

# Franklin Pierce

OF NEW HAMPSHIRE

## M.Ed. & Graduate Teacher Certification Program

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## Franklin Pierce College

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

Nearly 100 years later, we set out to charter a college uniquely dedicated to preparing future leaders. The name for such an institution was clear to all - Franklin Pierce College. The College was chartered by the State Legislature on November 14, 1962.

The College's founder, Frank S. DiPietro, served as its first President until 1975. For the following 20 years, the position was held by New Hampshire's two-term Governor Walter R. Peterson. The school is currently under the leadership of George J. Hagerty, who became its third President in 1995.

The main campus in Rindge, New Hampshire, is situated on over 1,200 wooded acres on the shore of Pearly Lake near the base of Mount Monadnock. From this site we serve an average enrollment of 1,500 undergraduate students. The College also operates Graduate & Professional Studies centers in Concord, Keene, Lebanon, Manchester, Nashua and Portsmouth. These centers enroll over 1,500 students per year.

## Welcome from the President

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Franklin Pierce College is your academic home in the truest sense. Whether you are attracted to the College for professional advancement, personal enrichment, or a change in career, you are vitally important citizens of our community. Your success is the focus of our academic mission.

The College recognizes the commitment and many sacrifices of our adult students as “an investment in the future.” To this end, the Division of Graduate and Professional Studies is motivated to provide a superior academic program specifically designed to meet your learning needs and your expectations. The impressive record of growth and the success experienced by our program’s graduates is testament to the “student-oriented” offerings made available at our six campus centers, as well as the value placed on a Franklin Pierce College education by employers in the Granite State and beyond. The College’s dedica-

tion to providing excellent and responsive educational programming and services to our adult students is our hallmark.

On behalf of the entire Franklin Pierce College community, and particularly the faculty and staff of the Division of Graduate and Professional Studies, I welcome you.

A handwritten signature in cursive script that reads "George J. Hagerty".

George J. Hagerty  
President

*Dr. George Hagerty assumed the Presidency of Franklin Pierce College after having served on the faculties of Stonehill College and Harvard University, his alma maters. He served as Stonehill’s Director of Academic Development and as Director of Corporate Foundation, and Government Relations. Dr. Hagerty is author of over 30 book chapters, scholarly articles and public reports on public policy, institutional development, and school finance. As a senior partner in a Washington, D.C. based consulting firm he provided counsel in education, legislation, and finance to state governments, national organizations, and institutions of higher education. Dr. Hagerty has served as senior official and commission member at national and state levels and has worked with Democratic and Republican administrations in guiding education and finance policy. From 1978 to 1985 he served in a series of administrative posts in the U.S. Department of Education, culminating in his appointment as Chief of Compliance and Enforcement in the office of Special Education Programs.*

### Our statement of Academic Ambition as adopted in the Spring of 2005

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**Franklin Pierce College: A dynamic teaching and learning community, creating passion for academic excellence and civic engagement.**

## Statement of Mission

Franklin Pierce College offers a student-centered higher educational opportunity to individuals committed to academic and personal achievement. The College's academic program is grounded in the liberal arts and sciences—traditional, relevant disciplines vital to contemporary society. A distinctive element of the College is its core curriculum: The Individual and Community, the spirit of which pervades the academic culture of the College. The hallmark goal of Franklin Pierce College is to prepare its students to function well as citizens and leaders of a democratic society. The College recognizes no limits to the potential of its graduates for future achievement.

Franklin Pierce College admits students with varying levels of past achievement, and, by requiring them to become actively engaged in their own learning, encourages habits of thought and conduct which promote a lifetime of intellectual and personal growth.

The main campus in Rindge serves persons who wish to pursue baccalaureate education in a full-time residential setting. In addition, throughout New Hampshire, the Division of Graduate and Professional Studies serves those who seek professional advancement and improvement in the quality of their lives through undergraduate and graduate studies. In all locations, study in one of the disciplines prepares a student for further formal education or for direct entry into a career field. Co-curricular programs, designed to respond to the social, moral and physical dimensions of development, complement and support the academic programs.

Franklin Pierce College is committed to serving as an educational, intellectual and cultural resource for the citizens of our State and region. The College affirms that learning, personal development and service to others are lifelong commitments requiring continuous initiative. The College, therefore, strives to impress this realization on all our students.

## Graduate Studies

In 1995, Franklin Pierce College applied for and was granted approval to offer the Master of Business Administration degree in Leadership from the New Hampshire Postsecondary Education Commission. In the fall of 2001 the Commission granted approval to offer the Master of Science in Information Technology Management degree. Commission approval for a Master's in Physical Therapy followed in the spring of 2002. Approvals for a Master's of Education and a Doctorate of Physical Therapy were granted in 2005. With these programs of study came the creation of Graduate Studies currently administered by the Associate Dean of Graduate Studies, Jane Walter Venzke, Ed. D. The Graduate Studies office is located at the Concord Campus.

Graduate Studies offers both flexibility and convenience for upwardly mobile men and women. The graduate programs provide graduate students with the choice of pursuing an advanced degree on either a part-time or a full-time basis at our Concord, Keene, Lebanon, Manchester, Nashua and Portsmouth campuses.

We have expanded the flexibility of our programs by offering an outstanding hybrid online delivery model, and fully online MBA and MS ITM degree programs. In addition, Franklin Pierce College offers a full-time day graduate Physical Therapy degree program at our Concord campus.

### The Graduate Studies Philosophy

The philosophy of Graduate Studies states that its members believe in the:

- value of intellect, stewardship, loyalty, commitment and service to others;
- inherent worth of the individual;
- value of diversity;
- concept that integration of mind, body and spirit is important to the development of the individual and the educational process;
- preparation of leaders of conscience;
- inclusion of multiple perspectives in professional education which is broad in scope and integrates core aspects of undergraduate learning;
- concept that continuous learning is critical for a healthy society;
- graduates of our programs who contribute to society in many ways

## Welcome from Graduate and Professional Studies

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On behalf of Dean Raymond Van der Riet and the graduate faculty, I would like to welcome you to Franklin Pierce College. Graduate Studies extends the undergraduate mission of the College and focuses on the theme of the Individual and the Community within the context of an action based curriculum philosophy. By enthusiastically engaging in a rigorous course of study, you will achieve the knowledge and skills to succeed in your career. At the same time you will be guided through experiences which will foster the development and enhancement of your leadership qualities and practices. You will emerge from this educational experience ready to assume new professional, personal and community roles. The faculty, staff and administrators of our graduate programs look forward to the opportunity to work with you to help you to achieve your goals.

Jane Walter Venzke, EdD

*Associate Dean of Graduate Studies Jane Walter Venzke joined Franklin Pierce College in 2003 following a long career in academic administration at several other colleges and universities.*

*Dr. Venzke received a BS in Physical Therapy from the University of Connecticut; an MEd in Teacher Education from the University of Vermont and an EdD in Educational Administration and Planning from the University of Vermont.*

Graduate Studies is a component of the Division of Graduate and Professional Studies under the leadership of Dean Raymond Van der Riet. Dean Van der Riet's offices are located on the Rindge campus. Dr. Jane Walter Venzke is the Associate Dean of Graduate Studies and is directly responsible for all graduate programs. The Graduate Studies office's are located at the Concord Campus.



*Raymond Van der Riet joined Franklin Pierce College as an adjunct faculty member in 1993. His leadership in the classroom earned him the Excellence in Teaching Award in 1997. In January 1998, Raymond joined the administrative staff of the College in the position of Assistant Dean of Graduate and Professional Studies. In February 1999, he was promoted to Associate Dean of Graduate and Professional Studies and became Dean in 2002.*

*Dean Van der Riet holds a BA in History from Loyola Marymount University, Los Angeles, an MBA in International Management from The American Graduate School of International Management in Phoenix, and a Juris Doctor Degree from Franklin Pierce Law Center in Concord, NH.*

*Dr. Raymond Van der Riet  
Dean, Graduate & Professional Studies*



It is with great pleasure that I welcome you to the exciting new Graduate Program in Teacher Education at Franklin Pierce College.

Whether you are an experienced educator pursuing a Masters Degree in Education or are preparing to become a teacher, you will find the Franklin Pierce Graduate Teacher Education Program to be one which encourages “Action Based Learning” and “Best Practices.”

On behalf of Graduate Studies, I welcome you and look forward to helping you achieve your dream of becoming a highly qualified educator.

Deborah Jameson, Ph.D.

*Deborah Jameson received a Ph.D. in Education from the University of New Hampshire with concentrations in Administration/Supervision; Teacher Education and Disabilities Studies. She also has an M.Ed. in Reading from Worcester State College and a BA in English/Education from Framingham State College.*

## Graduate Studies Mission

The mission of Graduate Studies is to graduate leaders of conscience within its professional disciplines who display high level skills in critical thinking, professional skills and community involvement and who are prepared to assume roles of responsibility within organizational and community teams. Through the integration of theory and practice, graduates bring a state-of-the art knowledge base to their professional lives along with skills in continuous learning which keep them in the forefront of their professional discipline. Within the context of work, family and community, graduates promote character development and embody the character of a well-educated person.

## The Graduate Studies Leadership Theme

Franklin Pierce College graduate degrees are designed to meet the needs of upwardly mobile professionals in business, government, health education, and social services who seek to advance their careers. The program centers upon those characteristics that develop and promote leadership. Within the leadership framework, the programs stress decision-making and managerial skills. Guided by experienced faculty who bring theory and practice into the learning environment, the discovery of new concepts and methods is enhanced by other graduate students with varied backgrounds.

Unique to our graduate programs is the integration of a portfolio process which begins at the time of admission and is threaded throughout the course of study.

## Curriculum Philosophy

The philosophy underlying all graduate degree programs is one of action based learning. This concept is built on the principle that the motivation and desired outcome of learning is a need to solve problems in the real world. The educational research literature demonstrates that learning is retained when it is most meaningful and that the most meaningful learning is that which is applied to real problems or situations as close to the learning experience as possible. The focus of our curricula is to replace passive learning with meaningful and active learning experiences. These experiences may come from real problems brought from the profession or work place to the classroom, mentoring experiences, worksite observations, networking, using current literature for analysis of concepts related to a course, etc. The student actively applies concepts as a way of learning and reinforcing learning. The classroom (virtual or face-to-face) is a place where learners are engaged, guided and facilitated to explore, confirm, and evaluate concepts in the context of professional roles in professional environments.

## **Master of Education (M.Ed.) and Graduate Teacher Certification Programs Mission/Philosophy**

In keeping with the mission and philosophy of Graduate Studies, the M.Ed. degree and Graduate Certification programs adhere to the notion of graduating “leaders of conscience” who display high level skills in critical thinking, professional skills, and community involvement. Graduates will be prepared to assume roles of leadership and responsibility within organizational and community teams.

The very nature of a commitment to “Best Practices” and “Action Based Learning” in research, assessment, curriculum, teaching and learning, and technology, lends itself to leadership, scholarship, collaboration, critical thinking, reflective practice, decision-making and eventually the discovery of new knowledge to effect positive change.

Also consistent with the philosophy of Graduate Studies at Franklin Pierce, the M.Ed. Degree and Graduate Certification programs recognize the importance of process and alternative kinds of assessment. As such, the Portfolio Process will be threaded into each course within the student’s area of concentration/certification.

### **M.Ed. & Graduate Teacher Certification Program Objectives**

All phases of the M.Ed./Graduate Certification program are built around “Best Practices” research and Action Based Learning in an effort to foster an understanding of the implications of the No Child Left Behind Act and to help to meet the challenges set forth in the Act.

Upon successful completion of the M.Ed. Degree Program and/or Graduate Teacher Certification Program, a graduate will have:

1. A thorough understanding of the implications of No Child Left Behind and the practical implementation of “Best Practices” including, but not limited to technology initiatives, accountability, state and national standards, research-based assessment practices, including alternative assessment such as Portfolio and e-Portfolio, reflective practice, Action-Based Learning, Action and Collaborative Action Research, Self-Determination Research, Multiple Intelligences Theory, Differentiated Learning, and the guiding principles of the relatively new strategic initiative “Understanding by Design (UBD).
2. An understanding of the complexity and implications of what it means to afford real equal educational opportunities for successful teaching, learning, and technology in a democratic society.
3. The skills to become “action-based learners” and reflective practitioners in their field of study in order to help all students achieve success.
4. An understanding of the importance of assessment, evaluation and subsequent improvement.
5. An understanding of the importance of the characteristics of self-determination - Autonomy, Self-regulation, Psychological Empowerment, and Self-realization (Wehmeyer, 1995) in a teaching and learning environment in order to initiate or collaborate with others to effect positive school change.
6. The oral, written, and technology skills essential for effective communication to colleagues, supervisors, students, and the community, especially within the context of teaching and learning environments.
7. Opportunities for additional state certification.
8. An understanding of the connection between the Portfolio Process and reflective practice.
9. Knowledge of what it means to be a caring, supportive teacher and leader in a standards-based environment which stresses accountability and excellence.

In addition, the M.Ed. will thoroughly ground students in research based practice, action based research methodology and the process of conducting and disseminating the research.

## M.Ed. and Graduate Teacher Certification Program Curricula

Students may apply to either the M.Ed. Graduate Program, Teacher Certification Program or both in any of the following areas:

### Elementary (K-8) M.Ed.

Degree and Certification	46 credits
M.Ed.	40 credits
Teacher Certification	43 credits

### Secondary English (5-12)

M.Ed. Degree and Certification	41 credits
M.Ed.	35 credits
Teacher Certification	38 credits

### Secondary Social Studies (5-12) and Secondary Biology (7-12)

M.Ed. Degree and Certification	38 credits
M.Ed.	32 credits
Teacher Certification	35 credits

All students matriculated in the M.Ed. Degree-Only Program in any of the above areas must develop not only an Area of Concentration E-Portfolio, but also a Professional E-Portfolio. Action Research Seminar is also required.

Students currently enrolled in the Franklin Pierce College Teacher Conversion Program or those who have recently completed the program and who wish to obtain an M.Ed. and/or additional certification in any of the areas listed above should meet with the Director of Graduate Teacher Education Programs to develop an individualized education plan.

The M.Ed. and Graduate Teacher Certification Programs in Elementary and Secondary Education will follow course sequencing that allows for September, March and summer cohorts to complete the above programs within 21-28 months (depending on the program selected). Students may be either conditionally or fully accepted into the Graduate Teacher Certification programs. Students accepted into the M.Ed. Degree program will take courses concurrently with the students enrolled in the Graduate Teacher Certification Programs. Courses are offered in four 12-week terms throughout the year.

## M.Ed./Graduate Teacher Certification in Elementary (K-8)

*It is recommended that students applying to this program have a major in either English, Social Studies, Science or Math. Lack of an appropriate major, however, does not preclude admittance to the program, but may require the student to take courses in addition to the program's education courses.*

### M.Ed. with Teacher Certification

ED 501 E-Portfolio Seminar	1
ED 505 Teaching, Learning and Technology in a Democratic Society	3
ED 506 Advanced Psychology of the Learner	3
ED 507 Research In the Classroom	3
ED 508 Introduction to Assessment	3
ED 509 Understanding/Teaching Exceptional Learners w/FE	3
ED 510 Design/Management of the Teaching/Learning Environment	3
ED 515 1st/2nd Language Acquisitions/Development w/FE	3
ED 516 Instructional Design: Teaching Literacy Across the Curriculum w/FE	3
ED 517 Instructional Design: Methods in Teaching Social Studies w/FE	3
ED 518 Instructional Design: Methods in Teaching Math w/FE	3
ED 519 Instructional Design: Methods in Teaching Science w/FE	3
ED 525 Best Practices: Integrated Methods for Elementary w/FE	3
ED 496/531 Student Teaching Seminar for Elementary (8 weeks K-3/8 weeks 4-8)	6
ED 580 Action Research Seminar (Needed only for completion of degree program)	3

**Total Graduate Credits** **46**

### Other Requirements:

Certification Portfolio

Praxis I

See current HQT (Highly Qualified Teacher) requirements on State of NH Dept. of Ed website for those interested in teaching content in middle school.

**Teacher Certification without M.Ed.**

Students pursuing a Teacher Certification program will have different GPA and course requirements.

Total Credits 43

**M.Ed.**

Students pursuing only M.Ed Degree will not need to take Student Teaching and Seminar.

Total Graduate Credits 40

**M.Ed. in Secondary Social Studies Education**

*It is recommended that students applying to this program have a major in Social Studies. Social Studies Certification encompasses the disciplines of history, civics, geography and economics. Lack of an appropriate major, however, does not preclude admittance to the program, but may require the student to take courses in addition to the program's education courses.*

**M.Ed Degree & Certification**

*Acceptance into program (application before completion of 16 credits)*

*Submission of Professional Portfolio*

ED 501 E-Portfolio Seminar	1
ED 505 Teaching, Learning and Technology in a Democratic Society	3
ED 506 Advanced Psychology of the Learner	3
ED 507 Research In the Classroom	3
ED 508 Introduction to Assessment	3
ED 509 Understanding/Teaching Exceptional Learners w/FE	3
ED 510 Design/Management of the Teaching/Learning Environment	3
ED 516 Instructional Design: Teaching Literacy Across the Curriculum. w/FE	3
ED 517 Instructional Design Methods in Teaching Social Studies w/FE	3
ED 526 Best Practices: Secondary Teaching Methods w/FE	4
ED 532 Student Teaching/Seminar (16 weeks: 8 weeks 5-8 & 8 weeks 9-12)	6

ED 580 Action Research Seminar 3  
(Needed only for completion of degree program)

Total Graduate Credits 38

**Other Requirements:**

Certification Portfolio  
Praxis I and II

**Teacher Certification without M.Ed.**

Students pursuing a Teacher Certification program will have different GPA and course requirements.

Total Credits 35

Students pursuing only an M.Ed Degree will not need to take Student Teaching and Seminar.

Total Graduate Credits 32

## M.Ed. in Secondary Biology Education

*It is recommended that students applying to this program have a major in Biology. Lack of an appropriate major, however does not preclude admittance to the program but may require the student to take courses in addition to the program's education courses.*

### M.Ed Degree & Certification

*Acceptance into program (application before completion of 16 credits)*

*Submission of Professional Portfolio*

ED 501 E-Portfolio Seminar	1
ED 505 Teaching, Learning and Technology in a Democratic Society	3
ED 506 Advanced Psychology of the Learner	3
ED 507 Research In the Classroom	3
ED 508 Introduction to Assessment	3
ED 509 Understanding/Teaching Exceptional Learners w/FE	3
ED 510 Design/Management of the Teaching/Learning Environment	3
ED 516 Instructional Design: Teaching Literacy Across the Curriculum. w/FE	3
ED 519 Methods in Teaching Science w/FE	3
ED 526 Best Practices: Secondary Teaching Methods w/FE	4
ED 532 Student Teaching/Seminar (16 weeks: 8 weeks 5-8 & 8 weeks 9-12)	6
ED 580 Action Research Seminar (Needed only for completion of degree program)	3
Total Graduate Credits	38

### Other Requirements:

Certification Portfolio  
Praxis I and II

### Teacher Certification without M.Ed.

Students pursuing a Teacher Certification program will have different GPA and course requirements.

Total Credits 35

### M.Ed.

Students pursuing only M.Ed Degree will not need to take Student Teaching and Seminar.

Total Graduate Credits 32

## M.Ed./Graduate Certification Program in Secondary English 5-12

*It is recommended that students applying to this program have a major in English. Lack of an appropriate major, however does not preclude admittance to the program but may require the student to take courses in addition to the program's education courses.*

### M.Ed Degree & Certification

*Acceptance into program (application before completion of 16 credits)*

*Submission of Professional Portfolio*

ED 501 E-Portfolio Seminar	1
ED 505 Teaching, Learning and Technology in a Democratic Society	3
ED 506 Advanced Psychology of the Learner	3
ED 507 Research In the Classroom	3
ED 508 Introduction to Assessment	3
ED 509 Understanding/Teaching Exceptional Learners w/FE	3
ED 510 Design/Management of the Teaching/Learning Environment	3
ED 515 1st/2nd Language Acquisition/Development w/FE	3
ED 516 Instructional Design: Teaching Literacy Across the Curriculum w/FE	3
ED 520 Instruction Design: Methods in Teaching English w/FE	3
ED 526 Best Practices: Secondary Teaching Methods w/FE	4
ED 532 Student Teaching/Seminar (16 weeks: 8 weeks 5-8 & 8 weeks 9-12)	6
ED 580 Action Research Seminar (Needed only for completion of degree program)	3
Total Graduate Credits	41

### Other Requirements:

Certification Portfolio  
Praxis I and II

### Teacher Certification without M.Ed.

Students pursuing a Teacher Certification program will have different GPA and course requirements.

Total Credits 38

### M.Ed.

Students pursuing only M.Ed Degree will not need to take Student Teaching and Seminar.

Total Graduate Credits 35

## Course Descriptions

### ED 501 E- Portfolio Seminar (1 credit)

This one credit seminar is an introductory course to be taken by all students accepted into the M.Ed. and/or Graduate Studies Certification program. The course will provide training in the development of an E-Portfolio and an overview of the framework needed to develop a Certification/Area of Concentration Portfolio (for those students choosing either a certification or concentration track) based upon State of New Hampshire Department of Education standards. The course will also provide the framework for the progressive development of an E-Professional Portfolio, required of all M.Ed. students upon completion of the program. The student's Philosophy of Education will be the "centerpiece" around which the E-Professional Portfolio will be built. Students in this course will also be introduced to the Curriculum Frameworks in their area of certification/concentration, as well as the framework for Lesson Planning and Reflective Practice (writing Reflective Rationales), all of which will be threaded throughout each certification/concentration track.

*Prerequisites: Computer Literacy; To be taken concurrently with ED 505; must have minimum of a Bachelor's Degree, or Program Director approval.*

### ED 505 Teaching, Learning and Technology in a Democratic Society (3 credits)

This course emphasizes issues in contemporary education in a democratic society within the context of a social, historical, philosophical, and legal framework. Focus will be on implications for all teachers and learners and will include research into school, community, state and federal resources which help all students succeed. Notions of Equal Educational Opportunity and No Child Left Behind Legislation will be explored. Students will craft or revise their personal philosophy of education in this class.

*Prerequisite: ED 501 concurrent with or taken prior to or Program Director approval.*

### ED 506 Advanced Psychology of the Learner (3 credits)

This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education, particularly in reading. Additionally, a general understanding of all types and natures of exceptionalities among children and youth to age 21 will be explored. Topics will include work by all major theorists. Special attention will be given to understanding the cognitive, linguistic, creative, social, moral, emotional and physical development of children and adolescents as they attempt to acquire, integrate, retain, and express knowledge. In addition the notion of self-determination will be introduced and explored.

*Prerequisite: ED 501 or Program Director approval.*

### ED 507 Research in the Classroom (3 credits)

This course will provide a broad overview of quantitative, qualitative, and action research design and methodology, with special emphasis on action research. Students will select and review current research in related academic journals. An individual or collaborative action research proposal within the framework of the student's area of concentration and/or certification will be required.

*Prerequisites: Acceptance into Graduate Certification and/or M.Ed. program; ED 501, ED 505 or equivalent or Program Director approval.*

### ED 508 Introduction to Assessment (3 credits)

This course focuses on introducing students to all types of assessment, to include but not be limited to standardized assessment, issues around reliability and validity, NHEAIP (New Hampshire Educational Assessment and Improvement Program), NECAP (New England Common Assessment Program), and NAEP (National Assessment of Educational Progress), and formal and informal types of effective assessment to be used for monitoring purposes in the classroom, and the implications of No Child Left Behind. In addition, alternative/authentic types of assessment will be explored, such as Portfolio and Reflective Practice. Students will be required to research and reflect upon the many different types of assessment and their practical usefulness in good teaching and learning. Students will prepare lesson plans based upon formal, informal and standardized assessment results. Focus will be on maintaining a continuous loop of pre-post assessment techniques to guide instruction and lesson planning.

*Prerequisites: Acceptance into Graduate Certification and/or M.Ed. program; ED 501, ED 505 or equivalent or Program Director approval.*

### **ED 509 Understanding and Teaching Exceptional Learners w/Field Experience (3 credits)**

This course is designed to introduce students to the federal and state laws and local policies that pertain to individuals with disabilities and the implications of these laws on American schools in helping to “leave no child behind.” The course will also focus on how significant variations in development, including, but not limited to, variations in physical, sensory, language, cognitive, and emotional development, educational disabilities, and social and cultural contexts impact learning. Further, the course will provide a foundation for the development of effective instruction designed to meet the needs of all such types of diverse and exceptional learners, including but not limited to students with learning, emotional, and physical differences, the gifted and talented, and the linguistically and culturally diverse. Best practices such as differentiated instruction, universal design, and self-determination research will be explored in an effort to identify strategies for the success of all students in both inclusion and pull-out settings. All students will spend 15 hours in a classroom setting in the students’ areas of certification, will teach one lesson, and will reflect upon their experience in that setting as they relate to the topics covered in the course.

*Prerequisites: Acceptance into Graduate Certification and/or M.Ed. program; ED 501, 505 or equivalent or Program Director approval.*

### **ED 510 Design and Management of the Teaching and Learning Environment (3 credits)**

This 3 credit course focuses on the overall management of K-12 classroom settings which foster an inclusionary model to address all learners and their needs and the practical implications of such models. In addition the design and management of other models of teaching and learning which promote the success of all students through established and reinforced values, standards and limits to guide positive behavior will be explored. Teacher intervention techniques to minimize disruptive behavior and knowledge of the positive aspects of affective education will be reinforced. Other topics will focus on effective use of space, time, resources and organizational structures within a classroom as well as management systems used for **pre-post assessment** of student progress.

*Prerequisites: Acceptance into Graduate Certification and/or M.Ed. program; ED 501, ED 505 or ED 507 or equivalent or Program Director approval.*

### **ED 515 First and Second Language Acquisition and Development w/Field Experience (3 credits)**

This course focuses on language acquisition and growth in typical and atypical developing populations, language learning disabled populations, and second language learner populations. Theories of language development will be subsequently related to effective “best” instructional practices, assessment, and curriculum development promoting language, reading achievement, and the importance of the integration of the processes of reading, writing, listening and speaking. A *balanced approach to literacy instruction* which utilizes best practices in both phonics and whole language instruction (through children’s literature) will be emphasized. All students will spend 15 hours in a classroom setting in the students’ areas of certification, will teach one lesson, and will reflect upon their experience in that setting as they relate to the topics covered in the course. *Prerequisite: Acceptance into Graduate Certification and/or M.Ed. program; ED 501 or Program Director approval.*

### **ED 516 Instructional Design: Teaching Literacy Across the Curriculum w/Field Experience (3 credits)**

This course is designed to help future educators understand the importance of an articulated K-12 curriculum in English/Language Arts, its impact across the curriculum, the use of assessment results to improve instruction and the advantages of using best research-based practices in the lower grades to successfully impact understanding in the higher grades. Students in this course will research the “best practices” in the teaching of reading, writing, listening, speaking, study and reference skills, and critical thinking/problem solving in all content and specialty areas, to include but not be limited to, Understanding by Design (UBD), differentiated instructional practices, and Universal Design. A strong emphasis will be placed on “Literacy Across the Curriculum” and topics will include implications of semi-literacy in content and specialty areas, especially as related to Curriculum Frameworks in all content areas and NCLB legislation. Standardized testing such as NHEAIP (New Hampshire Educational Assessment and Improvement Program), NECAP (New England Common Assessment Program, NHEAIP Alternate Assessment and NAEP (National Assessment of Educational Progress) will be discussed. Multiple formal and informal strategies to assess student learning in the content areas, as well as ways to use that information to modify and design instruction will be explored and an interdisciplinary unit plan developed. Students will spend 15 hours in a classroom setting in the students’ areas of certification,

will teach one lesson, and will reflect upon their experience in that setting as they relate to the topics covered in the course.

*Prerequisites: Acceptance into Graduate Certification and/or M.Ed. program; ED 501; or Program Director approval*

### **ED 517 Instructional Design: Methods in Teaching Social Studies w/Field Experience (3 credits)**

This course is designed to help students understand the importance of an articulated K-12 curriculum in Social Studies, the use of assessment results to improve instruction and the advantages of using best research-based practices in the lower grades to successfully impact understanding in the higher grades. Students will explore teaching models, methods, and topics for effective instruction in history, civic/government, geography and economics. They will review periods of history and diverse geographic areas through multiple mediums, including but not limited to historical texts, children's literature, and research done on present day heroes and heroines in local communities. Lesson activities, and lesson and unit plans will incorporate a variety of formal and informal assessment devices.

Emphasis will be placed on strategies that encourage critical and creative thinking and media literacy. All students will spend 15 hours in a classroom setting, will teach one lesson, and will reflect upon their experience in that setting as they relate to the topics covered in the course.

*Prerequisites: Acceptance into Graduate Certification and/or M.Ed. program; ED 501 or Program Director approval.*

### **ED 518 Instructional Design: Methods in Teaching Mathematics w/Field Experience (3 credits)**

This course is designed to help future educators understand the importance of an articulated K-12 curriculum in Mathematics, the use of assessment results to improve instruction and the advantages of using best research-based practices in the lower grades to successfully impact understanding in the higher grades. Students will explore the purposes and strategies of the components of a comprehensive mathematics program (nature and use of number; measurement and geometry; patterns, functions and algebra, collecting, representing and interpreting data) and will create lessons which are developmentally appropriate and support mastery in such a program. Students will spend 15 hours in a math classroom setting, will teach one lesson, and will reflect upon their experience in that setting as they relate to the topics covered in the course.

*Prerequisite: Acceptance into Graduate Certification and/or M.Ed. program; ED 501 or Program Director approval.*

Graduate Studies

### **ED 519 Instructional Design: Methods in Teaching Science w/ Field Experience (3 credits)**

This course is designed to help future educators understand the importance of an articulated K-12 curriculum in Science, the use of assessment results to improve instruction and the advantages of using best research-based practices in the lower grades to successfully impact understanding in the higher grades. The nature of scientific evidence which allows for models of explanation, issues of safety and health associated with exploration, how scientific discovery helps to shape history and society, the ethical and moral consequences of decisions related to those issues, and the integration of methods of teaching reading, writing, communication, and study skills essential to the effective mastery of science content at all levels will be explored. Learning activities will be designed which foster questioning, open-ended investigations, the development of cooperative learning group skills, and which promote practice in decision making, problem solving and scientific habits of mind.

All students will spend 15 hours in a classroom setting, will teach one lesson, and will reflect upon their experience in that setting as they relate to the topics covered in the course.

*Prerequisites: Acceptance into Graduate Certification and/or M.Ed. program; ED 501 or Program Director approval*

### **ED 520 Instructional Design: Methods in Teaching English w/Field Experience (3 credits)**

This course is designed to help future reading and writing educators understand the importance of an articulated K-12 reading and writing curriculum, the use of assessment results to improve instruction and the advantages of using best research-based practices and action based learning in the lower grades to successfully impact understanding in the higher grades. Focus will be on an integrative approach that connects the process of reading and analyzing good literature and writing through children's and adolescent literature with the foundational knowledge of all stages of the writing process. The ability to incorporate narrative, persuasive, informative and analytical writing into lesson and unit plans, as well as to be able to effectively teach and evaluate writing with regard to correct grammar, usage and mechanics will be emphasized. Portfolio development will be utilized as a form of assessment and reflection. All students will spend 15 hours in a classroom setting, will teach one lesson, and will reflect upon their experience in that setting as they relate to the topics covered in the course.

*Prerequisite: Acceptance into Graduate Certification and/or M.Ed. program; ED 501 or Program Director approval.*

### **ED 525 Best Practices: Integrated Methods for Elementary w/Field Experience (3 credits)**

This course is designed as the capstone course for all prospective elementary education teachers and must be taken prior to student teaching (for those in certification track). It will focus on the advanced integration of best practices previously studied in prior methods courses. Continued development of the Certification/Concentration portfolio will be emphasized. Unit plans integrating multiple content areas will be developed. Students will spend 20 hours in an elementary classroom setting, will put into practice two integrated lessons, and will reflect upon their experiences in that setting as they relate to the advanced topics covered in the course.

*Prerequisite: This is a capstone methods course; all other coursework must be successfully passed before enrolling in the course; students wishing to take the course out of sequence must gain written approval from Program Director.*

### **ED 526 Best Practices: Secondary Teaching Methods w/Field Experience (4 credits)**

This course is designed as the capstone course for all prospective secondary education teachers and must be taken prior to student teaching (for those in certification track). It will focus on integrating best practices previously studied in prior methods courses. Students will specifically focus on their area of certification/concentration. Continued development of the certification/concentration portfolio will be emphasized. Advanced level unit plans will be developed in the student's area of concentration. Students will spend 40 hours in a secondary classroom setting in the student's area of concentration with a "Master Teacher," will put into practice two lessons, will keep a journal of professional dialogues with the host teacher, and will further reflect upon the experiences as they relate to the advanced topics covered in the course.

*Prerequisites: This is a capstone methods course; all other coursework must be successfully passed before enrolling in the course; students wishing to take the course out of sequence must gain written approval from Program Director.*

### **ED 496/531 Student Teaching/Seminar for Elementary Certification (6 credits)**

This culminating experience for prospective Elementary Education teachers involves a 16 week sequentially developed program of observation, participation in and teaching in an approved public or private school setting. Students will complete 8 weeks in a lower elementary setting (K-3) and 8 weeks in a 4-8 self-contained classroom setting. Students will also participate in a Student Teaching/Internship seminar comprised of 5 monthly meetings focusing on ongoing issues during the

16-week experience culminating in a "Grande Finale Seminar" during which time Certification Portfolios will be presented.

*Prerequisites: Completion of all education and outstanding coursework; successful completion of Praxis I; 2.5 or above CGPA; ¾ completion of Certification E-Portfolio; Program Director approval.*

*Only Undergraduate students from the Rindge campus who will be student teaching in this program will register for ED 496.*

### **ED 532 Student Teaching/Seminar for Secondary Certification (6 credits)**

This culminating experience for prospective Secondary School Education teachers involves a 16 week sequentially developed program of observation, participation in and teaching in an approved public or private school setting. English and Social Studies students will complete 8 weeks in a 9-12 setting and 8 weeks in a middle school setting. Biology students will complete all 16 weeks in a 9-12 setting. Students will also participate in a Student Teaching/Internship seminar comprised of 5 monthly meetings focusing on ongoing issues during the 16-week experience culminating in a "Grande Finale Seminar" during which time Certification Portfolios will be presented.

*Prerequisites: Completion of all Education and Outstanding Coursework; Successful Completion of Praxis I; 2.5 or above CGPA; ¾ completion of Certification E-Portfolio; Program Director approval.*

### **ED 580 Action Research Seminar (3 credits)**

This seminar style course is designed as a mandatory requirement for both those students in the M.Ed. only program as well as those in the M.Ed. plus Certification track. In this course students may choose to focus on the execution of one of the Action Research Projects designed in previously taken courses in the program based upon their area of concentration or design a new project. Students will choose from a variety of settings which may include public or private schools, clinical settings, or other previously approved sites. The seminar will culminate in a presentation of the Concentration and Professional Portfolios and a sharing of the results of the Action Research Project with other seminar participants, course instructor, and program director. Students will also be invited to the "Grande Finale Seminar" to share their Portfolios and results of their projects with student teachers/interns.

*Prerequisites: Successful completion of all certification and/or concentration coursework or Program Director Approval. It is recommended that students in certification programs should also take this after they have successfully completed their student teaching/internship experience.*

## Admission and Acceptance

Entrance requirements for full admission to M.Ed. Graduate Program

1. A Bachelor's degree from a regionally accredited college in any major field of study with a grade point average (GPA) of at least 2.8 on a 4.0 basis.
2. Applicants for admission are required to submit a completed admissions portfolio to the home campus.

This packet includes:

- Application Form
- Resume
- Career Objectives
- Original transcripts of baccalaureate degree granting institution
- Three letters of recommendation
- An interview with the Campus Director
- Other components as requested

**NOTE: ALL admissions paperwork is required before registering for classes.**

The Franklin Pierce College Graduate program does not require standardized admission tests such as the GRE.

The Campus Director will forward all admissions materials to the Office of the Program Director for review once all admission paperwork is received. The Graduate Studies Office will then make an admissions decision within two weeks of receipt of materials. At that point, students may register for class.

### Types of Acceptance

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

### Provisional Admission

The Associate Dean of Graduate Studies may accept students who have not met all admission criteria on a provisional basis. Provisional admission may be granted pending satisfactory completion of admission requirements.

Students on Provisional Admission status as a result of academic performance must complete three graduate courses with a cumulative average of 3.0 (B). This, with the completion of all program prerequisites, will satisfy requirements for full admission.

### Non-Degree Study

The Graduate Teacher Certificate may be taken as an independent program of study or as part of a graduate degree program. These programs are designed for professionals to update their skills and knowledge or

demonstrate competence in a particular discipline. Applicants for the Graduate Teacher Certificate are required to:

- Hold a Bachelor's degree from a regionally accredited college
- Have a GPA of at least 2.5 on a 4.0 scale
- Complete an application form
- Submit a resume
- Submit original transcripts from degree granting institution
- Submit one letter of reference
- Students may be conditionally admitted to this program while they complete initial program requirements

Future acceptance into a degree program requires the full admission process.

### International Students

International students are advised that Franklin Pierce College Graduate Studies does not provide housing, transportation, remedial help, or employment assistance at any of its sites. Students must make separate housing, dining, and transportation arrangements.

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

- TOEFL paper-based score minimum of 550
- TOEFL Computer based score minimum of 195
- Recommendation from an English language teacher
- Coursework in English

In addition International students must demonstrate an ability to pay for one full year of tuition and living expenses at Franklin Pierce College.

International students must attend Franklin Pierce College as full-time students. Franklin Pierce College defines a full-time graduate student as one taking a minimum of two (2) courses per term, for a minimum of three (3) terms per year. This equates to 18 credits per year and attending at least three terms per year.

### World Education Services

The World Education Service organization must evaluate credentials from colleges outside the United States. Students with foreign transcripts may be referred to this service. For information, write: World Education Services, Inc., PO Box 745, Old Chelsea Station, NY 10011 or [www.wes.org](http://www.wes.org).

# Academic Policy

## Grading System

To be eligible for graduation, the student must maintain a cumulative grade point average (GPA) of 3.0 (B) or higher.

Letter	Quality Grade Definition	Point Value
A	Excellent	4.00
A-	Very Good	3.67
B+		3.33
B	Satisfactory	3.00
B-		2.67
C+		2.33
C	Unsatisfactory	2.00
F	Failure	0.00
I*	Incomplete	
AU*	Audit	
W*	Withdrawal	
WP/WF*	Instructor-initiated withdrawal+	

+This action must be taken by the end of the term in which the course was given and cannot be reversed. The WP (Pass) or WF (Fail) suffix indicates the student's performance at the time of withdrawal.

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

Students in graduate degree programs may have no more than two grades of B-. Any student earning a third grade of lower than B- will be academically dismissed from the program. Only grades of C+ or lower may be repeated. Official notification of this action will be issued by the Graduate Studies Office.

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

## Grading Policy

Once a grade has been submitted to the Registrar, that grade may be changed only if an error has been made in calculation or transcription of the original grade. Should a faculty member wish to change a grade for any other reason, the request, with justification in writing, must be approved by the Associate Dean of Graduate Studies.

## Incomplete Grades

A grade of Incomplete is assigned by the instructor in cases of extenuating circumstances. An Incomplete Form must be completed and turned in with grades at the end of the term. The course-work must be completed by the end of the following term, at which time the faculty member should submit a change of grade. Failure to complete course work by the end of the following term will result in the incomplete grade being changed to an "F."

## Readmission Policy

Graduate students who remain inactive for four consecutive terms must receive the permission of the Associate Dean of Graduate Studies for readmission. Students must meet the catalog requirements in effect at the time of readmission.

## Satisfactory Academic Progress

To be eligible for graduation, the student must maintain a GPA of 3.0 (B) or higher. A student whose academic performance is below standard after four graduate courses will be academically dismissed from the program. Official notification of this action will be issued by the Graduate Studies Office.

Students may have no more than two grades lower than B-. Any student earning a third grade lower than B- be academically dismissed from the program. Official notification of this action will be issued by the Graduate Studies Office.

## Academic Advising

Each student will be assigned a faculty advisor at his/her campus. Campus Directors will also be available to meet with students on an advisory basis.

## Learning Disabilities

In accordance with the Americans with Disabilities Act, any student who has a documented disability\* will be provided with reasonable accommodations designed to meet his/her needs. Before any such assistance can occur, it is the responsibility of the student to see that documentation is on file with the Coordinator for Disabilities at the Rindge Campus.

*\*Any student with a diagnosed disability needs to make certain that the documentation of the disability is not more than three years old.*

### **Transfer Credit**

Following evaluation by the Associate Dean of Graduate Studies, students may receive transfer credit of up to 6 graduate credit hours for grades of “B” or better. The determination of transfer credits will be based, in part, on the compatibility with courses in the core program. Students must be fully admitted to the program to be eligible to transfer credit. Students must submit an official transcript, a request for transfer form, course descriptions and a syllabus of the course to the Director of the Graduate Office. Students will also be required to submit a module paper for their Professional Portfolio at the completion of their graduate program.

### **Corporate Life Experience Advancement Program (LEAP)**

Through our Corporate LEAP program you may be eligible to obtain credit for formal courses you have successfully completed at work. In an effort to help students obtain credit for prior learning, Franklin Pierce College has worked with organizations to evaluate in-house training programs for graduate credit. Any employee who fully participates in the approved corporate course (s) can receive appropriate credit toward a graduate degree. For more information on Corporate LEAP for graduate programs, please contact the Graduate Office at 603-899-4361.

### **Graduation Procedure**

Degrees are conferred three times per year: September, January and May. The commencement ceremony is held on the Rindge campus in May.

1. A Request to Graduate (RTG) form **MUST** be signed and submitted to the Registrar six months prior to graduation.
2. A Graduation Verification form must be signed to confirm or update recorded information.
3. A \$125.00 graduation fee is required.
4. Students must request participation in May commencement ceremonies no later than February 15th.
5. The graduate is responsible for insuring that all tuition and fee obligations are met in order to receive a diploma at the commencement ceremony.

### **Transcripts**

An official transcript is one bearing the seal of the College and the signature of the Registrar. Official transcripts are normally mailed directly to institutions or persons considering the applicant for admission or employment. Each request for an official transcript must be accompanied by a signed request from the student and a \$10.00 fee. Transcript request information and a

downloadable (PDF) form is available on our website at [www.fpc.edu](http://www.fpc.edu). From the homepage, click on the Administrative link, then choose the link Registrar, then Transcript Requests.

Transcript overnight service is available for \$25. A facsimile requesting this service should be directed to the office of the Registrar at 603-899-4069; payment should be rendered via credit card, and should be directed to the Registrar by calling 603-899-4094. VISA, MasterCard, and Discover are accepted.

*Note: Transcripts will not be released for students not financially cleared.*

## **Student Rights and Responsibilities**

Students enrolled in the College assume an obligation to conduct themselves in a manner compatible with an educational institution. Students are expected to be responsible individuals as well as contributing members of the academic community. Students hold the obligation of familiarizing themselves with the College Code of Conduct, available at each campus office and on the Web at [www.fpc.edu/pages/StudentLife/conduct.html](http://www.fpc.edu/pages/StudentLife/conduct.html).

## **Academic Grievance**

Academic grievance procedure is as follows:

1. The student should bring the matter to the direct attention of the faculty member involved in order to arrive at a mutual resolution.
2. If the matter is not resolved, the student should present the grievance in writing to the Associate Dean of Graduate Studies.
3. Should the matter still not be resolved, the student may bring the issue to the Dean of Graduate and Professional Studies. The decision of the Dean is final.

Where appropriate, the student should consult with his or her faculty advisor. At any point, and for any reason, the student may request a change of faculty advisor.

Grievances outside of the academic domain should be brought to the Associate Dean of Graduate Studies and may be referred to the appropriate College Department for follow-up.

## **Program Responsibility**

Students are ultimately responsible for their academic program. Students should become familiar with program and graduation requirements and insure that any adjustment or arrangement that varies from the program in any way is approved in writing by the Associate Dean of Graduate Studies.

## **Course Overload**

The normal course load is two courses per term. Requests to take more than two courses per term must be made in writing to the Associate Dean of Graduate Studies for approval.

## **Operative Catalogue**

Franklin Pierce College views the catalogue as the primary contract between the College and the student. This catalogue is in effect for all students attending classes beginning in the Fall 2005 term.

Students are subject to all of the requirements in the catalogue in effect at the time of their matriculation. As an option, students may elect to fulfill the requirements in a subsequent catalogue, provided they were enrolled at the time that catalogue was published. In either case, the catalogue is to be considered in its entirety. Students may not fulfill part of their requirements from parts of separate catalogues.

As the College creates more program/course options, those options become available to current students.

*Because catalogues are published at a particular moment in a changing world, the College reserves the right to change any part and to make such changes retroactive for students currently enrolled.*

## **Length of Program**

The Master of Education can be completed in less than two years of evening or Saturday instruction. This can be accomplished by taking two courses per term.

Students may also choose to extend the program by taking fewer than two courses per term as part-time students.

## **Time Limit**

Students are expected to complete all requirements for graduation within eight years of enrolling in the Graduate program of Franklin Pierce College.

## **Auditing**

Individuals may request the opportunity to audit a class on a space available basis. No grade will be given. eLL and fully online courses may not be audited.

## **Plagiarism**

Since plagiarism strikes at the very heart of the academic enterprise, it is taken very seriously at Franklin Pierce College. Plagiarism is the act of stealing or passing as one's own the ideas or words of another. Specifically, this includes: a) copying the words of another student from examinations, themes, term papers or theses; b) copying the printed words or ideas of a writer without giving credit to the author; "1) failing to cite quotations and borrowed ideas, 2) failing to enclose borrowed language in quotation marks, and 3) failing to put summaries and paraphrases in your own words"; using, borrowing, stealing, presenting or downloading another's ideas/writing and submitting such material as your own work; resubmitting work, in whole or in part, that has been previously submitted in another course without prior permission of the current instructor.

The minimum penalty for a first offense for all forms of cheating, including plagiarism, should be subject to the instructor's discretion, with mandatory placement of a documented record on file in the office of Graduate Studies. In addition, the student will be required to meet with the Associate Dean of Graduate Studies regarding the incident in question in a timely manner.

For a second offense of cheating, including plagiarism, the student will be dismissed from the College. In any case discussed above, the ultimate discretion lies with the Dean's office of the Division of Graduate and Professional Studies.

#### **Course Withdrawal**

Students may not, on their own initiative, withdraw from courses after the first four weeks of a term. Withdrawal after these periods may be initiated only by the instructor or under extenuating circumstances and with the approval of the Associate Dean of Graduate Studies. Examples of such circumstances might include debilitating illness or injury that prevents completion of courses or a family crisis that requires the student's presence at home. In such cases, a WP or WF will be entered on the transcript for each course, although, in rare instances, the faculty member may, after consultation with the Associate Dean, give a grade and award credit or issue an I (Incomplete) pending completion of the required work. This action must be taken by the end of the term in which the course was given and cannot be reversed. Financial charges for course withdrawals are listed under Financial Information.

## **Financial Information**

Franklin Pierce College reserves the right to change any charges upon general notice to the student body. Students must indicate their Social Security Number when payment is made. **Full payment is due at the time of registration unless the student has formally requested a deferred payment arrangement through the Campus Director.**

Deferred payment arrangements may be available for the following reasons: Students demonstrating financial hardship; students applying for financial aid; students receiving assistance from state or federal agencies; and students demonstrating proof of company reimbursement (please see Deferred Payment Plan).

The Deferred Payment Plan option is not available for fully online courses.

All outstanding balances must be paid in full before the start of the following term. Students with outstanding balances will not be cleared to register for the following term. Tuition payments must be mailed to the Bursar's Office, Franklin Pierce College, 20 College Road, Rindge, NH 03461. Students are responsible for any and all collection fees and costs associated with defaulted financial obligations.

### **Tuition and General Fees 2005**

The following Tuition and General Fees will be in effect beginning with the Fall 2005 Terms.

#### **Graduate Tuition**

In-Class/eLL M.Ed.	\$428 per credit
Audit M.Ed.	\$225 per credit*

#### **General Fees**

Graduation Fee:	\$125
Transcript Charge:	\$10
Returned Check	\$10
LEAP Credit	\$75

*\*eLL and fully online courses may not be audited.*

## Late Payment Fees and Financial Clearance

Students failing to meet the terms of a mutually agreed upon deferment arrangement will be assessed a \$50 per month late payment fee and will not be cleared to register for the following term. “Failing to meet the terms” means that the student has an outstanding balance at the end of the last day of the payment period. Examples of the application of this late payment fee policy follow:

1. At the beginning of the term, Student A is granted a deferment arrangement due to demonstrated financial hardship. The deferment is granted until the last day of the current term. The student makes payments against this arrangement and successfully makes the final payment on the last day of the payment period. This student will have a zero balance, and will not be assessed the \$50 late payment fee. Student A will be cleared to attend classes for the following term.
2. At the beginning of the term, Student B is granted a deferment arrangement due to demonstrated financial hardship. The student does not make payments against this arrangement and does not successfully pay the outstanding balance by the last day of the payment period. This student will have an outstanding balance, and will be assessed the \$50 late payment fee. Student B will not be cleared to attend classes for the following term. Should this delinquency continue, the student will be assessed a \$50 late payment fee at the end of each month thereafter. The cut-off date to avoid additional late payment fees will be the last day of the month.

## Deferred Payment

Franklin Pierce College offers students several deferred payment options. Convenient payment plans structured to assist students in meeting term end payment due dates are available. Students must formally request a deferred payment arrangement through the Campus Director. Deferred payment arrangements may be available for the following circumstances: Students demonstrating financial hardship; students applying for financial aid; students receiving assistance from state or federal agencies; and students demonstrating proof of company reimbursement. Potential arrangements are outlined below:

1. **Self-Pay Deferment Option:** Students demonstrating financial hardship may be granted a “Self-Pay” deferment arrangement. Once this arrangement is granted, the student agrees to make weekly or monthly payments per the specific terms of the agreement. The student agrees to pay all outstanding balances by the end of the last day of the term in which the arrangement was made. Students failing to

meet the terms of their deferment arrangement will be assessed a \$50 per month late payment fee and will not be cleared to register for the following term (please see the Late Payment Fees and Financial Clearance section).

2. **Financial Aid Pending Deferment Option:**

Students initiating the application process for financial aid may be granted a “Financial Aid Pending” deferment arrangement. Students need to actively request this arrangement. Students granted this arrangement are required to submit a certified, serialized loan covering the full amount of the outstanding balance before the end of the last day of the term in which the arrangement was made. Students not satisfying this requirement will automatically revert to a self-pay classification and agree to pay all outstanding balances by the end of the last day of the term in which the tuition debt was incurred (please see the Self-Pay Deferment Option section). Students failing to meet the terms of their deferment arrangement will be assessed a \$50 per month late payment fee and will not be cleared to register for the following term (please see the Late Payment Fees and Financial Clearance section). Ultimately, the student is responsible for all unpaid balances.

3. **Company Reimbursement Self-Pay Deferment**

**Option:** If a company has a reimbursement-to-student policy, the student is responsible for the total bill to Franklin Pierce College at the time of registration. Students demonstrating financial hardship may be granted a self-pay deferment arrangement. Please refer to the Self-Pay Deferment Option above for arrangement terms. Ultimately, the student is responsible for all unpaid balances. Note: In order to expedite release of grades to employers, students must submit an “Early Release of Grade” form, accompanied by a stamped envelope addressed to the employer’s Human Resource Department. This form must be submitted to the campus office prior to week seven of the term.

4. **Company/Agency Third-Party Billing Deferment**

**Option:** If course charges are to be paid directly to Franklin Pierce College by an employer or a state or federal agency, the student must provide a letter of authorization, purchase order or voucher and sign a consent to release form (see statement below) before the Bursar’s office is authorized to bill the company or Agency. All third-party billing documentation is due in the Bursar’s office by the end of week two of each term. Ultimately, the student is responsible for all unpaid balances.

**Consent To Release:**

By signing this form, the student agrees to release financial aid information, grade report, and withdrawal information to the servicing education centers. The institution agrees to submit grade reports, upon request, within 30 days of course completion or in accordance with contract or memorandum of understanding.

**Family Discount**

An immediate family member of a student enrolled for credit can receive a 50% tuition discount for classes taken in the Graduate and Professional Studies Division.\* In cases where one family member is enrolled in a program of study with a higher tuition cost (i.e.: teacher certification, graduate programs) and one in a lower cost program, the discount is taken from the lower cost program. The family will designate which member will receive the discount and the discount must be consistently applied to that member. The discount is on a matching course per course basis.

Family members using the discount must reside at the same address as the attending student. The attending student must pay 100% for the course upon which the discount is based for the receiving student to earn a discount. Only one discount is allowed. Example: A student cannot receive a corporate discount and a family discount. Audited courses are not considered for discounts. **A Family Discount form must be completed for each term the discount is utilized and submitted no later that the first week of that term.**

The benefit also extends to families where one member is enrolled in a Graduate or Professional Studies program and the other at the Rindge Campus. Both would have to be attending full-time and at the same time for the discount to apply. In these cases, the scholarship would equal 25% of the tuition for the Graduate or Professional Studies student and 15% of the tuition for the Rindge Campus student. If either family member withdraws from class after the discount has been applied the discount will be revoked and the student(s) will be responsible for any owed balance.

**\*except the Physical Therapy Program (see PT catalog for details)**

**Withdrawals - Refunds**

Students who withdraw from courses within the established time period are granted refunds as follows:

Withdrawal Prior to the First Scheduled Class	100%
Withdrawal After the First Scheduled Class	80%
Withdrawal After the Third Scheduled Class	no refund

*For classes that meet 100% online:*

Prior to the first scheduled class	100%
After the first scheduled week	80%
After the second scheduled week	no credit

A student who is entitled to a refund must request it by completing the appropriate form, which is available at each campus. The date and time the written notice is received will be the official date of withdrawal.

All charges for a current term will be deducted prior to the release of funds.

A student who is indebted in any way to Franklin Pierce College is not entitled to transcripts or a diploma.

A student who does not officially withdraw from a course is responsible for the payment of full tuition costs and is not entitled to a refund.

A student who withdraws from a course on or after the fourth class meeting is still required to submit a withdrawal form or notice of withdrawal in writing to the Registrar, even though no refund is expected. Failure to do so will result in the student receiving a grade of "F" for that course.

Students who withdraw before 60% of the term in completed will have their Federal financial aid eligibility calculated in direct proportion to the length of enrollment. The percentage of time the student remained enrolled is the percentage of dispersible aid that the student earned for that period. A student who remains enrolled beyond the 60% point earns all aid for that period.

Return of Federal (Title IV) funds calculation is performed independently of institutional costs incurred for the period of enrollment.

The date of withdrawal used to calculate the last date of attendance will be the last date of attendance indicated on the status change form. Students who leave without completing an official change of status form and those who stop attending classes will have their last date of attendance be the date of the last documented academically-related activity.

Additional information may be obtained from your campus or from the Financial Aid Office.

# Scholarship Information

## The Samuel B. Hunt Foundation Professional Studies Scholarship Fund

Established in 1992, this scholarship is based on financial need and awarded to part-time or full-time students. The recipient must be a degree candidate or have been accepted in the Teacher Education programs, must have successfully completed four courses at Franklin Pierce College with a Cumulative Grade Point Average of 3.0 and must not be receiving company reimbursement.

## Financial Aid

To be considered for financial assistance, the graduate student must be accepted for enrollment into the degree program and make satisfactory progress toward degree completion requirements.

Students may complete the Free Application for Federal Student Aid (FAFSA) and mail it to the processor or electronically complete the form using the Internet web site, [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Be sure to include Franklin Pierce Title IV code number 002575 in the appropriate section and to complete the signature requirements as directed. FAFSA processing time is generally 2-4 weeks. A Student Aid Report (SAR) will be sent to the student after processing is complete.

The FAFSA form collects information regarding income and assets and is used to determine ability to contribute towards program expenses. Eligibility for financial aid is normally determined on the basis of financial need, which is the difference between the student's ability to pay (or Expected Family Contribution) and the total cost of attendance (this includes tuition, fees, books, and supplies).

Graduate students are considered for financial assistance as financially independent students, therefore, parental information is not required in completion of the FAFSA or in determination of aid program eligibility.

Eligibility for the aid programs listed here is limited to U.S. citizens or permanent residents. There are no financial aid funds for international students. Additionally, students must be registered at least half time in order to be eligible for funds listed under Financial Aid Programs and cannot be in current default on any previously received federal education loan.

For financial aid purposes, a student enrolling in 6 credits per term would be considered full-time and those

taking 3 credits per term would be considered part-time. An academic year, for purposes of financial aid, is defined as 4 graduate terms.

## Federal Subsidized Stafford Loan

This need-based Federal loan is a low-interest loan in which repayment is deferred until graduation, withdrawal, or registration for less than half-time status. Students with financial need may be eligible to apply for up to \$8,500.00 per academic year or up to their financial need, whichever is less.

The application to determine eligibility for this loan is the FAFSA. The loan application process is normally handled through an electronic processing system with the New Hampshire Higher Education Assistance Foundation (NHHEAF). Students who wish to have their loans processed in this manner will receive an application and promissory note. Students who do not wish to utilize this service should obtain Stafford Loan applications from their lender and submit them to the Financial Aid Office for processing.

Franklin Pierce College uses a serialized Master Promissory Note (MPN) as the Application for the Federal Stafford Loan (subsidized and unsubsidized). An MPN is required only from each first-time student at the College. Details on the MPN loan application process are available at your campus or from the Financial Aid Office.

### **Federal Unsubsidized Stafford Loan**

Students who do not demonstrate financial need or who wish to utilize funds to cover the Expected Family Contribution may be eligible for this non-need based loan. Application procedures are the same as described above. Accrual of interest begins after loan disbursal. Various repayment options of interest and principal exist. Students should contact the Financial Aid Office or their campus for additional information. The Federal annual limit for this loan is \$10,000.00. Actual eligibility is determined based on annual cost of attendance minus other aid received (including other subsidized Stafford Loans borrowed for the academic year).

### **Alternative Loans**

The College participates in a number of alternative loan programs, which may be utilized to fund educational costs. Additional information may be obtained by contacting the individual campus or the Financial Aid Office on the Rindge campus (603) 899-4180.

### **Veterans Information**

Veterans should consult with the Veteran's Administration and the Financial Aid Office relative to terms and conditions of Veteran's benefits and responsibilities. Administrative records associated with veterans' benefit program are available upon request from the Campus Counselors.

### **Satisfactory Academic Progress Regulations for Financial Aid**

In order to be eligible for continued receipt of financial aid, federal policy requires the establishment of quantitative and qualitative measures of incremental progress toward completion of the degree requirements. Incremental progress toward degree completion will be measured once per year in May. Qualitative measure requires the student to maintain an acceptable cumulative Grade Point Average (GPA). Quantitative measure requires the student to successfully complete an acceptable percentage of classes attempted. Specific cumulative GPA requirements and successful completion requirements for undergraduate students can be obtained from the GPS campus or the Financial Aid Office. Their GPS campus will notify students who fail to meet the requirements.

Such students have the option to satisfy the requirements in one of two ways.

1. Taking courses in subsequent terms (at their own expense) to raise either the credit hour or grade point average requirement, or both.
2. Requesting a waiver of the requirements due to mitigating circumstances. Students who wish to have

the requirements waived due to mitigating circumstances (such as illness, death of a family member, family difficulties, etc.) should write a letter to the Assistant Director of Financial Aid for GPS indicating why the requirements were not met. The Financial Aid office will make approval or disapproval of the request. Students who receive this waiver will receive notification of the requirements necessary to bring the hours or grade point average into compliance at the next incremental measurement period.

Students who fail to meet the requirements will be ineligible for any financial aid until the student is once again meeting satisfactory academic progress. To maintain eligibility for federal financial aid, a student must maintain a minimum GPA and successfully complete a specified percentage of the work attempted.

Federal regulations, also, mandate that students may not receive financial aid for more than 150% of the published length of the program. Franklin Pierce College, therefore, establishes that students may not receive financial aid for more than 60 credit hours for Graduate programs, 150 credit hours for the B.A./B.S. program or 75 credit hours for the A.A. program. This equates to a time frame of 125% of the program length and allows for those cases where exceptions must be made to still remain within federal policy.

For transfer students, the GPA requirement will be based only on those grades earned at FPC, but will include the total credit hours attempted at all institutions. Total hours attempted at all institutions will be used to calculate the successful completion percentage calculation.

The following provisions apply to the standards of satisfactory academic progress for receipt of federal and institutional student financial aid:

- Credit hours attempted are defined as those credits for which the student is enrolled at the expiration of the tuition refund period.
- Courses may be repeated. GPA and credits will be calculated in accordance with FPC's repeat course policies found under the Academic Regulations in the catalog.
- A grade of "I" (incomplete) is considered unsuccessful, and the attempted credit hours will be attributed to the successful completion percentage requirement until a successful grade has been recorded.
- The credit hours for course withdrawal (W) will be attributed to the successful percentage completion calculation.

## Teachers for New Hampshire

The New Hampshire Higher Education Loan Corporation has created a program to provide assistance in the form of a forgivable loan for students preparing to be teachers. This is available to FPC students in the Teacher Education programs who have been fully accepted into the program. Up to \$6,000 is available and repayment of the loan will be forgiven for individuals who are employed as teachers for three years in New Hampshire.

## General Information

### Student Records

Students may receive copies of information contained in their educational records by making a request to the office which maintains those records as long as the release of such information does not violate the Family Rights and Privacy Act of 1974.

According to the Family Rights and Privacy Act of 1974 (more commonly referred to as the “Buckley Amendment”), these records shall not be released to another individual, agency, or organization (except College personnel with a legitimate educational interest as determined by the College) without first obtaining the student’s written authorization to do so. The only information which the College can release without the student’s written authorization is “directory information.” Directory information includes the following: the student’s name, campus, home address, major fields of study, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, and the weight and height of members of athletic teams. Directory information may be released upon request unless the Registrar receives a written request from the student directing otherwise.

According to the Buckley Amendment, information contained in the educational records of students who are eighteen or enrolled in post-secondary institutions may be sent to the parents without the written consent of the student only if the student is a financial dependent of the parents. (The term “dependent” is defined in section 152 of the Internal Revenue Code as an individual [son, daughter, stepson, and stepdaughter of a taxpayer] who received over half of his/her support from the taxpayer during the given calendar year).

### Smoke-Free Environment

Franklin Pierce College subscribes to a policy in which all College buildings are non-smoking. College policy prohibits smoking within 10 feet of every entryway. Particular campuses may require additional restrictions. Please check with your Campus Director.

## Drug-Free Campus

Illicit manufacture, distribution, dispensing, possession or use of illicit drugs or alcohol is prohibited on any campus of the College.

### Textbooks

For your convenience, textbooks may be ordered online at [www.efollett.com](http://www.efollett.com).

### Libraries

The Franklin Pierce College Library, located on the Rindge campus, houses 135,000 volumes and subscribes to more than 19,400 print and electronic full-text periodical titles. The Library offers a comfortable environment for study and research. The library personnel provide on-site assistance and remote instruction in the use of library resources. Online databases, group study rooms, network ports, microfilm readers, and photocopiers are available for student use.

Students can access the Library’s online catalog, the Library’s web page, databases, such as EbscoHost and Lexis-Nexis and other Internet resources at [library.fpc.edu](http://library.fpc.edu).

Franklin Pierce College is a member of the New Hampshire College and University Council (NHCUC), which provides students from member institutions access to college libraries throughout the state. This privilege is generally limited to use of materials on site and loan of materials from the circulating collections. Reference and interlibrary loan services are generally not available to FPC students at other institutions’ libraries.

Guides on the use of web-based resources are available on the library’s webpages. Reference Librarians at the Rindge campus will accept reference questions via telephone, fax, e-mail, and mail. Students enrolled in a Graduate and Professional Studies program can avail themselves of this service as a means of beginning the research process or for advice on using a certain reference tool. Students are encouraged to use the main library for in-depth research.

### Intercampus & Interlibrary Loan

Once the Interlibrary Loan Coordinator has received a request for intercampus loan (via fax, e-mail, mail, or courier), the library staff will send a copy of the requested item to the appropriate campus. If the Library does not own a particular item, the request will be made through the interlibrary loan network. Once received at Rindge, the item will be forwarded to the campus via courier, fax, mail, or to the student electronically.

## Authorization, Accreditation, Approval, and Memberships

### Authorization

Franklin Pierce College is approved by the New Hampshire Post-secondary Education Commission to offer both Undergraduate and Graduate degrees. The College was chartered by the State of New Hampshire on November 14, 1962, under the provisions of Chapter 292 R.S.A. In 1965, the State Legislature granted the College statutory authority to grant baccalaureate degrees.

### Accreditation

Franklin Pierce College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Franklin Pierce College is accredited to offer both Undergraduate and Graduate degrees.

Accreditation of an institution by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by NEASC is not partial; it applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to the students who attend the institution. Inquiries regarding the status of an institution's accreditation by NEASC should be directed to the administrative staff of the College. Individuals may also contact the New England Association of Schools and Colleges, The Sanborn House, 15 High St., Winchester, Massachusetts 01890, (617) 729-6762.

### Approvals

Franklin Pierce College is approved by the New Hampshire Postsecondary Education Commission to offer both Graduate and Undergraduate studies.

The College is approved by the U.S. Immigration and Naturalization Service, Department of Justice and the U.S. Department of Education Certification in elementary, secondary, and art teacher

education is approved by the New Hampshire State Department of Education.

The College is approved for veterans by the New Hampshire Department of Education, Postsecondary Division, Education Approving Agency.

### Memberships

The College holds membership in the following organizations:

- ACHE-Association for Continuing Higher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Council of Education
- American Library Association
- American Personnel and Guidance Association
- Association for Innovation in Higher Education
- Association of American Colleges
- College and University Personnel Association
- Council for the Advancement of Experiential Learning
- Council of Independent Colleges
- Interstate Certification Compact
- National Association of College Admissions Counselors
- National Association of College and University Business Officers
- National Association of Student Personnel Administrators
- National Collegiate Athletic Association
- National University Continuing Education Association
- New England Collegiate Conference
- New Hampshire College and University Council

# Administrative Information

## Board of Trustees

Leslye A. Arsht, Washington, DC  
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Douglas Shankman, Weston Connecticut  
Gregory Tritt, Sorengo, Switzerland  
Peter Wensberg, Greenfield, New Hampshire

The College reserves the right at any time to make whatever changes or additions that the Board of Trustees deems necessary. Supplements showing changes or additions will be available through the administrative office of the Graduate program.

The College reserves the right at any time to make whatever changes or additions that the Board of Trustees deems necessary. Supplements showing changes or additions will be available through the Graduate Studies office.

## Organization and Administration

The Associate Dean of Graduate Studies has responsibility for Graduate Studies and reports to the Dean of Graduate and Professional Studies. The administrative office of Graduate Studies is located at 5 Chenell Drive, Concord, NH 03301. Direct line - (603) 899-4361 or (800) 325-1090 or (603) 228-2874.

All other administrative offices of the College are located on the Rindge Campus.

## Mailing address:

Franklin Pierce College  
20 College Road  
Rindge, New Hampshire 03461-0060  
Telephone (603) 899-4000

## Administration

President.....George J. Hagerty  
  
Dean of Graduate & Professional Studies  
.....Raymond V. Van der Riet  
  
Associate Dean of Graduate Studies and Director of  
Physical Therapy Program.....Jane Walter Venzke  
  
Director of Graduate Teacher Education Programs  
.....Deborah Russo Jameson  
  
Assistant Dean of Professional Studies  
.....Jean Blacketor  
  
Vice President for Finance and Administration  
.....John Mims  
  
Director of Financial Aid..... Ken Ferreira  
  
Director of Library Services.....Mary Ledoux  
  
Registrar.....Susan Chamberlin  
  
Bursar.....Nancy C. Nye

## Grievance and Appeal Procedure Related To Section 504 and ADA

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

It is the intention of this policy to address and remedy complaints at the lowest administrative level possible. However, as this policy outlines, grievances can be pursued up to a Presidential committee. As such, community members who feel as though they have been discriminated against on the basis of disability should consider that their grievance is being made to the President of the College.

In the case of a grievance, the individual should discuss his/her objection with the person responsible for the office or department where the objection was originally raised. The 504/ADA Compliance Officer can be of assistance in referring the individual to the appropriate person and office. The address and telephone number of the Section 504/ADA Compliance Officer is listed below, under #4.

If not satisfied, the individual should discuss the objection with the senior staff member under whose jurisdiction the department falls. The Section 504/ADA Compliance Officer can help the individual in identifying who the senior staff member is.

If the grievance is not satisfactorily resolved, the individual should write a letter appealing the grievance, requesting a formal hearing with the President's Advisory Committee on the Needs of Persons with Disabilities. The request must be filed with the Section 504/ADA Compliance Officer in the Student Affairs Office, New Hampshire Hall (telephone: 899-4162).

Upon receipt of the written request for a formal hearing, the Ad Hoc Committee of the President's Advisory Committee will hold a hearing within three (3) calendar weeks. The chair of the Committee will hear the grievance with two other members of the full Committee. The two other members shall be selected by the

chair. The senior staff member, under whose jurisdiction the matter falls, will be invited to the hearing. The Ad Hoc Committee must allow a full and fair opportunity for the presentation of evidence relevant to the reason(s) for the hearing request, by any party, as deemed appropriate by the Ad Hoc Committee. The Ad Hoc Committee must render a decision in writing to the grieving individual, as well as College personnel affected by the decision, within one week of the conclusion of the hearing.

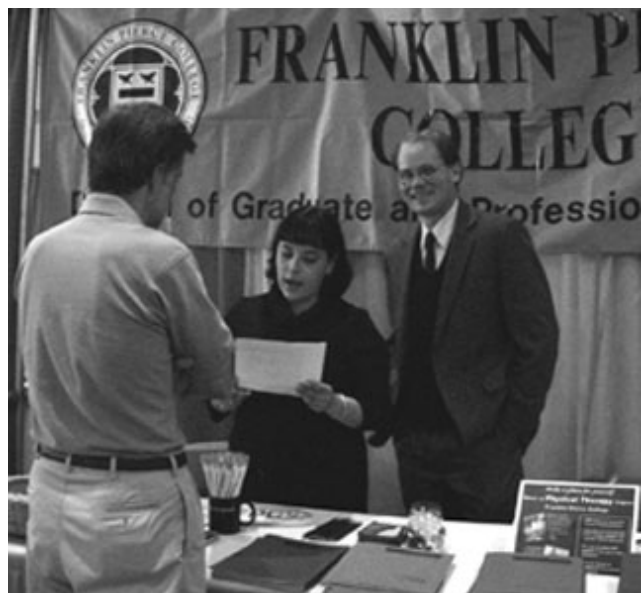
### NOTICE OF NONDISCRIMINATION

Franklin Pierce College does not discriminate on the basis of race, color, national origin, age, sex or handicap in admission to, access to, treatment in or employment of its programs and activities.

The following person has been designated as ADA/Section 504 Compliance Officer to handle inquiries regarding the nondiscrimination policies:

Dr. Jim Earle  
Vice President for Student Affairs  
Office of Student Affairs  
(603) 899-4162

In addition, inquiries regarding the application of nondiscrimination policies may be referred to the Regional Director, Office for Civil Rights, US Department of Education, J.W. McCormack, P.O.C.H., Room 222, Boston, MA 02109-4557.



## Campus Locations\*

### **Concord - 5 Chenell Drive**

*Concord, NH 03301-5753*

*(603) 228-1155 Fax: (603) 229-4580*

From Route 93 North take Exit #14. At the end of the exit turn right onto Loudon Road and proceed up the hill. Just before Pizza Hut, turn right onto Canterbury Road. Turn left at stop sign onto Pembroke Road. Proceed down Pembroke Road for 1/2 mile. Take a right on Chenell Drive. Franklin Pierce College is the 2nd building on the left, on the third floor.

From Route 93 South take Exit #14. At the end of the exit turn left onto Loudon Road and follow directions from Loudon Road (same as above).

### **Manchester - 670 North Commercial St.**

*Center Tower-Second Floor Manchester, NH*

*(603) 626-4972 Fax: (603) 626-4815*

From Route 101, go north on Interstate 293. Take Exit 6 (Amoskeag St). Take a right on Canal Street. Take a right at the first light onto North Commercial St. Take right into Amoskeag Millyard. Use Center Tower entrance. FPC is on the second floor. Program Director's office is located at this site.

### **Nashua - 547 Amherst Street**

*Nashua, NH 03063*

*(603) 889-4143 Fax: (603) 899-1063*

From Everett Turnpike North and South take Exit #8. Follow straight to traffic light at Route 101A (Amherst Street). At these lights turn right (headed West). Follow Amherst Street for approx. 1 1/2 miles. The campus is on the right. Graduate certification program only at this campus.

### **Portsmouth - 73 Corporate Drive**

*Portsmouth, NH 03801-2847*

*(603) 433-2000 Fax: (603) 899-1067*

From Interstate 95, take the Spaulding Turnpike to Exit #1 (Pease Tradeport/Gosling Road). Turn left at the light at the bottom of the ramp, continue straight under the overpass through another set of lights, and enter the Tradeport. Turn left at the light at International Drive. At the next stop sign, turn left onto Corporate Drive. The campus is approximately 1/4 mile on the left. From Spaulding Turnpike East, take Exit #1 (Pease Tradeport/Gosling Road). At the bottom of the ramp, turn right onto Pease Boulevard. Turn left at the light at International Drive. At the next stop sign, turn left onto Corporate Drive. The campus is approximately 1/4 mile on the left.

## Academic Calendar

### **2005-2006**

Fall Term

September 6 - December 2

Winter Term

December 5 - March 3

Spring Term

March 6 - May 26

Graduation

May 14, 2006

Summer Term

June 12 - September 1

\* These are the FPC campuses offering Graduate Teacher Education Programs.

**Franklin Pierce College**  
Division of Graduate and Professional Studies

## **Graduate Teacher Education Programs**

### **Programs for Children with Disabilities**

#### **Concentrations in:**

**General Special Education  
with Emotional/Behavioral Disabilities (EBD)**

**General Special Education  
with Learning Disabilities (LD)**

11/15/05

**M.Ed. and Graduate Teacher Certification in General Special Education w/LD or EBD**

(Updated 11/15/05)

**Programs for Children with Disabilities**

**Concentrations in:**

**General Special Education w/Emotional/Behavioral Disabilities or Learning Disabilities**

Franklin Pierce College, Division of Graduate Studies offers M.Ed. Degree and Certification programs in General Special Education with Learning Disabilities or Emotional/ Behavioral Disabilities. Successful applicants will have a minimum of a baccalaureate degree and pre-requisite introductory coursework in assessment, disabilities and methods in the teaching and learning of mathematics, as well as Praxis I or equivalent. It is strongly suggested that applicants have certification in either elementary or secondary education. Alternatively, applicants may enroll in a dual certification in elementary or secondary education and special education through the M.Ed. program. Students who do not have certification or appropriate foundational courses may take those courses through Franklin Pierce College or another institution. Students who take courses at another institution must go through the Course Substitution Approval Process through their home campus.

**M.Ed Degree & Certification in General Special Ed/with LD**

Program Acceptance: Application before completion of ED 501 and ED 505. See 2005-2006 catalog for additional requirements.

ED501 E-Portfolio Seminar	1
ED505 Teaching, Learning and Technology in a Democratic Society	3
ED506 Advanced Psychology of the Learner	3
ED507 Research In the Classroom	3
ED510 Design/Management of the Teaching/Learning Environment	3
ED515 1st/2nd Lang. Acquisition/Development w/Action Based Learning Experience (ABLE)	3
ED540 Best Practices and Assess/Diagnosis I: The Exceptional Learner	3
ED541 Best Practices and Teach. Methods I: The Except.Learner w/ABLE	3
ED545 Effective Consultation and Communication	3
Ed 546 Best Practices: Educating Students w/LD	3
ED 560 Internship/Seminar: Gen. Sp. Ed w/LD (16 wks) (not needed for M.Ed.-Only Program) 8 weeks elementary/8 weeks middle-secondary (Alternative internship sites must be approved by Director/Certification Officer)	6
ED 580 Action Research Seminar (not needed for Certification-Only Program)	<u>3</u>
<b>Total Graduate Credits</b>	<b>37</b>

**Other Requirements:**

Certification/concentration E-Portfolio; No Grade Below a C in Education Courses; Praxis II for Elementary and/or Praxis II in a Secondary Content HQT requirement for anyone wishing to teach content K-6, middle school, or 7-12. Contact the Program Director/Certification Officer for more details.

**Certification-Only**

Total Graduate Credits **34**

**M.Ed.-Only**

Total Graduate Credits **31**

## **M.Ed Degree & Certification in General Special Ed/with Emotional/Behavioral Disabilities (EBD)**

Program Acceptance: Application before completion of ED 501 and ED 505. See 2005-2006 catalog for additional requirements.

ED501 E-Portfolio Seminar	1
ED505 Teaching, Learning and Technology in a Democratic Society	3
ED506 Advanced Psychology of the Learner	3
ED507 Research In the Classroom	3
ED510 Design/Management of the Teaching/Learning Environment	3
ED515 1st/2nd Lang. Acquisition/Development w/Action Based Learning Experience (ABLE)	3
ED540 Best Practices and Assess/Diagnosis I: The Exceptional Learner	3
ED541 Best Practices and Teach. Methods I: The Except.Learner w/ABLE	3
ED545 Effective Consultation and Communication	3
Ed 547 Best Practices: Educating Students w/EBD	3
ED 561 Internship/Seminar: Gen. Sp. Ed w/EBD (16 wks) (not needed for M.Ed.-Only Program) 8 weeks elementary/8 weeks middle-secondary (Alternative internship sites must be approved by Director/Certification Officer)	6
ED 580 Action Research Seminar (not needed for Certification-Only Program)	<u>3</u>
<b>Total Graduate Credits</b>	<b>37</b>

### **Other Requirements:**

Certification/concentration E-Portfolio; No Grade Below a C in Education Courses; Praxis II for Elementary and/or Praxis II in a Secondary Content HQT requirement for anyone wishing to teach content K-6, middle school, or 7-12. Contact the Program Director/Certification Officer for more details.

### **Certification-Only**

Total Graduate Credits **34**

### **M.Ed.-Only**

Total Graduate Credits **31**

### **Students who are not certified and/or who do not have appropriate foundational coursework may take the following courses through FPC:**

ED 508 Introduction to Assessment

ED 509 Understanding and Teaching Exceptional Learners with Field Experience (FE)

ED 518 Instructional Design: Meth. in Teaching Mathematics w/Action Based Learning Experience (ABLE)

### **Recommended Elementary Content Methods courses** for students wishing to be considered HQT K-6 (Praxis II or ABCTE test for elementary also required):

ED 517 Instructional Design: Meth. in Teaching Social Studies w/Action Based Learning Experience (ABLE)

ED 519 Instructional Design: Meth. in Teaching Science w/Action Based Learning Experience (ABLE)

### **Recommended Secondary Content Methods courses** for students wishing to be considered HQT Middle/Secondary (Praxis II selected content test for secondary also required):

ED 516 Instructional Design: Teaching Literacy Across the Curriculum with Field Experience

ED 517 Instructional Design: Meth. in Teaching Social Studies w/Action Based Learning Experience (ABLE)

ED 519 Instructional Design: Meth. in Teaching Science w/Action Based Learning Experience (ABLE)

ED 520 Instructional Design: Methods in Teaching English w/Action Based Learning Experience (ABLE)

## Course Descriptions

**Please consult the M.Ed 2005-2006 catalog for course descriptions for the following courses: ED 501, ED 505, ED 506, ED 507, ED 508, ED 509, ED 510, ED 515, ED 516, ED 517, ED 518, ED 519, ED 520. The descriptions included herein are for the discrete courses required in the M.Ed. and/or Graduate Teacher Certification in General Special Education programs.**

### **ED 540 Best Practices and Assessment/Diagnosis I: The Exceptional Learner (3 credits)**

This introductory course in assessment and diagnosis of all types of education-related and reading disabilities will provide the student with a general understanding of disabilities assessment, both formal and informal, and will include important factors which must also be considered in disabilities assessment, such as linguistic, psychological, socio-economic, cultural, emotional and physical factors. An investigation into identifying the characteristics of self-determination (Autonomy, Self-regulation, Psychological Empowerment, and Self-realization (Wehmeyer, 1995)) in a teaching and learning environment, in order to initiate or collaborate with others to effect positive school change, will be reinforced. The course will also focus on procedures for collecting and using data to assess student achievement, student learning strengths and weaknesses, learning styles and interpersonal relations. Such assessment information will be used to develop and evaluate individual education plans and alternative methods of teaching.

Prerequisites: Acceptance into Graduate Certification and/or M.Ed. program; ED 501; ED 508; ED 509; ED 515; ED 518 (or equivalents) or Program Director Approval.

### **ED 541 Best Practices and Teaching Methods I: The Exceptional Learner with Action Based Learning Experience (ABLE) (3 credits)**

This introductory methods course will provide research and practice opportunities for education-related and reading disabilities' specialists in a variety of methods/approaches for teaching in the basic literacy and skill areas of reading, language arts, mathematics, science, social studies and other specialty areas to enhance student learning and development. Planning, organization and implementation of the **Individualized Education Plan** will be emphasized, taking into account standardized and alternative assessment results. Methods and materials for teaching handicapped, culturally diverse, and the gifted and talented will be included. Self-determination research will be explored.

**All students will spend 15-30\* hours engaged in Action Based investigative inquiry, will reflect upon the outcomes of that experience and will present findings to the class. The findings and reflections will become part of the student's e-Portfolio.**

\*Number of hours dependent on background and experience.

Prerequisites: ED 540; ED 507 or Program Director Approval.

### **ED 545 Effective Consultation and Communication (3 credits)**

The focus of this course will be on the development of effective consultation and communication skills so that the future specialist will be able to assist in consultative functions necessary for successful educational programming and remediation plans for exceptional children, to be able to communicate with teachers, other specialists, parents, school personnel, community agencies and other individuals involved.

Prerequisites: ED 501; ED 505; ED 506; ED 508 (or equivalents) or Program Director Approval.

### **ED 546 Best Practices: Educating Students with Learning Disabilities (3 credits)**

This culminating advanced level course designed for learning disabilities specialists provides the student with opportunities to further explore a variety of learning theories and advanced effective assessment techniques, both formal and informal, used in diagnosing and evaluating learning disabilities. A general knowledge of educational measurements and statistics in order to become fluent in reading professional literature, familiarity with the administration and use of a wide variety of assessment tools, to include but not be limited to, norm-referenced tests, criterion referenced tests, and authentic assessment will be emphasized. Written reports effectively conveying results of all assessment practices utilized, as well as recommendations for classroom accommodations, instructional practices, and (as appropriate) individualized educational plans, will be produced. This course will also provide the opportunities for advanced exploration, implementation, and analysis of effective research-based instructional practices, which have been proven to assist students with learning disabilities in receptive, associational and/or expressive processes. Students will gain an understanding of the importance of promoting coping strategies for independent learning through an exploration of Self-Determination Research, The Gradual Release of Responsibility Model and other effective models. (Students will have the option to continue working on a previously designed Action Research Project or start a new project.)

Prerequisite: ED 540/541 or Program Director Approval

### **ED 547 Best Practices: Educating Students with Emotional/Behavioral Disabilities (3 credits)**

This culminating advanced level course designed for emotional/behavioral disabilities specialists provides the student with opportunities to further explore an integration of psychological and learning theories and complex effective assessment techniques, both formal and informal, used in diagnosing and evaluating behavioral and emotional problems. Legal and ethical considerations, as well as analysis of the theoretical, psychological, and societal issues in the detection of such children and adolescents will be explored. Written reports effectively conveying results, as well as recommendations for classroom accommodations, instructional practices, and (when appropriate) individualized educational plans, will be produced. This course will also provide opportunities for advanced exploration, implementation and analysis of effective research-based instructional practices which have been proven to assist students with behavioral/emotional disabilities. Competency in using specialized curriculum, measurement, management and teaching methods to remediate the learning and social difficulties of the emotionally or behaviorally disordered learners will be emphasized. Multiple opportunities to explore and research a variety of techniques and materials to help these learners have a normal life and school experiences will be encouraged. Best practices for policy development in teaching, behavior management, and discipline will also be researched. Students will gain an understanding of the importance of promoting coping strategies for independent learning and living through an exploration of Self-Determination Research. (Students will have the option to continue working on a previously designed Action Research Project or start a new project.)

Prerequisites: ED 540/541 or Program Director approval

### **ED 560 Internship/Seminar: General Special Education with LD (6 credits)**

This is a culminating 16 week supervised internship experience working with a Learning Disabilities Specialist or Director in an approved public or private school setting. 8 weeks will be spent in an elementary setting and 8 weeks in a middle/secondary setting. Observation and participation in each setting should be done in an environment which provides accommodation plans to all exceptional learners, with particular emphasis on learning disabilities.

Students will also participate in a Student Teaching/Internship seminar comprised of 5 monthly meetings. Focus will be on ongoing issues during the 16-week experience. Seminar includes a culminating day-long “Grande Finale Seminar” during which time Certification E-Portfolios will be presented.

Prerequisite: Successful completion of all Education related coursework,  $\frac{3}{4}$  completion of Certification E-Portfolio, successful Completion of Praxis I (or equivalent), 2.5 or above CGPA and Program Director Approval

### **ED 561 Internship/Seminar: General Special Education with EBD (6 credits)**

This is a 16 week supervised internship experience working with an Emotional/Behavioral Disabilities Specialist or Director in an approved public or private school setting. 8 weeks will be spent in an elementary setting and 8 weeks in a middle/secondary setting. Observation and participation in each setting should be done in an environment that provides accommodation plans to all exceptional learners, with particular emphasis on those with emotional/behavioral disabilities.

Students will also participate in a Student Teaching/Internship seminar comprised of 5 monthly meetings. Focus will be on ongoing issues during the 16-week experience. Seminar includes a culminating day long “Grande Finale Seminar” during which time Certification E-Portfolios will be presented.

Prerequisite: Successful completion of all Education related coursework,  $\frac{3}{4}$  completion of Certification E-Portfolio, successful Completion of Praxis I (or equivalent), 2.5 or above CGPA and Program Director Approval

### **ED 580 Action Research Seminar (3 credits)**

This seminar style course is designed as a mandatory requirement for students in the M.Ed.- only program and those in the M.Ed. with Certification track. In this course students may choose to focus on the execution of one of the Action Research Projects designed in previous courses in the program based upon their area of concentration, or design a new project. Students will choose from a variety of settings which may include public or private schools, clinical settings, or other previously approved sites. The seminar will culminate in a presentation of the Certification/Concentration E-Portfolios and a sharing of the results of the Action Research Project with other seminar participants, course instructor, and program director. Students will also be invited to the “Grande Finale Seminar” to share their Portfolios and results of their projects with student teachers/interns.

Prerequisite: Successful completion of all certification and/or concentration coursework or Program Director Approval.

**Franklin Pierce College**  
Division of Graduate and Professional Studies

# Graduate Teacher Education Programs

**Addendum to 2005-2006 Catalog**

**M.Ed. Degree and Certification in:**

**Elementary**  
Grades K-8

**Middle/Secondary**  
English - Grades 5-12  
History - Grades 5-12  
Biology - Grades 7-12

(See **Programs for Children with Disabilities Insert**  
for details on General Special Education Programs)

**11/30/05**

## **M.Ed. and Teacher Certification in Elementary and Secondary Education**

**Please note the following additions/revisions to the 2005-2006 catalog:**

1. Students will not be required to develop a Professional E-Portfolio during the program, nor present a Portfolio at the time of application, although both are recommended. Students will only be required to develop a **Concentration and/or Certification E-Portfolio**. This guideline replaces all other language in the current catalog relating to this requirement.
2. Three letters of recommendation are required for the Certification Program and the M.Ed. program. This guideline replaces all other language in the current catalog relating to this requirement.
3. Students who have **more than 5 outstanding Content area and/or General Education requirements** must complete those requirements before they will be considered for acceptance into their program of choice. An integrated major may be acceptable for acceptance into the Elementary Program. This will be determined through the transcript evaluation process. This guideline replaces all other language in the current catalog relating to this requirement.
4. Program Application: Application must be done before the completion of ED 501 and ED 505. This guideline replaces all other language in the current catalog relating to this requirement.
5. Certain courses may be taken to meet Professional Development hours, etc. without matriculation into the M.Ed. program with Program Director/Certification Officer and Associate Dean approval.
6. Students seeking approval to advance to Student Teaching/Internship status **must submit** an Intent to **Student Teach/Intern form**, official passing **Praxis I** scores, and be able to provide proof of  $\frac{3}{4}$  **completion of the Certification E-Portfolio** to the Office of Graduate Teacher Education Programs on or before **April 15** for Fall Student Teaching/Internship and **Oct. 15** for Spring Student Teaching/Internship.
7. **Praxis II** or the **ABCTE** test for **Elementary** content in Language Arts, Math, Science, Social Studies is a mandatory requirement for State of NH (K-8) Elementary Certification as of June, 2006. It will also satisfy HQT (K-6) content requirements. Official passing Praxis II scores must be received in the Office of Graduate Teacher Education in order to be recommended to the state for certification. It is recommended that students take one of these standardized tests prior to their Student Teaching/Internship. **Certification will be delayed otherwise.**
8. **Praxis II** in a **Secondary** content, for those in the Secondary Programs, is a mandatory requirement for State of NH Secondary Certification. It will also satisfy HQT content requirements for both Secondary students, as well as Elementary Certified individuals wishing to teach a specific content at the middle school level. Official passing Praxis II scores must be received in the Office of Graduate Teacher Education in order to be recommended to the state for Secondary certification. It is recommended that students take the test prior to their Student Teaching/Internship. **Certification will be delayed otherwise.**
9. ED 526 Course Title should read: Best Practices: Middle/Secondary Teaching Methods w/ Field Experience.

10. Change course number ED 496/531 to ED 531 only. This undergraduate number will not be available at this time and replaces all other language in the current catalog relating to this.
11. Manchester campus does not currently offer Graduate Teacher Education Programs, but the Office of the Program Director resides there.
12. Action Based Learning Experiences (ABLE) will replace the traditional Field Experiences in the following courses. See course syllabi and Field Experience and Action Based Learning Experience Handbook for more details.

ED 515 First and Second Language Acquisition w/ABLE

ED 517 Instructional Design: Methods in Teaching Social Studies w/ABLE

ED 518 Instructional Design: Methods in Teaching Mathematics w/ABLE

ED 519 Instructional Design: Methods in Teaching Science w/ABLE

ED 520 Instructional Design: Methods in Teaching English w/ABLE