 American Government in Action.

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Intro to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*See Course Descriptions for prerequisites, which can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (10 HOURS)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4) OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

MAJOR AREA (24 HOURS)

CJAD 210 - Introduction to Criminal Justice Administration (4)

CJAD 240 - Introduction to Criminology (4)

CJAD 310 - Courts & Criminal Procedure (4)

CJAD 315 - Policing in America (4)

CJAD 320 - Corrections in America (4)

SEMT 240 - Disaster Planning & Response (4)

CYBER SECURITY MAJOR

Program Chair, Todd Whittaker, M.S.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 254)

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).

Graduates of the program will be able to:

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

OUTCOME MAP -CYBER SECURITY

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.

PROGRAM LEARNING OUTCOMES

	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

ASSOCIATE OF SCIENCE (A.S.) CYBER SECURITY (60 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (26 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 160 College Algebra, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose from the Science discipline (4).

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose from the Arts and Humanities disciplines.

*See Course Descriptions for prerequisites, which can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (10 HOURS)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4) OR COMM 150 - Interpersonal Communication (4)

WRIT 220 - Research Writing: Exploring Professional Identities (4)

MAJOR AREA (24 HOURS)

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 - Communications and Network Security (4)

MIS 200 - Management Information Systems (4)

WEBD 101 - Introduction to Web Page Construction (2)

HEALTH SERVICES MAJOR

Program Chair, JoAnn Jordan, M.P.H.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 254)

The Associates of Science Degree (A.S.) in Health Services 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 A.S. in Health Services 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.

Graduates of the program will be able to:

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.

OUTCOME MAP -HEALTH SERVICES

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4
HIM 150	I			
SCIE 254	R	R	R	I
PUBH 201	A	A		A
SOCL 110		R	I	R
SOCL 310			A	
COMM 355				R
SCIE 200		I		

ASSOCIATE OF SCIENCE (A.S.) HEALTH SERVICES (60 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (26 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 160 College Algebra, or MATH 215 Statistical Concepts.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose SCIE 210 Understanding Science: Principles, Practices & Theory and SCIE 244 Anatomy & Physiology .

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose PSYCH 110 Introduction to Psychology and ANTH 215 Cultural Anthropology.

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Intro to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*See Course Descriptions for prerequisites, which can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (10 HOURS)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4) OR COMM 150 - Interpersonal Communication (4)

General Education Electives (4)

MAJOR AREA (24 HOURS)

HIM 150 - Medical Terminology (2)

PUBH 201 - Introduction to Public Health (4)

SCIE 254 - Health and Human Disease (4)

SOCL 110 - Introduction to Sociology (4)

SOCL 310 - Diversity in the Workplace (4)

COMM 355 - Introduction to Grant Writing (4)

SCIE 200 - Science & Society (2)

INSURANCE MAJOR

Program Chair, Martina Peng, Ph.D.

Curriculum developed in collaboration with the International Institute for Innovative Instruction.

Advisory Board (listed on page 254)

The insurance curriculum is built on the fundamentals of law and finance, and instructs students on the evaluation and management of organizational risk. Principles from the fields of economics, finance, financial planning, law, and federal and state regulation are emphasized throughout the curriculum. Students will gain key skills enabling them to analyze employer and environmental liability, understand insurance underwriting in a complex economic and regulatory environment, assess various risk pooling arrangements, and build a business founded on accepted risk management methodologies to minimize exposure to loss. Graduates will be well-suited to positions within the insurance industry, including insurance agents, claims adjusters and product managers.

Graduates of the program will be able to:

1. Demonstrate oral and writing communication and interpersonal skills to effectively solve problems.
2. Perform quantitative analysis in the context of risk management decision making.
3. Identify the principal concepts & practices in the financial area of business.
4. Describe general concepts of risk management for individuals and businesses.

OUTCOME MAP -INSURANCE

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.

PROGRAM LEARNING OUTCOMES

	1	2	3	4
ACCT 215		I	I	
BSAD 110				
FPLN 300		R, A	R	I
RMI 220	I, A			
RMI 300	R	A	A	R, A
BSAD 220			R	

ASSOCIATE OF SCIENCE (A.S.) INSURANCE (60 SEMESTER HOURS)

FUNDAMENTAL GENERAL EDUCATION CORE (26 HOURS)

Minimum of three semester hours of English Composition (if the course does not have a research paper component, WRIT 130 Research Paper, two semester credits, is also required)

Choose WRIT 120 College Writing.

Minimum of three semester hours of Mathematics (at least one mathematics or statistics course beyond the level of intermediate algebra)

*Choose MATH 160 College Algebra.

Minimum of six semester hours of Sciences (two science courses, with one having a laboratory component)

Choose from the Science discipline.

Minimum of six semester hours of Social and Behavioral Sciences (which must be in at least two different disciplines)

Choose ECON 220 Introduction to Macroeconomics and one from the Anthropology, Psychology, and Sociology disciplines, or American Government in Action (PUAD 295).

Minimum of six semester hours of Arts and Humanities

Choose HUMN 211 Intro to Ethical Analysis and Reasoning and also choose one or more from the Humanities discipline.

*See Course Descriptions for prerequisites, which can count as a general education or University elective.

ADDITIONAL GENERAL EDUCATION REQUIREMENTS (10 HOURS)

PF 321 - Learning Strategies (2)

SPCH 100 - Speech Communication (4) OR COMM 150 - Interpersonal Communication (4)

COMP 106 - Intro to Spreadsheets (1)

COMP 108 - Introduction to Databases (1)

General Education Electives (2)

MAJOR AREA (24 HOURS)

ACCT 215 - Financial Accounting (4)

BSAD 110 - Business Principles (4)

FPLN 300 - Principles of Financial Planning (4)

RMI 300 - Principles of Risk Management & Insurance (4)

RMI 220 - Interviewing Techniques for Insurance Investigations (4)

BSAD 220 - Business Law OR ECON 210 Introduction to Microeconomics (4)

SPANISH LANGUAGE PROGRAMS

STUDENT ADMISSION

Franklin University has established partnership agreements with institutions in Latin America and Spain to offer degree programs taught in Spanish. Prospective students interested in admission to one of Franklin's Spanish language programs are encouraged to contact a representative at a partner institution or visit <http://www.franklin.edu/degree-programs/spanish-language-programs>.

Admission Requirements: Undergraduate Students

Applicants must submit the following to be considered for admission to the Bachelor of Business Administration program:

- A completed application for admission;
- Official documentation of secondary education completed, with name of credential earned, GPA, and institution name(s) translated to English;
- Official transcripts from each post-secondary institution attended, with degree, GPA, institution(s) attended, and courses completed translated to English ;*
- Copy of national ID or passport;
- Spanish language proficiency

*Contact Partner Institution for more information

Admission Requirements: Graduate Students

Applicants must submit the following to be considered for admission to the Global MBA program:

- A completed application for admission;
- Official transcripts verifying minimum completion of bachelor's degree or equivalent with 2.75 GPA or higher*, with name of degree earned, GPA, and institution(s) attended translated to English;
- A resume or curriculum vitae, including names and contact information of three professional or academic references;
- Copy of national ID or passport;
- Spanish language proficiency

*Applicants must have earned a minimum 2.75 GPA on a 4.0 scale to be admitted as a graduate student at Franklin University. Applicants with a GPA below 2.75 may be considered for conditional admission.

Spanish Language Proficiency Requirements

Prospective students must demonstrate Spanish Language Proficiency. This requirement is met through one of the following:

- The applicant is a citizen of one of the following countries:

Argentina	Dominican Republic	Panama
Bolivia	Ecuador	Paraguay
Chile	El Salvador	Peru
Colombia	Equatorial Guinea	Puerto Rico
Costa Rica	Guatemala	Spain
Cuba	Mexico	Uruguay
Honduras	Nicaragua	Venezuela

- The applicant has received or is currently pursuing a degree from an institution located in a Spanish speaking country in which the courses were taught in Spanish

BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.)

GENERAL BUSINESS ADMINISTRATION MAJOR

The General Business Administration major exposes students to the critical skills needed to manage, lead, and grow the operations of any business entity. This major focuses on the key components of management and leadership common to all organizations regardless of industry. The major provides graduates with a high degree of flexibility because it allows their education to be utilized in a variety of business career paths. In this degree, students are continually exposed to the latest techniques and strategies needed to succeed in the increasingly complex global business environment.

Students are exposed to an overview of the core components of a business (i.e., accounting and finance, human resources, marketing, information systems). The major is unique in its focus on the skills needed to not only effectively manage work activities within a department, but also how to apply business strategy to effectively coordinate activities across an entire organization. Graduates can expect to be prepared to assume essential leadership positions in any private, public, or non-profit organization. This degree also provides the core skills needed to effectively pursue entrepreneurship ventures.

Graduates of the program will be able to:

1. Demonstrate knowledge of generally accepted terms, concepts, and strategies in each of the functional areas of a business.
2. Identify and analyze business information found in all aspects of the business environment.
3. Demonstrate the ability to develop and implement business decisions congruent with an organization's goals.
4. Demonstrate effective written and oral communication skills in a business context.

BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.) GENERAL BUSINESS ADMINISTRATION (120 SEMESTER HOURS)

GENERAL EDUCATION REQUIREMENTS (36 HOURS)

- CM 112 - College Writing (3)
- CM 114 - Technical Writing (3)
- CM 123 - Speech Communication (3)
- EC 201 - Microeconomics (3)
- EC 202 - Macroeconomics (3)
- HU 112 - Introduction to Logic and Reasoning (3)
- HU 113 - Business History (3)
- HU 114 - Business Cultures Around the World (3)
- MT 223 - Statistics (3)*
- SC 108 - Scientific Analysis Methodology (3)
- SC 115 - Environmental Science (3)
- SO 132 - Sociology of Work and Organizations (3)

*MT 155 - Fundamental Algebra serves as a prerequisite to MT 223. If required, MT 155 will apply to a student's degree program as University Elective credit.

MAJOR AREA REQUIREMENTS (48 HOURS)

CM 100 - Professional Foundations (3)*
AC 202 - Financial Accounting (3)
AC 212 (Managerial Accounting (3)
BE 207 (Legal Environment of Business (3)
FI 301 (Principles of Finance (3)
HR 301 (Human Resources Management (3)
IT 214 (Information Systems Management (3)
MG 301 (Principles of Management (3)
MK 301 (Principles of Marketing (3)
MG 303 (Organizational Behavior (3)
MG 311 (Decision-Making & Problem Solving (3)
MG 324 (Project Management (3)
MG 328 (Introduction to Operations Management (3)
MG 431 (Business Ethics for Leaders (3)
MG 462 (Introduction to International Business (3)
MG 490 (Business Administration Capstone (3)

*CM 100 is the first course all degree-seeking students take, and must be successfully completed with a grade of "C" or higher before additional courses can be taken.

UNIVERSITY ELECTIVES (36 HOURS)

Any undergraduate courses offered by the University, with the exception of developmental courses, that are not specifically required courses within the degree program. Students are recommended to take electives in subject areas they have interest in, or relate to an area in which they work or would like to work. Many General Track graduates become supervisors or managers, so electives in Human Resources (HR) are suggested.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

GLOBAL MBA MAJOR

The Master of Business Administration (Global MBA) degree provides students with that core business management knowledge needed to effectively analyze and solve a variety of real world business problems and challenges. This degree touches on all functional areas of business and provides students with both the relevant theories and the application of those theories in each of those areas.

In this program, students will be exposed to the core functional areas of a business (e.g., accounting, finance, marketing, human resources). They will also be exposed to the multitude of factors necessary to consider in today's business environment (i.e., organizational, legal, economic, cultural, social, political, technological, ethical). All of this is weaved into a problem-solving methodology throughout the program designed to effectively prepare graduates for a wide variety of leadership roles in the global business arena of today.

Graduates of the program will be able to:

1. Examine business scenarios and properly identify core issues.
2. Create sound solutions for business problems through an integration of tools and concepts from all functional areas of the organization.
3. Demonstrate effective written and oral communication skills in a variety of business situations.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.) GLOBAL MBA (30 SEMESTER HOURS)

COURSE CURRICULUM (30 HOURS)

AC 602 - Financial and Managerial Accounting (3)
BE 603 - Business Environment (3)
CM 601 - Foundation of Business Communication (3)
EC 605 - Managerial Economics (3)
FI 603 - Corporate Finance (3)
HR 601 - Human Resources Management (3)
MK 601 - Marketing Management (3)
MG 627 - Operations & Project Management (3)
MG 663 - International Business Management (3)
MG 690 - Strategic Management (3)

ACCOUNTING

AC 202

Financial Accounting (3 cr. hrs.)

Prerequisite(s): None.

An introduction to accounting from a corporate perspective emphasizing how accounting information is used in decision making for both management and external users. The course starts with an overview of the financial accounting environment, how information is recorded, adjusted, and structured in an accounting system, and how the primary financial statements are created. This foundation is then used in describing how specific components of financial accounting information are reported and analyzed. These components include merchandising operations, inventories, cash and cash flows, internal controls, receivables, long-term assets, current and long-term liabilities, and equity. The course concludes with a unit on financial statement analysis.

AC 212

Managerial Accounting (3 cr. hrs.)

Prerequisite(s): Financial Accounting (AC 202).

An introduction to the creation and analysis of the accounting information internal to an organization that managers use to plan, control, and make decisions about how to best run their organization. Topics covered include costing methods, cost-volume-profit analysis, budgeting, and performance analysis. Emphasis is placed on appropriate managerial accounting methods for both manufacturing and service industries.

AC 602

Financial & Managerial Accounting (3 cr. hrs.)

Prerequisite(s): None.

An overview of the basics of using accounting information to make timely and effective business decisions. The financial accounting component of this course focuses on the analysis and interpretation of accounting information primarily created to be reported to external users. This starts with an overview of the principles and processes used in collecting, recording, and organizing accounting information. This is followed by a more detailed breakdown of financial statements and the kind of information that can be extracted from them. The managerial accounting component of the course focuses on the analysis of accounting information internal to an organization. Significant emphasis is placed on cost analysis and how this is used in planning, decision making, profitability analysis, and performance evaluation.

BUSINESS

BE 207

Legal Environment of Business (3 cr. hrs.)

Prerequisite(s): None.

An overview of the key aspects of the legal environment that today's global businesses operate within. Major coverage is given to the laws associated with contracts and commerce. Another major topic area centers on corporate structure and how choice of structure affects the legal environment. Special emphasis is given to business-specific areas of government laws and regulations such as administrative agency laws, environmental laws, antitrust regulations, creditors' rights, bankruptcy, consumer protection laws, white collar crime, property laws to include intellectual property, and international laws.

BE 603

Business Environment (3 cr. hrs.)

Prerequisite(s): Foundation of Business Communication (CM 601).

An examination of the environment in which businesses operate and the challenges of managing organizations within this environment. The course starts with an overview of the external and internal environments organizations operate within. The remainder of the course explores how to effectively manage in these environments. This latter part of the course is structured into four sections organized around each of the four primary management functions (i.e., planning, organizing, leading, controlling).

COMMUNICATION

CM 100

Professional Foundations (3 cr. hrs.)

Prerequisite(s): Demonstration of English language proficiency and Math competency.

A course designed to prepare students to be successful lifelong learners both academically and in their chosen careers. The University courses require a high level of self-directed learning and focus on the skills required in the workplace and the classroom that are easily transferable between the two environments. This course includes strategies for advancing communication skills, including the use of digital tools and resources to participate in virtual environments. The course also uses the P.O.W.E.R. (Prepare, Organize, Work, Evaluate, and Rethink) framework to help students understand what it takes to be successful in school, life, and career. The framework focuses on real application of strategies in a program-specific approach through the use of photos, examples, and activities tied to general education courses through the use of P.O.W.E.R. principles.

CM 112

College Writing(3 cr. hrs.)

Prerequisite(s): Professional Foundations (CM 100).

An introduction to the development of writing competencies necessary for completing analytical and argumentative papers supported by secondary research. Assignments in this course build upon one another in order to help students develop ideas and strategies that respond to, critique, and synthesize the positions of others. This course also emphasizes the elements of good writing style, appropriate grammar and mechanics, clarity of language, and logical and cohesive development of ideas. The course concludes with the submission of a substantial, documented research paper.

CM 114

Technical Writing (3 cr. hrs.)

Prerequisite(s): College Writing (CM 112).

An introduction to the development of writing competencies associated with business and professional writing and the effective presentation of information. The course provides guidance and practice in writing various types of business documents, such as memorandums, letters, e-mails, proposals, and oral presentations. Students are encouraged to relate course materials to their programs of study and work experiences.

CM 123

Speech Communication(3 cr. hrs.)

Prerequisite(s): Professional Foundations (CM 100).

An introduction to the crucial public-speaking skills needed to effectively communicate a message to an audience. The course not only provides guidance on how to effectively present a speech, but also spends considerable time on how to select a topic, analyze an audience, gather content, organize that content, and outline the speech. Special attention is also given to ethics in public speaking and the role of listening as it relates to public speaking.

CM 601

Foundation of Business Communication (3 cr. hrs.)

Prerequisite(s): Demonstration of English language proficiency.

An immersion into the communication tools and techniques needed to understand and to be understood when operating in a global business environment. Heavy emphasis is placed on effective oral and written communication skills, understanding communication from a strategic point of view, and knowing how to effectively organize and present information to audiences of all sizes.

ECONOMICS

EC 201

Microeconomics(3 cr. hrs.)

Prerequisite(s): None.

An introduction to the study of the economic decisions people and businesses make regarding the allocation of resources and the prices of goods and services. The course starts with an overview of the importance of economics with an introduction to the concepts of supply and demand. This foundation is then used in describing how individuals and firms make economic decisions. The course concludes with how these decisions are affected by factors in the public sector environment such as taxes, subsidies, regulations, trade agreements, public funding, and inequality.

EC 202
Macroeconomics(3 cr. hrs.)
Prerequisite(s): None.

An introduction to the study of the overall global economy system and the various factors that are instrumental in its development and growth. The course starts with a review of the importance of economics and the concepts of supply and demand. The course continues with a study of the data behind macroeconomic analysis, economic growth factors from both a short run and a long run perspective, the financial system and its institutions, concluding with a look at international policy issues.

EC 605
Managerial Economics (3 cr. hrs.)
Prerequisite(s): None.

An analysis of the practical utility of both traditional and modern microeconomic tools for use in implementing effective business strategies in a given situation. Real-world examples are used extensively throughout the course to illustrate the application of concepts. Major topics covered include the analysis of market demand and supply, individual behavior analysis, cost analysis, organizational characteristics, industry economic environment models (e.g., monopoly, oligopoly, perfect competition), pricing strategies, risk and uncertainty, and governmental economic effects.

FINANCE

FI 301
Principles of Finance(3 cr. hrs.)
Prerequisite(s): Financial Accounting (AC 202).

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.

FI 603
Corporate Finance (3 cr. hrs.)
Prerequisite(s): Financial & Managerial Accounting (AC 602).

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.

HUMAN RESOURCES

HR 301
Human Resources Management(3 cr. hrs.)
Prerequisite(s): None.

An introduction to the human resources function and its related elements and activities. The course provides an overview of each of the major functions of human resource management – acquiring, preparing, developing, and compensating employees. All of this is covered within the context of how employees can meet their daily challenges and create value for their organization. Special emphasis is placed on the coverage of real-world examples and best practices to use in applying this knowledge to other situations.

HR 332
Training & Development(3 cr. hrs.)
Prerequisite(s): Human Resources Management (HR 301).

A study of the activities and techniques associated with the training and development of an organization's employees. A key theme throughout this course is how training practices and organization of the training function can support organizational goals. Significant attention is given to effective training design from needs assessment to training evaluation. Training delivery methods are also analyzed with special focus on applicability to a given situation. The additional challenges associated with training and development of a diverse, global workforce are also discussed.

HR 362

Employee & Labor Relations(3 cr. hrs.)

Prerequisite(s): Human Resources Management (HR 301).

A study of the key concepts associated with labor relations – organizing, bargaining, dispute resolution, and contract administration. This is done through an examination of the balance between the employment relationship goals of efficiency, equity, and voice and between the rights and desires of labor and management. Key issues covered include workplace flexibility, employee empowerment, labor-management partnerships, globalization, and budget constraints.

HR 421

Performance Management(3 cr. hrs.)

Prerequisite(s): Human Resources Management (HR 301) and Organizational Behavior (MG 303).

A study of performance management of employees, groups of employees, and the overall organization from a proactive, solutions approach perspective. The primary focus of the course is the study of the strategies and tactics used to effectively identify, select, develop, and evaluate performance management solutions. Additional emphasis is placed on the effective communication and monitoring of performance management solutions.

HR 450

Principles of Organizational Development(3 cr. hrs.)

Prerequisite(s): Human Resources Management (HR 301) and Organizational Behavior (MG 303).

An exploration into the emergence and development of organization development as a field, process for diagnosis and an intervention, and basic skills needed to facilitate individual, small group, and organizational change. Key concepts covered include organizational transformation, organizational development in global settings, and future directions in the field.

HR 601

Human Resource Management (3 cr. hrs.)

Prerequisite(s): None.

A study of how organizations acquire, prepare, and compensate employees in order to meet its competitive challenges and create value to customers, shareholders, employees, and the communities in which they operate. Key topics stressed throughout the course are how organizations meet the challenges of sustainability, global competition, and the impact of technology through the management and leveraging of human resource talent.

HUMANITIES

HU 112

Introduction to Logic and Reasoning(3 cr. hrs.)

Prerequisite(s): None.

An introduction to the basic principles of logic and critical reasoning skills. Focus is also placed on the utilization of those skills in the evaluation of current relevant issues in society, government, and business. Additional focus is placed on both the formulation and evaluation of arguments according to the standards of logical thinking and critical analysis.

HU 113

Business History(3 cr. hrs.)

Prerequisite(s): None.

An exploration of the historical development of business from the preindustrial era to the globalized structure of today. The course begins with an overview of business structures with special emphasis on the role of entrepreneurship. The course continues with a focus on key events and factors relevant to business change including the industrial revolution, technology influences, organization infrastructures, and World War II. Along this journey, the influence of specific countries and regions is examined to include the United States, Japan, Europe, the Soviet Union, South Korea, China, and India.

HU 114

Business Cultures Around the World (3 cr. hrs.)

Prerequisite(s): None.

An exploration of the effects that regional culture has on global business activity throughout the world. The course begins with an overview of cultures around the world and provides a structure for understanding cultural differences. The course continues with coverage of communicating across cultures (both verbally and nonverbally), the influence of technology on culture, cross-cultural negotiations and partnerships, adapting to culture shock, and developing a culturally sensitive workforce.

INFORMATION TECHNOLOGY

IT 214

Information Systems Management(3 cr. hrs.)

Prerequisite(s): None.

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.

MANAGEMENT

MG 301

Principles of Management(3 cr. hrs.)

Prerequisite(s): None.

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.

MG 303

Organizational Behavior (3 cr. hrs.)

Prerequisite(s): Principles of Management (MG 301).

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.

MG 311

Decision-Making & Problem Solving (3 cr. hrs.)

Prerequisite(s): Principles of Management (MG 301).

A study of the best practices of individual and team decision-making and problem-solving techniques. Throughout the course, real-world domestic and global issues are analyzed, diagnosed, and evaluated using a variety of quantitative and qualitative tools and techniques.

MG 324

Project Management (3 cr. hrs.)

Prerequisite(s): Principles of Management (MG 301).

A study of the concepts and skills used by managers to propose, plan, secure resources, budget, and lead project teams to successful completion of organizational projects. This course approaches project management from a holistic view that focuses on the culture of the organization and the interpersonal dynamics of the people involved and how they interact to determine the outcome of projects. Special emphasis is given to illustrate how formal project management is an integral part of implementing and achieving the strategic goals of the organization.

MG 328

Introduction to Operations Management (3 cr. hrs.)

Prerequisite(s): Principles of Management (MG 301).

An introduction to the principles and concepts associated with operations management. Content in this course is presented from both a strategic and application point of view. Topics covered include forecasting, product and service design, capacity planning, quality control and management, inventory management, scheduling, supply chain management, and queue management.

MG 431

Business Ethics for Leaders (3 cr. hrs.)

Prerequisite(s): Principles of Management (MG 301).

An introduction to the ethical issues that can arise in business and the implementation of a structure for resolving ethical dilemmas. Specific topics covered include organizational ethics, social responsibility, corporate governance, government laws and regulations, whistleblowing, technology impacts, and the impact of increased globalization. Heavy emphasis is placed on the study of real world applications in the study of the structure for resolving ethical dilemmas.

MG 462

Introduction to International Business (3 cr. hrs.)
Prerequisite(s): Principles of Management (MG 301).

An introductory course addressing the factors that affect international business and business expansion with special attention paid to the implications of international business on an organization's strategy, structure, and functions. Topics covered include cultural differences, international trade, political impact, foreign direct investment, economic integration, foreign currency exchange, and global monetary systems.

MG 490

Business Administration Capstone (3 cr. hrs.)
Prerequisite(s): Completion of all major area requirements.

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.

MG 627

Operations & Project Management (3 cr. hrs.)
Prerequisite(s): None.

An introduction to the principles and concepts associated with operations management from a supply chain perspective. Specific attention is given to clarifying the roles of operations, supply management, and logistics while examining the integrative processes that make up the supply chain. Issues are examined from both an upstream (supply-side) and downstream (demand-side) perspective. Key themes integrated throughout the course are project management, process improvement, quality control, global issues, relationship management, and sustainability.

MG 663

International Business Management (3 cr. hrs.)
Prerequisite(s): None.

A study of globalization and the international business community focusing on the core knowledge and decision-making skills needed to perform effectively as a leader in a company with global operations. Course content is structured around key components of the international arena – cultural differences, trade, investment, monetary systems, strategy, and business functions.

MG 690

Strategic Management (3 cr. hrs.)
Prerequisite(s): None.

A course designed to integrate knowledge from prior coursework to develop and sharpen the skills needed to formulate, deploy, and assess an organization's strategy for achieving competitive advantage in the marketplace. A key theme emphasized throughout the course is the use of cooperative strategies within an organization to achieve its competitive advantage. An emphasis on real world examples and case analysis is utilized.

MARKETING

MK 301

Principles of Marketing (3 cr. hrs.)
Prerequisite(s): None.

An overview of the foundations of marketing theory and methods. The course starts with an introduction to marketing with the remainder of the course broken down into three customer-focused sections – understanding your customer, reaching your customer, and responding to your customer. Topics covered include strategic planning, marketing research, product development, market position, promotional strategies, logistics management, pricing strategies, customer relationship management, and performance measurement.

MK 601

Marketing Management (3 cr. hrs.)
Prerequisite(s): None.

An immersion into the theory and application of innovative marketing strategies from an international perspective. Emphasis is placed throughout the course on the value of offering being provided to the customer and how this relates to marketing management at the strategic, operational, and tactical levels. A research focus is also stressed in showing how consumer and market information is used to drive marketing decisions.

MK 332

Marketing Behavior (3 cr. hrs.)
Prerequisite(s): Principles of Marketing (MK 301).

An exploration of consumer decision processes through application of behavioral science concepts as a basis for use in strategic marketing decisions. This course covers key influences on the consumer consumption process to include psychological, situational, and socio-cultural and economic factors. Specific attention is given to consumer perception, attitudes, values, satisfaction, and decision making.

MK 341

Public Relations (3 cr. hrs.)

Prerequisite(s): Principles of Marketing (MK 301).

An introduction to the principles of the field of public relations in organizations and how it relates to organizations' overall communication structure. The course covers both how to establish and maintain public relations with special emphasis placed on the study of a variety of the media sources used to influence public opinion and manage an organization's reputation.

MATHEMATICS

MT 155

Fundamental Algebra (3 cr. hrs.)

Prerequisite(s): Professional Foundations (CM 100).

An overview of key algebraic features and applications typically covered at introductory and intermediate undergraduate levels. Topics covered include basic algebraic properties, real numbers, solving and graphing linear equations and inequalities, solving systems of equations in two and three variables, simplifying and factoring polynomials, rational expressions, relations and functions, radicals, complex numbers, and quadratic equations and functions. Special emphasis is placed on the practical application of algebra using numeric, algebraic, and graphical modes.

MT 223

Statistics (3 cr. hrs.)

Prerequisite(s): Professional Foundations (CM 100) and MT 155 (Fundamental Algebra).

This course is an introduction to statistics and its application to real-world situations. The course covers both descriptive and inferential statistics. Topics covered include sampling techniques, data types, experiments, measures of central tendency, measures of dispersion, graphical displays of data, basic probability concepts, binomial and normal probability distributions, sampling distributions and Central Limit Theorem, confidence intervals, hypothesis tests of a mean, proportion for one or two populations, hypothesis tests for qualitative data, and linear regression.

SCIENCE

SC 108

Scientific Analysis Methodology (3 cr. hrs.)

Prerequisite(s): None .

An introduction to a critical thinking approach to the claims made by arguments supported with statistical and scientific data. The lab portion of this course requires students to apply this approach to a variety of scenarios associated with research findings presented in today's medical, business, and political news. Special emphasis is placed on the effective analysis of scientific information with the goal of separating truth from various levels of deception in order to make better conclusions and decisions.

SC 115

Environmental Science (3 cr. hrs.)

Prerequisite(s): None .

A study of how humans use, abuse, and steward the ecological systems of Earth. Considerable focus is placed on the understanding of how environmental systems operate and how sustainability can be achieved within those systems. Special emphasis is also placed on the impact that businesses and governments have on the environment through natural resource usage, agriculture, energy management, waste, pollution, population density, and environmental policy.

SOCIOLOGY

SO 132

Sociology of Work and Organizations (3 cr. hrs.)

Prerequisite(s): None .

A sociology-based examination of the how the structure and culture of work environments, society, and organizations interact and affect each other. This is done from both an evolutionary and global perspective through an introduction to various theoretical approaches. Topics addressed include the study of the effects related to gender differences, occupational differences, scope of control, workplace stress and conflict, regulatory influences, technology influences, and other current trends.



UNIVERSITY DIRECTORY & INDEX

Academic Affairs	391
Accreditation & Institutional Effectiveness	396
Administration	395
Board of Trustees	390
Chief Financial Office	395
Chief Information Office	395
Enrollment & Student Affairs	394
Full-Time Faculty	392
Global Programs & Strategic Initiatives	395
Office of the President	390
Part-Time Faculty	396
Program Advisory Boards	422
University Advancement & Strategic Relations	396

Directory

OFFICE OF THE PRESIDENT

DAVID DECKER, PH.D.
President

CHRISTOPHER L. WASHINGTON, PH.D.
Executive Vice President & Provost

GODFREY MENDES, PH.D.
Senior Vice President of Global Programs & Strategic Initiatives

MARV BRISKEY, M.B.A., CPA
Vice President & Chief Financial Officer

CHRISTI CABUNGAL, M.B.A.
Chief of Staff & Senior Vice President, Administration

BILL CHAN, M.B.A.
Vice President, Strategic Alliance

PAMELA SHAY, DBA
Senior Vice President of Accreditation & Institutional Effectiveness

LINDA STEELE, M.A.
Vice President of Enrollment & Student Affairs

RICK SUNDERMAN, B.S.
Vice President & Chief Information Officer

BONNIE MCCANN
Executive Assistant to the President

BOARD OF TRUSTEES | OFFICERS

CHAIRMAN OF THE BOARD
BRUCE HAGEN
Regional Executive, President,
Marion General Hospital

VICE CHAIR
J. CLARKE PRICE `69
President and CEO,
The Ohio Society of CPAs (Retired)

SECRETARY
CARL E. JOHNSON
Director of Manufacturing
PPQ Industries

IMMEDIATE PAST CHAIR
MARY LAIRD DUCHI
Operations & Systems Services (Retired),
Battelle Memorial Institute

BOARD MEMBERS

JACK O. CARTNER `63
President,
MoTrim, Inc.

JAMIE CRANE
Community Advocate & Member,
Crane Family Office of Board of Directors

SUE A. DOODY
President,
Lindey's Restaurant

PHILIP G. FANKHAUSER `68
Co-Founder and Principal,
EPCON Communities, Inc.

GARY L. FLYNN `71
Senior Vice President,
(Retired)
Ross Products, Div. of
Abbott Laboratories

TED FORD
CEO
Advanced Energy Economy Ohio

ANTHONY S. GONSALVES
Independent Marketing Consultant

EUGENE GRIFFIN `84
Principal Founder,
Dynamix Engineering Ltd.

GARY JAMES `71
President
Dynamix, Inc

FLOYD V. JONES, `85
Senior Vice President,
Operations (Retired)
The Columbus Dispatch Printing Co.

GREGORY S. LASHUTKA
Senior Consultant,
Findley Davies Inc.
Senior VP for Corporate Relations (Retired)
Nationwide Mutual Insurance
Mayor, City of Columbus (1992-1999)

STAN PARTLOW
VP & Chief Security Officer,
Security/Aviation
AEP

PETER E. ROCHE
Senior Vice President,
Finance (Retired)
Chemical Abstracts Services

RALPH SANESE, JR. `75
Vice President,
Business Development
AVI Foodsystems

PAM SPRINGER `00
Founding Partner
ORIS Intelligence

DAVID STONE
Executive Managing Director,
Speciality Banking
Huntington National Bank

CAROLE WATKINS `83
Chief Human Resources Officer (Retired)
Cardinal Health, Inc.

TRUSTEES EMERITI

ROBERT L. BAILEY
Chairman (Retired)
State Auto Insurance Companies

WILLIAM M. BENNETT
Vice Chairman, Community Relations (Retired)
Bank One

DR. ROBERT S. CRANE, JR.*
Crane Plastics Company

DAVID J. D'ANTONI
Senior Vice President (Retired)
Ashland Inc.

JO ANN DAVIDSON
President,
JAD & Assoc., LLC

J. RICHARD EMENS
Attorney at Law, Partner
Emens & Wolper Law Firm, LPA

PHYLLIS H. GREENE**
Community Service Leader

JAMES E. KUNK
President, Central Ohio Region,
Huntington National Bank

GEN. RAYMOND E. MASON, JR.**
AUS Retired Major General
Chairman
Columbus Truck & Equipment Co.

ROGER L. MERRILL
Corporate Director (Retired)
National Security, Space and Transportation Research
Battelle Memorial Institute

JAMES W. PHILLIPS**
The Galbreath Company

JOHN B. RUHLIN, JR. `70
President,
J. B. Ruhlin and Associates

C. KENNETH SMITH, C.P.A.**
Consultant, Ernst & Young, CPA's
GEORGE SNODGRASS**
Rockwell Corporation

RALPH E. WALDO, C.L.U. **
Columbus Life Insurance Co., Inc.
PRESIDENT EMERITUS

*Posthumously
** Deceased

ACADEMIC AFFAIRS

CHRISTOPHER L. WASHINGTON
Provost and Executive Vice President
B.A., M.S., Western Illinois University
Ph.D., The Ohio State University

ALYSSA DARDEN
Director of Learning & Library Resources
MLIS, Kent State University
B.A., Wright State University

FULL-TIME FACULTY

There are other Full-time Faculty who serve as administrative leaders, and are listed within the appropriate departments.

COLLEGE OF ARTS, SCIENCES, & TECHNOLOGY

KODY KUEHNL, DEAN & DIRECTOR OF STEM
B.S., University of Wisconsin - Stevens Point;
M.S., Brigham Young University;
Ph.D., The Ohio State University

DEPARTMENT OF HUMANITIES & THE AMERICAN LANGUAGE CENTER

MICHAEL KLINGLER
Department Chair & Director of the American Language Center
B.A., M.A., The Ohio State University

DANIEL BELL
A.A.A., Indian Institute of Technology;
B.A., Mid-America Nazarene University;
M.B.A., Ph.D., University of Missouri

JENINE LARRABEE
B.A., M.A., The Ohio State University

ISIDORO TALAVERA
B.S., University of the State of New York;
M.S.Ed., Harding College;
M.A. University of Missouri;
M.A., Ph.D., Vanderbilt University

MICHAEL W. POSEY
B.A.C., M.A., Bowling Green State University;
Ph.D., The University of Toledo

DEPARTMENT OF COMMUNICATION & BEHAVIORAL SCIENCES

BRENDA LYNCH JONES
Department Chair
B.A., M.A., Ph.D., The Ohio State University;
M.S., Franklin University

RAYMOND L. FORBES, JR.
B.S., United States Naval Academy;
M.B.A., University of New Haven;
M.A., Ph.D., U.S. International University

KELLY RENNER
B.A., Miami University;
M.A., West Virginia University;
Ph.D., Florida State University

DEPARTMENT OF SCIENCE & MATHEMATICS

NIMET ALPAY
B.S., Middle East Technical University;
M.S., Ph.D., Michigan State University

LADORIAN LATIN
B.S., Northwestern State University;
M.S., Ph.D., Louisiana State University

ROSS COLLEGE OF BUSINESS

ANDY IGONOR, DEAN
B.S., M.I.S., University of Ibadan;
Ph.D., University of the West of England, Bristol

DEPARTMENT OF ACCOUNTING, FINANCE, & ECONOMICS

MARTINA PENG
Department Chair
B.A., Soochow University;
M.B.A., State University of New York at Buffalo;
Ph.D., The Ohio State University

BRUCE CAMPBELL
B.A., University of Oregon;
M.A., Cleveland State University;
M.A., Indiana University;
M.B.A., University of Washington;
Ph.D., Kent State University

ALAN ROGERS
A.S., B.S., Franklin University;
M.B.A., The Ohio State University;
Ph.D., Walden University

CHARLES SAUNDERS
B.A., Wittenberg University;
M.A., M.B.A., Ph.D., The Ohio State University
Certified Public Accountant (Inactive)
Certified Internal Auditor

DEPARTMENT OF BUSINESS ADMINISTRATION

WENDELL SEABORNE
Department Chair
B.A., Indiana University;
M.B.A., Anderson University;
Ph.D., Regent University

BRIAN GREGORY
B.S., Western Kentucky University;
M.S., Texas Tech University;
Ph.D., Walden University

TIMOTHY F. REYMANN
B.S., M.B.A., Franklin University;
Ph.D., Capella University

DOUGLAS K. ROSS,
B.S., M.S., Colorado State University;
Ph.D., New Mexico State University

DEPARTMENT OF COMPUTER SCIENCE

TODD WHITTAKER
Department Chair
B.S., M.S., The University of Akron;
M.S., The Ohio State University

CHUNBO CHU
B.S., M.S., Fudan University;
Ph.D., Wayne State University

BRADLEY C. WATSON
B.A., M.C.S., University of Dayton;
M.A., Wright State University;
M.L.S., Vanderbilt University;
Ph.D., The Ohio State University

DEPARTMENT OF MANAGEMENT & MARKETING

JOANNA WILLIAMSON
Department Chair
B.A., M.B.A., The Ohio State University;
J.D., Capital University;
Ph.D., The University of North Carolina at Chapel Hill

GARRY MCDANIEL
B.S.Ed., M.Ed., Texas State University;
Ed.D., University of Texas

R. BRUCE RAMSEY
B.S.C., M.B.A., Ohio University;
M.S., Indiana University

BEVERLY SMITH
B.S.B.A., The Ohio State University;
M.B.A., Franklin University;
Ph.D., Capella University

COLLEGE OF HEALTH & PUBLIC ADMINISTRATION

JONATHAN MCCOMBS, DEAN
B.A., Clemson University;
M.S., Troy University;
Ph.D., Capella University

DEPARTMENT OF PUBLIC ADMINISTRATION & HEALTH PROGRAMS

ALEX HECKMAN
Department Chair
B.A., Capital University;
M.P.A., Ph.D., The Ohio State University

GAIL BAUMLEIN
B.S., The Ohio State University;
M.S., Ph.D., The University of Akron
Certified Nurse Educator
Fellow in Academy of Nursing Education

ALYNIA BOWEN
B.A., Capital University;
M.S.A., Central Michigan University;
Ph.D., Capella University

JOANN JORDAN
B.A., M.P.H., University of Massachusetts;

LESLIE KING
B.S.M.T., University of Texas;
M.S., Ph.D., Capella University

LESLIE MATHEW
B. of Med. & B. of Surgery, D.M., Calcutta University;
M.S.B., Johns Hopkins University;
M.B.A., The Ohio State University

MARY KAY TAYLOR
B.S., SUNY Institute of Technology;
M.B.A., University of Mary Washinton

INTERNATIONAL INSTITUTE FOR INNOVATIVE INSTRUCTION

PATRICK BENNETT, VICE PRESIDENT
B.S., M.B.A., Franklin University

JOEL GARDNER
Executive Director
A.A., Snow College;
B.A., Westminster College;
M.S., Ph.D., Utah State University

NICCOLE HYATT
Executive Director of Design Services
B.S., The Ohio State University;
M.S., Georgia State University;
Ph.D., Indiana State University

MATTHEW BARCLAY
B.S., Brigham Young University;
M.S., Indiana University;
Ph.D., Utah State University

LEWIS CHONGWONY
B.A., M.B.A., Kenyatta University;
M.A., Ph.D., Ohio University

BARBARA FENNEMA
B.S., University of Indianapolis;
M.Ed., John Carroll University;
Ed.D., Nova Southeastern University

JESSE FUHRMAN
B.A., Dickinson College;
M.A., Eastern New Mexico University;
M.A., The Ohio State University

YOUNGHEE JESSIE KONG
B.A., Hankuk University;
M.A., Ph.D., The Ohio State University

NATALYA KOEHLER
M.S.Ed., Ph.D., Iowa State University

DAVID NI
B.S., M.S.Ed., East China Normal University;
Ph.D., The University of Georgia

ROBERTA NICHE
B.S., Syracuse University;
M.A., California State University

ROB L. WOOD
A.S., Mohegan Community College
B.A., St. Edward's University;
M.S., Ed.D., Nova Southeastern University

YI YANG
B.A., Hunan Normal University;
M.Ed., Alliant International University;
Ph.D., Mississippi State University

MEGHAN RAEHLL
Director of Instructor Effectiveness
B.A., Ohio University
M.Div., Ashland Theological Seminary
M.A., Trinity Evangelical Divinity
M.A., Duquesne University
Ph.D., SUNY at Buffalo

YUERONG SWEETLAND
Director of Teaching & Learning Assessment
B.A., Tianjin University;
M.A., Tsinghua University;
Ph.D., The Ohio State University

BRADD BIRMINGHAM, M.F.A.
Director of Interactive Design

KEVIN STOKER, B.A.
Director of Implementation, International Institute for
Innovative Instruction

ENROLLMENT & STUDENT AFFAIRS

LINDA STEELE, M.A.
Vice President of Enrollment & Student Affairs

MARKETING

STACY AICHELE, M.B.A.
Director of Marketing Communication & Lead Writer

ROBERT COLES, M.S.
Director of Creative Services & Identity Management

NATHAN GORENFLO, M.B.A.
Director of Digital Marketing

SHERRY MERCURIO, M.S.
Director of Communications & Public Relations

STUDENT AFFAIRS AND ENROLLMENT

MANAGEMENT

LYNNETTE HULL, PH.D.
Dean of Students & Enrollment Management

RACHEL DUNPHY, M.S., M.B.A..
Director of Admissions

HOLLY MCFARLAND, M.B.A.
Director of Center for Career Development

WENDI ROBINSON, M.B.A.
Director of Academic Advising

BLAKE RENNER, ED.D.
Associate Dean of Students & Title IX Coordinator

MATT PERDUE, B.S.
Director of Student Engagement

CHRIS TYNER, M.S.
Director of Student Life
DOMESTIC EXPANSION

DOMESTIC EXPANSION

MARNIE GLANNER, M.B.A.
Director of Community College Alliance Partnerships & Enrollment

WHITNEY ILES, M.A.
Partnership Account Executive

SAMANTHA SHEAR, M.S.
Director of Community College Alliance & Domestic Locations

GLOBAL PROGRAMS & STRATEGIC INITIATIVES

GODFREY MENDES, PH.D.
Senior Vice President of Global Programs & Strategic Initiatives

MARKET DEVELOPMENT

LUIS GALARZA, Ed.D.
Executive Director, Market Development

OFFICE OF INTERNATIONAL STUDENTS & PROGRAMS

VANESSA KUMAR, M.ED.
Director of the Office of International Students & Programs

FRANKLIN UNIVERSITY LEARNING SYSTEMS

PATRICK A. BENNETT, M.B.A., PMP
Vice President of Operations, Global Programs

JUSTIN BUSBEY, B.A.
Director of Implementation, Partnerships

ADMINISTRATION

CHRISTI CABUNGCAL, M.B.A.
Chief of Staff & Senior Vice President, Administration
HUMAN RESOURCES

BRENDA LISTON, B.A., CPA
Director of Benefits & Wellness

RANDI QUINN, M.B.A., PHR
Executive Director of Human Resources

LEAH NEIDHART, PHR
Director of Executive Recruiting

FACILITIES, PLANNING & MANAGEMENT SERVICES

CARL BROWN, OCPM
Executive Director of Facilities, Planning & Management Services

UNIVERSITY SERVICES AND FINANCIAL AID

EVELYN LEVINO, M.B.A.
Vice President of Planning & University Services

PATRICK KEMMER, M.B.A.
Director of Planning

GOLDIE LANGLEY, B.S.
Director of Financial Aid
CHIEF FINANCIAL OFFICE

CHIEF FINANCIAL OFFICE

MARV BRISKEY, M.B.A., CPA
Senior Vice President & Chief Financial Officer

ROBERT DONAHUE, BBA, CPP, CPPM, SPSM, SPSM2
Director of Purchasing, Mail & Print Services

JEFFREY GERBERRY, CPA
Director of Accounting

RANDOLPH SNYDER, M.B.A.
Executive Director of Financial Services

CLIFTON SPINNER, M.S.
Director of Safety & Security

PAYROLL

BOBBIE BUCK, CPP
Director of Payroll

CHIEF INFORMATION OFFICE

RICK SUNDERMAN, B.S.
Vice President & Chief Information Officer

RICHARD N. CALDWELL, B.S.
Manager, Networking, Virtualization, & Storage

ARIEL CHEN, M.S.
Director of Web Development

GAYLE DEGENNARO, M.B.A.
Director of University Information Systems

WILLIAM KAYLOR, B.S.
Director of Technology Asset Management

PAUL MEEKER, B.A.
Manager, Product Development

DAN MORGENSTERN, M.A.
Manager, Systems Engineering

DONALD RANSBURGH, M.B.A.
Director of Information Technology Services Management

UNIVERSITY ADVANCEMENT & STRATEGIC RELATIONS

BONNIE QUIST, M.S.
Vice President for University Advancement & Strategic Relations

KEVIN GREENWOOD, M.S., M.DIV.
Director of Alumni Engagement & Development

JODY NOREEN, M.B.A.
Director of Strategic Relations & Advancement Services

ACCREDITATION & INSTITUTIONAL EFFECTIVENESS

PAMELA SHAY, DBA
Senior Vice President of Accreditation & Institutional Effectiveness

DANIELLE BUCKIUS, M.L.I.S.
Executive Director of Accreditation & Institutional Effectiveness

KRIS COBLE, B.A.
Director of Institutional Effectiveness

SUZANNE SMITH, M.S.
Director of Accreditation & Institutional Effectiveness

FRANK YANCHAK, M.B.A.
University Registrar

PART-TIME FACULTY

MIRIAM ABBOTT
B.A., Southern Methodist University;
M.A., The Ohio State University

GEORGE ACKERMAN
B.A., Florida Atlantic University;
M.B.A., Nova Southeastern University;
Master of Science, Nova Southeastern University;
J.D., Nova Southeastern University;
Ph.D., Capella University

BARRY ADAMS
B.S., M.A., Ohio University

WENDY ADELMANN
B.A., Oral Roberts University;
M.S., Oklahoma State University

MAHMOUD AHMADI
A.S., Tehran University;
B.A., Jersey City State College;
M.S., Ph.D., The Ohio State University

BRUCE ALEXANDER
B.S., Le Moyne College;
M.B.A, Xavier University

DIANE ALEXANDER
B.S.Ed., The Ohio State University;
M.A., The Ohio State University;
M.B.A, Xavier University

MICHAEL ALLBRITAIN
B.A., University of Dayton;
J.D., Capital University

OMAR ALOMARI
B.A., M.L.S., The Ohio State University

JOSEPH ALTIERI
B.A., The Ohio State University;
M.B.A., The University of Michigan

STEPHEN ANASIS
A.A.S., Stark Technical College;
B.Tech., M.A., The University of Akron

JULIE ANDERSEN
B.S., Central Michigan University;
M.A., University of Denver

KATHERINE ANDERSON-BRADBURY
B.S.ED., M.S., PH.D., The University of Tennessee

ADAM ANDREWS
B.S., M.S., The Ohio State University

PETER ANGUS
A.A., B.A., University of Maryland;
J.D., Case Western Reserve University;
M.S.A., Franklin University

MICHAEL ANNICHIARICO
B.S., Marquette University;
M.B.A., Wagner College;

AARON ANSARI
B.S., The Ohio State University;
M.B.A., Franklin University

MATTHEW APPERLEY
B.A., M.A., San Diego University

SUZIE AREHART
B.S., City University of Seattle;
M.B.A., Franklin University

MARLENE ARNOLD
B.A., Wake Forest University;
M.A., School for International Training

MARY ASHLEY
B.S.J., Ohio University;
M.A., The Ohio State University

SUE ASHTON
B.S.C.S., The University of Texas at Austin;
M.S., Southern Methodist University;
M.B.A., Southern Methodist University

ADESIJI ATEKOJA
B.S., Lagos University;
M.B.A., Franklin University

THOMAS ATKINSON
B.M.E., State College of Arkansas;
M.S.E., University of Central Arkansas;
Ph.D., Louisiana State University and A & M College

DIANE AUGUST
B.S., M.A., The Ohio State University

ABDOLREZA BAHARLOU
B.Eng., State University of New York;
M.S., The Ohio State University

PARMINDER BAJWA
M.B.A., University at Buffalo;
M.D., Punjabi University

LINDA BAKKUM
B.S., Minnesota State University;
M.A., Bowling Green State University

JACINTA BANKS
B.S.C.E., Purdue University;
M.B.A., The University of Chicago

AMY BANTA
B.S.P.E., Ohio University;
M.S.A., Central Michigan University;
Ph.D., Capella University

JEREMY BANTA
B.S.B.A., The Ohio State University;
M.B.A., Franklin University

TOM BARGSLEY
B.B.A., The University of Texas at Austin;
M.B.A., Indiana Wesleyan University

BOBBY BARRETT, JR.
B.A., Shepherd College;
M.B.E., The University of the District of Columbia;
Ed.D., The George Washington University

WENDY BARTKUS
B.S., DeSales University;
M.S., Chestnut Hill College

RICHARD BASH
B.A., Ohio Dominican University;
M.S., Mount Vernon University

HAROLD BASHOR
B.A., The Ohio State University;
B.A., M.B.A., Arizona State University;
M.A., Ohio University;
Ph.D., American Graduate School of International Relations
and Diplomacy

ZINA BASS
B.S., Chernovtsy State University;
M.A., The Ohio State University

LISA BATHE
B.A., Western Illinois University;
M.A., University of Illinois at Urbana-Champaign

JONATHAN BAYLESS
B.A., Clemson University;
A.M., Dartmouth College;
Ph.D., Dartmouth College

DEREK BEATTY
A.A.S., North Central State University;
B.S.B.A., M.B.A., Ashland University;
D.B.A., University of Phoenix

GLENN BEEBE
B.S., M.S., Purdue University

CLAYTON BENTON
B.A., Ohio Wesleyan University;
J.D., The Ohio State University

ROBIN BERENSON
B.A., The University of North Carolina at Charlotte;
M.S., Towson University;
Ed.D., Argosy University

ELIZABETH BETZEL
B.S., Bob Jones University;
M.A., Cleveland State University

JOHN BEVILACQUA
A.S., B.S., Franklin University;
M.B.A., Xavier University

JAY BHUYAN
B.S., Regional Engineering College;
M.S., The University of Southwestern Louisiana;
Ph.D., University of Louisiana at Lafayette

KATHLEEN BIELMEIER
B.A., St. Norbert College;
M.B.A., Franklin University

BRANDI BINEGAR
B.S., Franklin University;
M.S.Ed., Capella University

MARISA BITTONI
B.S., M.S., Ph.D., The Ohio State University

DEAN BLACKSTONE
B.S.B.A., Franklin University;
M.B.A., Xavier University

TRACY BLACKWELL
A.A.B., International Business College;
B.A., Indiana University;
M.A., Spring Arbor University

CRAIG BLAINE
A.B., SUNY Fredonia;
M.A., Kent State University;
J.D., Capital University Law School

NICHOLAS BOBB
B.S., Franklin University;
J.D., Capital University Law School

MERRY BODNER
B.A., Rutgers, The State University of New Jersey;
M.S., Franklin University

TRACEY BOGGS-WALSH
B.S., University of Rio Grande;
M.B.A., Keller Graduate School of Management

MARIE BOLTON
B.A., B.Ed., M.B.A., University of British Columbia

TONY BONINA
B.S.Eng., M.B.A., Case Western Reserve University

WAYNE BOOKER
B.A., La Salle University;
M.B.A., Temple University

STEPHANIE BOST-CHI
B.A., Michigan State University;
M.A., Brooklyn College

ANDY BOUCHANE
B.S.B.A., M.B.A., The Ohio State University

MOKHTAR BOUSFINA
B.S., M.S., Franklin University

RAUSHAN BOUZAKOVA
M.S., Ph.D., Moscow State University;

JOHN BOWLER
B.A., The University of The South;
M.S., Wright State University;
M.A.M.S., Central Michigan University

DEBORAH BOWSHER
B.S.Ed., M.Acct., The Ohio State University

BRAD BRADFORD
B.A., Miami University;
M.A., Ohio University

ALLEN BRADLEY
B.S.Ed., The Ohio State University;
M.Ed., Ashland University

JOHN BRENT
A.A.S., Sinclair Community College;
B.S., Wright State University;
M.A., Ashland Theological Seminary;
Ph.D., Ohio University

PAT BROBECK
B.S., Indiana University;
M.B.A., Case Western Reserve University

TIM BROCK
B.A., University of Minnesota;
M.A., University of Central Missouri;
Ph.D., Capella University

CHERIE BRONKAR
A.A.S., Belmont Technical College;
B.S., Franklin University;
M.L.S., Texas Women's University

SUSANN BROWN
B.S.F., The Ohio State University;
M.S., McGill University

WAYNE BROWN
B.Ed., B.A., M.A., The University of Toledo;
M.A., The Ohio State University

JUDY BUCHHOLTZ
B.S.Ed., Miami University;
M.A., The Ohio State University

GLENDA BUMGARNER
B.A., Capital University;
M.P.A., DeVry Institute of Technology

BRYAN BUONI
B.A., Capital University;
M.L.H.R., The Ohio State University

EDWARD BURKEY
B.A., Capital University;
M.B.A., Franklin University

SHERI BURNETT
B.B.A., Tennessee State University;
M.B.A., Morehead State University

TERRENCE BURNS
B.Tech., University of Dayton;
M.A., Central Michigan University

SUSAN BURRISS
B.S., West Virginia University;
M.S.M., Marshall University Graduate College

BRIAN BUTCHER
B.A., Muskingum University;
J.D., Capital University

JOSEPH CABLE
B.B.A., M.B.A., University of Kentucky

HEINTJE CALARA
B.S., San Juan de Dios College;
M.A., New York University

JAMES CALDWELL
B.S., Franklin University;
M.B.A., Xavier University

GEORGE CALEODIS
B.S., M.S., The Ohio State University

LINDY CAMACHO
B.A., The Ohio State University;
M.A., Teachers College Columbia University

HEATHER CAMERON
A.A.S., Zane State University
B.S., Franklin University
M.S.C.J., Tiffin University

KIM CAMPBELL
B.A., M.Ed., University of Toledo
Ph.D., Capella University
DONALD CAMPER
B.A., Ohio Northern University;
M.B.A., Ashland College

PATRICIA CANNON
B.A., B.S.B.A., M.B.A., The Ohio State University

BARBARA CARDER
A.A.S., Columbus State Community College;
B.S., M.S., Franklin University

BETHANY CARNEY
B.S.B.A., Franklin University;
M.B.A., Ashland University

PAUL CARRINGER
A.A.B., Columbus State Community College;
B.S., Franklin University;
M.B.A., Ohio University;
Ph.D., Colorado State University

SHELLEY CASBARRO
B.A., Taylor University;
M.A., Ball State University

CARMEN CASTRO
M.I.B., D.B.A., Argosy University

RICHARD CASTRO
B.B.A., University of Miami;
B.S., Georgia Regents University;
M.S., Nova Southeastern University

FREDERICK CATHERS
B.S.E.E., Ohio University;
M.Eng., Clemson University

RONNIE CATIPON
B.S.E.E., Mapua Institute of Technology;
M.B.A., Capital University

AMY CAUDY
B.S.Ed., B.S., Miami University;
M.S., Wright State University

GESULLA CAVANAUGH
B.S., Barry University;
M.P.H., Loma Linda University;
Ph.D., Florida Atlantic University

HEI CHAN
B.S., M.S., The University of Akron;

GLENN CHAPMAN
A.A., B.A., M.Ed., University of Cincinnati

VANESSA CHAPPELEAR
B.F.A., The Ohio State University;
M. A., Oxford Brookes University

ALEX CHESTNUT
B.S. B., Wright State University;
M.S. in Teaching, Wright State University;
M.S., Wright State University;

MELISSA CHILDRESS
B.A., Ohio Wesleyan University;
M.B.A., Franklin University

G.K. CHINOY
M.S., National-Louis University;
D.B.A., Nova Southeastern University

LIN CHIU
B.S., National Taiwan University;
M.S., Ph.D., The Ohio State University

RACHEL CHOUDHURY
A.B., Rollins College;
B.S., University of Nevada Las Vegas;
M.S., University of Hawaii-Manoa;
M.S., Otterbein University

EVELYN CHRISTNER
B.A., The Grand Valley State College at College Landing;
M.A., The Ohio State University

BOB CICH
B.B.A., Kent State University;
M.S., The University of Akron

CARMEN CLARK
B.S., Virginia Polytechnic Institute & State University;
M.S., Capitol College;
Ph.D., Walden University

ROBIN CLARK
B.A., The Ohio State University;
M.A., M.Div., The Methodist Theological School in Ohio

AREND CLAYBORN
B.S., M.B.A., Southern Illinois University;
M.S., The University of North Carolina at Charlotte

MARIA CLEMENS
A.S., B.S., M.B.A., Ohio Dominican University

DIANA CLONCH
A.A.S., Columbus State Community College;
B.B.A., M.B.A., Mt. Vernon Nazarene University

MARC CLOUTIER
B.A., St. John's Seminary;
M.A., St. Mary's University;
Ph.D., The University of Texas at Austin

GERALD COLTER
B.S., Illinois Wesleyan University;
M.S.M., Troy State University

TINA COMSTON
B.S., The Ohio State University;
M.Ed., Ohio University

PETER CONIS
B.S., Iowa State University;
M.S., Iowa State University;
Ph.D., Iowa State University

IRIS COOPER
B.A., M.B.A., Indiana University

CAROL CORKERN
B.A., M.A., Ph.D., The Ohio State University

JEROME COUNCIL
B.S., M.B.A., Franklin University

ASHLEY COX
B.S., M.B.A., Mt. Vernon Nazarene University

JENNIFER COX
A.A.B., Muskingum Area Technical College;
B.A., Otterbein College;
M.B.A., Franklin University

SUE CRAVER
B.A., Michigan State University;
M.B.A., University of Wisconsin

LAURIE CRAWFORD
B.S.C.I.S., The Ohio State University;
M.B.A., Ashland University;
M.S., University of Illinois at Urbana-Champaign

MICKEY CREWS, JR.
B.A., Lee College;
M.A., Ph.D., Auburn University

MELISSA CROHEN
B.S.Ed., Otterbein College;
M.A., The Ohio State University

MARTHA CRONE
B.Phil., University of Pittsburgh;
Ph.D., The Ohio State University

DAVID CROSSMIER, III
B.S., M.S., University of Central Florida
CRYSTAL CUMMINGS
B.S., Clarkson University;
M.S., Columbus State University

DEBORAH CUMMINGS
B.A., B.B.A., Ohio University;
M.B.A., The Ohio State University

DICK CURTIS
B.A., Ohio Dominican University;
M.B.A., The Ohio State University

ROBERT D'ANDREA
B.A., Otterbein College;
B.S.B.A., Franklin University;
M.C.S., University of Dayton

ORLANDO DALMASI
B.S., SUNY College of Environmental Science and Forestry;
M.S., University of Central Texas

DARRELL DANTZLER
A.A., University of Maryland University College;
A.A.S., Community College of the Air Force;
B.S., University of Maryland University College;
M.S.M., Troy University;
Ph.D., Capella University

CYNTHIA DAVIDSON
A.A.S., Columbus State Community College;
B.A., M.B.A., Capital University;

KATHRYN DAVIS
B.A., Simpson University;
M.A., Claremont University

DAN DAYTON
B.S., University of Maryland University College;
M.B.A., DeVry Institute of Technology;
Ph.D., Capella University

TONY DEGENNARO
B.S.Ed., The Ohio State University;
M.A., The Ohio State University

EDWARD DEJAEGHER
B.A., St. Ambrose College;
M.A., Marquette University;
M.B.A., University of Notre Dame;
E.D.M., Case Western Reserve University

JOAN DEMARTIN
B.A., The Ohio State University;
J.D., Capital University

BROOK DENNEN
B.S., University of Massachusetts;
M.A., San Francisco State University

JAE DENSON
B.A., Clark Atlanta University;
M.B.A., Strayer University

RESA DERR
B.A., Wilmington College;
M.Ed., Antioch University

DANIEL DIAGOSTINO
B.S.B., M.B.A., Indiana University

ERIC DIEL
B.A., Eastern Illinois University;
M.Aero.Sc., Embry Riddle Aeronautical University

GLENDA DILTS
B.A., Mt. Vernon Nazarene University;
B.S.Ed., M.A., The Ohio State University;
M.S., Nova Southeastern University

MARGARET DIMAURO
B.A.C., Southern Connecticut State University;
M.A., The New School University

ALISA DISALVO
B.A., Otterbein University
M.B.A., Franklin University

KEVIN DOLL
B.S.H.E., M.S., The Ohio State University

ANDY DORR
B.S., Eastern Michigan University;
M.H.A., The Ohio State University

DOUGLAS DOSKY
A.A.B., A.A.S., Columbus State Community College;
B.S., Ohio Dominican University;
M.A., The Ohio State University

TIM DOUGHERTY
B.F.A., The Ohio State University;
M.B.A., Franklin University;
J.D., California Western School of Law

LARRY DRAGOSAVAC
B.S., M.B.A., Wright State University

KEVIN DRAPER
B.A., John Carroll University;
M.A., The Ohio State University

PHYLLIS DURYEE
B.A., Lake Erie College;
B.S.Ed., Kent State University;
Grad Cert Bus Admin., Harvard Graduate School of Business
Administration;
M.A., The Ohio State University

SHANNON DYCUS
B.S., Butler University;
M.Div., Christian Theological Seminary

KEITH EARNSHAW
B.S.E.H., M.S., Purdue University;
Ph.D., Rensselaer Polytechnic Institute

AMY EATON
B.S.B.A., Central Michigan University;
M.B.A., Franklin University

RICH EATON
B.S.F.S., The Ohio State University;
M.B.A., Franklin University

JOHN EDWARDS
B.B.A., M.B.A., J.D., Cleveland State University

ALEXANDER ELBERT
A.A.S., Columbus State Community College;
B.S., M.S., Franklin University;
M.S., University of Colorado

ANDY ELINE
B.A., Hofstra University;
M.S., Franklin University

DWIGHT ELLIOTT
B.S., M.S., Syracuse University;
J.D., University of Maryland

ROGER ENGLE
B.A., M.B.A., Capital University

DON ENGLISH
A.A., Cuyahoga Community College;
B.B.A., The Cleveland State University;
M.S., Franklin University

WHITNEY EUBANKS
B.A., The Ohio State University;
M.S., Franklin University

CHERE' EVANS
A.S., B.S., Franklin University;
B.A., Liberty University;
M.S., Dakota State University

REBECCA FAHEY
B.S., University of Charleston;
B.S.H.S., Saba University School of Medicine;
M.A.O.M., Fielding Graduate University;
M.B.A., Wheeling Jesuit University;
M.D., Saba University School of Medicine;
Ph.D., Walden University

DAVID FALVO
B.S.Ed., California University of Pennsylvania;
M.S., Aurora University;
M.Ed., Loyola University;
Ed.D., West Virginia University

GWENDOLYN FELLS
B.S., Franklin University
M.S.A., Central Michigan University

CHARLES FENNER
B.S.Ed., University of Maryland University College;
M.B.A., City University;
Ph.D.B.A., Trident University International

JEFFREY FERREZAN
B.S.B.A., Youngstown State University;
M.B.A., Franklin University;
Ph.D., Union Institute and University

RENE FERNANDEZ
B.S.Ed., Miami University;
M.S., The University of Akron

NANCY FIDLER
B.S.B.A., Franklin University;
M.T., Capital University

BROOKE FIELDS
B.S.A., M.S.A., The University of Akron

CHRISTOPHER FIELDS
B.A., M.Ed., Ohio University

MATTHEW FIELDS
B.S., Houghton College;
J.D., M.B.A., The Ohio State University

RICHARD FILLER
B.A., Rutgers, The State University of New Jersey;
M.B.A., Fairleigh Dickinson University

LESLIE FINLEY
B.S.B.A., M.Ed., Bowling Green State University

WENDI FINN
B.S., University of Illinois at Chicago;
M.S., Capitol College

STEVEN FISCHER
B.A., Augusta College;
M.I.M., Thunderbird School of Global Management

JOSH FITZWATER
B.A., Otterbein University;
M.S., Franklin University

E'LISE FLOOD
B.S.Ed., Ohio University;
M.S., Franklin University

TOM FOLTZ
B.S., M.S., Rose-Hulman Institute of Technology

ACIE FORRER
B.S.B.A., University of South Florida;
M.S., Troy University

BENJAMIN FOSTER
B.S.B.A., The Ohio State University;
M.B.A., University of Phoenix

LEE FOSTER
B.A., Malone College;
M.S.C.J., Tiffin University

THEODORE FRAMAN
B.S., University of Southern California;
M.B.A., The University of Texas

ROB FREEBOROUGH
B.S.C.E., Virginia Tech University;
M.Div., M.B.A., Regent University;
Ph.D., Capella University

REGINALD FREEMAN
B.A., Bellevue University;
M.S., Ed.D., Grand Canyon University

SHAWN FRENCH WISE
Director, Human Resources
Volunteers of America, Inc.

KLAUS FRICKE
A.Eng., The Ohio Technical Institute;
B.S.B.A., Franklin University;
M.B.A., Capital University

DIANA FROLE
B.S.B.A., M.B.A., Franklin University;
M.S., Walden University

FUHRMAN
B.A., Dickinson College;
M.A., Eastern New Mexico University
M.A., The Ohio State University

STACY FUSNER
B.S., Franklin University;
M.S., Capella University

TIMOTHY GAGLIARDO
B.S.Ed., Indiana University of Pennsylvania;
M.Ed., Ashland University

DENISE GAITTEN
B.S.M.E., The Ohio State University;
M.B.A., Ashland University

FERNANDO GARCIA
B.A., J.D., University of California

DEBRA GARDNER
B.S.P., D.P., The Ohio State University

JENIFER GAREY
B.S., University of Rio Grande;
M.A., Ohio University

MARY GARMAN
B.A., Northwestern University;
M.A., Bowling Green State University

SABRINA GASPAR
A.A.S., Maysville Community and Technical College;
B.S., M.S., Indiana Wesleyan University;
Biomedical Informatics Certificate, Oregon Health & Science
University

JOSEPH GAWRONSKI
A.S., Penn Foster College;
A.S., Education Direct Center for Degree Studies;
B.S., B.S., B.S.B.A., M.S., Franklin University;
B.S.Ed., The Ohio State University;
M.B.A., University of Dayton

KIMBERLY GAYLE
B.S.B.A., Bowling Green State University;
M.P.A., The University of Akron

MICHELLE GEIMAN
B.S.B.A., Bowling Green State University;
M.B.A., Otterbein College

LEWIS GEORGE
B.S.B.A., The Ohio State University;
J.D., Capital University

LISA GERARDY
B.A., Florida International University;
M.L.S., Fort Hayes State University

MIRANDA GERBERDING
A.A., Peninsula College;
B.A., Dickinson College;
M.Ed., Eastern New Mexico University

JOHN GIANNESCHI
B.A., Slippery Rock University;
M.S.I.S., University of Pittsburgh;
M.S., Walden University

REBECCA GILL
B.S., M.B.A., Franklin University

LYDIA GILMORE
B.A., The Ohio State University;
M.B.A., Franklin University

TIMOTHY GLAID
B.S., University of Pittsburgh;
M.A.O.M., D.M., University of Phoenix

KEITH GOAD
B.S.B.A., M.B.A., The Ohio State University

PRADEEP GOEL
M.P.H., M.S., D.P.H., Harvard School of Public Health

JEAN GORDON
B.S.N., University of Miami;
M.S., Kaplan University;
M.S., D.B.A., Nova Southeastern University

PETER GORDON
A.A., Columbus State Community College
B.S.B.A., The Ohio State University;
M.S., Northwestern University

BRIAN GORMAN
B.S., Iowa State University;
M.S.C.I.S., University of Phoenix

BRYAN GRADY
B.A., University of North Carolina;
M.A., University of Delaware

CHRISTOPHER GRANSBERRY
A.G.S., Delgado Community College;
B.G.S., Southern University at New Orleans
M.H.I., Louisiana Tech University

MICHAEL GRAY
B.A., Ohio Dominican University;
M.A., American Military University;
M.B.A., Franklin University

MICHAEL GREINER
B.A., University of Massachusetts;
J.D., Wayne State University

JUDITH GRENKOWICZ
B.S., Ferris State University;
M.B.A., University of Detroit;
Ed.D., Northern Illinois University

CHERYL GRICE
B.S., Coppin State University;
M.S., Johns Hopkins University

JACK GROSECLOSE
B.S.B.A., M.B.A., The Ohio State University

CONNIE GROSSMAN
B.S., The Ohio State University;
M.Ed., Ohio University;
Ph.D., Northcentral University

VENKAT GUDIVADA
M.S., Texas Tech University;
M.S., University of SW Louisiana;
Ph.D., University of Louisiana

ROBERT GULBRO
B.S., M.B.A., D.B.A., Mississippi State University;

JACQUI HAGEROTT
A.A.S., Bismarck State College;
B.S.B.A., The Ohio State University;
L.L.M., J.D., Capital University

TRISTAN HALL
A.A.S., Columbus State Community College;
B.S., M.P.A., Franklin University

JESSICA HAMLIN
B.S.J., B.S.S., M.A., Ohio University

BURTON HANCOCK
B.A., University of South Carolina;
M.S., Longwood College;
Ph.D., Southern Illinois University

RUSSELL HARRIS
B.S., M.S., Wright State University

STEVE HARRIS
B.S.I.S.E., Ohio University;
M.S., Ohio University

RONALD L. HARTUNG
B.S.E.E., Ph.D., The Ohio State University;
M.S., Virginia Polytechnic Institute and State University

DAVE HASKELL
B.A., The Ohio State University;
M.A., Ph.D., University of Florida

ANNA HASTON
B.S., Franklin University;
M.H., Tiffin University

DAVID HATAMI
A.B., Rollins College;
M.A., Mercy College

WILLIAM HATCHETT
B.S.B., University of North Carolina;
M.Acct., Gardner-Webb University;
M.B.A., Elon University

DAVID HEDRICK
B.A., M.A., M.C.M., Huntington College

SUSAN HEDRICK
B.S., Mount Carmel College of Nursing;
M.S., Indiana Wesleyan University

CECILIA HEGAMIN-YOUNGER

B.A., University of California;
M.P.H., University of North Carolina;
Ph.D., University of Iowa

MARY HEMBY

B.S., Illinois State University;
M.B.A., Atlanta University;
Ph.D., Loyola University, Chicago

JOELLA HENRY

B.S., Wilberforce University;
B.S., M.B.A., Franklin University

PAUL HENRY

B.S., William Paterson College of New Jersey;
M.A., Rutgers, The State University of New Jersey;
Ph.D., New York University

KATHLEEN HERRMANN

B.S., Findlay College;
M.E., Bowling Green State University;
Ph.D., University of Dayton

BETH HEWITT

B.S., Villanova University
M.S., University of Hartford

JAMES HICKS

B.S., M.S., The Ohio State University

SUSAN HIGGINSON

B.S., University of North Alabama;
M.B.A., The University of Tennessee;
J.D., Cleveland State University

RUDY HIGHTOWER

A.S., The Art Institute of Pittsburgh;
B.S., Southern Illinois University;
M.A.N.S.A., Naval Postgraduate School

EBONI HILL

B.B.A., Cleary College;
M.S.A., Central Michigan University

KRISTA HILTON

B.A., University of Missouri;
M.F.A., Colorado State University

C'LAMT HO

B.A., The Ohio State University;
B.S., M.B.A., Franklin University;
D.B.A., Argosy University

BILL HOCHSTETTLER

B.S., Washington University in St. Louis;
M.S., Penn State University
Ph.D., The Ohio State University

ANNETTE HOELZER

B.M., Bowling Green State University;
M.T., Capital University

WANDA HOERLE

B.S.Ed., M.B.A., Memphis State University

WADZI HOERT

B.A., Kent State University
M.S.Ed., The University of Akron

TODD HOFF

B.S.E., University of Wisconsin, Madison;
M.S.T., University of Wisconsin, Eau Claire

DEREK HOLBERT

B.A.Ed., Fairmont State College;
M.P.A., West Virginia University;
Ph.D., Capella University

KRISTEN HOLLAND

B.A., The Ohio State University;
M.A.T., Otterbein College

KENT HOLLOWAY

A.A., B.S., Ball State University;
M.S.F., Walsh College

SHAUN HOLLOWAY

B.B.A. M.B.A., Ohio University

MICHAEL HOLLWAY

B.S.Ed., M.A., The University of Michigan;
Ph.D., The Ohio State University

EVE HOLLYWOOD

A.A., Nassau Community College;
B.A., Molloy College;
M.S.Ed., Queens College

ROBERT HOLM

B.S., Arizona State University;
M.B.A., Franklin University

SARAH HOMER

B.A., M.Ed., The University of Utah

JENEFEENESS HOUSTON

B.S., Wilberforce University;
M.B.A., Ohio Dominican University

NICOLETTE HOWELLS

B.A., Carthage College;
M.A., Ph.D., Northern Illinois University

ROBERT HURST

B.A., Purdue University;
M.B.A., The University of Texas at Dallas

ERIC HUTCHISON

B.B.A., Kent State University;
M.B.A., Otterbein College

NICCOLE HYATT

B.S.Ed., The Ohio State University;
M.S., Georgia State University;
Ph.D., Indiana State University

RICKY HYATT

B.S., North Carolina Agricultural and Technical State
University;
M.B.A., Indiana University

JAMES IANNIBELLI

B.P.S., SUNY Empire State College;
M.S., University of Phoenix

AL IGWEBUIKE

B.S., M.B.A., Franklin University

WHITNEY ILES

B.S.Ed., Otterbein University;
M.A., Nova Southeastern University

RONALD INSKEEP

B.S.E.E., University of Cincinnati;
M.S., University of Colorado

TANJA JACOBSEN

B.S., University of LaVerne;
M.B.A., Baruch College

SUSAN JAEGAR

B.S.Ed., M.Ed., Ohio University

ANASTASIA JAKUBOW-RASHTCHIAN

B.S., Loyola University Chicago;
M.S., Illinois Institute of Technology

KRIS JAMSA

M.S., University of Nevada Las Vegas;
M.B.A., San Diego State University;
Ph.D., Arizona State University;
Ph.D., Capella University

JAMES JATAU

B.Eng., Ahmadu Bello University;
M.S., University of Strathclyde;
Sc.D., The George Washington University

TRACY JEFFERIES

B.S., Brigham Young University

CHUCK JENNINGS

B.A., Columbia University in the City of New York;
J.D., Syracuse University

SHERRY JEROME

B.S., M.B.A., Franklin University

CYNTHIA JOHANEK

B.A., St. Cloud State University;
M.A., Ph.D., Ball State University

ANGIE JOHNSON

B.S., Indiana Wesleyan University;
M.Acct., The Ohio State University

BRUCE JOHNSON

B.S., B.A., University of Notre Dame;
M.M., University of Nebraska-Lincoln;
M.S., University of Washington

GARY JOHNSON

B.S., Ohio Dominican University;
M.B.A., Franklin University

LISA JOHNSON

B.A., North Carolina State University;
B.S.N., Saginaw Valley State University;
M.S.N., M.B.A., Johns Hopkins University;
Ph.D., Capella University

MARCUS JOHNSON

B.A., Roosevelt University;
M.E., American College of Education

MINDY JOHNSON

B.S., M.B.A., Franklin University

REBECCA JOHNSTON-GILBERT

B.S.A.P., Georgia Institute of Technology;
M.B.A., University of Florida

CECIL JONES

A.S., M.B.A., Ohio University;
B.S., University of Cincinnati

KRISTAN JONES

B.A., Otterbein College;
M.A., University of Phoenix

MARIAN JONES

B.S., Wheeling College;
M.A., The University of Akron

RIC JONES

B.S., M.S., Franklin University

SHERI JONES

B.S., The Ohio State University;
M.A., Central Michigan University

TED JONES

B.S., M.B.A., Franklin University;
M.S., Capella University

NICK JORDAN

A.A., Columbus State Community College;
B.A., M.A., The Ohio State University

SARAH JORGENSON

B.S., Muskingum University;
M.B.A., Franklin University

MIHAJLO JOVANOVIC

B.S., Otterbein University;
M.S., University of Cincinnati

JO ANN JUDY

B.S.Ed., M.A., The Ohio State University

PAULA JURCENKO

B.A.J., M.B.A., The Ohio State University

MARISSA KALOGA

B.A., M.S.W., The Ohio State University

HEATHER KAMINSKI

B.A., M.B.A., Lakeland College

SHERRY KAMRADT

B.A., University of Missouri;
M.B.A., M.S., University of Miami;
M.A.C., Florida Atlantic University

EDWARD KAPLAN

B.S.Acct., Northern Arizona University;
M.B.A., Kent State University;
M.S., Kaplan University

KELLY KARG

B.S., University of Maryland;
M.B.A., Marymount University;
M.A., Ashland Theological Seminary

NEMET KARIMIAN

B.S.I.T., Iran University of Science & Technology;
M.I.T., Amirkabir University of Technology;
M.S.C.S., Maharishi University of Management

DANIEL KEEBLER

B.A., Eastern University;
M.A.O.M., University of Phoenix;
M.A., Rutgers, The State University of New Jersey;
Ph.D., Regent University

JETONGA KEEL

B.A., University of North Carolina;
M.B.A., M.H.A., Pfeiffer University;
M.S., University of Phoenix

PATRICK KEMMER

B.A., Indiana University;
M.B.A., University of Phoenix

JOSEPH KENDALL-MORWICK

B.S., The Ohio State University;
M.S., Ph.D., Indiana University

RONNIE KERLEE

B.S.I.T., Ohio University;
M.B.A., Xavier University

DAVID KERR

A.A., Columbus State Community College;
B.S., Franklin University;
M.A., New England College

DENISE KESTNER

B.S., M.H.S., University of Florida;
M.L.H.R., The Ohio State University

MOHOMMED KHADRE

B.Pharm., Alexandria University;
M.A., Ph.D., University of California, Berkeley

STEPHANIE KING

B.S.Ag., The Ohio State University;
M.B.A., Ohio Dominican University

TIM KINGTON

B.S.Eng., M.S., Case Western Reserve University

KATHLEEN KINNEY

A.A.S., Central Ohio Technical College;
B.F.A., American Continental University;
M.Ed., Jones International University

ROGER KISIEL

B.S., United States Naval Academy;
M.S.A., The George Washington University

CHRIS KLEMANN

B.S.B.A., M.B.A., The Ohio State University

CANDACE KNIGHT

B.A., University of Central Oklahoma;
M.S.C.J., Tiffin University

KEN KNOX

B.A., Wheeling Jesuit University;
M.S., Mountain State University;
Ph.D., Capella University

LEO KOTAS

B.A., Youngstown State University;
M.P.A., Syracuse University

MICKEY KOVACH
B.S.J., Ohio University;
M.B.A., California Coast University

JEFFREY KRANTZ
B.S., M.Ed., Pennsylvania State University;
B.S., Thomas Jefferson University;
M.H.A., University of Pittsburgh;
M.S.Ed., Duquesne University

JENNIFER KRASNO
B.A., University of New Mexico;
M.A., The Ohio State University

BRETT KRAVITZ
B.A., Denison University;
J.D., University of Dayton

FRANK KRIEG
A.A.S., St. Louis Community College;
B.S., M.B.A., Lindenwood University

JEFF LAM
B.S., The Ohio State University;
M.B.A., Franklin University;
M.I.S., University of Phoenix

KAREN LANKISCH
B.S., Northern Kentucky University;
M.A., College of Mount St. Joseph;
Ph.D., Capella University

BRETT LATTA
B.A., Geneva College;
M.A., Ohio Wesleyan University

TONDA LAZOFSON
B.A., Wright State University;
M.P.A., Keller Graduate School of Management

LYNN LEASE
B.S., M.A., Ball State University
Ph.D., Capella University

MEGAN LEMASTER
B.S., Urbana University;
M.A., Wheaton College

BOB LESIACSEK
A.A., Lakeland Community College;
B.A., The Ohio State University;
M.B.A., Franklin University

DEENA LEVERING
B.S., M.P.A., Indiana University

ELAINE LEVY
B.B.A., Cleveland State University;
M.S., Capella University

GLENN LEVY
B.A., M.B.A., Rutgers, The State University of New Jersey

CARL LIBIS
B.A., M.S., California State University;
D.A., Idaho State University;
Ph.D., The University of Alabama

DENISSE LICON MCCLURE
B.A., M.P.H., New Mexico State University;
Ph.D., University of Rochester

JOEL LIGHT
B.G.S., University of Kansas;
M.A., Wichita State University;
Ph.D., Capella University

CURT LIVINGSTON
A.A.S., Columbus State Community College;
B.S., Franklin University;
M.B.A., Ohio University

MONTY LOBB
B.A., Olivet Nazarene University;
J.D., University of Dayton

KIMBERLY LOCKWOOD
B.A., University of Dayton;
M.A., Ph.D., University of Cincinnati

RYAN LOCKWOOD
B.S.Ed., Ohio University;
M.Ed., Ashland College

DAVID LOGAN
A.A.S., Columbus State Community College;
B.S., Shawnee State University;
M.B.A., Franklin University

CHRISTOPHER LONG
B.S., M.B.A., The Ohio State University

HEATHER LONG
B.S., Grove City College;
M.B.A., Anderson University

CHRISTINE LOWERY
A.A.B., Terra Community College;
B.S., Heidelberg College;
M.B.A., Indiana Wesleyan University

ADAM LUCK
B.S.C., M.I.T.S., Ohio University

MELISSA LUGAY
B.S., Franciscan University of Steubenville;
M.B.A., University of Phoenix

ED LUKCO
B.S.B.A., University of Florida;
M.B.A., Ohio University

EUNICE LUYEGU
B.Ed., Kenyatta University;
M.A., Ohio University;
Ph.D., University of South Alabama

MICHAEL LYDON
B.B.A., Ohio University;
M.B.A., New York University

BETTE MADSON
B.A., Ohio Wesleyan University,
M.A., Ph.D., The Ohio State University

ANITA MALDONADO
A.A.S., The University of Akron;
B.A., The University of Akron;
M.P.A., The University of Akron;
Ph.D., Kent State University

LEJLA MALEY
B.A., The Ohio State University;
M.A., Ohio

JEFFREY MANECKE
B.A., Ohio Dominican University;
M.B.A., Xavier University

CHRISTOPHER MANGAN
B.S., Clearwater Christian College;
M.S., Wilkes University;
D.Ed., Northcentral University

LINCOLN MANNING
B.A., Cleveland State University;
M.P.A., The Ohio State University

TYLER MANNION
B.A., Edinboro University;
M.A., Slippery Rock University

WHITNEY MANTONYA
B.A., The Ohio State University;
M.A., West Virginia University

TYLER MARINELLI
B.S.B.A., The Ohio State University;
M.B.A., Baker College

MARK MARINO
B.A., M.Ed., State University of New York

JAMES MARION, JR.
A.A.S., Cleveland Institute of Electronics;
A.S., B.S.E.T., Grantham College of Engineering;
B.A., Ambassador University;
M.B.A., Heriot-Watt University;
Ph.D., Capella University

MELISSA MARK
B.A., The Ohio State University;
M.A., Ohio Dominican University

SHELLY MARKS
B.S.B.A., The Ohio State University;
M.B.A., Franklin University

JENNIFER MARTIN
B.B.A., M.B.A., Tiffin University;

SHERRY MARTINDELL
B.A., Wittenberg University;
M.A., University of West Florida;
Ph.D., The University of Georgia

MARK MASSEN
A.B., University of California;
B.S., Franklin University;
M.A., Central Michigan University;
M.S., Franklin University;

SHARON MASSEN
B.A.Ed., University of South Carolina at Columbia;
M.S., The University of Tennessee;
Ph.D., Georgia State University

ERNEST MASSIE
B.A., M.A., The University of Akron

SUSAN MATHEW
B.M.B.S., Magadh University;
Ph.D., Manipal Academy of Higher Education

JULIE MATHEWS
B.A., Spelman College;
M.P.H., The University of Texas;
J.D., Loyola University Chicago

PERRY MAUGHMER
B.A., Flagler College;
M.B.A., Franklin University

BRIAN MAZE
B.S., M.A., Ph.D., The Ohio State University

TIM MCCAFFERTY

B.A., University of South Florida;
M.B.A., University of Phoenix;
M.S.L., Grand Canyon University

JENNIFER MCCORD

B.S.B.A., The Ohio State University;
M.B.A., Keller Graduate School of Management

ANGELIQUE MCCOWN

B.S., Ohio University;
M.B.A., Franklin University

SEAN MCCULLOCH

B.A., State University of New York;
M.C.S., Ph.D., University of Virginia

DANA MCDONALD

B.A., University of Southern Maine;
M.A., Southern Illinois University;
Ph.D., Southern Illinois University

JULIE MCDONALD

B.S.Ed., M.L.H.R., The Ohio State University

ASHLEIGH MCELHINNEY

B.A., The Colorado College

JEANETTE MCEVOY

A.A.S., Clark Technical College;
B.S., M.B.A., Franklin University;
M.S.N., Capital University

HOLLY MCFARLAND

B.A., Otterbein College;
M.B.A., Franklin University

MARY MCGHEE

B.S., The Ohio State University;
M.S.Ed., Northern Illinois University

JASON MCGOFF

B.A., M.A., State University of New York

JENNIFER MCLENDON

B.B.A., Ohio University;
M.B.A., Ohio Dominican University

GARY MCMASTERS

A.A.B., Columbus State Community College;
B.S.B.A., M.B.A., Franklin University

ROBERT MEADER

B.A., J.D., Capital University

DAVE MECKSTROTH

B.S.B.A., Bowling Green State University;
M.B.A., University of Dayton;
D.H.A., Central Michigan University

TRAVIS MERIDETH

B.S.B.A., The Ohio State University;
M.B.A., Capital University

ANNE MERKEY

B.S.Ed., The Ohio State University;
M.S.Ed., Indiana University

NANCY MEYER

B.S.Ed., The Ohio State University;
M.S.Ed., State University of New York at Binghamton

BARBARA MICHAL

B.M., M.M., The University of Michigan Ann Arbor;
M.S.A., University of Phoenix

CHRISTINA MICHURA

B.A., M.A., Texas State University

ANDREA MIGNOTT

B.S., Middle Georgia State University;
M.B.A., American InterContinental University

JOHN MILES

B.B.A., Kent State University;
M.B.A., University of Notre Dame

WILLIAM MILHEIM

B.A., The College of Wooster;
M.Ed., Ph.D., Kent State University;

DIANE MILLER

B.A., Ball State University;
M.S., Franklin University

LESLIE MILLER

A.S., Ohio Dominican University;
B.S., Franklin University;
M.A., University of Oklahoma

MIKE MILLER

B.S.B.A., The Ohio State University;
M.B.A., Bowling Green State University;
M.A.C., University of Louisville;
D.B.A., Argosy University

MITCHELL MILLER

B.A., Brooklyn College;
M.B.A., Pace University;
D.B.A., Nova Southeastern University

RENEE MILLER
B.S.C.J.A., M.A., University of Toledo;
M.A., Bowling Green State University

BRIAN MILLS
B.S., Purdue University;
M.S., College for Financial Planning

JOETTE MILLS
B.A., Rutgers, The State University of New Jersey;
M.P.A., New York University;
Ph.D., Walden University

RICHARD MINERD
B.S., M.B.A., Franklin University

JAMILA MITCHELL
B.S., M.P.A., J.D., The University of Akron

SHARON MITCHELL
B.A., Temple University;
M.A., Hunter College, C.U.N.Y.;
Ph.D., The Ohio State University

SANDRA MOODY
B.A., Macalester College;
M.B.A., Atlanta University

JANINE MOON
B.S.Ed., Bowling Green State University;
M.A., The Ohio State University

DENISE MOONEY
A.A.B., James A. Rhodes State College;
B.S., Franklin University;
M.A., Ashford University

AMY MOORE
B.A., Rutgers, The State University of New Jersey;
M.S., New York Medical College;
M.S., Pennsylvania State University

JOHN MOORE
B.S., Columbus State Community College;
M.S., Columbus Southern University;
M.B.A., Indiana Institute of Technology;
M.A., Ph.D., Northcentral University

TRISH MORALES
B.A., California State University;
M.A., Antioch University

DOUG MORELAND
B.S.E.E., Wayne State University;
M.A.D., Norwich University;
M.S., The Ohio State University

ROBERT MORGAN
B.S.B., Miami University;
M.B.A., The Ohio State University;

RON MORGAN
B.S., University of Delaware;
M.S., Kansas State University;
M.B.A., The University of Chicago

TANESHA MORGAN
B.S., Southeastern Louisiana University;
M.B.A., Southeastern Louisiana University;
Ph.D., Southern University and A & M College

BOB MORRIS
B.S.B.A., Robert Morris University;
M.S., Franklin University

LUKE MORRIS
B.S.S.S., Ohio University
M.A., Goddard College

TAMI MOSER
B.L.S., M.P.A., The University of Oklahoma;
Ph.D., Capella University

TONY MUNDY
B.S., Mount Vernon University;
M.B.A., Ohio Dominican University

ELIZABETH MURCH
B.A., University of Michigan;
J.D., The Ohio State University

TIMOTHY MURPHY
B.S.B.A., M.B.A., Cleveland State University

SCOTT MURRAY
B.A., University of Connecticut;
M.B.A., Washington University in St. Louis

LAURA MYERS
B.S., Ohio Northern University;
M.S.E.M., University of Findlay;
M.S.B.S., Clemson University

CONNIE MYERS-KERR
B.A.A.S., Texas A & M University Commerce;
B.S., Franklin University;
M.A., Marist College

EARL MYLES
B.S., Elizabeth City State University;
M.S., University of Connecticut

JOHN NADALIN

B.S.Agr., The Ohio State University;
M.B.A., Baldwin-Wallace College;
Ph.D., Capella University

AAYA NASSAR

B.A., Cairo University;
M.S., Northeastern University;
Ph.D., University of Texas Health Sciences Center at Houston

DANIEL NEAL

B.S., Slippery Rock University;
M.S., Robert Morris University

WENDY NEAVILLE

B.S., United States Air Force Academy;
M.S., Texas A & M University

ERIC NEFF

B.A., The Ohio State University;
M.B.A., Franklin University
BRADFORD NELSON

B.A., Cedarville University;
M.B.A., The Ohio State University

DOUGLAS NELSON

A.A., Phillips Community College of University of Arkansas;
B.A., Philander Smith College;
M.A.O.M., University of Phoenix

FRED NEWELL

A.A.S., Central Piedmont Community College;
B.A., M.B.A., Pfeiffer University;
M.A., Bellevue University;
D.M., Colorado Technical University-Colorado Springs

TINA NGUYEN

B.A., California State University-Long Beach;
M.Ed., Harvard Graduate School of Education

MARY NIBERT

B.S.N., M.B.A., Franklin University

AARON NOLAND

B.B.A., M.B.A., Ohio University

NITA NORCROSS

B.A., M.S.Ed., Purdue University

LORRAINE NORMORE

B.A., McGill University;
M.A., M.L.S., University of Toronto;
Ph.D., The Ohio State University

RACHEL NORTON

B.A.J., The Ohio State University;
M.B.A., Ohio Dominican University

JUDITH O'BRIEN

B.S.E., University of Michigan;
M.B.A., University of Pennsylvania

LINDY O'BRIEN

B.A., Otterbein College;
M.A.P.P., University of Pennsylvania

CHRISTOPHER O'DANIEL

B.A., University of Dayton;
M.B.A., The College of Wooster

ROBERT O'DONNELL

B.A., Otterbein College;
M.A., Portland State University

CRISTINA O'LOUGHLIN

B.S., DeVry University;
M.I.S.M., Keller Graduate School of Management

ANDREW OKOBOI

B.S., Makerere University;
M.S., Wageningen Agricultural University

JEFFREY OMARI

B.A., Morehouse College;
J.D., University of Illinois

DIANNA PALMER

A.A., San Bernardino Valley College;
B.A., The Ohio State University;
M.S.Ed., Capella University

TOM PANEK

B.A., M.B.A., The Ohio State University

JENNY PANG

B.S., Northwestern Polytechnical University;
M.S., Beijing University of Aeronautics and Astronautics;
M.A., CUNY City College of New York
PHYLLIS PANZANO

B.S.Ed., M.S., The University of Tennessee;
M.A., Ph.D., The Ohio State University

NEERAJ PARIKH

B.S.T.M., DeVry University;
M.B.A., Keller Graduate School of Management

JEAN PARKER

B.A., Miami University;
M.B.A., Xavier University

BENJAMIN PARKS

B.S., M.B.A., Franklin University;
M.S.C.J., Tiffin University

RAMONA PATTS

A.S., Columbus State Community College;
B.S., B.S., Franklin University;
M.B.A., Indiana Wesleyan University

DEBRA PAYNE

B.A., Hampton University;
M.B.A., The Ohio State University

BIN PENG

B.E., Nanjing Institute of Meteorolo;
M.S., University of Science & Technology, China Academy;
Ph.D., Wayne State University

WEIHUA PENG

LL.B., University of International Relations;
M.B.A., Southwestern University of Finance;
M.B.A., Kent State University

BRIAN PERKINS

B.A., The Ohio State University;
M.B.A., Xavier University

CHARLES PESELNICK

B.S.B.A., M.C.R.P., The Ohio State University

KELLY PETTINGER

B.S.C., Ohio University;
M.B.A., John Carroll University

JUSTIN PFEIFER

B.A., M.A., Ph.D., The University of Toledo

PAUL PFLIEGER

B.A., M.Ed., The Ohio State University

JAMIE PHILLIPS

B.S.H., Ohio University;
M.H.A., The Ohio State University

DAN PIERCE

B.S.B.A., The Ohio State University;
M.I.S., University of Phoenix

VERNON PIERCE

B.S., M.S., University of Wisconsin-Platteville;
M.S., University of Wisconsin-Madison;
J.D., Ph.D., University of Missouri-Columbus

JAMES PIERSON

B.S.B.A., Youngstown State University;
M.S., Robert Morris University;
J.D., Dusquesne University

BARBARA PIETRO

B.S.Ed., M.S., Miami University;
Ph.D., Ohio University

KATHLEEN PIRTLE

A.A.B., Clark Technical College;
B.S.Ed., M.A., The Ohio State University

CAROL PITMAN

A.S., B.S.B.A., Indiana University;
M.A., University of Phoenix

JASON PLANK

B.S.B.A., The Ohio State University;
M.B.A., University of Phoenix

KATRINA PLOURDE

B.A., Cedarville University;
M.L.H.R., The Ohio State University

TERESA PLUMMER

B.A., M.A., M.A., E.S., Morehead State University;
Ph.D., University of Nebraska

KRIS POKORNY

A.A.S., Columbus State Community College;
B.S.B.A., Franklin University;
M.I.S.S.T., Muskingum University

RANDI POLK

B.A., University of Kentucky;
M.A., University of Cincinnati;
Ph.D., The Ohio State University

BETHANY POORE

A.S., B.S., M.B.A., Franklin University;
D.B.A., Walden University

TERRY PORTER

B.S., Franklin University;
M.A., Antioch College

MARTIN POSTON

B.S.J., M.S., Ohio University

THERESA POTTER

B.S.B.A., The Ohio State University;
M.B.A., Ohio Dominican University

RICHARD POTTS, II

B.S., The Ohio State University;
M.H.H.A., Xavier University

CLARK POWELL

A.A., Sinclair Community College;
B.S., Wright State University;
M.B.A., University of Phoenix;

MIKE POWERS

B.S., Excelsior College;
B.S., LaSalle University;
M.S., National-Louis University;
Ph.D., Northcentral University

AMANDA PRATT

B.A., The University of Akron;
M.Ed., Kent State University

BENJAMIN PRESSON

B.A., The Ohio State University;
M.P.S., George Washington University

ROCCI PRIMAVERA

B.B.A., M.B.A., Kent State University;

NICOLE PRYSOCK

B.G.S., Capital University;
M.S.A.J.S., University of Phoenix

JON PRYWELLER

B.S., M.B.A., Indiana University

JEFF RACZ

B.B.A., University of Notre Dame;
M.B.A., The Ohio State University

RANDALL RADCLIFFE

B.S., M.B.A., Franklin University

ROB RADZISZEWSKI

B.A., Mercyhurst College;
M.B.A., Kent State University

BETSY RALPH-TOLLEFSON

B.S., University of Wisconsin-Platteville;
M.A.C.L., Gonzaga University

GREGORY RAMSAY

A.A.S., Community College of the Air Force;
B.S., Upper Iowa University;
M.A., Webster University

MARY KATHERINE RAMSEY

B.A., M.A., University of Cincinnati

SUSAN RANBOM

A.S., B.S., M.S., Franklin University

DONALD RANSBURGH, III

B.S., M.B.A., Franklin University

PAMELA RATVASKY

B.S., Franklin University;
M.S., Ph.D., Capella University

JACK REALL

B.B.A., Mount Vernon Nazarene University;
M.P.A., Franklin University

GEORGE A. REDMOND

B.B.A., M.B.A., Assumption College

BRAD REED

B.S., Missouri Valley College;
M.I.S., University of Phoenix

LATASHIA REEDUS

B.A., University of Cincinnati;
M.A., Ph.D., The Ohio State University

SEAN REID

B.S., Ashland University;
J.D., Capital University

ANGELA REMBERT

B.A., Kent State University;
M.S., Franklin University

ANN REMELY

B.B.A., University of Cincinnati;
M.B.A., Xavier University

BLAKE RENNER

B.A., Malone College;
M.A., M.A., Ed.D., West Virginia University

GARY RENSI

B.S., M.S., Bowling Green State University

SUSAN REUTTER

B.A., Iowa State University;
M.S., Capella University

TRACY REVEAL

A.A., Southern State Community College;
B.A., Wilmington College;
M.S., Xavier University;
Ph.D., Capella University

KEVIN RHOTON

B.S., Indiana Institute of Technology;
M.B.A., Anderson University

THOMAS RICHARDS

B.A., The Ohio State University;
M.A., Central Michigan University;
D.B.A., George Washington University

CAROLE RICHARDSON

B.A., M.P.A., Central Michigan University;
D.P.A., Western Michigan University

MOLLY RIDDLE

B.A., Marietta College;
M.S., University of Cincinnati

AMY RIEBEL
B.S., M.B.A., Franklin University

LINDA ROBERTS
B.S., Morehead State University;
M.B.A., Urbana University

CHESTER ROBINSON
A.A.S., Columbus State Community College;
B.S., Franklin University;
M.S., University of Maryland

JANE ROBINSON
B.S., M.B.A., Franklin University

KERRI RODENBAUGH
B.F.A., Columbus College of Art & Design;
M.Ed., American Intercontinental University

CANDACE RODRIGUEZ
B.S., M.B.A., Franklin University

ROBERT RODRIGUEZ
B.A., M.A., San Francisco State College;
M.P.H., University of California, Berkeley;
M.B.A., St. Mary's College of California;
M.S., Rosalind Franklin University;
Ph.D., Capella University

LINDA ROESCH
B.S., Arizona State University;
M.S.Ed., Capella University

MARILYN ROFSKY
B.A., Miami University;
M.S., The Ohio State University

SALLY ROGERS
A.A., Gainesville State University;
B.B.A., North Georgia College;
B.S.Ed., University of Georgia;
M.B.A., Valdosta State University

CHRISTOPHER ROLLWITZ
B.S., College of Biblical Studies;
M.S., Capella University

DAVID ROSE
B.S.S., Ohio University;
M.B.A., Franklin University

DAVID C. ROSE
B.S., M.A., The Ohio State University

DEBORAH ROSENSTOCK
B.S.Ed., Bowling Green State University;
M.A., The Ohio State University

RICHARD ROZZELL
A.A., B.A., Saint Leo University;
M.S., Roosevelt University

DENISE RUCKER
B.S.B., M.S.Ed., Indiana University;
Ph.D., Walden University

DOUGLAS RUML
B.A., Ambassador University;
M.A., California State University, Dominguez Hills

JITEN RUPAREL
B.S., Faraday House of Engineering College;
M.S., University of Waterloo;
Ph.D., The Ohio State University

JOSEPH RUTHERFORD
B.A., The University of Toledo;
M.P.A., The University of Toledo

ROBERT RYDER
B.A., George Mason University;
M.Ed., The Ohio State University

DEBRA RYLE
B.A., The Ohio State University;
M.S., Franklin University

BABAJIDE SADIQ
B.S.H.Sc., University of Ilorin;
M.P.H., D.P.H., Florida A & M University

SHELLEY SAFIAN
B.F.A., Parsons School of Design;
M.A.O.M., University of Phoenix;
Ph.D., Capella University

JESSICA SALAS NOVAK
B.A., Ursuline College;
M.H., Tiffin University

BELINDA SALSBUREY
B.S., M.B.A., Franklin University

DANIEL SALTSMAN
B.S., The Ohio State University;
M.B.A., Ohio Dominican University;
J.D., Capital University

PADMA SASTRY
B.S. Eng., Bangalore University;
M.B.A., Penn State University;
M.S., Ph.D., The Ohio State University

TAWNI SCACCIA
B.S., M.B.A., Franklin University

EDWARD SCHAFFER
B.S.B., Miami University;
M.B.A., The Ohio State University

CHRISTINA SCHAFFNER
B.A., Grace College and Seminary

EMILY SCHNITTGER
B.S., M.B.A., The Ohio State University

HARLAN SCHOTTENSTEIN
B.A., Miami University;
M.I.M., Thunderbird School of Global Management

MORRIS SCHOTTENSTEIN
B.A., M.A., The Ohio State University;
Ph.D., University of Wisconsin, Madison

ANGIE SCHREIBER
B.S., Franklin University;
M.B.A., Capital University

KARA SCHRINNER
B.A., The Ohio State University;
M.S.M., Mount Vernon Nazarene University

ALEX SCHULTZ
M.A., Ph.D., State University of New York at Stony Brook

KATE SCHULTZ
B.A., SUNY Fredonia;
M.A., Ohio University

NAOMI SEALEY
A.S., B.S., M.S., M.S., Franklin University;
Ph.D., Capella University

AARON SEDDON
B.A., STATE UNIVERSITY OF NEW YORK Institute of
Technology;
M.A., The Ohio State University

CHRISTINE SEEBON
B.S., The Ohio State University;
M.B.A., University of Dayton

JEFF SEFTON
B.A., The Ohio State University;
J.D., Capital University

BRENDA SEIDEL
B.S.Ed., Ohio University;
M.A., The Ohio State University

TOM SEILER
B.A., Capital University;
J.D., Capital University Law School;
D.B.A., Argosy University

CHRISTOPHER SEVERSON
A.A., Western Nebraska Community College;
B.S., M.P.A., University of Nebraska

DIAN SEYLER
B.S., Mississippi State University;
M.S., Ph.D., Louisiana State University

SCOTT SHARKEY
B.A., Wittenberg University;
M.S., The Ohio State University

MARJORIE SHAVERS
B.S., M.A., Ph.D., The Ohio State University

CASSANDRA SHAW
B.S., Florida State University;
M.A., University of Phoenix

JENNIFER SHELTON
B.A., Vanderbilt University;
M.A., The University of North Carolina at
Chapel Hill

BRENDA SHEPHERD
A.S., B.S., M.B.A., Franklin University

EILEEN SHIHAB
B.S.B.A., The Ohio State University;
J.D., Capital University

JANE SIEBERTH
B.S.Ed., M.A., The Ohio State University

BOB SIEVERS
B.S., University of Pittsburgh;
M.S., Franklin University

JON SIGNORACCI
B.A., Ohio Dominican University;
M.A., Bowling Green University

ELAINE SILVEIRA
A.A., Miami-Dade Community College;
B.A., Florida International University;
J.D., Capital University

BRAD SIMON
B.S., University of Wisconsin, Madison;
M.A., M.B.A., The University of Chicago

SONJA SIMPSON
B.S., M.A., California University of Pennsylvania

TERENCE SKIBA
A.A., Alpena Community College;
B.A., Michigan State University;
M.B.A., Franklin University

PAULA SLAGLE

B.A., The Ohio State University;

M.B.A., University of Dallas

JIM SMALLWOOD

B.S., M.B.A., Clemson University

ANGELA SMITH

B.S.B.A., M.A., The Ohio State University;

M.B.A., Franklin University

DOUGLAS SMITH

B.B.A., Western Michigan University;

M.B.A., D.B.A., Nova Southeastern University

JOSEPH SMITH

B.S., John Carroll University;

M.A., University of New Haven

KANDICE SMITH

B.S., University of South Carolina;

M.B.A., Webster University

TOM SMITH, SR.

B.S., B.S., M.B.A., Franklin University

TIM SMITH

B.A.B.A., Mount Vernon University;

M.B.A., Ashland University

WAYNE SMITH

B.A., Brock University;

B.S.Ed., Lakehead University;

M.B.A., Franklin University

DEBORAH SNYDER

B.S., M.B.A., Ph.D., Wayne State University

MARKEL SNYDER

A.S., B.A., Thomas More College;

M.B.A., Franklin University

JAMES SPADAFORO

B.S., M.S., West Virginia University;

M.A., Central Michigan University

CHERYL SPAIN

B.A., Ohio Dominican University;

M.Ed., Ohio University;

Ph.D., University of Dayton

DAVID SPYRA

B.A.S., B.S.E., University of Pennsylvania;

M.S.I.A., Carnegie Mellon University

DANA STACY

A.A., Edison State Community College;

B.A.Ed., The Ohio State University;

M.A., Wright State University

BRUCE STAPLETON

B.A., M.B.A., University of North Carolina

KAREN STARIN

B.S., University of Maryland;

M.S., George Mason University;

M.Ed., The Ohio State University

SHERRY STEBENS

B.S., M.B.A., Franklin University

YOLANDA STEPHENS

B.A., The Ohio State University;

M.S.Ed., University of Dayton

REBECCA STEELE

B.S., Franklin University;

J.D., The Ohio State University

JOHN STERBA

B.S., The Ohio State University;

M.S.O.R., Naval Postgraduate School

BILL STEWART

B.S., Indiana University;

M.A., Ball State University

STEPHEN STEWART

B.B.A., Marshall University;

M.B.A., Indiana Wesleyan University

JOHN STINNETT

B.A., The Ohio State University;

M.B.A., Franklin University

DONNA STORAY

B.S.Acct., University of Missouri, Columbia;

M.B.A., Rockhurst University

LAUREN STRAND

B.A., M.A., The Ohio State University

WILLIAM STRICKLAND

B.S., B.F.A., Appalachian State University;

M.B.A., Ohio Dominican University

SHELLY STROSNYDER

B.S., Franklin University;

M.A., Fielding Graduate University

GARY STROUD
B.A., M.A., Northwestern State University;
Ph.D., Capella University

RANDY STRUTZ
B.S., Butler University;
M.B.A., University of Phoenix

GINA STURGILL
B.A.B.A., M.B.A., Marshall University

VICKI SUEHR
A.A.S., Community College of Beaver County;
B.S., M.B.A., Franklin University;

SOUMYAJIT SUKUL
B.A., California State University;
M.A., The Ohio State University

JESSICA SULLIVAN
B.S., Franklin University;
M.B.A., Capital University

DAWN SUMNERS
B.A., Albion College;
M.B.A., Oakland University

ERIC SUMNERS
B.A., Michigan State University;
M.S.F., University of Michigan

JAMES SVAGERKO
B.A., M.A., The Ohio State University

PAUL SWEENEY
B.S., M.L.H.R., The Ohio State University

JED SWIFT
B.A., Hobart College;
M.A., Leslie College

JENNY SWINERTON
A.A.B., B.A., University of Toledo;
J.D., Capital University

STEVEN SZYDLOWSKI
B.S., M.B.A., M.H.A., The University of Scranton;
D.H.A., Medical University of South Carolina

DANA TALBERT
B.S.B.A., M.B.A., University of Dayton

SHENITA TALTON
B.S., The University of Michigan;
M.S., Bowling Green State University

GEORGIA TANGI
B.F.A., Kansas City Art Institute;
M.A., Ph.D., The Ohio State University

MICHAEL TANNER
B.S., Capital University;
M.A., The Ohio State University

MOUHAMED TARAIZI
B.S., University of Damascus;
Sc.D., Universite de Franche-Comte

DEAN TAYLOR
B.S., Northern Kentucky University;
M.B.A., Xavier University

ELYCIA TAYLOR
B.A., Capital University;
M.A., West Virginia University

SHARON TAYLOR
B.S.B., University of Colorado;
M.B.A., Regis University;
Ph.D., Capella University

MONICA TAYLOR-JONES
B.A., Syracuse University;
M.P.H., Hunter College, CUNY
PH.D., Rutgers The State University of New Jersey

ELISHA TEAGUE
B.A., M.A., The Ohio State University;

TIMOTHY TERRELL
B.S.E., M.A.E., Clemson University;
Ph.D., Auburn University

JARON TERRY
M.S., B.S., Virginia Commonwealth University

AMY THENOR
B.S., University of Maryland;
M.B.A., Upper Iowa University

LAUREN THOMAS
B.S.B.A., Ashland University;
M.B.A., University of Dayton

MELISSA THOMAS
B.S., B.S., The Ohio State University;
M.S., Central Michigan University;
M.S., Ph.D., Walden University

STEPHANIE THOMAS
B.S., Norwich University;
M.S., Wright State University

JASON THOMPSON
B.A., Otterbein University;
B.S.I.T., DeVry Institute of Technology;
M.B.A., The Ohio State University

LAURA THOMPSON
B.B.A., Georgia State University;
M.S., Mercer University;
D.B.A., Argosy University

BILL THURSTON
B.S.B.A., M.B.A., The Ohio State University

SHAUN THURSTON
B.S., M.S., Utica College

TERRI TIBBS
B.S.Ed., M.Ed., East Tennessee State University

JOHN TIERNEY
B.A., University of San Francisco;
M.A., The University of Akron

STEVEN TINCHER
B.S., M.A., Ball State University;
Ph.D., Regent University

KENNETH TIRPACK
B.A., Stanford University;
B.A., University of Louisville;
M.A., Kent State University

JOHN TOLBERT
B.A., Wilberforce University;
M.A., Central Michigan University

JIM TOMS
B.S., Kent State University;
M.S.J., The Ohio State University

HOLLY TONG
B.A., Otterbein University;
M.H.R.M., Keller Graduate School of Management

JOHN TORPEY
B.Eng., The Copper Union;
M.B.A., Saint John's University

ADAM TRACY
B.S., Franklin University;
M.B.A., Ashland University;
Ph.D.B.A., Capella University

JUAN TROY
B.S.B.A., M.B.A.H.M., University of Phoenix

BRUCE TRUMM, II
B.A., Union College;
M.B.A., The University of Toledo

DENNIS TRZECIAK
B.B.A., Cleveland State University;
M.B.A., The University of Toledo

RACHEL TSVETANOV
B.A., Earlham College;
M.F.A., The Ohio State University

GEORGE TU
B.S., Taiwan National Cheng Kung University;
M.S., The Ohio State University;
M.S., Fairleigh Dickinson University

LANA UHRIG
A.A.S., Shawnee State University;
B.S.N., M.S., Ohio University;
M.B.A., Franklin University

SARA VANCE
B.A., Mount Holyoke College;
M.A., The Ohio State University

KURT VANDERHOEF
B.S., Marian University;
M.S., Marquette University

KATHY VARNEY
A.S., B.S., Franklin University;
M.B.A., University of Phoenix

DENIELLE VAZQUEZ
B.A., Michigan State University;
M.S., Capella University

ERICA VELJIC
B.A., M.A.H., Cleveland State University;
J.D., Ohio Northern University

MICHAEL VIREN
B.S.B.A., Bowling Green State University;
M.B.A., The University of Findlay

STEPHANIE WAGENSCHNEIN
B.S., M.B.A., Franklin University

AMIEE WAGNER
B.A., Otterbein University;
M.S., The Ohio State University

BRAD WAHL
B.S.B.A., The Ohio State University;
M.S.A., Central Michigan University

FRAN WAHRMAN
B.A., The Defiance College;
M.O.D., Bowling Green State University

JULIE WALCOFF
B.F.A., The Ohio State University;
M.S., Franklin University

TRACY WALKER
B.B.A., M.B.A., Tiffin University;
D.M., University of Phoenix

JOSEPH WALKOWICZ
B.A., Siena College;
M.A., University of Phoenix;
Ph.D., Capella University

SUZAN WALLER
B.S., University of Arkansas;
M.A., University of Colorado;
Ph.D., Washington State University

ROBERT WALSH
A.A.S., Columbus State Community College;
B.S., M.B.A., Franklin University

THOMAS WALSH
B.S., Clarkson University;
M.S., M.S., STATE UNIVERSITY OF NEW YORK Institute
of Technology

JUSTIN WANG
B.S., M.S., Beijing University of Aero
& Astronautical Science;
Ph.D., The Ohio State University

CONNIE WANSTREET
A.S., Chancellor University;
B.A., M.S., Ohio University;
Ph.D., The Ohio State University

KATHRYN WARD
B.A., Capital University;
M.A., Ph.D., The Ohio State University

EMILY WARTHMAN
B.A., Georgetown College;
J.D., The Ohio State University

FRANCIS WEBB
B.E.E., Manhattan College;
M.B.A., The Ohio State University;
M.E.E., New York University

HENRY WEBER
B.A., Saint Leo University;
M.S., State University of New York at Oswego;
M.B.A., Rochester Institute of Technology;
D.B.A., University of Phoenix

PATRICIA WEEKLEY
B.S.B., M.B.A., Franklin University

ERIC WEINSTEIN
B.S., Georgetown University;
M.B.A., Duke University

SHERRY WEISGARBER
B.S., M.S., Kent State University

C. ZACHARY WELCH
B.A., Ohio Dominican University;
M.F.A., The New School University

STEVE WHATLEY
A.G.S., B.G.S., M.A., Louisiana Tech;
Ph.D., The Ohio State University

WILL WHITAKER
B.S.H.E., The Ohio State University;
M.S., College for Financial Planning

STEPHEN WHITEMAN
B.A., Wittenberg University;
M.S., Southern Methodist University

NEAL WHITMAN
B.A., The University of Texas at Austin;
Ph.D., The Ohio State University

LAUREN WIDETT
B.S.B., M.L.H.R., Miami University

MICHAEL WILLIAMS
B.S., The University of South Dakota;
M.P.A., The University of South Dakota;
Ph.D., Walden University

JAMES WILSON
B.S., M.B.A., Franklin University

MICHELLE WILSON
B.S., The University of Michigan;
M.S., Northwestern University

RICK WILSON
A.S., B.S., M.S., Franklin University

ROSS WIRTH
B.A., B.S., University of New Mexico;
M.B.A., New Mexico State University;
Ph.D., Walden University

PATRICIA WISEMAN
B.A., Warner Southern College;
M.A.Ed., University of Phoenix;
D.B.A., Argosy University

SONYA WITMER
B.A., The Pennsylvania State University;
M.S., The College of Saint Scholastica

CAMERON WOLFF
B.S.Ed., M.S., Central Michigan University

AMY WOLFORD
B.S., Franklin University;
M.A.Ed., Muskingum University

CONNIE WOLLENHAUPT
B.S.N., Pittsburg State University;
M.S.N., Clarkson College

MICHAEL WOODS
B.A., Capital University;
M.S., Tiffin University

EDGAR WU
M.S., The University of Texas at Dallas

JEFFREY YAKES
B.B.A., Western Michigan University;
M.T., Capital University

FRANK YANCHAK
B.A., West Liberty State College;
M.B.A., Wheeling Jesuit University

JIM YOUNG
B.S.B.A., The Ohio State University;
M.B.A., Wichita State University;
M.B.A., University of Maine;
Ed.D., Auburn University

ALINE YURIK
B.A., M.A., Ph.D., Brandeis University

JANE ZACHRICH
B.S., M.S., Graceland University

CHRISTINE ZAMARIPA
B.S.N., M.S.N., Capital University;

GARY ZAVAKOS
A.A.S., Sinclair Community College;
B.S.B., Wright State University;
M.B.A., University of Dayton

ERIC ZHANG
B.S., Civil Aviation Institute of China;
M.B.A., Marshall University

HUA ZHANG
B.Eng., Beijing University of Posts and Communications;
M.S.Indus. Engr; Florida International University

PAULA ZOBISCH
B.S., M.B.A., University of Central Oklahoma;
Ph.D., Capella University

KEITH ZOLKOWSKI
B.S., Franklin University;
M.B.A., Capital University

SCOTT ZUNIC
B.S.B.A., The Ohio State University;
M.B.A., Franklin University

EMERITI FACULTY

TERRY A. BOYD
B.S., The Defiance College
M.B.A., Lake Erie College
M.S.W., Ph.D., The Ohio State University

JOHN S. BRENT
A.A.S., Sinclair Community College;
B.S., Wright State University;
M.A., Ashland Theological Seminary;
Ph.D., Ohio University

PHYLLIS DURYEE
B.A., Lake Erie College;
B.S.Ed., Kent State University;
M.A., The Ohio State University;
Graduate Certificate in Business Administration,
Harvard University

WILLIAM H. HOCHSTETTLER III
B.S., Washington University in St. Louis;
M.S., Penn State University;
Ph.D., The Ohio State University

LOU ANNE MANNING
B.S., Davis and Elkins College;
M.S., Certificate in Mathematical Sciences,
Virginia Commonwealth University;
Ed.D., Nova Southeastern University

PATRICIA C. MCCANN*
B.A., Ohio Dominican University;
M.A., The Ohio State University

THOMAS G. SEILER
B.A., J.D., Capital University;
D.B.A., Argosy University
Certified Public Accountant

JANE E. SIEBERTH
B.S.Ed., M.A., The Ohio State University

SUZAN WALLER
B.S., University of Arkansas;
M.S., University of Colorado;
Ph.D., Washington State University

*Deceased

PROGRAM ADVISORY BOARDS

Franklin University employs a team approach to planning, developing and maintaining its academic curriculum. An essential element of this process – and a key to the institution’s quality assurance practices – is the Program Advisory Board (and the associated Alumni Advisory Board).

A diverse array of business and industry leaders make up these discipline-specific boards that provide guidance on theory-to-practice ideas, global business perspectives, and emerging topics in the field. Each academic year, Program Advisory Boards from Franklin University’s three Colleges meet with program chairs and lead faculty for lively and engaged conversations, thus bringing members’ substantial professional experience and expertise into the classroom. In addition, some program chairs elect to engage Program Advisory Board members in assessment of academic program outcomes.

ACCOUNTING PROGRAM ADVISORY BOARD*

*This Advisory Board also serves the Master of Science in Accounting program.

JOSEPH BELL, CPA, CIA, CGAP
Chief of Internal Audit
State of Ohio, Office of Budget & Management

ZENNIERE BOWRY, M.S., Cenglish PA, CISA
Audit Consultant, Office of Internal Audit
Nationwide Insurance

WILL DOKKO, CISA
Vice President, Audit Group Manager
Huntington Bancshares Inc.

DIANA M. FERGUSON
Vice President & Chief Administrative Officer
CAPA

RICHARD FILLER, MBA, CMA, CPA
WENDI FINN, CPA, CISA
Owner, IS Security Solutions, LLC

BARBARA GORDON, CIA, CPA, CGFM
Executive Assistant to the Deputy Director
Defense Finance & Accounting Service Columbus

ANNETTE HOELZER, MT, CPA
Managing Director
SS&G Financial Services

JAY HOFFMAN, MBA, CIA, CISA, CICA
Senior Audits Project Manager
American Electric Power

DEBORAH L. LIDDIL, CPA, CGFM
University Liaison
Association of Government Accountants

KEITH S. MARTINEZ, CPA
Associate
Plante & Moran, PLLC

JEAN-CLAUDE M. NDONGO
Otterbein University

DONALD OWENS, CPA, CIA, CFF, CBA, CFSA, CRMA
Internal Audit and Risk Advisory Services Shareholder
Shneider Downs & Co., Inc.

TIMOTHY SCHLOTTERER, CPA
Director, Tax and Business Advisory Services
GBQ Partners LLC

MUKESH K. SINGH, MBA, J.D., LLM
CPA
Ohio Bureau of Workers Compensation

LAUREN THOMAS, MBA, CPA
Owner, Lauren Thomas & Associates, LLC

JOHN TORPEY, MBA, PE, CMA
Board Member
Institute of Certified Management Accountants

CHRISTOPHER WATSON, MBA, CISA, CRICS
Manager
Schneider Downs & Co., Inc.

KAREN J. WEST, CAE
Vice President
The Ohio Society of CPAs

ACCOUNTING ALUMNI ADVISORY BOARD*

*This Advisory Board also serves the Business Forensics, Forensic Accounting, and the Master of Science in Accounting program.

GREG BELL
Chief Finance Officer
Columbus Zoo & Aquarium

TERRI BERCHAK, CIA, CGAP
Audit Team Lead
Huntington National Bank

VIVIAN BULLEY
JPMorgan Chase

JAMES T. CALDWELL
Chief Financial Officer
Sequent, Inc.

DAVID L. FRESHLY
MIS Technician
The Wasserstrom Company

JASON HUFFMAN
MICHELLE R. KING
Senior Staff Auditor
OhioHealth Internal Audit

MERISSA MAHOY
GL Accountant
Columbus Symphony Orchestra

STEVEN P. ODUM
Chief Financial Officer
Bricker & Eckler LLP

JASON PERROT
Staff Accountant
Cranel Imaging

MARY P. SHARP
Tax Analyst
Big Lots Store

CATHY VICTOR
Staff Accountant
Sequent, Inc.

RON WEHNER
Fiscal Officer II
Ohio Department of Administrative Services

STEVE R. WOELLERT
Chief Financial Officer
Mid-Ohio Development Corporation

APPLIED MANAGEMENT ADVISORY BOARD

GRETCHEN BOND
Senior Director, Quality Assurance
Affinion Group

DEAN BORTZ
Assistant Professor, Construction Management
Columbus State Community College

GARY BOSCO
Vice President, Human Resources
Cardinal Health

KIMBERLY CAMPBELL
Director of Admissions
Mount Carmel College of Nursing

LISA DELP
Director
Innovation Fund America

DENNIS FRANK
Superintendent
Pickaway-Ross Career & Technology Center

ANDREW REZIN, PH.D.
Department Chair, Skilled Trades
Columbus State Community College

PHILLIP SMITH
President
Pinnacle Coaching Services, LLC

JOHN STINNETT
Vice President, Senior Program Manager
JPMorgan Chase

APPLIED PSYCHOLOGY ADVISORY BOARD

STEPHANIE CASTLE, PH.D.
Clinical Psychologist/Integrated Behavioral Health
Consultant
U.S. Army

DIANNE FIDELIBUS, PC, LICDC, CLL
Assistant Professor & Program Coordinator
Columbus State Community College

TONYA FULWIDER
Program Director
Mental Health America of Franklin County

LEWIS GEORGE, J.D.
Chief Legal Counsel & Deputy Director for Legal & Acquisition Services
Ohio Dept. of Job and Family Services

SARAH HODGE
Service Coordinator
Franklin County Board of Developmental Disabilities

KRISTAN JONES, PH.D.
Adjunct Faculty
Franklin University

JENNIFER JUSTICE
Deputy Director, Office of Families & Children
Ohio Department of Job & Family Services

STEPHEN G. STONE, M.A.
Executive Director
Mental Health & Recovery Board of Ashland County

BUSINESS ADMINISTRATION ADVISORY BOARD

ANDY BALSER
Vice President
ARGUS International, Inc.

ADAM CALTRIDER, MBA
Business Unit Director
The Wasserstrom Company

MOSTAFA ELSHAARAWY, MBA
Financial Analyst

ANGELO FROLE, M.A.
Dean, Delaware Campus
Columbus State Community College

JANIS MITCHELL
CEO & Founder
Precise Resource, Inc.

TEZLYN REARDON, MBA
Consultant
Alliance Data

BUSINESS PSYCHOLOGY ADVISORY BOARD

DIANE ALEXANDER, M.A.
President
The MindWorks

WHITNEY EUBANKS, M.S.
Director of Innovation
Battelle for Kids

CHARLES GREEN, PH.D.
Clinical Psychologist
Hoag Medical Center

PHILIP R. HARRIS, PH.D.
President
Harris International Ltd.

RUSSELL LONG, MBA, MHCA, MCC
President
Change Innovations

COMMUNICATIONS ADVISORY BOARD

VICTORIA CALDERÓN
Co-Founder & Chief Executive Officer
Avanza

MELISSA DYKSTRA
Chief Engagement Officer & Executive Director
Fahlgren Mortine

ANN GALLAGHER
President
Gallagher Consulting Group, Inc.

DOUG GRAY, PH.D.
Communication Department Chair
Columbus State Community College

SHELLY HOFFMAN
Communications Director
Office of Human Services Innovation, State of Ohio

NICCOLE HYATT, PH.D.
Executive Director of Design Services
Franklin Learning Solutions
Franklin University

THOMAS MCCLAIN
Vice President of Corporate (Retired)
Battelle

KAYANN RUTTER
Director of Marketing
United Way of Central Ohio

CHRIS SHIRER
CEO & Founder
Madison & Fifth

COMPUTER SCIENCE ADVISORY BOARD*

*This Advisory Board also serves the Master of Science -
Computer Science Program.

HERBERT BERGER
Enterprise Architect
Cardinal Health

GARY CLARK
Computer Science Program Coordinator & Instructor
Columbus State Community College

SALLY CLEARY GRIFFITHS
Production Services Manager
Battelle Memorial Institute

P. N. RAMASAMY
Director, IT Analysis
Nationwide Insurance

PAUL VARNER
Enterprise Applications System Architect
Nationwide Insurance

DAVID VASQUEZ
Director, IT Applications
Nationwide Insurance

BYRON WHITE
Senior Project Management Consultant
CDK Global

CRIMINAL JUSTICE ADMINISTRATION ADVISORY BOARD

SEAN ASBURY, MPA
Chief of Police
Columbus State Community College Police Department

KATHY CRANDALL
Director
Franklin County Homeland Security & Justice Programs

ROBERT MEADER, J.D.
Commander
Columbus, Ohio Division of Police

RANDY MEYER
Ohio Inspector General
Ohio Inspector General's Office

KARHLTON MOORE, J.D.
Executive Director
Ohio Office of Criminal Justice Services

JOE MORBITZER
Chief of Police
City of Westerville

EARL MYLES, M.S.
Professional Development Administrator
Bureau of Professional & Organizational Excellence

RON O'BRIEN
Prosecutor
Franklin County Prosecutor's Office

TRACY REVEAL, PH.D.
Director of Training & Superintendent of
Corrections Training Academy
Ohio Department of Rehabilitation & Corrections

NORMAN ROBINSON, MPA
Deputy Director, Office of Offender Reentry
Ohio Department of Rehabilitation & Corrections

ZACH SCOTT
Sheriff
Franklin County Sheriff's Office

KENT SHAFER, M.A.
Commander (Retired)
Columbus Police Strategic Response Bureau

SAM SHAMANSKY, J.D.
Attorney at Law

REBECCA STEELE, J.D.
Public Defender
Franklin County Public Defender

THOMAS STICKRATH, J.D.
Superintendent
Bureau of Criminal Investigation

EVELYN STRATTON, J.D.
Of Counsel to the Firm
Vorys, Sater, Seymour, & Pease LLP

CYBER SECURITY ADVISORY BOARD

C. MATTHEW CURTIN, CISSP
Founder
Interhack Corporation

DANIEL HOUSER
Enterprise Security Architect
L Brands

DAVID KENNEDY
Founder
TrustedSec and Binary Defense Systems

JASON MONTGOMERY
Co-Founder & CTO
Nexosis

RICHARD ROZZELL
Senior Security Specialist
American Electric Power

BILL SEMPF
Application Security Architect
Products of Innovative New Technology

ENERGY MANAGEMENT ADVISORY BOARD

CHARLIE DIXON
Safety and Workforce Training Administrator
OOGEEP

DAN SCHWEITZER
Coordinator ShaleNET Regional Hub
Stark State Community College

ED MOWRER
Energy Institute Manager
Belmont College

KELLY PEARCE
Director, Contracts & Analysis
AEP

MIKE WHITSON
Executive Dean Cambridge Campus
Zane State Community College

PATRICK BROBECK
Deputy Director Quality Assurance
Ohio Attorney General's Office

RANDY WHARTON
Dean, Business & Engineering Technologies
Zane State Community College

ZAC SIMJANOVSKI
Director, Projects & Operations Management
LUX

ENTREPRENEURSHIP ADVISORY BOARD

CHARLES WAYNE BOOKER
Business Broker & Commercial Real Estate Agent

IRIS COOPER
Owner
JUSTASKIRIS!

LISA DELP
Director
Innovation Fund of America

JAMES A. FELLOWS
Entrepreneur

KEVIN GADD
President, Founder
Venture Highway

MARY MCCARTHY
Founder & CEO
Women's Small Business Accelerator

PHILIP SMITH
Entrepreneur
FINANCIAL MANAGEMENT ADVISORY BOARD

JACK GROSECLOSE
President
Groseclose Enterprises

TED O'FLAHERTY, CPA, CGMA
President
TLO Consulting

JACK POPOVICH
Program Coordinator - Finance
Columbus State Community College

LAUREN THOMAS, CPA
President
Lauren Thomas & Associates

FINANCIAL PLANNING ADVISORY BOARD

SAMANTHA ANDERSON, CFP®
Associate Wealth Manager
Budros, Ruhlin & Roe, Inc.

CLAYTON BENTON, J.D.
Compliance Consultant
Nationwide Financial Compliance

PAUL DOLCE, CFP®
NAPFA-Registered Financial Advisor
Financial Solutions, LLC

SAMANTHA MACCHIA, CFP®, CHFC
Partner
Summit Financial Strategies

RON MOONY
President
RHK Group

JACK POPOVICH
Program Coordinator – Finance & Real Estate Programs
Columbus State Community College

FORENSIC ACCOUNTING ADVISORY BOARD*

*This Advisory Board also serves the Business Forensic Program.

LAURA AEH
Auditor/Consultant Corporate Compliance
Nationwide

DANNY LEE CASE, CFE, CPA
Audit Project Manager
American Electric Power

MELISSA B. SMIART, CFE
Vice President/Investigations Manager
JPMorgan Chase & Co.

MOLLY E. RIDDLE, CFE
Director – Integration
Nationwide

HEALTH INFORMATION MANAGEMENT ADVISORY BOARD

LISA CERRATO, M.S.
Program Coordinator
Columbus State Community College

PATRICIA PAESANO
Operations Manager, Health Information Management
Department
Grant Medical Center

TIMOTHY PERRY, MPA
CIO
HealthCare Too, LLC

DEBRA RYLE, M.S.
Data Architect
OhioHealth

BEN STORMER
Director, Infrastructure Architecture & Platform Services
Cardinal Health

BOB WALSH, MBA
Vice President, Clinical Support
OhioHealth

HEALTHCARE MANAGEMENT ADVISORY BOARD*

*This Advisory Board also serves the Allied Healthcare Management and Master of Healthcare Administration Programs.

PAULA AUTRY, MBA, MHA, FACHE
Chief Executive Officer
Sinai-Grace Hospital

PHILLIP CASS, PH.D.
Chief Executive Officer
Columbus Medical Association

RHONDA COMER
General Counsel & Senior Vice President
Nationwide Children's Hospital

SUZANNE DEWOODY, MSN
Vice President, Integration
OhioHealth

BARBARA EVERT, M.D.
Vice President, Medical Affairs
Dublin Methodist Hospital

MICHAEL GIRE, J.D.
Attorney at Law
Bricker & Eckler

CONNIE GROSSMAN, PH.D., RDH
Chair, Allied Health Professions
Columbus State Community College

BRUCE HAGEN, MBA
President
Dublin Methodist Hospital & Grady Memorial Hospital

MARK HOLROYD, MBA
Regional Vice President
MedSpeed, LLC

KELLY LEAHY, J.D.
Attorney at Law
Squire, Sanders & Dempsey

DAN PAOLETTI
Chief Executive Officer
Ohio Health Information Partnership

ABRAHAM PARAIL, M.D.
Director, Cardiac Catheterization Laboratories/Interventional
Cardiology
Grant Medical Center

JEAN SCHOLZ, M.S.
Director
Premier Health Partners

CRAIG SELF, MBA
System Vice President, Business Development
Premier Health Partners

MRUNAL SHAH, M.D.
System Vice President, Physician Technology Services
OhioHealth
Clinical Assistant Professor
Riverside Methodist Hospital

MARY ELLEN TANCREDD, PH.D.
Program Director
Columbus State Community College

LANA UHRIG, PH.D.
Cancer Center Director
Adena Health System

BRUCE VANDERHOFF, MD
Senior Vice President & Chief Medical Officer
OhioHealth

HUMAN RESOURCES MANAGEMENT

ADVISORY BOARD*

*This Advisory Board also serves the Master of Science in Human Resource Management Program.

ANDY AICHELE
Director of Training
Netjets
MIKHAIL DERNAKOVSKI
Founder
Coaching Center, Ltd.

MARIAN JONES
Vice President, Human Resources
Mount Carmel Health

COLLEEN RAINES
Director of Human Resources
Elford Construction

NICOLE SMITH
Senior Recruiter
Grange Insurance

ANNA SZOLKIEWICZ
Vice President, Human Resources
Faurencia Automotive

INFORMATION SYSTEMS ADVISORY BOARD

GLENN BEEBE
IT Project Manager
Hire CIO, Inc.

CHRISTOPHER J. FERGUSON
Vice President – TSS & RHL Strategic Accounts Recruiting
Center
Robert Half Technology

NOAH J. JELLISON
Senior Manager
Ernst & Young, LLP

CHESTER ROBINSON, MSIS
Application Development Specialist
Nationwide

INFORMATION TECHNOLOGY ADVISORY BOARD

SEAN AMON
Assistant Vice President, Network Engineering
Nationwide Insurance

SCOTT BRASKETT
Vice President
JPMorgan Chase

JOHN KENNEDY
Associate Vice President
Nationwide Insurance

GENE PAVELL
Senior Manger, IT Operations
IGS Energy

MICHAEL PRICE
Consultant
Direct Effect Solutions, Inc.

INSTRUCTIONAL DESIGN & LEARNING

TECHNOLOGY ADVISORY BOARD

VIRGINIA ABBOTT
E-Learning Specialist
Eighty Acres

MIKE COMPTON, MFA
Assistant Director MindMark
Columbus College of Art & Design

BURTON HANCOCK, PH.D.
Adjunct Faculty
Franklin University
RACHEL HOWELL, M.S.
Manager, Field Training
Express Scripts

LISA RAMSEY, MFA
Instructional Designer
Workplace Learning and Communication

LUCINDA WRIGHT, M.A.
K-12 Media Technology/Library Services Coordinator
Columbus City Schools

INTERACTIVE MEDIA DESIGN ADVISORY BOARD

RYAN BRAINERD
Lead, Interactive Design Services
Franklin University

JON LUNDQUIST
Associate Professor
Columbus State Community College

AMANDA ROMERO
Professor
Sinclair College

KRISTOPHER SCHULTZ
Director, ResourceLAB
Resource, LLC

RICHARD SHOOP
Web Developer
Franklin University

BRIDGET GRANGER WEIZER
President
Be Wise Management

JULIE WUEBKER
Technical Education Developer
Franklin University

LOGISTICS MANAGEMENT ADVISORY BOARD

BOB BOSWELL
Vice President, Supply Chain Operations
OhioHealth

JON GIACOMIN
Executive Vice President
Operations Healthcare Supply Chain Services
Cardinal Health

ABBY GOOLSBY
Division Manager, Great Lakes Central District United Parcel
Services

BENJAMIN RITCHEY
Consultant
Arcadia Group, LLC

BELINDA SALSBUREY, CPM, CPIM
Manager, Supply Chain Strategy
Emerson Network Power

SANJIB SARKER
Vice President, Marketing Analytics
JPMorgan Chase

KEN WRIGHT
Vice President, Transportation
NetJets, Inc.

MANAGEMENT & LEADERSHIP ADVISORY BOARD

BOB ALLEN, M.A.
CEO
Dale Carnegie of Central Ohio

DEAN BORTZ, M.A., CSI, CDT
Associate Professor & Program Coordinator, Construction
Management
Columbus State Community College

DOUGLAS HARTSHORN, MBA
Lean Leader, Office of Strategy Management
Boehringer Ingelheim Roxane, Inc.

LEROY JOHNSTON, J.D.
Chief Ethics Officer
Nationwide

SHERRY JONES, M.S.
President
Measurement Resources Company

ROGER KISIEL, MSA
CEO (Retired)
Junior Achievement of Central Ohio

DAVE LEGATS, M.A.
Vice President & Training Manager
JPMorgan Chase

MAUREEN METCALF, MBA
CEO
Metcalf & Associates

JANINE MOON
CEO
CompassPoint Coaching

KIT MURPHY, MBA
Chief Operating Officer
Brickler & Eckler, Attorneys at Law

RICHARD NEEDLES, SPHR
Founder & CEO
Productive People Strategies

BRENDA SPRITE, MLIR
President & CEO
Success by Sprite

RICH VIOLA
Principle Partner
InAlign Partners, LLC

SHAWN FRENCH WISE, MBA, SPHR, SHRM-SCP
Human Resource Manager
MediQuant

MARKETING ADVISORY BOARD

JASON CLAYTON
Principal
Vital Companies

DAVID DEMARCHI
Account Manager
Summerfield Advertising

BILL FAUST
Senior Partner, Chief Strategy Officer
Ologie

CATHERINE LANG-CLINE
President, Co-Founder
Portfolio Creative

DOUG MCINTYRE
CEO, Founder
Cult Marketing

FAYE ONEY
Social Media Manager
Sales Development Services

WAL OZELLO
Manager, Systems Communication
Wendy's International, Inc.

JULEE STEPHENSON
Vice President, Communication Strategy
NiSource

MARKETING & COMMUNICATION ADVISORY BOARD

REUEL BARKSDALE
Business Management Academic Advisor
Columbus State Community College

KAREN BOYLE
Vice President of Marketing
Dayton Freight Lines, Inc.

ALESSANDRO CIAFFONCINI
Vice President, Accounts Director
ORIGO Branding

SANDY CLARY
Owner
Clarty Public Relations Counsel

STEVEN FIELDS
Vice President & Director of Community Engagement,
Huntington Bancshares
President, The Huntington Foundation

KRISTEN HARRIS
Owner
Portfolio Creative

AMY MARSHALL
President
Fathom Healthcare

MARJORY PIZZUTI
President & CEO
Goodwill Columbus

NATE ROGERS
Vice President, Marketing & Communications
OhioHealth

DAMIA SMOOT
Trial & Formal Management
Nationwide

MASTER OF BUSINESS ADMINISTRATION

ADVISORY BOARD

LAURIE ALLEN, MBA
Owner
Discountpedlar.com

STUART ALLEN
Managing Partner
Gardiner Allen DeRoberts

MARCO BONTA, MBA, M.D., FACS
Medical Director, Trauma & Surgical Services
Riverside Methodist Hospital/OhioHealth

MICHAEL BOWERSOCK, MBA
Reporter/Anchor
WCMH-TV

CHARALEE CALHOUN, MBA
Manager, Infrastructure & Operations
Nationwide

KELLY CONN
Project Manager
Nationwide

SCOTT DAHS, MBA
Vice President, Mortgage Banking Executive Office
Chase

BRADLEY GRIMSLEY, MBA
Vice President, Mast Global Logistics
A Division of Limited Brands

CHRISTOPHER MONTGOMERY, CFA, CPA
Vice President, Investment Operations
Grange Insurance Companies

AMY MULLINS, MBA
Vice President, Retail & Spa
KSL Resorts

KARI PARSONS, MBA
Executive Director
Ohio School Resource Officers Association

ANTHONY SCHRADER
Director of Indirect Sales
AT&T

LORI SCHWARTZKOPF
Director, Environmental Health & Safety
Mount Carmel Health

KEVIN SHELLNBARGER, MBA
Vice President
Huntington National Bank
RANDALL STRUTZ, M.S.
President
Quality Carriers

RICHARD TAMBORSKI
Vice President- Locomotive Services Division
MotivePower

JOHN TORPEY, MBA, CMA
Director, Integrated Resource Planning
American Electric Power

NURSING ADVISORY BOARD

WILLIAM BAKER, M.S.
Director, RN-BSN Program
Ohio Christian University

CHERYL BOYD, PH.D.
Director of Professional Development
Nationwide Children's Hospital

PAM CRAWFORD, PH.D.
Vice President of Nursing
Chief Nursing Officer
MedCentral Health System

DORIS EDWARDS, ED.D.
Dean Emerita
Capital University

STACY FUSNER
Adjunct Faculty
Franklin University

KELLY GRAY, MSN
Assistant Dean, Health Services
Director of Nursing Programs
North Central State College

SUE GREEN, J.D., MSN
Chair, BSN Program
Urbana University

JANE MAHOWALD, RN, M.A., ANEF
Executive Director
Ohio League for Nursing

BARBARA MIVILLE, PH.D.
Department Chair, MSN
Urbana University

MARY NIBERT, MBA
Nurse, Faculty
Fairfield Medical Center

JACQUELINE WALLI, DNP
Chair, Nursing Department
Columbus State Community College

OPERATIONS & SUPPLY CHAIN MANAGEMENT ADVISORY BOARD

KENNETH B. ACKERMAN
The K.B. Ackerman Company

BOB BOSWELL
Vice President, Supply Chain Operations
OhioHealth

JEFF ELFERS
Supply Chain & Customer Programs Manager
Dynalab

BOB FREDMAN
Senior Program Manager, Logistics
Transportation Research & Engineering
Battelle

JON GIACOMIN
Executive Vice President
Cardinal Health

ABBY GOOLSBY
Division Manager, Great Lakes Central District United Parcel
Services

DEIDRA L. GOVINE
Transportation Manager, Great Lakes Central District
United Parcel Services

BENJAMIN RITCHEY
Consultant
Arcadia Group, LLC

BELINDA SALSBUREY, CPM, CPIM
Manager, Supply Chain Strategy
Emerson Network Power

LEONARD WAGNER
Vice President, Operations
Genesee & Wyoming Railroad

KEN WRIGHT
Vice President, Transportation
NetJets, Inc.

PUBLIC ADMINISTRATION ADVISORY BOARD

*This Advisory Board also serves the Master of Public Administration Program.

KYLE ANDERSON
Assistant Vice President & Director,
Corporate Communication
State Auto Insurance Company

PATRICK BROBECK, MBA
Deputy Director, Quality Assurance
Ohio Attorney General

FRED CHURCH, M.A.
Deputy Director, Budget
Ohio Office of Budget & Management

SANDRA EBERTS, M.A.
National Water Quality Assessment Program Topical Team
Leader
U.S. Geological Survey

KARL GEBHARDT, M.A.
Deputy Director for Water Resources
Ohio Environmental Protection Agency

BRUCE LANGNER, M.S.
Special Projects Coordinator
Ohio Development Services Agency

GREG LASHUTKA, J.D.
Former Mayor
City of Columbus

JEFF LEROSE, B.S.
Executive Director,
Facilities & Operations Services
Westerville City Schools

SHERRI LOWE, MBA
Shared Services Director
State of Ohio Office of Budget & Management

ANITA MALDONADO, PH.D.
Chief Operating Officer
Impact Community Action Agency

CLIFF MARSH, M.A.
Director, Internal Review Division
Ohio National Guard U.S. Property & Fiscal Office

BARBARA RILEY, M.A.
Former Department Director
Ohio Department of Job & Family Services

TOBY RITTNER, M.S.
President & CEO
Council of Development Finance Agencies

BRANDI ROBINSON, MPA
Deputy Director
Ohio Department of Health

COREY SCHAAL, J.D., MPA
Research Analyst
The Supreme Court of Ohio

KEENA SMITH, MPA
Assistant Director, Department of Public Utilities
City of Columbus

JOHN STANFORD, PH.D.
Deputy Superintendent
Columbus Public Schools

PUBLIC RELATIONS ADVISORY BOARD

STEPHANIE CARSON
Principal
Out of the Box Productions, LLC

KATIE GOODLING
Online Public Relations Specialist
Webpage FX

SHERRY MERCURIO
Director of Public Relations
Franklin University

PUBLIC SAFETY MANAGEMENT & LEADERSHIP ADVISORY BOARD

*This Advisory Board also serves the Emergency Management & Homeland Security Program.

ROBERT BATES, M.A.
Assistant Chief
Madison Township Fire Department

DARRELL DANTZLER
Director, Fire Protection Analysis Division
U.S. Department Of State

LEE FOSTER, M.S.
Senior Consultant
Armada, Ltd.

SHAWN HARPER
Owner
American Services

FREDERICK KAUSER, M.A.
Assistant Fire Chief
Mifflin Township Fire Department

JACK MCCOY
Coordinator, Fire Science Program
Columbus State Community College
DONNA MONELL, CEM
Senior Manager, Emergency Preparedness & Workplace
Safety
Port Columbus Airport Authority

NICOLE PRYSOCK
Police Officer
Columbus Police Department

MATTHEW SABO
Fire Chief
Concord Township Fire Department

BILL TAYLOR, CPS
President
Bill Taylor & Associates

SCOTT TUCKER
President
Ohio Support Services

PORTER WELCH, J.D.
Chief
Scioto Township Fire Department
AL WOO, M.S.
Chief
Washington Township Fire Department

RISK MANAGEMENT & INSURANCE ADVISORY BOARD

MEG ALLWEIN
Senior Vice President
Chief Quality Officer
Assurex Global

CARMEN DANIELS
Chair, Business Program
Columbus State Community College

MICHAEL GEORGENSON, MBA, CPCU
Vice President
PMG Employment Consultants

GARY IRVIN
Grange Insurance

LISA KIRK
Assistant Vice President
Nationwide Insurance

BRENT MURER
Vice President
Paul Werth Associates

SCOTT MURRAY
Consultant, ERM
Nationwide Insurance

AMANDA SKLAVENITIS
Director, Education
Ohio Insurance Institute

BARBARA UNDERWOOD
Senior Recruiter
State Auto

WEB DEVELOPMENT ADVISORY BOARD

PATRICK KEMMER
Director of Planning
Franklin University

JON LUNDQUIST, MBA
Associate Professor & Program Coordinator
Columbus State Community College

DAN PIERCE
President
PromoNet Technologies

JEFF STICKLER
Coordinating Instructor, Interactive Media Technology
Hocking College

JULIE WALCOFF
Program Manager
Ohio Department of Transportation

INDEX

- Academic Affairs, 391
- Academic Appeals/Dishonesty, 26
- Academic Appeals/Grades, 29
- Academic Calendars, 9
- Academic Certificates, 263
- Academic Colleges, 392
- Academic Credit and Courseload
 - Graduate, 234
 - Undergraduate, 62
- Academic Dishonesty, 26
- Academic Dismissal
 - Graduate, 238
 - Undergraduate, 73
- Academic Information, 227
- Academic Integrity, 26
- Academic Interruption Due to Military Service, 26
- Academic Minors, 216
- Academic Policies
 - Graduate, 233
 - Undergraduate, 62
- Academic Probation
 - Graduate, 238
 - Undergraduate, 73
- Academic Programs
 - Graduate, 240
 - Undergraduate, 75
- Academic Standards
 - Graduate, 238
 - Undergraduate, 73
- Academic Suspension, 73
- Accounting Courses, 284
- Accounting Major, 76
- Accreditation, 7
- Accreditation & Institutional Effectiveness, 396
- ACCUPLACER, 51, 52, 230, 231, 232, 266
- Additional Degree(s), 65
- Additional Major(s), 64
- Administrative Offices, 2
- Admission
 - Doctorate, 266
 - Graduate, 229
 - Undergraduate, 50
- Advanced Placement Program, 56
- Algebra Competency Requirement, 59
- Allied Healthcare Management Courses, 319
- Allied Healthcare Management Major, 83
- American Language Center, 392
- Anthropology Courses, 289
- Anti-Discrimination Policy, 3
- Appeal Processes/Dishonesty, 26
- Appeal Process/Grades, 26
- Application for Degree, 31
- Applied Management Courses, 290
- Applied Management Major, 86
- Applied Psychology Courses, 351
- Applied Psychology Major, 89
- Army ROTC, 60
- Assessment, 36
- Associate of Science, 49, 370
- Attendance Policy, 23
- Audit Courses, 61
- Authorization, 7
- Bachelor of Business Administration, 379
- Bachelor of Science, 49
- Barnes & Noble, 21
- Beavercreek Location, 2, 13, 19, 17, 33, 58
- Board of Trustees, 390
- Bookstore, 21
- Business Administration
 - Courses, 290
 - Business Administration Major, 92
 - Business Core Requirements, 64
 - Business Forensics Courses, 292
 - Business Forensics Major, 97
- Calendars, 9, 10
- Campuses, 2, 17
- Capstone Requirement, 65
- Center for Career Development, 18
- Certificates, 18, 263
- Changing Majors, 63
- Cheating, 26
- Chief Financial Office, 395
- Chief Information Office, 395
- Class Attendance, 23
- Class Level/Undergraduate, 62
- Class Policies, 23
- College of Arts, Sciences, & Technology, 392
- College of Health & Public Administration, 393
- College Credit Plus, 60
- College Credit Alternatives, 34
- College Level Exam Program (CLEP), 34
- Communications Courses, 292
- Communications Major, 100
- Communications Policy, 24
- Community College Alliance, 13, 15, 16, 19
- Community College Co-locations, 2, 13, 17
- Complaints, 3, 47
- Completion Programs, 15, 67
- Computer Science Courses, 295
- Computer Science Major, 105
- Counseling Resources, 46
- Course Descriptions, 276, 283, 382
- Course Formats, 22
- Course Retakes
 - Graduate, 238
 - Undergraduate, 72
- Credit Hour Definition, 22, 234
- Credit Hour/Load Hour Equivalency, 62
- Criminal Justice Major, 370
- Criminal Justice Administration Courses, 300
- Criminal Justice Administration Major, 110
- Cross-Registration, 61
- Cyber Security Courses, 304
- Cyber Security Major, 113, 372
- Dean's List, 72
- Declared Major, 63
- Deferred Tuition Reimbursement Plan, 41
- Degree and Major Program Requirements (UG), 63
- Degree Audits, 72
- Degree Requirements
 - Graduate, 233
 - Undergraduate, 64
- Delaware Location, 2, 13
- Department of Accounting, Finance, & Economics, 392
- Department of Business Administration, 393
- Department of Communication & Behavioral Sciences, 392
- Department of Computer Science, 392
- Department of Humanities & The American Language Center, 392
- Department of Management & Marketing, 393
- Department of Public Administration & Health Programs, 393
- Department of Science &

Mathematics, 392
 Direct Company Billing, 42
 Directory, 389
 Disability Services, 46
 (see also: Math Policy for Students with Disabilities)
 Dismissal
 Graduate, 238
 Undergraduate, 74
 Doctor of Business Administration - Management, 267
 Doctor of Healthcare Administration, 270
 Doctor of Professional Studies - Instructional Design Leadership, 273
 DSST, 34
 Dublin Location, 2, 13, 17, 19
 Economics Courses, 306
 Educational Costs, 37
 Educational Philosophy, 11
 Emergency Management & Homeland Security Courses, 308
 Emergency Management & Homeland Security Major, 117
 Energy Management Courses, 309
 Energy Management Major, 120
 English as a Second Language (ESL), 54
 English as a Second Language (ESL) Courses, 310
 English Language Proficiency Requirements, 52, 231
 Enrollment & Student Affairs, 394
 Entrepreneurship Courses, 312
 Entrepreneurship Major, 123
 Evaluation of Instruction and Services, 36
 Face-to-face courses, 23
 Facilitating Academic Dishonesty, 27
 Facilities, 17
 Faculty
 Full-Time, 392
 Part-Time, 396
 Fees, 37
 FERPA Policy, 3
 FIAT, 44
 Financial Aid, 42, 43
 Financial Aid/Withdrawal, 25
 Financial Management Courses, 312
 Financial Management Major, 126
 Financial Planning Courses, 314
 Financial Planning Major, 131
 Fire & Emergency Services Courses, 315
 Forensic Accounting Major, 134
 Forgiveness Policy
 Graduate, 235
 Undergraduate, 74
 Franklin University Proficiency Exam (FUPE), 34
 (see also: College Credit Alternatives)
 FranklinWORKS, 18
 General Business Administration Major, 379
 General Degree & Residency Requirements
 Graduate, 233
 Undergraduate, 64
 General Education Requirements, 66
 General Technology Requirements, 32
 Global MBA, 381
 Global Programs, 16, 45, 395
 (see also: International Cooperation Agreements)
 GoArmyEd, 13, 16, 69
 Grade Appeals, 30
 Grade Point Average (GPA), Graduate, 233, 234, 235, 238
 Undergraduate, 32, 57, 60, 65, 68, 69, 70, 73
 Grade Reports
 Graduate, 234
 Undergraduate, 70
 Grades
 Graduate, 234
 Undergraduate, 70
 Grades in Prerequisite Courses
 Graduate, 238
 Undergraduate, 70
 Grading Guidelines
 Graduate, 236
 Undergraduate, 70
 Graduate Certificates, 263
 Graduate Coursework for Undergraduate Elective Credit, 67
 Graduate Educational Costs, 38
 Graduate Policies, 229
 Graduate Studies Courses, 315
 Graduation Application, 31
 Graduation Honors, 72
 Graphics Courses, 316
 Grievances, 47
 Health Insurance, 45, 46, 231
 Health Information Management Courses, 317
 Health Information Management Major, 140
 Health Sciences Major, 144
 Health Services Major, 374
 Healthcare Management Courses, 319
 Healthcare Management Major, 147
 HECC, 61
 Help Desk, 20, 32
 History of the University, 12
 Honors, 72
 Human Resources Management Courses, 322
 Human Resources Management Major, 150
 Humanities Courses, 326
 Hybrid Format, 22
 Independent Studies, 22, 23, 36
 Information Analytics Courses, 328
 Information Systems Courses, 328
 Information Systems Major, 153
 Information Systems Auditing Courses, 330
 Information Systems Project Management Courses, 331
 Information Technology Courses, 331
 Information Technology Major, 157
 Instructor Evaluation, 36
 Insurance, 45, 46, 231
 Insurance Major, 376
 Interactive Media Design Courses, 335
 Interactive Media Design Major, 163
 Interdisciplinary Studies Courses, 337
 International Cooperation Agreements, 6, 12, 2916, 45, 395
 (see also: Global Programs)
 International Institute for Innovative Instruction, 18, 393
 International Student Admission
 Graduate, 230
 Undergraduate, 53
 International Student Educational Costs, 37
 Internships, 36
 Joint Programs of Study, 68
 Latin Honors, 72
 Learning Commons, 18
 Library, 2, 18, 19
 Library Fines, 19

Load Hour per Credit Hour
 Equivalency, 62
 Locations, 17
 Logistics Management Courses,
 338
 Logistics Management Major, 166
 Major Area Requirements, 65
 Main Campus, 2, 17
 Management & Leadership
 Courses, 338
 Management & Leadership
 Major, 169
 Marketing Courses, 173
 Marketing Major, 173
 Master of Business Administration,
 241, 381
 Master of Business Administration
 Courses, 344
 Master of Healthcare
 Administration, 243
 Master of Public
 Administration, 246
 Master of Science in
 Accounting, 249
 Master of Science in Business
 Psychology, 252
 Master of Science – Computer
 Science, 254
 Master of Science in Human
 Resource Management, 256
 Master of Science – Instructional
 Design & Learning Technology,
 258
 Master of Science – Instructional
 Design & Learning Technology
 Courses, 334
 Master of Science – Marketing &
 Communication, 260
 Master of Science – Marketing &
 Communication Courses, 341
 Math Policy for Students with
 Disabilities, 46
 (see also: Disability Services)
 Mathematics Courses, 342
 Memberships, 7
 Military & Veteran Affairs, 16
 Military Science and Leadership
 Courses, 346
 Military Service, 16, 26, 55, 60, 69
 Minors, 49, 64, 216
 Mission Statement, 14, 66, 229
 Multiple Graduate Programs, 235, 239
 MySafeCampus, 44, 47
 New Student Orientation, 36
 Non-Degree Seeking Students
 Graduate, 232
 Undergraduate, 59
 Non-Payment, 42
 No-Show, 23
 Nursing Course Descriptions, 348
 Nursing Major, 177
 Office of Military & Veteran
 Affairs, 16
 Office of the President, 390
 Office of International Students &
 Programs, 16, 45, 53, 230, 395
 Online courses, 23
 Operations & Supply Chain
 Management Courses, 349
 Operations & Supply Chain
 Management Major, 180
 Paying for Your Education, 41
 Payment Options, 41
 Penalties for Academic
 Dishonesty, 28
 Pending Financial Aid, 41, 41
 Placement Testing, 19, 57
 Plagiarism, 26
 (see also: Academic Integrity, Turnitin.
 com)
 Planning Calendars, 10
 Portfolio Credit, 19
 President's List, 72
 Prior Learning Portfolio, 35
 Privacy Rights, 3
 Probation
 Graduate, 238
 Undergraduate, 73
 Proctored Testing, 19
 Professional Certificates, 18
 Professional Foundations
 Courses, 350
 Proficiency Exam Credit, 34, 35
 Profile of Franklin University, 11
 Program Advisory Boards, 422
 Psychology Courses, 351
 Public Administration Courses, 354
 Public Administration Major, 183
 Public Health Courses, 356
 Public Relations Courses, 357
 Public Relations Major, 186
 Public Safety Management &
 Leadership Courses, 358
 Public Safety Management &
 Leadership Major, 190
 Rate of Progress
 Graduate, 234
 Undergraduate, 63
 Readmission Procedures, 73, 239
 Re-Entering Students, 63
 Refund Policy, 40
 Registration
 Graduate, 233
 Undergraduate, 61
 Reinstatement (Graduate
 Programs), 239
 Reporting a Charge of Academic
 Dishonesty, 27
 Residency Requirements
 Doctorate, 266
 Graduate, 233
 Undergraduate, 64
 Resources, 17
 Retaking a Course
 Graduate, 238
 Undergraduate, 72
 Risk Management & Insurance
 Courses, 359
 Risk Management & Insurance
 Major, 194
 Ross College of Business, 392
 ROTC, 60
 Safety & Security Services, 47
 Science Courses, 360
 Servicemembers Opportunity
 College, 69
 Social Sciences Courses, 363
 Social Sciences Major, 197
 Sociology Courses, 364
 Spanish Language Programs, 378
 Speech Courses, 365
 Student Affairs, 44
 Student Code of Conduct, 44
 Student Concerns (Process for), 47
 (see also: MySafeCampus)
 Student Information, 47
 Student Insurance, 45, 46, 231
 Student Learning Center (SLC), 17
 Student Organizations, 47
 Submission and Return Policy, 24
 Subsequent B.S. Degree(s), 49, 68, 69,
 205
 Suspension, 73
 Technology, 32
 Technology Assistance, 20
 Technology Resources, 32
 Telecommunicating Format, 22
 Transcripts (Franklin University), 31
 Transfer Student Guidelines

Graduate, 232
Undergraduate, 55
Transient Students, 68
Trimester Honors, 72
Tuition & Fees, 37
Tuition Appeal Process, 42
Tuition Refunds on Course
Withdrawals, 40
Tuition Payment Policies, 41
Tuition Refunds, 40
Tuition Reimbursement Plan, 41
Turnitin.com, 26
Undeclared Major, 63
Undergraduate Degrees &
Majors, 49
Undergraduate Educational
Costs, 38
Undergraduate Policies, 49
Undergraduate Residency, 64
University Advancement &
Strategic Relations, 396
University Directory, 389
University Partnerships, 15, 369
Urbana University Branch Campus, 2,
18, 54
Virus Policy, 24
Web Development Courses, 365
Web Development Major, 201
Withdrawal from a Course, 25
Withdrawal/Fees, 25
Withdrawal/Financial Aid, 25
Withdrawal Policy, 25
Writing Courses, 367
Writing Guidelines, 26
Z-grade Assignment Guidelines, 23



201 S. Grant Ave. | Columbus, Ohio 43215-5399
614.797.4700 • 1.877.341.6300
www.franklin.edu