



2011-2012 UNDERGRADUATE CATALOG

Go for your associate degree. Go for your bachelor's. Go for yourself. Go beyond expectations. Go for the challenge. Go for the growth. Go for the education. Go on campus. Go on location. Go online.

Southern
New Hampshire
University 

For More Information

On Campus

2500 North River Road
Manchester, NH 03106
603.668.2211

Admission

Undergraduate Day Office

800.642.4968
603.645.9611
FAX: 603.645.9693
admission@snhu.edu

College of Online and Continuing Education

33 South Commercial St., Suite 203
Manchester, NH 03101
888.327.SNHU
moreinfo@snhu.edu

Online

College of Online and Continuing Education

33 South Commercial St., Suite 203
Manchester, NH 03101
888.327.SNHU

Online Programs: online@snhu.edu

Current students: onlinestudent@snhu.edu

On Location

SNHU Maine

10 Tibbetts Drive, Suite 200
Cook's Corner
Brunswick, ME 04011
207.725.6486
800.427.9238
brunswick@snhu.edu

SNHU Maine at Naval Air Station

207.798.5418
Fax 207.798.5419

SNHU Manchester

2500 North River Road
Robert Frost Hall, Suite 101
Manchester, NH 03106
603.645.9624
manchester@snhu.edu

SNHU Nashua

546 Amherst Street
Nashua, NH 03063
603.881.8393
nashua@snhu.edu

SNHU Salem

19A Keewaydin Drive
Salem, NH 03079
603.893.9600
salem@snhu.edu

SNHU Seacoast

231 Corporate Drive
Portsmouth, NH 03801
603.436.2831
seacoast@snhu.edu

SNHU Vermont

463 Mountain View Drive, Suite 101
Colchester, VT 05446
1.800.730.5542

Nondiscrimination

Southern New Hampshire University does not discriminate on the basis of race, color, national origin, citizenship, religion, marital status, age, sex, sexual orientation or disability in admission to, access to, treatment in or employment in its programs and activities. The following department has been designated to handle inquiries regarding the nondiscrimination policies: Office of Human Resources and Development, Southern New Hampshire University, 2500 North River Road, Manchester, NH 03106-1045.

Disability Access Statement

Accommodations are available to provide individuals with documented disabilities equal access to facilities and programs at Southern New Hampshire University. For further information on access, please contact the Office of Disability Services at: Voice: 603.668.2211 ext. 2386, TTY: 603.629.4671.

Family Educational Rights and Privacy Act

Southern New Hampshire University complies with the Family Educational Rights and Privacy Act (known as the "Buckley" Amendment). This act, which was passed by the congress in 1974, protects the rights of the student in matters of access to and release of information contained in the students' records. Questions regarding this policy should be referred to the registrar.

Sexual Harassment

Southern New Hampshire University seeks to create and maintain an academic and work environment in which all members of the community are free of harassment based on gender. It is the policy of Southern New Hampshire University that no member of the community may sexually harass another. The intent of this policy is to foster responsible behavior in an environment free of discrimination. Sexual harassment is illegal as it makes the educational and working environment hostile, intimidating and offensive.

Welcome to Southern New Hampshire University

Message from the President



In this catalog, you will find descriptions of Southern New Hampshire University's undergraduate programs and courses. A university catalog offers the most comprehensive description of any institution. Spend time with it and you will learn about SNHU's history and mission, its services and outreach, its facilities and the many opportunities the university provides students for involvement in athletics, student clubs and other enriching activities.

Read between the lines and you'll discover much more. You will see what makes Southern New Hampshire University one of New England's most exciting institutions — small classes; our entrepreneurial and innovative spirit; dedicated faculty who bring real-world experience to the classroom; professional programs that are nationally accredited and internationally recognized.

Learning isn't relegated only to the classroom. SNHU is a global university with students from 79 countries and boundless opportunities for you to travel and study abroad. With a strong service ethic, SNHU students work in the local community, help rebuild homes in the Gulf Region, and recently travelled to South Africa to set up computers in a township school. Others interned for international finance firms, for professional sports teams, and in schools. Leadership opportunities abound with campus organizations and clubs, on the playing field, and in student government.

SNHU is expanding its programs (adding Game Design most recently), just opened a new academic building and a dining hall, and is hiring wonderful faculty. We became the first carbon neutral college campus in the state three years ago and are one of the very few universities to win the EPA's Green Power challenge — not once, but twice. SNHU is increasingly recognized as a school on the move. You can be part of the excitement.

Sincerely,

A handwritten signature in black ink that reads "Paul J. LeBlanc". The signature is written in a cursive, flowing style.

Paul J. LeBlanc, President

2011-2012 Undergraduate Catalog

Table of Contents

Message from the President	1
2011-2012 Academic Calendars	4
Southern New Hampshire University	5
Mission	5
History of the University	5
Goals of the University	6
The SNHU Community	6
Accreditation and Membership	7
On Campus	7
Degrees Offered and Academic Programs	8
Admission	10
Freshman Admission	10
Admission of Homeschooled Students	10
International Student Admission	10
College Unbound@SNHU Admission	10
Transfer Admission	11
Special Academic Programs Admission	11
Personal Interviews and Campus Tours	12
Admission of Adult/Nontraditional Students	12
Transfer Credit Evaluation Process	12
Articulation Agreements	12
Credit for Life Experience	13
Internal Transfer	13
Readmission	13
One Stop	13
Financial Aid	13
The Financial Aid Application Process	14
Merit Based Aid for New Students	14
Southern New Hampshire University Grants and Scholarships	15
Federal and State Programs	18
Loans and Jobs	19
Veterans' Benefits	20
Standards of Satisfactory Academic Progress for Financial Aid	21
Tuition and Expenses	22
ESL Tuition and Fees	22
College Unbound@SNHU Tuition and Fees	22
Undergraduate Day Student Fees	22
University Wide Fees	23
Culinary Fees	23
Undergraduate Day Student Payment, Withdrawal, Proration of Fees, and Deposit Policies	23
College of Online and Continuing Education Student Payment and Deposit Policies	24
Course Drop and Withdrawal Policies (College of Online and Continuing Education Only)	25
SNHU Student ID Card	26
Academic Support Services	27
Harry A.B. and Gertrude C. Shapiro Library	27
Audio Visual Center	27
Academic Support Offices	27
Academic Advising Office	28
Dorothy S. Rogers Career Development Center	28
Office of Disability Services	29
The Learning Center	30

SNHU Computing Resources	30
Institute for Language Education, ESL Program	30
Special Academic Programs	31
College Unbound@SNHU	31
SNHU Advantage Program	32
SNHU Experience	32
The University Honors Program	33
Accelerated Mathematics Sequence	34
Civic Engagement-Service Learning Initiative	34
SNHU Study Abroad	34
Student Exchange Courses	34
Army and Air Force Reserve Officers Training Corps	35
Academic Programs	36
The Undergraduate Curriculum, The B.A./B.S. Core	36
Special Academic Options	37
Minors	37
College of Online and Continuing Education	45
School of Arts and Sciences	52
School of Business	72
School of Education	96
Academic Standards and Regulations	108
Grades and Grading	108
Policies	109
Graduation Requirements	117
Academic Honors	119
The Division of Student Affairs	121
Mission	121
Athletics	121
Athletic Facilities	121
Follett Campus Bookstore	121
Campus Ministry	122
Campus Programming & Leadership	122
Cultural Outreach and Involvement	123
International Student Services	123
Public Safety	123
Residence Life	124
Service and Community Involvement	125
Student Life and the Student Center	125
Wellness	126
Course Descriptions	127
University Directory	196
Index	215

A Note on the Purpose of a University Catalog

The purpose of a university catalog is to be of use to present or potential students and family members, to serve as a historical document and to let others know the nature and scope of programs available. Every effort was made to ensure accuracy at the time of publication; the various staff and faculty members listed herein will do their best to answer questions.

Students have the responsibility to become familiar with these policies and processes as they pursue their educational goals. The students, administration, faculty and staff have the mutual responsibility of bringing the words to life by making the learning experiences as pleasant and productive as possible. The university reserves the right to change any part of it and to make any changes retroactive for students currently enrolled.

Academic Calendars

Fall 2011 – Spring 2012

Undergraduate Day School

Fall

International Student Check-in	August 31–September 1
International Student Orientation	September 2
First Days	September 1–6
Domestic Student Orientation Check-in	September 4
Returning Resident Student Check-in	September 5
Classes Begin (Undergraduate Day, Transitional Bridge Program)	September 7
Mid-Term Holiday (Columbus Day Observed)	October 10
Thanksgiving Recess	November 23–25
Classes Resume	November 28
Last Class Day	December 16
Final Exams	December 17–22

Spring

International Student Check-in	January 12
Spring Orientation	January 15–16
Returning Resident Student Check-in	January 16
Classes Begin (Undergraduate Day, Transitional Bridge Program)	January 17
Mid-Term Holiday	March 5–9
Classes Resume	March 12
Last Class Day	April 27
Reading Day	April 28
Final Exams	April 30–May 4
Commencement	To be announced

College of Online and Continuing Education (COCE)

Term 1

Classes Begin	Tues, Sept. 6, 2011
Classes End	Sun, Oct. 30, 2011

Term 2

Classes Begin	Mon, Oct. 31, 2011
Holiday	Thanksgiving (Nov.24/25)
Classes End	Fri. Dec. 23, 2011

Term 3

Classes Begin	Mon, Jan. 9, 2012
Classes End	Sun, Mar. 4, 2012

Term 4

Classes Begin	Mon, Mar. 5, 2012
Holiday	Easter (Apr. 8)
Classes End	Sun, Apr. 29, 2012

Term 5

Classes Begin	Mon, Apr. 30, 2012
Holiday	Memorial Day (May 28)
Classes End	Sun, June 24, 2012

Term 6

Classes Begin	Mon, June 25, 2012
Holiday	Independence Day (July 4)
Classes End	Sun, Aug. 19, 2012

CE Summer Day Term A

Classes Begin	Mon, May 14, 2012
Holiday	Memorial Day (May 28)
Classes End	Sun, June 24, 2012

CE Summer Day Term B

Classes Begin	Mon, June 25, 2012
Holiday	Independence Day (July 4)
Classes End	Sun, Aug. 5, 2012

ESL Term Dates

Term 1-A

Classes Begin	Tues, Sept. 6, 2011
Classes End	Fri, Oct. 28, 2011

Term 1-B

Classes Begin	Mon, Oct. 31, 2011
Classes End	Tues, Dec. 20, 2011

Term 2-A

Classes Begin	Mon, Jan. 9, 2012
Classes End	Fri, March 2, 2012

Term 2-B

Classes Begin	Mon, March 12, 2012
Classes End	Tuesday, May 1, 2012

Term 3-A

Classes Begin	Mon, May 7, 2012
Classes End	Fri, June 22, 2012

Term 3-B

Classes Begin	Mon, June 25, 2012
Classes End	Fri, Aug 10, 2012

Southern New Hampshire University



Mission

Southern New Hampshire University educates intellectually and culturally enriched individuals to be successful in their careers and contribute to their communities. SNHU's educational philosophy challenges students' intellectual potential and prepares them for professional lives in an ever-changing and increasingly interconnected world. It provides a supportive and close-knit learning community, delivering engaging instruction in a flexible variety of formats. Students develop the knowledge to understand a complex world, the skills to act effectively within that world and the wisdom to make good choices. They do so within a community of teachers, staff and peers that is encouraged to add its scholarly, creative and pedagogical contributions to the larger social good.

History of the University

Southern New Hampshire University was founded in 1932 by H.A.B. Shapiro as the New Hampshire School of Accounting and Secretarial Science. The school remained relatively small until 1961, when it was incorporated and renamed New Hampshire College of Accounting and Commerce.

The state of New Hampshire in 1963 granted the university its charter, which gave it degree-granting authority. The first associate degrees were awarded that year, and the first bachelor's degrees were conferred three years later. The college became a nonprofit institution under a board of trustees in September 1968, and the name was shortened to New Hampshire College in 1969.

During the '60s the college opened off-campus centers to better serve adult learners. Programs today are offered in Manchester, Nashua, Portsmouth and Salem, N.H., and in Brunswick, Maine, as well as internationally through such schools as HELP International College of Technology (HICT) in Malaysia.

The 1970s were a time of growth and change. The college moved from its downtown Manchester site to the now 300-acre campus on the Merrimack River in 1971. In 1974, the college introduced a Master of Business Administration program, and, in 1978, assumed human services degree programs.

In the spring of 1981, the General Court of New Hampshire authorized New Hampshire College to award the Master of Human Services degree and the Master of Science degree in business-related subjects. That same year, to accommodate the two new rapidly expanding programs, the university purchased the former Mount Saint Mary College in Hooksett, which served as the "north campus" for many years. Operations have since been reconsolidated on the main campus. In 1988, the human services programs were transferred to Springfield College in Springfield, Mass.

The college continued to expand academic offerings throughout the 1980s and 1990s. Community economic development was first offered in 1982 and the Culinary Arts Program was established in 1983. New liberal arts and education majors were added in the early 1990s and in the last several years. The one-of-a-kind 3Year Honors Program in Business Administration was launched in 1997. Academic offerings again expanded in 1998 to include the Ph.D. in community economic development and the Doctor of Business Administration.

The university extended its reach worldwide with the launching of its Internet-based distance learning program, SNHU Online in 1995.

A wave of campus expansion began in 1996 with the construction of a new residence hall; Webster Hall, home to the School of Business; the Hospitality Center, home to the student-run restaurant and culinary programs; and Belknap Hall, now home to the Institute for Language Education, Public Safety, the School of Education and several university offices, including the Office of Undergraduate Admission.

Construction continued with the building of a new academic center, Robert Frost Hall, which houses the Center for Financial Studies, a simulated stock trading room, and the museum-quality McNinch Art Gallery. New residence halls were built on the west and east sides of campus. All classrooms and halls are wireless.

Expansion and program development led to a momentous event in the institution's history in 2001, when New Hampshire College became Southern New Hampshire University. Several new degrees were added in the 2000s, including specialized M.B.A. degrees, the M.F.A. in fiction and nonfiction writing, game design and development, Master of Education programs and many more.

In 2007, SNHU became the first carbon-neutral university in New Hampshire.

During the 2009-2010 school year, the university opened a new academic building, which features new classrooms, student lounge and study areas, and a café, and a new dining

hall. Both energy-efficient buildings were designed with sustainability in mind.

Today the university has three schools—the School of Business, the School of Education and the School of Arts and Sciences—as well as the College of Online and Continuing Education, and continues to seek new ways to provide quality educational programs for all of our constituents, both in the U.S. and abroad.

Goals of the University

Instructors, students and administrators recognize and subscribe to the mission of the university. In addition, the undergraduate programs have the following specific, supporting goals:

- Offer a quality curriculum that enables students to enter the professional world, or that enable those already established to enhance, advance or change their careers.
- Teach and inquire into the foundation for important truths, principles, ideas, facts and performance methods, so that students can make significant contributions to their chosen fields.
- Provide challenging courses of study, encouraging students to become life-long learners, critical thinkers and problem solvers, who can adapt creatively and appropriately to all situations, structured or unstructured.
- Help students to understand themselves, society and different cultures, so that they can participate effectively in the changing world around them.
- Encourage students to identify the personal qualities and ideals which will enable them to function ethically and responsibly.
- Ensure that students speak and write clearly and accurately, use computers efficiently and employ library resources effectively.

To achieve these goals, the faculty is committed to the art of teaching, scholarship and service. Southern New Hampshire University emphasizes that we learn in different ways, that learning occurs both inside and outside of the classroom, and that learning takes place only if an individual successfully integrates the intellectual, social, and emotional aspects of his or her development, and strives to stimulate critical thought and inquiry in the classroom. Teaching is primary at Southern New Hampshire University.

The SNHU Community

At Southern New Hampshire University, we believe there are no limits to what our students can achieve. With a culture that inspires every person, every day, to do more, learn more, try harder and exceed expectations, we are dedicated to helping students realize their potential.

SNHU is a premier university with a small-college feel. The university offers undergraduate programs in business, culinary arts, education, hospitality management and liberal arts, and graduate programs in business, community economic development, education and writing. Programs are offered on campus and, through the College of Online and Continuing Education, online and on location at our centers in Manchester, Nashua, Portsmouth and Salem, N.H., and Brunswick, Maine.

Here you'll find caring, credentialed faculty, quality academic programs, small classes, state-of-the-art facilities and an exciting campus culture.

SNHU has been graduating successful leaders for more than 75 years. The university has received Best of Business awards for its M.B.A. and online degree programs, has been named a Best Buy by *geteducated.com* and is a designated Military-Friendly School. Our undergraduate and graduate academic programs are designed with the real world in mind. Our programs and students are career-focused, yet the university provides a well-rounded education that incorporates the liberal arts so graduates are truly prepared for the real world.

The university has approximately 2,200 traditional, full-time undergraduate day students and about 10,000 enrollments in all divisions (day, evening, weekend and online undergraduate and graduate students).

The university recognizes that graduates will be world citizens and has moved to increase the exchange of ideas and experiences between students in the U.S. and other countries. Students come from more than 79 countries to attend SNHU. This cultural diversity enriches the learning experience for all. In addition, the university's participation in the University Studies Abroad Consortium means students can choose to study abroad at one of 36 institutions in 26 countries in Asia, Africa, Australia, Europe and Latin America.



Academic support services at Southern New Hampshire University include:

- Harry A.B. and Gertrude C. Shapiro Library (including the Pantano Gallery)
- Southern New Hampshire University Computer Center
- Institute for Language Education
- Academic Advising Office
- Career Development Center
- Office of Disability Services
- The Learning Center

Southern New Hampshire University student affairs services include:

- Athletics and Athletic Facilities
- Campus Ministry
- Public Safety
- Residence Life
- Student Organizations & Leadership
- Wellness Center (which offers health, counseling and educational services)

In the final analysis, an institution committed to teaching is an organization that does not waver from its goal to create a learning environment worthy of all those who become a part of it. This attempt is conscious and ongoing at Southern New Hampshire University. It is a continual process through which Southern New Hampshire University reaffirms its commitment to academic excellence, professional credibility and social responsibility.

Accreditation and Membership

Southern New Hampshire University programs are accredited by:

- Accreditation Commission for Programs in Hospitality Administration
- American Culinary Federation Educational Institute
- Association of Collegiate Business Schools and Programs
- European Council for Business Education
- National Association for Sport and Physical Education
- New England Association of Schools and Colleges
- New Hampshire Postsecondary Education Commission
- New Hampshire State Department of Education for Teacher Certification
- North American Society for Sport Management

Southern New Hampshire University supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Southern New Hampshire University is also:

- approved for the education of veterans and the children of veterans.
- approved for the rehabilitation training of eligible students with disabilities.
- listed in the Department of Education's Education Directory, Part 3, Higher Education.
- a preferred provider of distance learning opportunities to sailors and soldiers through the Navy College Program Distance College Partnership (NCPDLP), eArmyU, and AU-ABC Community College of the Air Force/Air University articulation agreements.

On Campus

The campus is located in the Manchester/Hooksett area of southern New Hampshire. Manchester has a growing population of 108,000 and is a hub of progress in industrial and business growth to its south and tourism, leisure and recreation areas to its north. It has been named one of the top college cities, and Money magazine named it a most liveable city. The arts in the city are flourishing and the Verizon Wireless Arena weekly draws audiences from throughout the New England states. Convenient interstate highways bisect Manchester's bustling perimeters; air service connects Manchester to all major cities in the United States. Southern New Hampshire University's campus borders Interstate 93 and is within an hour of Boston.

SNHU is an EPA Green Power Partner and is the first carbon-neutral campus in New Hampshire. The main campus features new dormitory and apartment buildings, state-of-the-art classrooms, a well-equipped fitness center, wireless Internet access, auditoriums, technology labs, multimedia rooms, computer labs, a graphic arts lab, a student-run gourmet restaurant and bakery, a simulated stock trading room, a museum-quality art gallery, the Shapiro Library and much more. The Athletic Complex also houses a dance studio, a racquetball court, an indoor 25-meter competition-size swimming pool, four outdoor tennis courts (lighted for night play), two indoor gymnasiums, and baseball, softball, soccer/lacrosse and practice fields. A new academic building and a new dining hall opened during the 2009-2010 school year.

Degrees Offered and Academic Programs

Southern New Hampshire University prepares its students by offering the following major courses of study.

Associate of Arts (A.A.)

A.A. Liberal Arts

Associate of Science (A.S.)

A.S. Accounting
A.S. Baking and Pastry Arts
A.S. Business Administration
A.S. Computer Information Technology
A.S. Culinary Arts
A.S. Fashion Merchandising
A.S. Justice Studies
A.S. Marketing

Bachelor of Arts (B.A.)

B.A. Advertising
B.A. Child Development Leadership
B.A. Communication
B.A. Community Sociology
B.A. Computer Information Technology
B.A. Creative Writing
B.A. Early Childhood Education*
B.A. Elementary Education*
B.A. Elementary Education with Special Education*
B.A. English Education*
B.A. English Language & Literature
B.A. English Language & Literature and English Education*
B.A. Environment, Ethics and Public Policy
B.A. Game Design and Development
B.A. Graphic Design and Media Arts
B.A. General Studies in Education
B.A. History
B.A. History and Social Studies Education*
B.A. Individually Designed Major
B.A. Law and Politics
B.A. Mathematics
B.A. Middle School Mathematics Education*
B.A. Middle School Science Education*
B.A. Music Education*
B.A. Psychology
B.A. Psychology/Child and Adolescent Development
B.A. Psychology/Forensic Psychology
B.A. Public Service
B.A. Social Studies Education/History*
B.A. Social Studies Education/Political Science*
B.A. Special Education*

Bachelor of Applied Science (B.A.S.)

B.A.S. Hospitality Administration

Bachelor of Business Administration (B.B.A.)

B.B.A. Business Administration

Bachelor of Science (B.S.)

B.S. Accounting
B.S. Accounting/Finance
B.S. Accounting/Information Systems
B.S. Advertising
B.S. Business Administration
B.S. Business Studies
B.S. Computer Information Technology
B.S. Culinary Management
B.S. Finance/Economics
B.S. Game Design and Development
B.S. General Studies in Business
B.S. Hospitality Business
B.S. International Business
B.S. Justice Studies
B.S. Marketing
B.S. Retailing
B.S. Sport Management
B.S. Technical Management

Master of Arts in Teaching (M.A.T)

M.A.T. in English

Master of Business Administration (M.B.A.)

M.B.A. Master of Business Administration in Global Studies

Specialized M.B.A.'s

M.B.A. in Accounting
M.B.A. in Corporate Social Responsibility
M.B.A. in Entrepreneurship
M.B.A. in Finance
M.B.A. in Forensic Accounting
M.B.A. in Information Technology Management
M.B.A. in International Hospitality Management
M.B.A. in Justice Studies
M.B.A. in Marketing
M.B.A. in Operations & Supply Chain Management
M.B.A. in Project Management
M.B.A. in Social Media Marketing
M.B.A. in Sport Management
M.B.A. in Sustainability & Environmental Compliance
M.B.A. in Workplace Conflict Management

Master of Education (M.Ed.)

M.Ed. Business Education*
 M.Ed. Curriculum and Instruction**
 M.Ed. Early Childhood Education*
 M.Ed. Educational Leadership**
 M.Ed. Educational Studies
 M.Ed. Elementary Education*
 M.Ed. Elementary Education with Special Education*
 M.Ed. English for Speakers of Other Languages (ESOL) Education*
 M.Ed. Field Based Graduate Programs in Education
 M.Ed. Reading and Writing Specialist*
 M.Ed. Secondary Education, English*
 M.Ed. Secondary Education, Social Studies*
 M.Ed. Special Education*
 M.Ed. Education Technology Integration Specialist*

Master of Fine Arts (M.F.A.)

M.F.A. Creative Writing in Fiction
 M.F.A. Creative Writing in Nonfiction

Master of Science (M.S.)

M.S. Accounting
 M.S. Accounting/Finance
 M.S. Community Economic Development
 M.S. Community Mental Health & Mental Health Counseling
 M.S. Finance
 M.S. Information Technology
 M.S. International Business
 M.S. Justice Studies
 M.S. Marketing
 M.S. Organizational Leadership
 M.S. Operations and Project Management
 M.S. Sport Management
 M.S. Teaching English as a Foreign Language

Doctoral Degrees

Ph.D. Community Economic Development (Closed to Admissions 2010-2011)
 Ph.D. International Business

Certificate Programs – Undergraduate

Accounting
 Baking
 Business Information Systems
 Cooking
 Crime and Criminology
 Human Resource Management
 Law and Legal Process
 Policing and Law Enforcement
 Pre-Law
 Terrorism and Homeland Security

Certificate Programs – Graduate

Accounting
 Advanced Studies in Education
 Adult Psychiatric
 Cybersecurity
 Finance
 Forensic Accounting/Fraud Examination
 Human Resource Management
 Integrated Community Mental Health & Substance Abuse Services for Adults
 Integrated Community Mental Health & Substance Abuse Services for Children, Youth and Families
 Integrated Marketing Communications
 International Business
 International Business/Information Technology
 International Finance
 International Hospitality and Tourism Management
 International Sport Management
 IT- Management Track
 IT- Technical Track
 Leadership of Non-Profit Organizations
 Marketing
 Operations and Supply Chain Management
 Project Management
 Psychiatric & Substance Abuse
 Public Administration
 Sport Management
 Terrorism and Homeland Security

* *Leads to teacher certification*

** *May lead to teacher certification*

Admission

Candidates for admission to Southern New Hampshire University are evaluated individually on the basis of academic credentials and personal characteristics. Students may complete a paper application for admission or apply online at www.snhu.edu.

The College of Online and Continuing Education offers six terms a year. Applications are accepted throughout the year.

Undergraduate Admission Criteria

When reviewing applicants, primary emphasis is placed on a student's academic record as demonstrated by the quality and level of college preparatory course work and achievement attained.

Most successful candidates admitted to SNHU present a program of study consisting of 16 college preparatory courses, including:

- four years of English
- three or more years of mathematics
- two or more years of science
- two or more years of social science

Test Optional

Effective for the entering class in September 2011, Southern New Hampshire University has moved to a **Test Optional** admission process. Students will no longer be required to submit copies of their SAT or ACT scores to be considered for general admission to the university. The admission committee continues to place the strongest emphasis on a student's academic preparation in high school as the best predictor of success at the college level. However, please note that home-schooled students and those students applying to the 3Year Honors Program in Business Administration or the University Honors Program **are** required to submit copies of their SAT or ACT scores (with writing) to complete their applications.

The Common Application

Students applying to Southern New Hampshire University day school admission may use the **Common Application**®, which can be obtained at app.commonapp.org.

Freshman Admission

The following items are required to be submitted for consideration:

- A completed application, essay and \$50 application fee. (Fee waived for foreign applicants. Not applicable to College of Online and Continuing Education students.)
- An official high school transcript including at least first quarter senior year grades or official GED certifi-

cate with scores. (Final transcript to be submitted following high school graduation.)

- One letter of recommendation from a guidance counselor or teacher.

Admission of Homeschooled Students

The same admission criteria apply to homeschooled students as to all other admission applicants. A complete application for a homeschooled student requires the following:

- A completed **Home School Supplement Form** (available at app.commonapp.org)
- SAT or ACT scores. (These may be reported directly by the College Board. Our College Board Code is #3649.) *Not required for culinary arts applicants.*
- One recommendation from the primary educator.
- One recommendation from a coach, community leader, or supervisor.

If the home school program is not accredited, the student must meet all state regulations put forth by their home state **and** the state of New Hampshire, and should submit a portfolio including **course descriptions, an annotated reading list, and graded work for review.**

College Unbound@SNHU

Admission to College Unbound@SNHU does not rely on traditional measures of performance, such as SAT scores or high school transcripts, but rather on individual and group interviews, leadership experience, community involvement, personal essays and student portfolios. Applicants must create an admission e-portfolio and complete a College Unbound@SNHU paper application. Instructions are available online at www.snhu.edu/collegeunbound. Unlike other academic programs at SNHU, acceptance into College Unbound is not granted on a rolling basis and follows a specific timeline. Please visit our webpage for details.

Applicants who are not offered admission to this program may be eligible to apply for admission to the traditional four-year degree programs at SNHU.

For more information on the undergraduate day College Unbound@SNHU program contact Beth Sheehan at 603-668-2211, ext. 3331 or at e.sheehan@snhu.edu.

International Student Admission

A complete application for an international student requires the following:

- A completed International Student Application form. The admission form used for U.S. students is not acceptable.
- Official copies of academic records translated into English, including:
- Proof of graduation or completion of program.
- Copies of transcripts or mark sheets of all course

work taken, with grades or marks for each course indicated (photocopies certified as true copies of originals are acceptable).

- Proof of English proficiency or agreement to enter our full-time, intensive English as a Second Language (ESL) program. Southern New Hampshire University provides conditional admission for students needing ESL prior to entering a degree program.
- Documentation of financial support. Applicants must complete the Certification of Financial Support in the application as well as submit documentation that funds are available. A demonstrated level of support not only for actual tuition and room and board, but also for living expenses, pocket money, books, etc., is necessary.

Candidates for undergraduate enrollment, whose native language is not English, must demonstrate proficiency on a TOEFL test with a score of 530 or higher. Equivalent proficiency may be demonstrated by a score of 197 on CBT, 71 on internet based TOEFL, or 6.0 on IELTS.

Transfer Admission

An applicant is considered a transfer student after attempting a minimum of 12 college credits after high school graduation. Transfer students are accepted to Southern New Hampshire University in either the fall or spring semester. Southern New Hampshire University recognizes most work completed at other accredited institutions and welcomes transfer applications. In reviewing applications for transfer admission, emphasis is placed on postsecondary academic work completed. Most successful applicants have a cumulative college G.P.A. of a 2.5 or higher (4.0 scale). Southern New Hampshire University does not accept as transfer credit capstones, co-ops, internships and student teaching taken at other institutions.

Items required to be submitted for consideration as a transfer student:

- A completed application.
- Official transcripts from all colleges or universities previously attended.
- An official final high school transcript or equivalency (waived with six (6) transferrable credits).
- A list of courses the student is currently enrolled in or plans to take prior to enrollment at Southern New Hampshire University.

Early Action

The early action option is for undergraduate day freshmen applicants who wish to receive the earliest possible response regarding their admission to Southern New Hampshire University. Evaluation of early action applicants is based on academic work through the junior year of high school. Applications may be submitted during the summer prior to the senior year or before Nov. 15 of the senior year. Early action applicants will either be accepted within 30 days or requested to submit first quarter senior year grades. Early action, unlike “early decision,” does not require an early

commitment to enroll or restrict the student from applying to other colleges or universities.

Rolling Admission

Most students apply under the rolling admission plan, in which applications are reviewed throughout the year. It is recommended, however, that candidates for freshman admission apply prior to March 15 for the fall term and before Nov. 15 for the spring term. Transfer applicants are encouraged to apply by March 15 for the fall term and by Nov. 15 for the spring. Applicants can usually expect to receive an admission decision within 30 days from receipt of their completed application.

Special Academic Programs Admission

Creative Writing Majors

Undergraduate day students applying for admission to the Creative Writing Program at Southern New Hampshire University must submit a 10 page writing sample. The coordinator of the Creative Writing program will review all application files for students seeking admission into the major. For more information contact the School of Arts and Sciences.

University Honors Program Applicants

Undergraduate day students applying for admission to the University Honors program need to submit all of the items required for freshman admission, as well as SAT or ACT scores. In order to be considered for the University Honors program an additional application form and essay are required (see application for topic). The director of the University Honors program will review the applicant’s credentials for admission into the program. For more information on the University Honors Program see page 33 in this catalog or contact Dr. Andrew Martino, the director of the University Honors Program at 603.668.2211, ext. 2285 or at a.martino@snhu.edu.

3Year Honors Program in Business Administration

Undergraduate day students applying for admission to the Southern New Hampshire University 3Year Honors Program need to submit all of the items required for freshman admission, as well as SAT or ACT scores. Successful candidates generally have combined SAT scores above 1100 and at least a “B” average in a challenging college-preparatory high school curriculum. An interview with the program director is required.

Applicants who are not offered admission to this program are considered for admission into the four-year degree program.*

For more information on the undergraduate day 3Year Honors Program in Business Administration contact Ashley Liadis at 603.668.2211, ext. 3178 or at a.liadis@snhu.edu.

* *The 3Year Honors Program only accepts applicants for the fall term beginning in September.*

Personal Interviews and Campus Tours

A campus visit will help any student become familiar with the university and will assist students through the admission process. Personal interviews and campus tours are strongly recommended. Opportunities to visit SNHU include: guided tours, personal interviews, open house programs and information sessions. The Office of Admission is open year-round. For specific dates and times for visits, please contact us at 800.642.4968 or 603.645.9611 or you can arrange your visit online at: www.snhu.edu/campusvisit.

Admission of Adult/Nontraditional Students

Southern New Hampshire University encourages high school and college graduates of all ages to pursue university studies online, during the day, in the evening, or in a combination of all three. Those interested in adult/nontraditional study may call 866.860.0449 or email enroll@snhu.edu. Students are encouraged to visit our website www.snhu.edu for further admission and program information. In the admission process for the College of Online and Continuing Education undergraduate study, a student must submit an attestation form confirming graduation from high school or equivalent (waived with six (6) transferable college credits) and official transcripts of any college or university that you intend to have evaluated for transfer credit. Standardized tests (SAT or ACT) are not required of applicants to the College of Online and Continuing Education. Once all needed documents are submitted, a student will receive official admission to the College of Online and Continuing Education.

Transfer Credit Evaluation Process

Transfer students receive official transfer credit evaluations with their letters of acceptance. The credit evaluation lists all courses that transfer into the student's degree program so that the student knows exactly the courses needed to complete his or her bachelor's degree. Credits for courses in which the applicant earned a grade of "C" or better, and which fit the student's degree program, are generally transferable. Grades of "C-" will be transferred for credit if the grade-point average of all transferred courses is 2.0 or better. We do not accept as transfer credit cooperatives, capstones, internships and student teaching taken at other institutions. In most cases, transfer applicants with associate degrees from accredited institutions are granted junior (upper division) standing. Currently a maximum of 90 credits may be transferred toward a bachelor's degree and 30 credits may be applied to an associate degree. For New Hampshire community college students, all course by course equivalencies as well as recommended transfer programs can be found at www.NHTransfer.org. Grades earned in courses taken at other institutions are not considered in the calculation of the student's grade-point average at Southern New Hampshire University. Transfer students are expected to meet all graduation requirements of Southern New Hampshire University. (See the Graduation Requirements section in the University Policies section for more information.)

Articulation Agreements

For information on high school articulation scholarships, please turn to p. 15.

For information on international articulation agreements, please contact the Office of International Admission at 603.645.9629.

Southern New Hampshire University continues to establish and update articulation agreements with accredited two-year colleges. Articulation agreements and course equivalency guides identify the courses that are transferable from a two-year college to Southern New Hampshire University. Students who complete an associate degree (or equivalent) in a program covered by an articulation agreement shall have all passing courses accepted for transfer credit, as specified in the articulation agreement.

Our Office of Transfer Recruitment and Articulation is always in the process of coordinating new articulation agreements with institutions throughout the region and country, but as of January, 2011, we have active articulation agreements with the following institutions:

Andover College
Bunker Hill Community College
Cape Cod Community College
Central Maine Community College
Community College of Rhode Island
Community College System of New Hampshire
Great Bay Community College
Green Mountain Community College
Herkimer County Community College
Hesser College
Lakes Region Community College
Lebanon College
Manchester Community College
Marian Court College
Middlesex Community College
Nashua Community College
NHTI Concord's Community College
Northern Essex Community College
North Shore Community College
Quincy College
Quinsigamond Community College
River Valley Community College
Southern Maine Community College
York County Community College
White Mountains Community College

For further information or to pursue forming an articulation agreement, please contact the Office of Transfer Recruitment and Articulation at transfer@snhu.edu.

Credit for Life Experience

Southern New Hampshire University recognizes that many students possess knowledge and skills that may deserve recognition through the awarding of university credits. The university has adopted an advanced placement system that allows students to be granted university credit through a variety of methods.

Through the advanced placement program, credits are granted for the demonstration of proficiency in prescribed sets of competencies at a level acceptable in one of the university's educational programs. The credits must fit into the degree requirements of the program at Southern New Hampshire University chosen by the applicant.

Students beginning at Southern New Hampshire University should review with an advisor the various methods of earning credit toward graduation for previous formal and informal educational experiences.

Internal Transfer

Students currently enrolled in any of the Southern New Hampshire University College of Online and Continuing Education programs who wish to enroll in the undergraduate day program must file an Internal Transfer Application with the Office of Admission. The internal transfer application form is available at each Center, or can be requested by contacting the Office of Admission at 603.645.9611. Students will be evaluated on their academic performance in their current programs. Being admitted to another Southern New Hampshire University program does not guarantee acceptance to an undergraduate day program. If a student is enrolled as a culinary student and will not finish this degree, but wishes to change his or her major, he or she must complete a change of major form in the Academic Advising Office or the Office of the Registrar.

Students currently enrolled in Southern New Hampshire University Undergraduate Day Program who wish to enroll in any of the Southern New Hampshire University College of Online and Continuing Education programs must file an Internal Transfer form from the Academic Advising Office or the Office of the Registrar.

All International Students must obtain forms and begin the process in International Student Services (ISS).

Failure to file an Internal Transfer form with the appropriate office may prevent the student from registering for classes or graduating in a timely manner. It may have an adverse impact on financial aid and may result in the incorrect billing of tuition and fees.

Readmission

Students wishing to re-enter Southern New Hampshire University or transfer applicants wishing to reactivate their acceptance from a previous term must do so in writing to the Office of Admission. Students must provide updated transcripts if they have attended elsewhere. Being admitted for a previous term does not guarantee reactivation or readmission to the undergraduate day program. If a student left the university and was not in "Good Academic Standing," they must apply for readmission to SNHU via the Scholastic Standing Committee.

Students pursuing a program of study at SNHU's College of Online and Continuing Education must maintain an active status by registering for at least one course per year. Students who are unable to maintain active status must contact their academic advisor in order to register for classes, review planning sheets and receive advising on curriculum and course number changes. Students absent for more than one year will be unable to utilize online registration and will require advising assistance to continue in their program.

Students absent from a program for more than four years are required to re-apply for their program and provide all relevant admission documentation. Students will be assessed on the current catalog year and will complete all new or additional program requirements as assessed by the Office of Admission.

One Stop

One Stop combines financial aid, billing, and student account services into one centralized location. You can visit One Stop online at my.snhu.edu/offices/onestop, email questions to onestop@snhu.edu or call 1.877.455.SNHU to speak with an Enrolled Student Service Associate.

Financial Aid

Southern New Hampshire University provides several types of financial assistance to help students and their families meet the cost of a university education. More than \$60 million was awarded to our students in amounts ranging from \$500 to the full amount of educational costs during the 2010-2011 academic year.

Financial aid programs administered by Southern New Hampshire University come from federal, state, institutional and private sources. A coordinated scholarship and assistance program includes three basic types of aid: gift, loan and work. The different types of assistance can be awarded singly, but it is the university's usual practice to award these types in various combinations called financial aid packages. All scholarship and assistance programs are subject to federal and state regulations. Compliance with these regulations is the responsibility of the student and the aid administrators and is a condition of the student's eligibility to receive assistance.

Students are encouraged to seek assistance from sources outside the university in addition to applying for aid through One Stop. Students should consider such local programs as Dollars for Scholars and service clubs. Guidance counselors may be able to provide information concerning available reference material.

Outside assistance must be reported to One Stop and may necessitate a revision to an existing financial aid award to avoid exceeding the allowable cost of attendance for the student's program of study.

The Financial Aid Application Process

All students are strongly encouraged to complete the Free Application for Federal Aid (FAFSA). The FAFSA information is used for students who wish to apply for any type of need based assistance, including loans, grants and work-study. Entering Southern New Hampshire University's school code of 002580, you can electronically submit the FAFSA at www.fafsa.gov. You must obtain a Student Aid PIN issued by the Department of Education. The PIN permits you to sign your FAFSA online. The student and a parent must have a PIN in order to have a valid electronic signature on the FAFSA. A PIN may be obtained at www.pin.ed.gov. Awards are made for one academic year, which includes terms starting on or after July 1. Students must reapply for financial aid each year.

A paper FAFSA can be obtained at One Stop on the main campus, at any of the SNHU locations, at public libraries and at high schools.

New students' financial aid applications are considered for aid eligibility following admission into the university. Priority will be given to a FAFSA received by March 15. Students who submit a FAFSA after this date will receive all federal and state funds that they are eligible to receive, and will receive institutional aid as funds permit.

Normal processing time for the FAFSA is approximately seven days if submitted electronically with a PIN; two to three weeks for mailed submissions. Students striving to meet the priority filing date are advised to keep the processing time in mind. Mid-year transfer students must ensure that loans processed at other institutions are adjusted by their previous schools to reflect their actual enrollment end dates at those schools. Please contact the Office of Financial Aid of your previous school to have them update this information with the Department of Education.

All required paperwork must be completed before or during the student's annual enrollment period. If a student withdraws from school prior to completing any required financial aid processes, pending financial aid funds will be canceled and any charges will become immediately due to the university.

At Southern New Hampshire University we strive to acknowledge the academic achievement, community service and leadership experience of our students through a variety of merit based grants and scholarships.

Merit Based Aid for New Students

New applicants are automatically considered for merit based, renewable grants and scholarships during the admission process. Grants and scholarships are awarded on a first-come, first-served basis so students are encouraged to apply for admission early. While submission of SAT/ACT scores is optional to be considered for admission, additional scholarship money **may** be available to students based on their cumulative GPA combined with their SAT/ACT scores.

Academic Scholarship

A limited number of Academic Scholarships are awarded to full-time undergraduate day students based on their academic records in high school or college. To be eligible, first-year students must be admitted prior to the FAFSA priority filing date of March 15 and transfer students by May 15. Students selected for an Academic Scholarship will be notified at the time of admission and may receive additional types of financial assistance based on financial need. Individual scholarship amounts vary and are awarded based on a cumulative grade point average of a 3.0 (on a 4.0 scale). These scholarships are renewable each year based on the maintenance of a 3.0 cumulative grade-point average (GPA). Failure to maintain the required GPA will result in the permanent loss of scholarship funds.

Presidential Scholarship

A limited number of Presidential Scholarships may be offered to full-time undergraduate day students that have a minimum cumulative grade point average of a 3.5 (on a 4.0 scale) in a strong college prep curriculum. The Presidential Scholarship is renewable based on the maintenance of a minimum 3.0 cumulative grade point average. Failure to maintain the required GPA will result in the permanent loss of scholarship funds.

Sibling Grant

The Southern New Hampshire University Sibling Grant consists of a total of \$2,500 annually for a family with two or more dependent undergraduate siblings concurrently attending for the full academic year in any of the full-time day programs. Amounts will generally be split between each sibling.

Alumni Family Scholarship

The Alumni Family Scholarship, in the amount of \$1,000 per year, is awarded to dependent children of alumni, including graduates of any associate, bachelor's or master's degree program at Southern New Hampshire University. The student must be enrolled in the full-time undergraduate day program.

Future Business Leaders of America Scholarship (FBLA)

Southern New Hampshire University awards one Future Business Leaders of America Scholarship in the amount of \$1,000 each year to the student chosen by the State FBLA Group as the Southern New Hampshire University recipient.

Applications are available to any freshman and are judged based on letters to the State FBLA Group.

Southern New Hampshire University also awards up to 21 scholarships of \$1,000 each annually to students selected by the FBLA advisor of each FBLA chapter in the state of New Hampshire. Students may contact their FBLA advisor or the Southern New Hampshire University Office of Admission for information.

DECA Scholarship

Southern New Hampshire University awards one DECA Scholarship of \$1,000 each year to the student chosen by the State DECA Group as the Southern New Hampshire University recipient. Applications are available to any freshman and are judged on the highest point total in the participatory, competency-based competition at the New Hampshire DECA Career Development Conference.

Southern New Hampshire University also awards up to 21 scholarships of \$1,000 each annually to students selected by the DECA advisor of each DECA chapter in the state of New Hampshire. Students may contact their DECA advisor or the Southern New Hampshire University Office of Admission for information.

Freshman Articulation Scholarship

Southern New Hampshire University continues to establish and renew articulation scholarship agreements with select New Hampshire high schools. Qualified seniors from partner high schools may receive an additional \$2,000 admission articulation scholarship. Information regarding the specifics of this program can be obtained by contacting the Office of Admission at 603.645.9611.

Skills USA Scholarship

Southern New Hampshire University awards a \$1,000 Skills USA Scholarship to any new student who places first, second or third in a Skills USA state or national culinary arts competition at any time during high school. The award is renewable for each year of attendance at Southern New Hampshire University. Students must ensure that official notification of the Skills USA award is submitted to the Office of Admission. Notifications received after March 15 do not guarantee the scholarship for the following year.

Phi Theta Kappa Transfer Scholarship

An unlimited number of \$2,000 scholarships for both full-time undergraduate day resident students and commuters are awarded to Phi Theta Kappa members who have a completed associates degree from a two-year program and a 3.5 cumulative grade point average. Students must apply by May 15 for fall admission and November 15 for spring admission to guarantee eligibility. A 3.0 cumulative grade point average of all college work is required for the scholarship to be renewed. Failure to maintain the required GPA will result in the permanent loss of scholarship funds. This scholarship **will be combined with other academic awards** from Southern New Hampshire University.

Phi Theta Kappa graduates of SNHU associate degree programs are eligible for \$1,000 Phi Theta Kappa scholarships when they continue their educations by entering into bachelor's degree programs as full-time day students.

Other Scholarship Opportunities

Alpha Sigma Lambda Foundation Scholarship

Any student may apply for the Foundation Scholarships. A student must have completed 30 semester hours with a grade point average of 3.4 for the Triangle Club: Second Century Scholarships, or a 3.2 for the General Foundations Scholarships on all work taken at SNHU. You must be 24 years of age or older, enrolled in a baccalaureate degree program, have a financial need for assistance to complete the degree and do not need to be a member of the local Alpha Sigma Lambda chapter to apply. Applications for the Triangle Club are due in March and the Non-Triangle Club in April. Check with Associate Vice President for Academic Affairs, Nicholas Hunt-Bull (n.hunt-bull@snhu.edu) for more information.

Athletic Scholarship Program

Athletic scholarships are available to outstanding athletes in men's and women's basketball, cross country, lacrosse, soccer, tennis, men's baseball, women's softball and women's volleyball. Scholarship amounts vary. Information regarding these scholarships can be obtained by contacting the appropriate coach in the Southern New Hampshire University Athletic Department at 603.645.9604.

Women's Faculty Scholarship

The Southern New Hampshire University Women's Faculty Scholarship was created by the university's women faculty to acknowledge and support Southern New Hampshire University students who demonstrate an ongoing commitment to human and environmental rights, economic justice, gender equity and community service. Each year, two undergraduate scholarship awards and one graduate scholarship award are provided to returning students who best represent those values. New students are not eligible. Recipients are selected based upon academic record, commitment to human rights and financial need. Undergraduate candidates must apply for this award by May 15; graduate candidates must apply by July 15. For more information contact Pamela Cohen at p.cohen@snhu.edu.

Southern New Hampshire University Grants and Scholarships

Southern New Hampshire University need-based grants are available for full-time undergraduate day students. Awards range from \$500 to \$12,000 annually.

Southern New Hampshire University Endowed Scholarships

The following endowed scholarships are awarded to returning students who best meet the listed eligibility require-

ments. Separate applications for these scholarships are available each spring from One Stop or online at www.snhu.edu/1453.asp.

Frank and Eleanor Barnes Alumni Scholarship

Established in 1979 in honor of Frank and Eleanor Barnes, former Southern New Hampshire University information technology professors, this scholarship is available to assist students majoring in information technology or accounting/information systems based on financial need and academic criteria.

Charles & Barbara Bickford International Scholarship

Charles & Barbara Bickford established this scholarship to benefit graduate or undergraduate international students. Preference will be given to needy students in the following order: students from Vietnam or Cambodia, students from Southeast Asia or China, then lastly students from other foreign countries.

Helder Biesek/Mildred K. Smith Scholarship

This fund was established by John and Catherine-Ann (Smith) Day in memory of Catherine-Ann's mother, Mildred K. Smith, and Helder Biesek, a former student at the Institute for Language Education (ILE) who was killed in a tragic accident before completing his education. While still alive, Mildred K. Smith earnestly desired that this scholarship be established in Helder's memory to enable future students at the ILE to continue their education at Southern New Hampshire University. The scholarship supports international students enrolled in the university's English as a Second Language program based on academic potential and financial need.

Henry W. Bloch Scholarship Fund

This fund was established as a gift to the university by H&R Block founder and Southern New Hampshire University honorary degree recipient, Henry W. Bloch. This scholarship is awarded to full-time undergraduate students who are enrolled in their junior or senior year at Southern New Hampshire University, are academically qualified students in a business major and have demonstrated financial need. Priority is given to students who are highly involved in college life and activities.

Hector Boiardi Scholarship

This fund was established in memory of Hector Boiardi to provide scholarships to students with financial need who have shown a real interest in culinary studies. Awarded to a junior or senior in a hospitality-related baccalaureate program at Southern New Hampshire University, scholarships benefit culinary arts graduates who are continuing their studies. Awards are based on academic achievement in culinary arts, overall academic record (minimum 3.0 GPA), involvement in curricular and co-curricular activities and financial need. Students must apply for this award and be

accepted into an undergraduate program to be considered for this scholarship.

Scott Caswell Memorial Scholarship

After his death in 1987, this fund was created by friends of Scott Caswell to benefit juniors or seniors who are enrolled in computer-related majors. Recipients must be residents of New Hampshire and have a minimum grade point average of 3.0.

Culinary Scholarship

The Culinary Program contributes gratuity proceeds from the Student run Quill Restaurant to fund endowed scholarship awards for students enrolled in the Culinary Arts program. Scholarships are awarded to culinary arts majors (in the culinary or baking track) for the second year of the associate degree program. Awards are based on academic achievement in culinary arts, overall academic record, involvement in curricular and co-curricular activities and financial need.

Dow Scholarship

This fund was established from the Franconia College Endowment to provide scholarships with preference first to students who reside in the towns of Franconia, Sugar Hill, Easton, Bethlehem, Littleton or Lisbon and second to students who reside in Grafton and Coos Counties.

The Educational Continuum Scholarship

This fund was established by the Southern New Hampshire University Educational Continuum. This scholarship is awarded to qualified students from Manchester and the surrounding area based on financial need and academic merit.

Finlay Family Scholarship

Established by Southern New Hampshire University alumnus, Robert J. Finlay, this scholarship supports New Hampshire residents enrolled in a graduate or undergraduate School of Business major. Preference will be given to students who display an entrepreneurial spirit and can show financial need.

The Fisher Family Scholarship

The Fisher family established this scholarship fund to be awarded to students who have shown a commitment to the academic support services of the university. Awards are based on a student's commitment to the improvement of the skills, knowledge and competencies needed to successfully complete their collegiate education as demonstrated by the continuous improvement of their academic performance over several semesters. Priority is given to students who utilize the career, learner and academic support services at the university.

William S. Green Scholarship

This fund was established in honor of William S. Green, charter member of the Southern New Hampshire University Board of Trustees and Chancellor Emeritus. Scholarships from this fund are designated for juniors or seniors who have maintained cumulative grade-point averages of 3.0 or higher and have conducted themselves in a manner that has both

served and brought credit to the university. Financial need is also a factor in determining recipients of this scholarship.

Ernest Iamundo/Labatt USA Scholarship

This scholarship was established by Labatt USA in honor of longtime employee, Ernest Iamundo. It supports students studying in a Hospitality program with a minimum of a 3.0 GPA and financial need. Preference is given to juniors and seniors in the food and beverage program, or with an interest in pursuing a career in the food and beverage industry.

Kappa Chi Scholarship Fund

The Southern New Hampshire University Alumni Association and the Kappa Delta Phi National Affiliated Sorority, Kappa Chi Chapter have raised money to support this scholarship program. Consideration is given to students who are members of the Kappa Chi Sorority.

Kappa Delta Phi National Fraternity Scholarship

The Southern New Hampshire University Alumni Association and the Kappa Delta Phi National Fraternity have raised money to support a scholarship program. Consideration is given to students who are members of the Kappa Delta Phi National Fraternity.

Tony Lambert Memorial Fund

The Tony Lambert Memorial Fund was established by the Lambert family to support retailing and management majors. Scholarships are awarded to juniors based on need and academic criteria.

Liberal Arts Scholarship

This scholarship was established by the School of Arts and Sciences. Awards will be made to undergraduate students majoring in the programs traditionally identified as the Liberal Arts who have maintained a GPA of 3.3 or higher, using standard need and academic criteria.

John & Betty Miles Scholarship

Established by longtime university supporters John and Betty Miles, this fund provides scholarships for students with an inability to afford the total tuition after available financial aid. Eligible students will be U.S. citizens enrolled in the undergraduate school and demonstrate a serious learning attitude and achievement (grades, projects, etc.). Preference of consideration will be given to students who have graduated from a Christian High School or were active in a Christian Church as evidenced by a letter of recommendation from his/her minister of the church. In a year when there are no deserving needy students fitting these specific guidelines the awards may be presented to other U.S. students enrolled in the undergraduate day program.

Edward Nassar Memorial Scholarship

In memory of Edward Nassar, a former student at Southern New Hampshire University, the Southern New Hampshire University Alumni Association has created a scholarship fund

designed to provide assistance to deserving, needy Southern New Hampshire University students. Preference is given to veterans of the armed forces and/or their dependents.

Phi Delta Psi Fraternity Scholarship

The Southern New Hampshire University Alumni Association and the Phi Delta Psi Fraternity have raised money to support this scholarship program. Consideration is given to students who are members of the Phi Delta Psi Fraternity.

Dr. Jeannette A. Ritzenthaler Scholarship

The estate of Dr. Jeanette Ritzenthaler made provisions for an endowed scholarship to be awarded to a student from the Lakes Region of New Hampshire. Offered to matriculated undergraduate SNHU students in the College of Online and Continuing Education, the student must be in his/her junior year (or with junior level credits) pursuing a bachelors degree, have financial need, maintain a GPA of 3.0 or higher, and provide evidence of leadership through involvement in school and community activities.

Timothy Russell Study/Travel Scholarship

John and Thora Russell established this fund in 1999 in memory of their son. The fund supports academically focused trips for students who best exemplify Tim Russell's passion for the industry, and demonstrate academic performance and involvement in campus life. Students must have a minimum of 3.0 GPA majoring in either Hospitality Administration, Hotel Management, Travel and Tourism, Restaurant Management, or the Culinary Arts, and must qualify for credit bearing internships outside of New England, either nationally or internationally.

School of Business Scholarship Fund

The Southern New Hampshire University Alumni Association and the School of Business have raised money to support this scholarship program. It provides scholarships to School of Business undergraduate and graduate students based on need and academic criteria.

Continuing Education Scholarship

This scholarship is offered specifically to matriculated SNHU students in the College of Online and Continuing Education. To be eligible students must have a minimum 3.0 GPA, be solely responsible for his/her tuition (employer tuition assistance recipients are not eligible), be currently enrolled and have taken a minimum of fifteen (15) credits at SNHU.

Gertrude C. Shapiro Scholarship

The Gertrude C. Shapiro Scholarship was established as a gift to the university by Gertrude C. Shapiro to assist women from the State of Maine as they pursue undergraduate studies at Southern New Hampshire University.

The Student Ambassador Fund

This fund, created by the Student Ambassadors at Southern New Hampshire University, is given by a committee of the Student Ambassadors to deserving students who possess a

cumulative grade point average of 3.0 or higher, have demonstrated financial need and have shown outstanding service to the university community.

Teloian Scholarship Fund

George Teloian, Professor Emeritus of accounting, has made provisions for an endowment fund in his name. Scholarships are awarded to juniors and seniors majoring in accounting or accounting/information systems. Awards are based on academic achievement in the accounting major, overall record, excellence in involvement in university life, activities and financial need.

Tremblay/Eldridge Scholarship Fund

This scholarship fund supports students and student athletes enrolled in full-time undergraduate or graduate programs.

William Trueheart Scholarship

Established in honor of former Southern New Hampshire University professor, William Trueheart, this scholarship fund is offered to support computer information technology majors with financial need. Preference is given to juniors or seniors with a GPA of 3.3 or higher.

Martha Van Hyland Scholarship

This fund was created in memory of Southern New Hampshire University alumna, Martha Van Hyland to support Belknap County residents matriculated in a bachelor's degree program in SNHU's College of Online and Continuing Education. Students must maintain a 3.0 GPA or higher and show financial need.

Vietnam Veterans Fund

The Southern New Hampshire University Alumni Association established this fund to benefit veterans and dependents of veterans of the armed forces who served in Vietnam or other conflicts. Awards are based on need and academic criteria.

Women Associates Scholarship

This scholarship is awarded to female undergraduate students who are enrolled in their junior or senior year at Southern New Hampshire University and have demonstrated financial need. Awards shall be made on the basis of academic achievement and excellence in involvement in university life and activities.

Ronald L. Woodward Memorial Scholarship

The Ronald L. Woodward Memorial Scholarship was created in honor of a former Southern New Hampshire University student and Rochester, N.Y. native by the Southern New Hampshire University Alumni Association. Students whose homes are located in upstate New York shall be given first priority. Preference will be given to students majoring in accounting, accounting/information systems, information technology and business administration, based on need.

The Christine Zimmermann Memorial Scholarship Fund

Established in memory of a former Southern New Hampshire University employee, Christine Zimmermann. This scholarship supports students who possess a disability as determined by the Office of Disability Services, are enrolled full-time in the undergraduate program and have a GPA of 2.5 or higher.

Annually Funded Scholarships

There are a limited number of annually funded awards that are given to full-time undergraduate day students at Southern New Hampshire University, primarily on the basis of general academic achievement (a cumulative grade point average of at least 3.0) and financial need as determined by One Stop. These awards and amounts vary from year to year.

The scholarship applications for full-time undergraduate day students are available each spring from One Stop or online at www.snhu.edu/1453.asp. College of Online and Continuing Education students should contact their Center Director for more information.

Federal and State Programs

Selection Criteria

Southern New Hampshire University participates in Federal Title IV student aid programs and utilizes the required federal methodology for determining student eligibility for federally funded assistance as calculated by the data submitted on the Free Application for Federal Student Aid (FAFSA). This data is used to calculate the Expected Family Contribution (EFC). The EFC is the U.S. Department of Education's measurement of a family's ability to contribute toward education cost.

For dependent students, an estimate of the parents' contribution toward education expenses is made based on their income, assets, federal taxes and other family liabilities. The student's income and assets are also considered in estimating the total family resources that may be utilized to meet the cost of education.

For independent applicants, an estimate of the student's contribution is made based on the income and assets of the student and his or her spouse. Taxes and other liabilities are taken into consideration in the formula.

The difference between a student's cost of attendance (COA) and the estimated family contribution (EFC) and additional support received from sources outside the university is the student's demonstrated financial need. One Stop attempts to fund demonstrated need through a combination of available financial aid sources.

All information submitted in support of an applicant's aid request is held in strict confidence. When a student applies

for financial aid by filing the FAFSA, some of the application information is verified with federal agencies. This includes the Department of Homeland Security, Social Security Administration, Selective Service, Veteran's Administration and the National Student Loan Data System (NSLDS). If the information does not match, the discrepancy must be resolved before federal student aid can be disbursed.

The university reserves the right and recognizes the responsibility to cancel awards and re-bill the student and/or parents in cases where financial aid is awarded on the basis of incorrect or incomplete information.

Federal Pell Grant

For academic year 2010-11 Federal Pell Grants range from \$555 to no more than \$5,550. Applicants must be enrolled in a baccalaureate or associate degree program and not already have obtained a baccalaureate degree. Student eligibility and grant amounts are determined by the U.S. Department of Education but vary with enrollment status and program of study.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a campus-based federal grant program with awards ranging from \$200 to \$1,200 per year, depending on demonstrated need and availability of funds. Grants are awarded to students with exceptional financial need, and typically to students receiving Federal Pell Grants.

State Student Incentive Grant (SSIG)

New Hampshire has a reciprocal agreement with Maine, Vermont, Massachusetts, Rhode Island, Connecticut and Pennsylvania through which residents of those states may be eligible for state aid for attendance at a postsecondary institution in New Hampshire. New Hampshire also has an incentive grant program for its residents. The state agency in your state can provide eligibility requirements.

Governor's Success Grant

The Governor's Success Grant program provides assistance to full-time undergraduate students from New Hampshire who have completed 30 credits. The State of New Hampshire provides funds with a matching contribution from Southern New Hampshire University. Funds are not awarded or disbursed until the middle of the spring semester.

UNIQUE Allocation and Endowment Grants

Both grants are funded through earnings from the New Hampshire College Tuition Saving Plan (New Hampshire 529 Plans) managed by Fidelity. Grants may be renewable in future years pending funding availability. The Unique Allocation Grant is for New Hampshire residents enrolled in an undergraduate degree who are true "first time" freshmen with an EFC of \$1,000 or less. Grants are \$1,300 for full-time students. The Unique Endowment program is for New Hampshire residents enrolled in an undergraduate or post-baccalaureate program with a Pell eligible EFC. The minimum grant is \$1,000.

Loans and Jobs

Federal Perkins Loan Program

The Perkins Student Loan Program is a long-term, low-interest educational loan program administered by the university through a revolving fund comprised of contributions from the federal government, previous borrowers and the university. The maximum annual loan amounts are \$1,500 for undergraduate students. Loans are based on financial need, and the current interest rate when in repayment is 5 percent.

Federal Stafford Loans

The Federal Stafford Loan program offers both subsidized and unsubsidized loans. For students who qualify for a subsidized loan, the federal government pays the interest on the loan ("subsidizes" the loan) until repayment begins and during authorized deferment periods thereafter.

An unsubsidized loan is not awarded on the basis of financial need; however, a student must complete the financial aid application process, and One Stop must determine whether or not a student is eligible for need-based aid before awarding an unsubsidized Stafford Loan. Interest begins to accrue immediately once the loan proceeds have been disbursed. The student can then choose to pay the interest or allow it to accumulate. If the student chooses to let the interest accumulate, it will be capitalized (added to the principal amount) and will increase the amount the student must repay.

To determine eligibility for this federally regulated loan, the student must file the FAFSA and have completed a Federal Stafford Loan Master Promissory Note. Only a university financial aid associate can determine the student's eligibility based on the cost and financial need at the particular university. Maximum loans for dependent undergraduates are \$5,500 (\$3,500 subsidized/\$2,000 unsubsidized) for students who have fewer than 30 credits, \$6,500 (\$4,500 subsidized/\$2,000 unsubsidized) for students who have at least 30 credits but fewer than 60 credits and \$7,500 (\$5,500 subsidized/\$2,000 unsubsidized) for students who have 60 or more credits in a baccalaureate degree program.

A Master Promissory Note is a renewable serial loan note that must be completed for your first Stafford Loan at SNHU. In succeeding years, additional funds may be added to this note by the student after the student has applied for financial aid through the FAFSA process. A Stafford Loan will be processed for the amount listed on the award notification or a lower amount if indicated in writing by the student. Written notifications of loan approvals will be mailed to the student by the loan servicer.

The current interest rate, established by the federal government, varies but will not exceed 8.25 percent. No repayment of interest or principal is required on either subsidized or unsubsidized Stafford loans until six months after the student graduates or withdraws from the university.

Additional terms and limitations are printed on the Master Promissory Note. For more information on Stafford Loans please visit www.snhu.edu/1212.asp.

Federal PLUS Loans

Parent Loans for Undergraduate Students (PLUS) is a program designed to provide assistance to parents who wish to borrow money to help pay for their dependent child's education. The maximum loan amount is equal to the total cost of attendance minus the amount of financial assistance received by the student. Repayment of principal and interest begins immediately with minimum monthly payments of \$50 plus interest. Repayment may be spread over 10 years. The university One Stop determines eligibility based upon federal need analysis procedures; the Department of Education determines credit worthiness. A Free Application for Federal Student Aid (FAFSA) must be on file to receive a PLUS Loan.

Alternative Loans for Parents and Students

There are several alternative loan programs available for parents and students. These programs should be explored only after Stafford and PLUS loan eligibility has been exhausted. Please view information on the alternative loans at www.snhu.edu/1212.asp.

Federal Work Study Program (FWSP)

The Federal Work Study Program is an employment program funded by the federal government and the university. It allows students with financial need to work on- or off campus and receive an hourly wage. The 2011-2012 minimum rate is \$7.25 per hour. One Stop sponsors a job fair prior to the start of fall classes to assist students in locating employment; however, neither employment nor earnings are guaranteed. Typical jobs are found in the library, cafeteria, department offices, gymnasium and in maintenance. Community service positions are available off campus at several local nonprofit organizations. Please review the One Stop website for up-to-date employment opportunities.

Southern New Hampshire University Student Part-time Payroll

In addition to the university Work Study Program, Southern New Hampshire University maintains a student part-time payroll. Pay periods, pay rates and job duties are the same as with the Work Study Program; however, there is no total earnings ceiling per academic year.

Off-campus Employment

Manchester is New Hampshire's Queen City and the population center of the state. Part-time, non-work-study employment opportunities also exist in the local area and, although not part of the university's aid program, earnings from such sources can contribute significantly toward meeting university costs. The university's Career Development Center coordinates information concerning these opportunities and acts as a liaison with local employers.

International Students and Financial Aid

Financial Aid is available to international students. Students may apply online on the international admissions Web page. Maximum awards are \$5,000 for undergraduate students and \$3,000 for graduate students, based on GPA.

Some private student loans are available to international students provided they can obtain a co-signer living permanently in the United States. Details are available in International Student Services (ISS).

International students may work on campus up to 20 hours per week with potential earnings of up to \$5,000 per year.

Computer Purchase Program

One Stop at Southern New Hampshire University (SNHU) does not offer grant aid for the purchase of a computer, however students and parents may borrow additional loan funding, up to \$1,500, to cover this expense.

If a family would like to borrow additional loan funding to cover this required expense, they should contact One Stop.

Veterans' Benefits

Southern New Hampshire University is approved for the education of veterans and the children of veterans. Questions regarding benefits for veterans should be directed to the Office of the Registrar. Each new veteran should submit:

- a. an application for admission.
- b. a registration form for the next term.
- c. an official high school transcript or an official copy of GED test scores.
- d. official university transcripts, if any.
- e. a copy of DD-214 and any service school data.
- f. the necessary Veterans Association paperwork.

Veterans enrolling under the G.I. Bill for the first time may experience a delay of up to two months before they receive their first checks. Veterans should contact the Veterans Affairs Office if no check has been received by the seventh week of a term.

If a veteran student is transferring directly from another school where he or she had been using VA benefits, the student should ensure that the other school promptly notifies the VA of his or her effective date of termination. Students must notify the registrar of any past university credits that are transferable to Southern New Hampshire University. If, after two terms, the veteran does not supply the required official transcripts of past studies, he or she will be certified only for the cost of courses. In the College of Online and Continuing Education, two courses per eight-week term constitute a full-time academic load and qualify the veteran for full-time benefits.

Students requesting Veterans' Educational Assistance are required to have all previous postsecondary educational

experience evaluated for possible transfer credits in order to be eligible for benefits.

New veteran students should matriculate immediately and select their degree programs. Because of VA regulations pertaining to certifications, a non-matriculated student will not be certified for educational benefits after two terms of attendance.

Veteran students who take courses that are not applicable to or not required for their chosen degrees will not be certified to the VA for those courses. In order to maintain full-time status, veterans may take courses outside their majors only in the last term before graduating.

The VA requires strict compliance with a number of other regulations, including maintenance of satisfactory academic progress and notification of any status changes, such as withdrawal from a course. It is the veteran's responsibility to be aware of all VA regulations that affect his or her educational program.

Standards of Satisfactory Academic Progress for Financial Aid

Academic progress will be determined by One Stop based upon the information contained on the student's academic transcript as of the date of the review. A student must meet both of the following standards in order to continue to receive financial assistance.

Quantitative Measures

A student must have successfully completed at least 75 percent of all the credits he or she has attempted at Southern New Hampshire University during the entire period of enrollment. Total credits earned divided by total credits attempted equals the percentage.

- a. For the purposes of financial aid, a student may attempt a maximum number of credit hours based on his or her program of study, (not to include developmental and non-degree courses) less the total number of credits accepted for transfer from other institutions.
 - Associate degree candidates may attempt a maximum of 90 credits.
 - Bachelor degree candidates may attempt a maximum of 180 credits.
 - Graduate degree candidates may attempt a maximum of eight years of study in a specific graduate program.
- b. Credits attempted are those for which the student has enrolled as of the end of the add/drop or standard registration period.
- c. Successful completion is defined as the assignment of a passing grade to the courses attempted and equates

to the number of credits earned. Failure, withdrawal, incomplete or other designations to the courses attempted are not considered successful completion.

d. Repeated coursework:

- Previously passed courses can be repeated, once failed courses are repeated they will be counted in the calculation of credits attempted.
- Grades for repeated courses will not replace grades from same course attempted for SAP Calculations. GPA from SAP calculation could vary from Academic GPA since a previously passed course grade can be replaced with an improved grade.

e. Withdrawals:

- In the SAP calculation are considered to be credits attempted but not earned.

f. Incompletes:

- In the SAP calculation are considered to be credits attempted but not earned until the course is completed and the student receives a passing grade.

g. Max time frame:

- Undergraduate programs of study, must be no longer than 150% of published length of educational program.
- The school must do a continual review of the student's progress toward completion. For example if a SAP review shows that the student who is at 110% of max and cannot complete his/her program within 180 credits, all Title IV aid must stop.

h. Transfer credits from other schools:

- Transfer credits In the SAP calculation are considered to be credits attempted and completed toward the completion of the student's program and counted toward the max time frame.

Qualitative Measure

Students enrolled in undergraduate degree programs must maintain a minimum cumulative grade point average of 2.0 on a 4.0 scale. Students enrolled in graduate degree programs must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale.

- All credits attempted will count toward Max time frame except for remedial and non-degree courses
- All grades earned will count toward cumulative GPA except for remedial and non-degree courses.

Review

Individual student records will be reviewed annually and prior to the student being awarded for the next academic year. The review is for programs of study that are longer than one academic year, and must include all terms of the student's attendance (including summer terms).

Enforcement

- a. **Financial Aid Suspension:** Failure to meet either the qualitative or quantitative standard will result in the student being placed on financial aid suspension until the next evaluation period. The student will not be allowed to receive financial aid when they have been placed on Financial aid suspension.
- b. **Financial Aid SAP Appeal:** Students who have been placed on Financial Aid Suspension, will be allowed to appeal their suspension. The appeal must include the following to be considered:
1. Reason why they failed to make SAP.
 2. What has/will change that will allow the student to make SAP at the next evaluation period.
 3. As appropriate an academic plan in place with their academic advisor and signed by student.
- c. **Financial Aid SAP Probation:** Students who have been initially placed on Financial Aid Suspension, who have an approved appeal are placed on SAP probation. Student's eligibility for Title IV aid has been reinstated.
- d. **Financial Aid Appeal Approval:**
1. Student has an academic plan in place that will ensure they are able to meet SAP standards by a specific point in time.
 2. Students on an academic plan will be reviewed at the end of each payment period to ensure they are meeting the requirements of their academic plan.

Notifications

- Institutions must notify students the results of an SAP review that impacts the student's eligibility for Title IV Aid.
- If the institution has an appeal process, the school must describe the specific elements required to appeal SAP.

Tuition and Expenses

	Per Semester	Annually
Tuition Undergraduate Day	\$13,452	\$26,904

College of Online and Continuing Education (COCE)

SNHU Advantage Program	\$858/3 credit course	
SNHU Manchester	\$933/3 credit course	
SNHU Maine	\$729/3 credit course	
SNHU Nashua	\$933/3 credit course	
COCE	\$933/3 credit course	
COCE Military	\$675/3 credit course	
SNHU Salem	\$933/3 credit course	
SNHU Seacoast Center	\$933/3 credit course	

Housing:	Per Semester	Annually
Dormitory		
Single	\$4,717	\$9,434

Double: Winnisquam, Chocorua	\$3,214	\$6,428
Double: Washington, New Castle, Hampton, Windsor	\$3,747	\$7,494
Apartments		
Eastside	\$4,717	\$9,434
Westside	\$3,811	\$7,622
Townhouses	\$4,717	\$9,434

Dining Plans:

Dormitory freshman, new, and returning student Dining

Options

Plan 1	\$1,875	\$3,750
Plan 2	\$1,545	\$3,090

Returning Dormitory Student buy-in Option

Plan 3	\$1,070	\$2,140
--------	---------	---------

Apartment & Townhouse Options (Apartment and Townhouse residents can buy-in on any plan)

Plan 4	\$920	\$1,840
Plan 5	\$680	\$1,360

Institute for Language Education applicable per ILE terms

English Second Language Tuition and Fees

Tuition:	\$2,802/term
Room & Board:	\$2,645/term
Fees:	\$88/term
Insurance:	\$226/term
Transitional Bridge Program Tuition and Fees:	\$2,799
Room & Board: Fall & Spring terms:	\$5,290
Room & Board: Summer term:	\$1,822
Insurance: Fall & Spring terms:	\$452
Insurance: Summer term:	\$226
Graduate Language Studies Tuition:	\$1,827/term

Undergraduate Day Credit Overload

per credit rate (costs will vary)

Health Insurance (Undergraduate Domestic) \$555 per year (payable with first semester charges)

Undergraduate Day New Student Orientation

New students in fall	\$170
New students in spring	\$50

College Unbound@SNHU Tuition and Fees

Students in the College Unbound@SNHU program pay the standard costs for undergraduate day tuition, housing and dining plans as well as student activity fees during the fall and spring semesters. For the two summer semesters, students pay the COCE price per 3 credits for tuition, and summer housing and dining plan rates but no student activity fees.

Undergraduate Day Student Fees

TMS Payment Plan Enrollment Fee	\$120
Late Tuition Payment Fee	\$150 each occurrence
Student Activities Fee	\$165 per semester

University Wide Fees

Parking Fee (Manchester) (depending on commuter or resident status)	\$100-\$150 per year
Transcript Fee (first unofficial transcript is free)	\$3 each
Graduation Fee (undergraduate & graduate degrees)	\$150
Duplicate Diploma Fee	\$30
Deposits	
Domestic Day Undergraduate Tuition Deposit	\$300
Housing Room Deposit	\$100
Housing Security Deposit	\$100
ILE Undergraduate Student Deposits	\$250
ILE Graduate Student Deposits	\$350
SNHU OneCard Replacement	\$25
Student ID Replacement	\$25

Note: If an undergraduate day student plans to enroll in fewer than 12 credit hours, please inquire about undergraduate day courses per-credit-hour charges by special arrangement.

Culinary Fees

Culinary students must purchase a uniform and set of knives. Students are subject to additional university fees applicable to full-time day students, including health insurance, graduation fee, Internships fee and others.

Participation in culinary competitions may incur additional costs.

Undergraduate Day Student Payment, Withdrawal, Proration of Fees, and Deposit Policies

Deposit Policy

Following acceptance to Southern New Hampshire University, undergraduate day students need to confirm their intention to enroll by submitting a deposit as listed below. Deposits for new and readmitted students are requested by and payable to the Office of Admission.

- Commuter students: \$300 deposit, which is credited to the student's account.
- Resident students: \$500 deposit, of which \$400 is credited to the student's account and \$100 is held as a housing security deposit.

Housing Security Deposit

A housing security deposit is required of all students residing in university housing. The deposit is refunded when the student no longer resides on campus. The student's account is charged for any damages as they occur and the student is required to pay for the damages in order to maintain the deposit at \$100. All residential damages are assessed by the Office of Residence Life. Students seeking explanation of any residential damage fees should contact Residence Life.

Admission Deposit Refund Policy

September admission: The deposit is fully refundable up to May 1. After May 1, deposits are not refundable. January admission: Deposits are not refundable. Requests for refunds must be submitted in writing to the Director of Admission.

Payment of University Bills

Full payment of tuition and fees or participation in the TMS payment plan is required by the semester's payment due date. Any student not paid in full by the semester's payment due date will be assessed a late payment fee of \$150 and the student's class schedule may be dropped. Fall semester charges are due by August 1, 2011. Spring semester charges are due by January 1, 2012. Unpaid balances may be subject to collection fees.

The net balance due on a student account consists of tuition and fees less the net amount of financial aid to be posted. Balances, which result from unpaid financial aid (for any reason), are the student's responsibility to pay. All students must sign a one-time Institutional Promissory Note agreeing to the terms and conditions as set forth by Southern New Hampshire University. The Institutional Promissory Note can be located on the Web at: www.snhu.edu/9461.asp. Unpaid balances will be subject to finance charges.

Student financial accounts must be settled in one of the following ways:

- Students may access billing statements, account and payment information through my.snhu.edu under "Self-Services; Pay my bill."
- Paid in full and received by One Stop before the semester's payment due date (cash, check, money order, VISA, Discover and MasterCard accepted) or:
- Enrolled in the contracted payment plan offered through Tuition Management Services (TMS), for full-time day students only. Participation is defined as TMS having received the first payment and enrollment fee before the semester's payment due date. TMS is an independent payment plan company that is authorized by Southern New Hampshire University to make payment contracts and receive payments on the university's behalf. There is an enrollment fee to open a contract. Contact TMS directly to open a contract (800.722.4867) or www.afford.com. Finance charges will not accrue on a student account provided the payment contract is in good standing. You will be responsible for making any necessary adjustments to the payment contract in order to settle the account in full with SNHU. Any account balance not contracted with TMS is due and payable immediately to SNHU.

Finance Charges

All outstanding balances are subject to 18 percent per annum finance charge, including balances from pending/anticipated financial aid. Finance charges are posted on the last day of each month.

Withdrawal and Proration of Fees Policy (Undergraduate Day)

Students who withdraw from the university (see Withdrawal from Southern New Hampshire University) may be eligible to receive a refund according to the policy listed below that applies to their situations. This policy is also applicable to part-time undergraduate day school students.

Students receiving Federal Title IV Financial Aid (Federal Stafford, Plus, Perkins loans and Federal Pell or FSEOG grants):

Students who withdraw before they have attended 60 percent of any particular academic term may need to have a portion of the federal financial aid canceled. These funds, if already disbursed would then be returned to the U.S. Department of Education. The percentage of federal financial aid “earned” (allowed to keep) is based on the amount of time a student attends in that term and is calculated using the Federal Return to Title IV funds formula provided by the U.S. Department of Education.

If a student withdraws after they have attended 60 percent of an academic term, they have earned 100 percent of the aid awarded for that term and there is no cancellation of aid. In some instances, if a student has taken a credit refund from financial aid funds and then withdraws, these funds may need to be paid back to federal aid sources, or Southern New Hampshire University depending on the circumstances.

Institutional financial aid may also be canceled during the withdrawal process based on adjustments to charges and federal financial aid.

Students will have all refunds processed within 30 days of the notification of withdrawal. Southern New Hampshire University complies with all federal refund requirements.

Tuition, fees, room and board are canceled/reduced based on the following schedule for standard day school students:

Tuition and Room charges:

- 100 percent refund before the first day of class.
- 90 percent refund through the first 10 percent of the term.
- 50 percent refund from 10 to 25 percent of the term.
- 25 percent refund from 25 percent of the term through 50 percent of the term.
- No refund after 50 percent of the term has elapsed.

Fees: No refund after the first day of class for student activity fees.

Board (dining): Actual usage is compared to a pre-set weekly usage amount of dining plan 2. Forty percent of the larger amount is refunded to the student account. This calculation is applicable to dining plans 2, 3, 4 and 5. Dining plan 1 will receive a full refund of the difference between dining plan 1 and 2 before this calculation is implemented, if possible.

Non-matriculated Part-time Students

Southern New Hampshire University provides limited opportunities for residents of the Greater Manchester area to enroll as special students on a part-time basis in its undergraduate day programs, including the culinary program.

Non-matriculated part-time students may enroll for up to six credit hours in a semester, not to exceed nine credit hours per academic year or more than 12 credit hours in total. Enrollment is on a space-available basis. Contact the Office

of Undergraduate Admission for more information. The tuition rate is shown on the tuition and expenses table. There are no refunds for withdrawals due to the reduced cost of these classes.

Credit Overload

A student who wants to take more than 18 credit hours in a single semester must receive permission to take these extra credit hours from the appropriate school dean. Credit hours for courses from which the student withdraws are included in his or her total number of credit hours.

A student will be required to pay for each credit hour he or she takes in excess of 18 credit hours in one semester. All Southern New Hampshire University tuition and fees are subject to change at any time by action of the Board of Trustees. See the Tuition and Expenses schedule for charges.

SNHU OneCard

An overpayment/credit balance on a student account may be generated from several different sources during the course of a student’s enrollment. It is important to understand how credit balance refunds will be processed at SNHU, even if a student does not anticipate an overpayment or refund. This includes deposit refunds, where applicable. SNHU offers refund disbursement choices to students using a refund management company, Higher One. Each student with a domestic address on file will receive a “SNHU OneCard” in the mail prior to arriving on campus.

College of Online and Continuing Education Student Payment and Deposit Policies (COCE):

Payment of Tuition

Tuition must be paid by the start of the term or upon registration, whichever occurs first. Tuition may be paid by cash, VISA, MasterCard, American Express, Discover, check or money order. Online bill payment is available 24/7 through my.snhu.edu. Please log into mySNHU for access to self-service options i.e. online payment, view/print bill. Textbooks and supplies are sold separately. All students must sign a one-time institutional Promissory Note agreeing to the terms and conditions as set forth by Southern New Hampshire University which can be located on the Web at: www.snhu.edu/9461.asp.

Credit Policy

- Full payment is due by the first week of the term.
- Students who carry a balance past the start of the term will be charged interest each month on the unpaid amount and will have their registration access put on hold, until it has been paid in full. Past due accounts will be assessed late fees at the discretion of the university.
- The University will withhold transcripts, diplomas, caps and gowns, and verification for students whose accounts have not been paid.

- Students sent to an external collection agency will have an additional 25% fee added to their account, are responsible for all legal fees and the account will be reported to the credit bureaus.
- Promissory notes will be used in case of default of any payments owed to the university.
- All former collections accounts and bankruptcies must pre-pay tuition in full, or have financial aid or third party billing in place prior to registering for all future classes.
- Credit policy is at the discretion of the credit office and subject to change.

Industry Sponsors

The university cooperates with many company tuition sponsorships and reimbursement plans. Students attending under these plans should give their center office or Office of the Bursar the necessary authorization and inform the office how the tuition payment will be handled.

Deferred Tuition

Students receiving tuition benefits from their employer, may qualify for a Deferred Tuition Plan. Participating students may carry a one-term outstanding balance, allowing access to registration for the next term and will not be assessed interest charges. Eligibility is based on the completion of all paperwork and by maintaining good financial and academic standing. Students must obtain a letter of eligibility from their employer stating the terms and conditions of their tuition reimbursement policy, and complete the institutional Promissory Note. Students must sign a contract giving the University permission to charge their credit card (kept on file) in the event that the tuition has not been paid by 21 days after the end of the term and are required to renew annually. Contracts can be obtained through the Credit Office.

Third Party Direct Billing

Students may authorize direct billing from the University to a third party. Students must first submit a voucher/letter or military tuition assistance form to One Stop or appropriate center. The voucher must include beginning and end dates of the academic term, courses covered, books, and other fees covered (if any) and maximum dollar value. Paperwork is due before the term start date. Payers will be billed at the beginning of the term covered by the voucher. Payment is due within 30 days of the billing, finance charges are waived upon confirmation of the approved authorization. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.

EdLink (formerly known as CAEL)

EdLink has partnered with Southern New Hampshire University to offer tuition discounts to eligible students. Employees of an EdLink partner company will receive a 10% tuition discount off the regular Southern New Hampshire University tuition on courses approved by your employer's tuition assistance policy.

Please contact your place of employment for additional information on the EdLink tuition assistance program.

For tuition assistance: Students must obtain a letter of credit from the EdLink website to present at the time of registration. Each discount-eligible course must be accompanied by a letter of credit. First-time students should direct this letter of credit to their Center. Subsequent letters for future classes can be sent directly to One Stop.

Tuition reimbursement: This is entirely outside of SNHU and is between the student, EdLink and the employer. Students need to obtain an approval notification from the EdLink website to present at the time of registration.

Please note: Students who register for courses without evidence of EdLink authorization may not be guaranteed a discount.

Other payment information:

- Finance charges at the rate of 18 percent-per-year on the outstanding balance will be charged to all students except those on active-duty military and those covered under a direct-billing arrangement.
- Students who are completely covered under a direct-billing sponsorship arrangement are not required to make any initial payment to SNHU as the sponsor will be direct-billed.
- Students receiving financial aid may use such funds to make required payments. Transcripts, caps and gowns and diplomas will be withheld from any student with an outstanding balance.
- Students failing to pay their bills for the previous term will be assessed a \$50 penalty charge. Students who are no longer enrolled at Southern New Hampshire University and have balances will be charged a late fee of \$50. If a payment plan is not established, the account will be placed with a collection agency. If this happens, the student's account will be assessed an additional 25 percent and the debt will be placed in the student's credit file. Any student who has a former collections account must pay up-front for future classes.
- Students may pay their bill online by logging into their mySNHU account. For additional information or forms contact One Stop, or visit us on mySNHU at <http://my.snhu.edu/offices/onestop>.

Course Drop and Withdrawal Policies (College of Online and Continuing Education Only)

University Initiated Withdrawals

Students who are taking Online or hybrid course(s) will be withdrawn for non-participation during the first week of the term. Participation is determined within Blackboard by a discussion board, wiki, or blog posting and/or an assignment submission. Students who do not participate during the first week forfeit their rights to be reinstated into the course. Both

the faculty member and the Online administration will make a good faith effort to contact students before withdrawing them by sending an email from their SNHU email address to the student's SNHU email address.

The university reserves the right to withdraw students who fail to meet financial or academic obligations or who, because of misconduct, disrupt the academic process.

Academic Progress for Financial Aid

Academic progress will be determined by One Stop based upon the information contained on the student's academic transcript as of the date of the review. A student must meet both of the following standards in order to continue to receive financial assistance.

Quantitative Measure

A student must have successfully completed at least 75 percent of all the credits he or she has attempted at Southern New Hampshire University during the entire period of enrollment. Total credits earned divided by total credits attempted equals the percentage.

- a. For the purposes of financial aid, a student may attempt a maximum number of credit hours based on his or her program of study, inclusive of remedial and non-degree courses, less the total number of credits accepted for transfer from other institutions.
 1. Associate degree candidates may attempt a maximum of 90 credits.
 2. Bachelor's degree candidates may attempt a maximum of 180 credits.
- b. Credits attempted are those for which the student has enrolled as of the end of the add/drop registration period.
- c. Successful completion is defined as the assignment of a passing grade to the courses attempted and equates to the number of credits earned. Failure, withdrawal, incomplete or other designations to the courses attempted are not considered successful completion.
- d. Courses that are repeated will be counted in the calculation of credits attempted and will be counted as credits earned when the student receives a passing grade.

Qualitative Measure

Students enrolled in undergraduate degree programs must maintain a minimum cumulative grade-point average (GPA) of 2.0 on a 4.0 scale.

Review

Individual student records will be reviewed annually prior to being awarded financial aid.

Enforcement

Failure to meet either the qualitative or quantitative standard will result in the student being placed on financial aid proba-

tion or warning until the next evaluation period. The student still will be allowed to receive financial aid during the probation period.

A student whose academic record meets both standards at the end of the probation period will have his or her academic eligibility for future financial aid reinstated. If a student still does not meet both standards, his or her eligibility for financial aid will be suspended.

A student whose aid eligibility has been suspended has 10 days to appeal the suspension in writing to the Financial Aid Appeals Committee. The suspension may be appealed based on undue hardship, such as student illness or injury or the death of a relative. The student must show that the hardship that created the poor academic performance has been resolved and should not impede academic success in the future. In some cases, supporting documentation may also be required.

Student Initiated Withdrawals

Students may withdraw from courses at any time during the first four weeks of the undergraduate term with the course grade of "W." Any withdrawals after the fourth week will be allowed only in the case of conditions over which the student has no control (e.g. illness documented by a physician's letter), and must be approved by the instructor. Withdrawals are not permitted, under any circumstance, in the last week of any term. This policy also applies to an undergraduate student taking a 16-week course.

All withdrawals must be submitted online via the COCE withdrawal form. No paper withdrawal forms or emails will be accepted. In all cases, the effective date of withdrawal is based on receipt of the official, completed form. For the purpose of withdrawals, term weeks start on Mondays and end on Sundays.

Merely ceasing to attend classes does not constitute an official withdrawal for academic or financial reasons. Any student who has not officially been withdrawn from a course will automatically be assigned a grade of "F" for said course, and be responsible for full tuition and any accompanying fees.

Withdrawal Refund Policy

Please refer to <https://www.snhu.edu/648.asp> for the current withdrawal policy.

Questions?

If you have any questions regarding the withdrawal policy, please contact your academic advisor.

SNHU Student ID card

Each student will receive an SNHU Student ID card from their Center of record. Full-time day undergraduate students and full-time graduate Manchester campus students will receive a photo ID card. College of Online and Continuing Education evening and online students will receive a non-

photo ID card. These cards are the property of SNHU and must be forfeited upon request.

Student ID cards for full-time undergraduate and full-time graduate students hold meal plan monies for on-campus students. Penmen Change can also be added to the ID card which can be used at the bookstore, laundry machines and vending machines. A student or parent can add money to Penmen Change at One Stop or by depositing cash at a machine outside the bookstore.

Penmen Cash can also be added to the student ID card at the Food Service office or on the website penmencash.com. Penmen Cash can also be used in the bookstore, cafeteria and various outside locations posted on the penmencash.com website.

ID cards are also a form of access cards for resident students on the Manchester campus. With a proximity system, the student needs only to place his/her card in front of the lock and the lock will open.

Due to the multiple monies and functions of these cards there is a replacement fee if lost or stolen and when replaced all access and functions of the lost or stolen card are shut off.

Academic Support Services

Harry A. B. and Gertrude C. Shapiro Library

The Harry A.B. and Gertrude C. Shapiro Library serves as the primary information resource center for students, faculty and staff at Southern New Hampshire University. Its mission is to promote successful academic careers and lifelong learning through the delivery of information and instruction using innovative services and technologies.

The library collections are developed to support the university's business, liberal arts, and education curricula at all levels. The constantly expanding collection contains more than 109,000 paper and electronic books; online access to theses and dissertations; access to the contents of 53,146 online journals; and more than 123 proprietary databases. In addition, SNHU faculty and student research is now being collected online in the new institutional repository, the SNHU Academic Archive. The library also serves as a depository for Federal documents.

The librarians constantly strive to expand the depth of the library's offerings and improve the ability of students and faculty to access its total complement of resources regardless of their geographic locations.

Off-Campus Library Services (OCLS) links the research needs of students enrolled through the College of Online and Continuing Education, cohort programs, and overseas campuses with the resources and services of the library. OCLS can be reached at the main campus by email, phone and fax, and can be found on the Web at the library's home page.

A strong, dynamic bibliographic instruction/information literacy program provides orientation and training for students, faculty and staff. Librarians design appropriate library instruction sessions, electronic information tools and online tutorials. Emphasis is placed on research strategies, database searching and engaging online resources. Classes are held in the library training facility and at other locations on campus and may be introductory or tailored to specific subjects and disciplines.

The Shapiro Library features:

- Twenty-one networked computer workstations
- Wireless Internet access
- A computerized training room with 28 networked computers, an instructor's computer, overhead projection, video, television and satellite downlink
- Conference rooms for individual and group study
- Resource support for courses
- An enclosed quiet study area
- Networked study carrels
- Printers, copiers, and scanning machines
- Eighteen laptops with wireless network capability available for loan within the library
- The Pantano Art Gallery spotlighting New England artists

The library online gateway can be accessed from the university Web pages at www.snhu.edu/library.asp.

Audio Visual Center

The Audio Visual Center includes a listening room where its library of compact discs, cassettes and video programs can be reviewed by students and faculty. A variety of A/V equipment is circulated from the center for classroom instruction. Computer-generated transparencies are produced by students and faculty with assistance from audio-visual personnel.

Academic Support Offices

Success in academic matters stems from participation between students and faculty members. Students who are willing to learn will find our academic support services a valuable part of that teaching-learning partnership.

Academic support services at Southern New Hampshire University is comprised of four distinct offices: the Academic Advising Office, the Dorothy S. Rogers Career Development Center, the Office of Disability Services and The Learning Center. These four offices provide coordinated assistance to students as they become independent learners and successful both academically and in their chosen fields.

Academic support services are available at no additional cost to all SNHU students. Students who want to achieve better academic and career results are welcome to discuss their needs with their academic advisors, instructors or a staff member in one of the academic support offices.

Academic Advising Office (Undergraduate Day)

Academic advising is a key component of a university experience; it is one of the few endeavors universal to all college and university students and plays a significant role in their education.

The (Undergraduate Day) Academic Advising Office assists and supports students and Academic Advisors as they collaboratively define and develop educational goals and an academic plan consistent with the students' personal, career, and life goals.

The ultimate responsibility for making decisions about educational plans rests with the individual student. However, we also believe that academic advising is a shared responsibility between the student and their Academic Advisor. Academic Advisors work closely with and assist students to identify and assess the opportunities, challenges, and consequences of their academic and career decisions. Academic Advisors are committed to providing an integrated program of academic advising and support services to help students realize and achieve their respective goals.

The Academic Advising Office is located in Exeter 59 and its services are available to all students. Services include academic counseling, course planning and selection, and programming designed to help students with decision making, goal setting and planning related to their educational, personal and career goals.

Academic Advisor Assignment

All first year students are advised by a professional Advisor in the Academic Advising Office.

After the first year, students are re-assigned to a Faculty Advisor in the department under which their major resides. Students still exploring their major options will continue to work with their professional Advisor and begin work with a Faculty member once their major has been declared.

Peer Advising

Peer Advising Leaders (PALS) are trained student members of the Academic Advising Office. Peer Advising Leaders are available to students and faculty to answer general advising questions/concerns. Peer Advising Leaders also partner with Student Life and Residence Life for orientation activities and to provide outreach and programming for resident and commuter students.

Dorothy S. Rogers Career Development Center

The Career Development Center offers assistance to students and alumni in planning their careers, including graduate or professional school and seeking gainful employment in an ever-changing and interconnected world. Career planning

and development is critical for today's college students who will be seeking career opportunities in an increasingly competitive job market. Services fall into two primary areas: career planning and internship.

Career Planning

Deciding on a career is a systematic process that requires time and preparation. Making effective career decisions requires careful self-assessment and investigation of career options, therefore students are encouraged to start meeting with the Career Development team early in their academic career.

The Career Development Center's professional staff offers one-on-one counseling and workshops year-round, from freshman year to beyond graduation. Career assessment tools help clarify career objectives and values that relate to personal goals and lifestyles. Career exploration, informational interviewing and networking provide opportunities for students to make better informed decisions about their career options. Students are strongly encouraged to participate in resume reviews and mock interviews offered by both Career Development professional staff and employer partners. Traditional job search assistance is offered and contacts are made with representatives of business, government and industry to recruit students and graduates on and off campus. The Center houses materials and resources on career options, trends and effective job searching techniques. Dynamic online resources connect students to thousands of employers and company contacts for job searching, career exploration and networking opportunities. An early partnership with the Career Development Center will help students prepare to enter the workforce.

Internship

Students in almost all majors at Southern New Hampshire University have the option of participating in internships. Internships earn credits toward degrees and integrate classroom study with related on-the-job work experiences, some of which are paid positions. These opportunities bridge the gap between textbook theory and the actual practices of the work world and allow students to test their career choices. Each prospective intern must complete a Pre-Internship Seminar to ensure adequate preparation. Students should begin the process at least one semester prior to the intended internship to secure and perform successfully during an internship. Each internship experience must be approved by a member of the university faculty and requires the completion of written assignments relevant to the student's major and as required in the respective syllabus. The Career Development Center maintains working relationships with many employers. A gist of them can be easily accessed via the online employer database that is maintained by the Center. Students are also encouraged to research and engage contacts on their own to develop valid internship sites. All students are encouraged to incorporate internships into their academic programs as they form the basis for enhanced career opportunities after graduation.

Office of Disability Services

The Office of Disability Services coordinates accommodations and services for students with documented disabilities. The office's Disability Specialists work closely with faculty, staff and the ADA/504 Compliance Committee to ensure that reasonable accommodations are made to provide program and facilities access to individuals with disabilities. For more information go to www.snhu.edu/603.asp.

Services to Students With Disabilities

1. Section 504 Compliance and ADA Compliance

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity receiving federal assistance. Southern New Hampshire University intends to comply fully with Section 504 and with the Americans with Disabilities Act (ADA) as amended. Southern New Hampshire University's ADA/504 policy is coordinated by the ADA/504 Compliance Committee, which endeavors to ensure that reasonable accommodations are made to provide program and physical access.

2. Self-Identification and Documentation of Disabilities

While the university makes no pre-admission inquiry about an applicant's disability, such knowledge can often be helpful in the admission process. We recognize that to disclose any disability is a personal choice that every applicant may exercise. We respect that choice; however, we encourage applicants with disabilities to self-disclose to the Office of Disability Services. It is only through self-disclosure that informed decisions can be made by the applicant regarding the suitability of Southern New Hampshire University. This information is also useful after the student is enrolled to access appropriate services. Accommodations can be made only after the student provides complete documentation to the Office of Disability Services. Documentation guidelines are available from the Office of Disability Services or online at www.snhu.edu/1347.asp.

3. Academic Responsibility

While personal services and personal aides cannot be provided, reasonable accommodations will be provided to students with disabilities based on documentation and an intake interview between the student and the appropriate Disability Specialist. Such accommodations may include priority registration, auxiliary technology and other reasonable classroom and examination accommodations. In all instances, the classroom instructor is responsible for facilitating the learning and examination process (with assistance and advice from the Office of Disability Services).

4. Grievance Procedure

Southern New Hampshire University has adopted an internal grievance procedure that provides for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) and by

Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). Section 504 states, in part, that "no otherwise qualified handicapped individual ... shall solely by reason of his handicap be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance..."

Complaints should be addressed to:

ADA/504 Compliance Officer
Wellness Center
Southern New Hampshire University
2500 N. River Road
Manchester, NH 03106-1045
603.645.9679 or Fax 603.645.9711

The grievance procedure requires the following:

1. A complaint must be filed in writing, contain the name and address of the person filing it and briefly describe the alleged violations of the regulations. The Compliance Officer will provide assistance to any person whose disability interferes with filing a grievance in writing.
2. A complaint must be filed within 30 working days after the complainant becomes aware of the alleged violation. (Processing allegations of discrimination that occurred before this grievance procedure was in place will be considered on a case-by-case basis.)
3. The ADA/504 Compliance Officer or his or her designee will conduct an investigation, as may be appropriate, following the filing of a complaint. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
4. The ADA/504 Compliance Officer will issue a written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 20 working days after the complaint is received.
5. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 10 working days to the ADA/504 Compliance Committee, which will involve other university officials as deemed necessary.
7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies, such as the filing of a Section 504 or ADA complaint with the responsible federal agency or department. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.

These rules will be construed to protect the substantive rights of interested persons, meet the appropriate due process standards and assure that Southern New Hampshire University complies with the ADA and Section 504 and their implementing regulations. Any of the above time frames for the university may be extended if it is determined that there are extenuating circumstances. Examples of extenuating circumstances include university holidays, vacations of witnesses or compliance personnel or illness of witnesses or compliance personnel.

The Learning Center

The Learning Center, located in Stark Hall, offers a wide array of academic support services, including, but not limited to, the following:

- **Tutoring:** SNHU offers tutoring for many university courses through walk-in and/or individualized tutoring. Tutors are faculty members, graduate students and undergraduate peers. In addition, in some courses peer tutors are hired as classroom assistants to provide an additional resource to the students and to faculty members.
- **Peer Mentoring:** Many students lack sufficient study and organizational skills to be successful at the university. The mentoring program provides “generic” instruction in areas such as time management, exam preparation and note-taking skills.
- **Structured Learning:** Southern New Hampshire University offers students the opportunity to enroll in courses with structured learning assistance. Structured learning is designed to provide support in courses that may prove to be challenging for some students. Structured learning may include either supplemental instruction labs and/or organized study groups. Supplemental instruction labs meet for one scheduled hour per week in addition to class time. Organized study groups are peer-led and time-flexible. Either form of structured learning provides students with the opportunity to develop effective study strategies and organizational skills:
 - to better understand the course subject;
 - to review and discuss assignments and materials presented in class;
 - to review for quizzes, tests and exams;
 - and/or to meet with peers in the class.
- **JumpStart Summer Bridge Program:** The Learning Center also administers a one-week summer bridge program called JumpStart. It is designed to provide early introduction to the academic and social expectations of the university, as well as provide instruction in study/organizational skills, familiarity with the campus, and an earlier opportunity to meet other incoming students. This program has a cap of 50 students.
- **Remedial Assistance:** The Learning Center offers remedial assistance to students at risk of academic dismissal through intensive professional tutoring/mentoring and/or through a program called Second Start. Second Start is a semester-long workshop series with built-in assisted study sessions and frequent faculty contact. The Scholastic Standing Committee or the director of The Learning Center refers students to the Second Start Program.
- **Tutor Training:** The Tutor Training Program at SNHU is an internationally certified program. The Learning Center is authorized by the College Reading and Learning Association to award tutor training certification at three levels of tutor expertise (regular, advanced and master).

Inquiries and questions about services available through The Learning Center should be directed to the center director.

Southern New Hampshire University Computing Resources

Southern New Hampshire University provides student computer laboratories at all campus locations. The computers at these facilities contain a suite of software applications useful for various educational pursuits. Each facility provides full Internet access and print capabilities.

All SNHU students receive e-mail addresses and all residence hall rooms have high speed Internet connections (one connection per student). Every classroom and residence hall also has access to a wireless network.

Resident students are provided cable TV service and (upon request) telephone and voice-mail service.

The Department of Computing Resources also supports mySNHU, the system used by students to search and register for courses, view grades, view announcements, view their calendars, add/drop courses, and perform other procedures. The Blackboard™ system is used for many online and hybrid courses to manage and deliver coursework.

A student help desk is available that can assist with software-related issues with any computer. Additionally, the help desk staff is certified to perform warranty-covered hardware repairs on Dell computers and Apple computers. This service is provided at no charge.

Institute for Language Education (ILE)

The Institute for Language Education, located in the School of Liberal Arts, houses the English as a Second Language (ESL) Program, undergraduate and graduate transitional English programs, foreign languages, the Master of Science in Teaching English as a Foreign Language Program (MS-TEFL), and the NH Certification Program in Teaching English

to Speakers of Other Languages (ESOL). For information on the MS-TEFL and ESOL Certification programs, please contact the ILE office.

ILE conducts English language proficiency assessment for the university, advises other departments on the academic and social needs of international students, and collaborates with state and local groups and institutions to address the English language needs of immigrants and refugees in southern New Hampshire.

English as a Second Language Program (ESL)

The English as a Second Language (ESL) Program, more formally known as the Intensive English Program (IEP), is a full-time program with eighteen hours of language instruction and guidance per week. Students are tested and assigned to one of six levels of instruction. Typically, completion of one level of instruction requires two terms/one semester. At the end of each semester, students are given the TOEFL exam, along with other tests, and are evaluated as to their progress and readiness for movement to a higher level of ESL instruction or for undergraduate/graduate coursework. Mandatory individual student-teacher conferences are scheduled at mid-semester as well as at the end of each semester. ESL students can earn three credits per semester (with a maximum of six credits), but for graduate students this credit is added onto the degree requirements.

The goal of the IEP is to equip international students with the linguistic, academic and cultural skills that will enable them to successfully enter and complete academic programs at Southern New Hampshire University or other colleges and universities in the United States. Specially trained and experienced faculty employ a variety of proven instructional methods to meet individual student needs and curricular goals, which include the development of academic skills and language skills (listening, speaking, reading, writing, grammatical accuracy and cultural awareness). Small class size (limited to twelve students) and placement in appropriate levels ensure individualized learning. Computer-assisted instruction provided in a modern language lab complements classroom instruction. Advanced level students may be permitted to take courses for degree credit in the School of Professional and Continuing Education.

Field trips and access to community resources address students' academic, career, and personal development needs. The faculty believes that the uniqueness of its program lies in the emphasis on close teacher-student relationships and structured interaction with professionals who live and work in the Manchester community.

For more specific information on the skills developed within each level, refer to the ESL heading in the course description section of this catalog.

Requirements for Completion

It is difficult to predict how many semesters a student will need to acquire fluency, to meet the English proficiency requirements of Southern New Hampshire University, or to pass the TOEFL exam. Students at the lowest levels must recognize that they may require up to three full semesters or more before undertaking a full-time degree program.

Admissions Procedures

Admission to the ESL Program is open to anyone 17 years of age or older who has completed secondary school and who has already acquired some English proficiency (approximately 350 on the paper-based TOEFL [PBT], 63 on the computer-based TOEFL [CBT], or 20 on the Internet-based TOEFL [iBT]). Applicants must complete an application and international applicants must also give evidence of financial support. New students apply to the ESL Program through the Office of International Admissions; returning students are registered by the ILE Office. Admission to the ESL Program does not constitute admission to a degree program at Southern New Hampshire University.

Transitional Bridge Program

Conditionally accepted undergraduate school students who have completed the advanced level of ESL and have been accepted into undergraduate school are placed into ENG 070-72: Transitional English. This series of three integrated courses prepares international students for the academic tasks required in American university undergraduate coursework. For more specific information on the skills developed within each course, refer to the ENG heading in the course description section of this catalog.

Foreign Languages

Currently, four foreign languages are offered at Southern New Hampshire University: Arabic, French, Mandarin Chinese, and Spanish. For more information on these courses, refer to the course description section of this catalog (Arabic: LAR; French: LFR; Mandarin: LMN; Spanish: LSP).

Special Academic Programs

College Unbound@SNHU

College Unbound is a three-year, year-round, student centered program that integrates live-learning (internships), seminars, community service, and team-based projects rather than traditional coursework. Students complete eight semesters in three years to earn 120 credits for their degree and follow a trimester calendar that includes a two-week break in the winter and summer.

Students will bring the know-how and experience gathered outside the college walls back to small groups of faculty, professionals and student cohorts that comprise a College Unbound@SNHU learning community on campus. Under the guidance of an Academic Coordinator, the learning community is where students will be challenged to build on their experiences and apply them in an academic context.

Students live together in a dormitory on campus and have access to a College Unbound@SNHU Resident Director as well as mentors and student life programming that supports learning, builds interpersonal skills and fuels cultural and personal development. In addition, to encourage cross-cultural understanding and learning in new environments, College Unbound students are required to travel on education-based trips during the summer as a part of their course of study. These travel experiences will enrich students' understanding of world issues and the global economy.

Rather than grades and cumulative grade point averages, students demonstrate satisfaction of broad knowledge and skills through a portfolio of their work and regular evaluation by faculty and industry experts. In collaboration with an Academic Coordinator, students will create an individual learning plan that outlines the various projects, tasks and assignments that students will complete in their course of study. At the end of each semester, students present to a panel to demonstrate and document what they have learned, and the application of that learning. Such evidence will include academic papers, real world projects, and presentations in various formats. These documents will be housed within an e-portfolio.

College Unbound@SNHU – Bachelor of Arts in Integrated Studies

Upon graduating, students in College Unbound@SNHU receive a Bachelor of Arts in Integrated Studies. A Bachelor of Arts in Integrated Studies anchored in live-learning (internships) will empower students and will prepare them to deal with complexity, diversity, and change. The degree will emphasize broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth achievement in a specific field of interest. Students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, critical thinking, analytical and problem-solving skills, and a demonstrated ability to apply skills and knowledge in the real-world.

Instead of grounding students in one discipline, the Bachelor of Arts in Integrated Studies initially provides students with a broad interdisciplinary exploration that becomes increasingly specialized as students hone in on their interests and identify areas of expertise. To complete the College Unbound program, students will be expected to demonstrate broad knowledge and skills defined according to the general education learning goals of SNHU (Knowledge of Human Cultures and the Physical and Natural World, Communication, Creative and Critical Thinking, Collaboration, Personal and Social Responsibility, and Integration, Application and Reflection).

In addition to broad knowledge and skills, College Unbound students choose an area of concentration in a field of study that connects to their career interest. Working with a Professional Advisor, the Academic Coordinator, and other SNHU faculty experts, students will identify the critical skills

and knowledge necessary to succeed and make a difference in their chosen field. Students will create learning goals and various projects to work toward proficiency in their chosen field.

Over the three year experience students will have demonstrated skills (ability to solve complex problems, work in teams, communicate effectively, apply concepts across disciplines, etc.) that are highly sought after by businesses, corporations, and organizations. Students will also complete the program with a portfolio of projects that employers will be able to examine. More importantly, after three years of community and professional experiences, graduates will have a network of mentors, a global perspective and will be prepared to participate in the workforce and our democracy. Students graduate with experiences, skills and knowledge that set them apart from others.

Students interested in College Unbound@SNHU must participate in a special application process, separate from the traditional programs at SNHU. Furthermore, students cannot declare College Unbound or Integrated Studies as a major upon arriving at SNHU. Only students who apply to the College Unbound program prior to enrolling in their first semester at SNHU are eligible. For more information and instructions on how to apply, please go to www.snhu.edu/collegeunbound or contact Beth Sheehan, Director of College Unbound@SNHU, at 603.668.2211, x3331 or at e.sheehan@snhu.edu.

SNHU Advantage Program

The SNHU Advantage program is a full-time undergraduate program offered at our Salem location. This program is offered as a morning cohort model, allowing students to earn up to 72 credits towards a bachelors degree in one of 40 majors, without giving up a job, moving away from home or paying full-time tuition rates. Students will earn up to 36 credits per year leading to an Associate of Arts in Liberal Arts. SNHU Advantage features three 12-week terms, small classes—no more than 20 students, and dedicated instructors with real-world experience. Services and opportunities included are on-site academic advising, tutoring, access to the library, and our career development center resources. For information and instructions on how to apply, call 866.860.0449 or moreinfo@snhu.edu.

The SNHU Experience

Recognizing that successful leaders must be able to view problems from a variety of perspectives, the university mandates that all students complete courses in written and oral communication, the fine arts, the social sciences, mathematics and science. Students must also complete the SNHU Experience, a series of three 1-credit courses: SNHU 101 (Transition to College) to be taken during the freshman year; SNHU 303 (Life after SNHU) to be taken during the junior year; and SNHU 404 (General Education Capstone) to be taken during the senior year.

SNHU 101: The Transition to College Course

Description

SNHU 101: The Transition to College will help you make the most successful, least stressful transition to college life possible. This is the first in a 3-course sequence (SNHU 101, 303, 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU 101 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of the academic and personal opportunities ahead of you. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

SNHU 101 Details

This course aims to provide:

- support to help you make a smooth transition to college
- essential tools and skills that promote and integrate academic, personal, and social development
- an understanding of university general education learning goals and expectations
- help to make informed choices about your major and career options
- information about the activities and services of the university

At the end of this course, students should be able to:

- differentiate between high school and college level responsibilities (personal & social responsibility)
- identify and describe the goals of the university's general education program
- recognize and employ available methods for effective learning
- utilize available resources and strategies to create a personal strategy for effective time management
- formulate a hypothetical academic plan to span the course of their time at SNHU (integration, application, & reflection)
- identify and describe university services essential to registration and various situations (critical and creative thinking)

This course meets once each week throughout the semester. It will be conducted in seminar style, with interactive discussions organized around weekly topics and relevant experiences. Students are each encouraged to actively share experiences, concerns, and insights at each class meeting.

E-Portfolio

Students in SNHU 101 utilize Chalk and Wire,[™] an e-portfolio tool, to develop an electronic document that demonstrates learning and active participation in the college environment.

The portfolio serves a dual purpose: (1) students begin the four year process of creating a document that demonstrates skills, knowledge, and experience required by graduate schools and employers, and (2) faculty assess student academic progress with the use of standard criteria.

The University Honors Program

The Southern New Hampshire University University Honors Program is a student-centered program dedicated to creating a first-class educational environment for an exceptional group of students. Especially motivated students are offered an atmosphere where academic excellence is expected, where a challenging curriculum fosters independent thinking in the company of like-minded individuals, and where participants are encouraged to be actively involved in their own education.

The University Honors curriculum, which is a minimum of 25 percent of the student's course work, consists of eleven courses and three kinds of experiences: honors sections taught in a seminar environment with approximately 15 students, honors labs and modules attached to regular university courses, and three Honors-specific program courses. These courses are Honors 201 and 202 (Interdisciplinary Studies) and Honors 401 (Honors Thesis).

The University Honors Program curriculum is adaptable to each student's individual needs and interests and will work with almost any full-time undergraduate program offered at Southern New Hampshire University. University Honors Students receive a \$2,000 scholarship renewable each year they remain in the program. They are also offered opportunities for trips, conferences, meetings with visiting speakers, special programs, volunteerism, retreats and other enriching activities. The academic achievement of University Honors Program members is facilitated by early registration and other academic privileges, and is documented on their transcripts and diploma. The program further encourages a dynamic peer learning environment by maintaining a comfortable honors lounge and holding regular honors social events.

Applicants to the Southern New Hampshire University University Honors Program should have a combined SAT score (critical reading and math) of at least 1000, high school GPAs of 3.2 or better, outstanding entrance essays and evidence of interest in learning, personal development and service. Students usually enter the program at the beginning of their freshman year, but transfer students may also be accepted if they have fewer than 60 transfer credits. Current Southern New Hampshire University freshmen and sophomores will similarly be considered for entrance into the next year's University Honors class on a space-available basis.

Once accepted into the program, students must maintain a 3.0 GPA in every semester as well as grades of "B" or better in all Honors experiences. Students in the University Honors Program are required to offer service to the program and to the university as a whole by participating in various University Honors committees and campus organizations. University Honors students are also actively involved in running their own program. Students in all majors are eligible, with the exception of those in the 3Year Honors Program in Business Administration. For information and instructions on how to apply, contact the University Honors Program Director, Dr. Andrew Martino, at 603.668.2211 x2285 or at a.martino@snhu.edu.

Accelerated Mathematics Sequence

Students selected for participation in this program are provided with a mathematics curriculum substantially more challenging than that required by the university core. To receive distinction in mathematics, students must successfully complete these courses at Southern New Hampshire University with a grade of “B” or better.

MAT 150 Honors Applied Finite Mathematics	3 credits
MAT 209 Honors Applied Calculus	3 credits
MAT 250 Honors Statistics	3 credits

Civic Engagement-Service Learning Initiative

What is service learning? *Where Classroom meets Community*

Service learning is a teaching and learning method that involves students and faculty translating and applying course content into thoughtfully organized service activities that address community needs.

Service learning results from a pedagogy that combines rigorous education and relevant service. Classes incorporate time for reflecting on and integrating the service experience into course curricula. Extending the classroom into the community provides opportunities for reflection activities designed to develop students’ critical thinking skills and encourage their commitment to life-long civic engagement.

What are the characteristics of service learning?

According to the National Commission on Service Learning, service learning:

- Links to academic content and standards
- Involves students in helping to determine and meet real, defined community needs
- Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
- Can be used in any subject area so long as it is appropriate to a learning goal

Southern New Hampshire University Study Abroad

The mission of the Southern New Hampshire University Study Abroad Program is to enable students to expand their academic awareness and global perspectives, and to become internationally well-rounded citizens. SNHU is dedicated to providing students with a qualified, academic program of study that will enhance their learning experience, enlighten their academic careers, and expand their international and cultural knowledge and skills by working with pre-approved third party providers.

Semester-long study abroad programs are open to all SNHU students on a full time basis, allowing a full semester overseas. Summer programs are also available through program providers.

All students in the study abroad program are required to have a minimum GPA of 3.0 and to be in good academic and social standing. For more information regarding the SNHU Study Abroad Program contact Tiffany Lyon, Director of the Study Abroad Program at 603.645.9608, or visit the Web page at www.snhu.edu/895.asp.

Student Exchange Courses

Southern New Hampshire University students are eligible to take courses at New Hampshire College and University Council (NHCUC) member institutions during the regular academic year. Courses must be approved in advance by the registrar and are subject to available space. Courses completed at other institutions under the program are recorded on SNHU transcripts and grades are computed into the SNHU average. Colleges and universities participating in this program in addition to Southern New Hampshire University are Colby-Sawyer College, Daniel Webster College, Franklin Pierce College, Keene State College, New England College, Plymouth State University, Rivier College, St. Anselm College, the University of New Hampshire and the University of New Hampshire, Manchester.

Students involved in the exchange program are subject to the rules, regulations and restrictions in both the home and visited institutions. Students should, therefore, seek the counsel of the exchange representative, the SNHU registrar, prior to enrolling in such courses.

Army and Air Force Reserve Officers Training Corps

The Army and Air Force offer Reserve Officer Training Corps (ROTC) programs leading to a commission as a second lieutenant in their respective services. Both programs are open to men and women. Students in either ROTC program may pursue any university curriculum that leads to a baccalaureate or higher degree.

Two-, three- and four-year programs are available. The four-year program is open to freshmen and to transfer students who began ROTC at another institution. In addition to on-campus ROTC course requirements, students must attend an officer-preparatory training session for six weeks during the summer between their junior and senior years.

ROTC is open to all students pursuing baccalaureate degrees who have a minimum of two academic years or more remaining within their degree programs. Entering freshmen may pre-register for Military Science 413 Introduction to ROTC (Army ROTC) or AERO 415 The Foundations of the USAF I (Air Force ROTC). Courses consist of classroom instruction combined with a leadership laboratory and are held at the University of New Hampshire in Durham.

Sophomores desiring to enter ROTC should check with either the Army or Air Force enrollment advisers located in Zais Hall at the University of New Hampshire.

Two-year ROTC programs are open to students who have two academic years of study remaining at the university. Applicants for the two-year program must attend a six-week training session during the summer immediately before entering into ROTC, prior to their junior years.

Students in Air Force ROTC are required to take a math-reasoning course from a list approved by the professor of aerospace studies as part of the curriculum.

ROTC Scholarships

The Army and the Air Force offer ROTC scholarships. Entering freshmen may compete for four-year scholarships during the last year of high school. Students in the four-year and two-year ROTC programs compete for scholarships to cover the cost of their remaining academic years. Scholarships cover full tuition, all mandatory university fees and required textbooks for all courses. Limits may be placed on these scholarships depending upon the type and amount of expenses incurred. All scholarship recipients also receive a tax-free \$200 monthly subsistence allowance.

More specific information about ROTC scholarships and programs may be obtained by contacting the professor of military science (Army ROTC) at 603.862.1078 or the professor of aerospace studies (Air Force ROTC) at 603.862.1480.



Academic Programs

The Undergraduate Curriculum

Southern New Hampshire University believes that undergraduate students should receive a broad education in the liberal arts and intense practice in oral and written communication in order to succeed.

Recognizing that successful leaders must be able to view problems from a variety of perspectives, the university mandates that all students complete courses in written and oral communication, the fine arts, the social sciences, mathematics and science. Students must also complete the SNHU Experience, a series of three 1-credit courses: SNHU 101 (Transition to College) to be taken during the freshman year; SNHU 303 (Life after SNHU) to be taken during the junior year; and SNHU 404 (General Education Capstone) to be taken during the senior year. Students who wish to further augment their learning may choose to take more advanced general education courses as free electives.

Some students may be required to take ENG 101 Fundamentals of Writing and MAT 050 Fundamentals of Algebra in addition to the 45 credits listed below.

All students who take ENG 101 and/or MAT 050 should speak with their advisors about how the course(s) will fit into their academic program schedules.

The B.A./B.S. Core

Skill Courses

Courses are 3 credits unless otherwise indicated

ENG	120	College Composition I
ENG	200	Sophomore Seminar

Select one of the following courses in Mathematics: MAT 101 (for Culinary majors ONLY), MAT 106 (for Education majors ONLY), MAT 130, MAT 140, MAT 200, MAT 210, MAT 230, MAT 240.

MAT Mathematics Elective (Based on School)

IT	100	Introduction to Information Technology (EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. core for all education students enrolled in a certification program.)
----	-----	--

SNHU Experience: a series of three 1-credit courses: SNHU 101 (Transition to College), SNHU 303 (Life after SNHU), and SNHU 404 (General Education Capstone)

or

One free elective for all Online and On Location students and transfer students bringing in 15 or more credits.

Knowledge Courses

Select one of each of the following:

FAS	Fine Arts Elective (Choose from FAS 201, 202, 223, 340, 370)
HIS	History Elective (Choose from HIS 109, 110, 113, 114)

LIT	Literature Elective (Choose from any 200 level LIT course)
PHL	Philosophy Elective (Choose from PHL 210, 212, 214, 230)
SCI	Science elective (SCI 215 not accepted as an elective)

Choose **four** Social Science electives (Choose from ATH, ECO, POL, PSY, SOC, SCS with no more than two of these four in the same discipline.)

Global Markers: Every student must collect two (2) global markers to graduate. A number of courses which meet other requirements are also classified as global and carry the global marker (G). These markers must be taken at SNHU.

Total Credits: 45

Student Choice: Schools and programs may not designate which courses students should take to fulfill core requirements, with two exceptions. The second Mathematics course, and two of the four Social and Behavioral Science courses, can be set by the School (Business, Education or Liberal Arts) or if not dictated by the School can be set by a specific program within the School.

School Cores

Most schools have a set of courses that students in that school are required to take. Students majoring in education receive Bachelor of Arts (B.A.) degrees. Students who complete their programs of study with the business or hospitality cores receive Bachelor of Science (B.S.) degrees. Those who complete their programs with the liberal arts core receive Bachelor of Arts (B.A.) degrees. English and social studies teacher education majors receive B.A. degrees.

Major Courses

Each university program requires that students select a specific related major and take courses worth up to 33 credits in that major. The record of the university alumni's success in specialized areas results in major course offerings that provide students the knowledge and skills to enter focused careers upon graduation. Some of the major credits may be designated for an internship experience. The credit-bearing Internship program allows students to apply the theories and practice the skills learned in the classroom in an actual work experience.

Allied Courses and Free Electives

Bachelor's degree students will have an opportunity to select free electives that they and their advisors believe best meet their individual needs. Some students may select courses that comprise a minor area of studies, while others may use some of their elective credits for Internships experiences. Still others may opt to take additional advanced courses in areas of business or the liberal arts. Some majors require that students take allied courses outside of their major areas to provide them with a stronger foundation for their chosen careers.

Special Academic Options

Pre-Law Certificate Program

Coordinator: Dr. Paul A. Barresi

The Pre-Law Program at Southern New Hampshire University is an interdisciplinary instructional and mentoring program that helps students to prepare for law school by giving them substantial insight into what it means to “think like a lawyer.” Although the program is hosted by the School of Arts and Sciences, it is open to students in the undergraduate day school from throughout the University. The Pre-Law Advisor, who is a full-time School of Arts and Sciences faculty member, a lawyer, and a former law school legal practice skills instructor, is available to advise students in the Pre-Law Certificate Program on all matters related to their preparation for law school and the practice of law.

Although the most common undergraduate majors for law students nationwide are political science (Law and Politics at SNHU), History, and English (English Language and Literature at SNHU), the Pre-Law Committee of the American Bar Association (ABA) (www.abanet.org/legaled/prelaw/prep.html) does not recommend any particular major or group of courses as the best preparation for law school. Instead, the ABA recommends that pre-law students take “a broad range of difficult courses from demanding instructors,” and “seek courses and other experiences that will engage you in critical thinking about important issues, challenge your beliefs and improve your tolerance for uncertainty.” SNHU’s Pre-Law Program has been designed with these factors in mind.

Students may declare the Pre-Law Program as a certificate. Students in any major in the undergraduate day school may participate.

Program Requirements

Required Courses*

Courses are 3 credits unless otherwise indicated

POL	210	American Politics
POL	306	The American Legal Tradition
POL	316	Legal Reasoning and the Constitution
POL	336	Advocacy and the Law

Select two of the following:

BUS	206	Business Law I
BUS	307	Business Law II
ENV	319	U.S. Environmental Law and Politics
ENV	329	International Environmental Law and Negotiation
ENV	349	Comparative Environmental Law and Sustainable Development
JUS	361	Judicial Administration
JUS	375	Criminal Law
JUS	376	Criminal Procedure
JUS	497	Law and Evidence
PHL	214	Formal Logic
POL	326	World Legal Traditions
SPT	207	Law and Sport Management

*At least four courses must be in addition to any courses counted toward the requirement of a student’s major.

Total Credits: 18

The Pre-MBA Program

The Pre-MBA Program combines the following courses (or course equivalents) to fulfill all the requirements for entrance into the Master of Business Administration program at Southern New Hampshire University.

Courses are 3 credits unless otherwise indicated

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
BUS	206	Business Law I
ECO	201	Microeconomics
ECO	202	Macroeconomics
IT	100	Introduction to Computer Information Technology
MAT	121	Mathematical Concepts and Techniques for Business

Select one of the following:

MAT	130	Applied Finite Mathematics
		or
MAT	140	Precalculus
		or
MAT	210	Calculus I

Minors

Minor in Accounting

A student may declare a Minor in accounting by successfully completing all of the following courses, including a minimum of four courses at Southern New Hampshire University.

Required Courses

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
ACC	207	Cost Accounting
ACC	307	Intermediate Accounting I
ACC	308	Intermediate Accounting II

Minor in Advertising

The minor in Advertising combines the elements from business, advertising, marketing, public relations and communication. Students may declare a minor in advertising by completing the following courses, including a minimum of four courses at Southern New Hampshire University. The Advertising minor also has an e-Portfolio component included in several classes.

Prerequisites

MKT	113	Introduction to Marketing
-----	-----	---------------------------

Required Courses

ADV	263	Advertising Copy and Design
ADV	428	Promotional Research and Media Measurement
COM	230	Graphics and Layout in Print Media
MKT	229	Principles of Integrated Marketing Communications

Select one of the following:*

MKT	337	Marketing Research
MKT	345	Consumer Behavior
MKT	378	Brand Communications

* May require additional prerequisites. Check course descriptions.

Minor in American Studies

A student may declare a Minor in American Studies by successfully completing the following courses at Southern New Hampshire University:

Select two of the following:

HIS	319	African-American History Since the Civil War
HIS	330	Civil War and Reconstruction
HIS	338	Republicanism, Democracy, and Expansion
HIS	332	Colonial New England
HIS	357	African-American History through the Civil War

Select two of the following:

LIT	207	American Realism and Naturalism
LIT	210	American Literature: 20th Century and Beyond
LIT	328	Multi-Ethnic Literature
LIT	336	Thoreau and His Contemporaries
LIT	350	The Black Literary Tradition
LIT	370	Studies in American Literature

Select one of the following:

POL	210	American Politics
POL	305	State and Local Government
POL	306	The American Legal Tradition
POL	319	U.S. Environmental Law and Politics

Minor in Applied Mathematics

The Applied Mathematics Minor at SNHU is devoted to learning and understanding the mathematical methods and reasoning involved in solving real-world problems, including problems in business, the social sciences and the natural sciences.

Select three of the following:

MAT	210	Calculus I
		or
MAT	209	Honors Calculus
MAT	240	Applied Statistics
		or
MAT	250	Honors Statistics
MAT	350	Applied Linear Algebra

Select two of the following:

MAT	211	Calculus II
MAT	230	Discrete Mathematics
MAT	300	Regression Analysis

QSO 320 Introduction to Management Science

Note: AP, IB or transfer credit for MAT 210, MAT 211, MAT 240, or MAT 245 may count towards the Applied Mathematics minor.

Minor in Art History

A student may declare a Minor in Art History by successfully completing the following courses at Southern New Hampshire University:

Required Courses

FAS	201	Intro to Humanities I
FAS	202	Intro to Humanities II

Select three of the following:

FAS	110	Drawing
FAS	226	Digital Photography
FAS	260	Architecture: Introduction and History
FAS	305	Digital Documentary Photography
FAS	320	History of Design
FAS	326	History of Photography
FAS	340	Modern Art
FAS	370	American Art
FAS	380	Art and Gender
FAS	390	Non-Western Art

Minor in Business (for Liberal Arts majors)

Under the Minor in Business option, a student majors in one of the available disciplines within the School of Liberal Arts and uses 12 to 15 free elective credits within the chosen major to take courses in the business disciplines.

Required Courses

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
BUS	206	Business Law I
MAT	121	Mathematical Concepts and Techniques for Business
MKT	113	Introduction to Marketing Credits One Business elective

Minor in Child Development

A student may declare a Minor in Child Development by successfully completing the following six courses:

Prerequisite

DEV	150	History and Philosophy of the Child Study Movement
-----	-----	--

Required Courses

DEV	102	Child Development
DEV	260	Family and Culture
DEV	320	Precursors of Academic Skills
DEV	340	Theories of Play
DEV	424	Assessment and Intervention During Early Childhood

Minor in Communication

Students may declare a Minor in Communication by successfully completing the following courses:

Required Course

COM 126 Introduction to Communication

Select four of the following:

COM 227 Public Relations
or
 COM 340 Writing for Public Relations
 COM 230 Graphics and Layout in Print Media
 COM 232 Desktop Publishing
 COM 235 Introduction to Journalism
 COM 322 Advanced Public Speaking
 COM 448 Media Ethics and Law

Minor in Computer Information Technology

This course of study is designed for students who are working toward a degree in a major area other than IT. Information technology can be the career enhancing addition to any other major as the use of IT is ubiquitous. Students may declare a Minor in Information Technology by successfully completing the following five courses:

Prerequisite

MAT 230 Discrete Mathematics

Required Courses

IT 135 Interactive 3-D Virtual Environments
or
 IT 145 Introduction to Software Development
 IT 210 Business Systems Analysis and Design
 IT Two IT electives (as recommended by an advisor)

Minor in Creative Writing

A student may declare a Minor in Creative Writing by completing the following five courses at Southern New Hampshire University:

Required Courses

ENG 327 Play Writing Workshop
 ENG 328 Poetry Writing Workshop
 ENG 329 Fiction Writing Workshop
 ENG 330 Nonfiction Writing Workshop

Select one of the following:

COM 235 Introduction to Journalism
 ENG 220 Business Communication
 ENG 480 Independent Study (for longer writing projects with a tutor)

Minor in Digital Media and Video Production

A Digital Media and Video Production Minor would enable a student to combine specialized knowledge within their major with theoretic and practical knowledge of video production to create documentary, commercial, or promotional videos. Students may declare a Minor in Digital Media and Video Production by successfully completing the following courses:

Required Courses

COM 128 Language and Practice of Media Arts

COM 222 Introduction to Film History
 COM 244 Digital Video Production: Level I
 COM 344 Digital Video Production: Level II

Select one of the following:

COM 454 Documentary Video
 COM 455 Commercial Video Production

Minor in Economics

Students may declare a Minor in Economics by successfully completing the following six courses at Southern New Hampshire University:

Prerequisites

Select one of the following:

MAT 130 Applied Finite Mathematics
or
 MAT 140 Precalculus
or
 MAT 210 Calculus I
or
 MAT 240 Applied Statistics
 ACC 201 Financial Accounting (for ECO 301)
 ACC 202 Managerial Accounting

Required Courses

ECO 201 Microeconomics
 ECO 202 Macroeconomics
 ECO 301 Managerial Economics
 ECO 306 Money and Banking
 ECO Two ECO electives of 200-level or higher
 * from B.A./B.S. Core

Minor in Education

This course of study is designed for students who are working toward a degree in another major area. An Education Minor can be a career enhancing addition to any other major and can also expose students to the world of education and potential careers.

Required Courses:

EDU 200 Introduction to Education
 EDU 235 Learning with Technology
 EDU 270 Foundations of Teaching and Learning
 SPED 260 Children with Exceptionalities

Select one of the following:

DEV 260 Family and Culture
 DEV 340 Theories of Play
 EDU 245 Literature for Children and Young Adolescents
 PSY 201 Educational Psychology
 SPED 210 Early Childhood Issues/Disabilities

Minor in English Language and Literature

Students may declare a Minor in English Language and Literature by successfully completing the following five courses at Southern New Hampshire University:

Required Courses

LIT	Two 200-level LIT courses
LIT	One 300-level LIT course
ENG 330	Nonfiction Writing Workshop
ENG 350	The English Language

Students must also take one LIT elective in addition to the LIT elective required by the B.A./B.S. Core.

Minor in Environmental Studies

A student may declare a Minor in Environmental Studies by completing the following courses, four of which must be in addition to those taken to satisfy the B.A./B.S. Core:

Required Courses

ENV/PHL 363	Environmental Ethics
ENV/SCI 219	Environmental Issues

Select one of the following courses:

GEO 200	World Geography
SCI 220	Energy and Society
ENV/SCI 309	Ecology and Human Societies

Select two of the following courses:

COM 302	Environmental Communications
ENV/SOC 318	Sustainable Communities
ENV/POL 319	U.S. Environmental Law and Politics
ENV 322	Development and the Environment
ENV/POL 329	International Environmental Law and Negotiation
ENV/POL 349	Comparative Environmental Law and Sustainable Development
GEO 200	World Geography
LIT 332	The Nature Writers
LIT 336	Thoreau and his Contemporaries
SCI 220	Energy and Society
SCI 251	Natural Sciences I
ENV/SCI 309	Ecology and Human Societies

Minor in Fashion Merchandising

Students may declare a Minor in Fashion Merchandising by successfully completing the following courses at Southern New Hampshire University:

Prerequisite

MKT 113	Introduction to Marketing
MKT 222	Principles of Retailing

Required Courses

FMK/GRA 101	Basic Design and Color Theory
FMK 202	Fashion Merchandising
FMK 204	Textiles
MAT 105	Merchandising Mathematics
MKT 230	Retail Sales Promotion

Minor in Finance

Students may declare a Minor in Finance by successfully completing the following six courses at Southern New Hampshire University:

Prerequisites

ECO 201	Microeconomics (for FIN 320 and FIN 340)
---------	--

Required Courses

ECO 202	Macroeconomics
FIN 320	Principles of Finance
FIN 330	Corporate Finance
FIN 340	Fundamentals of Investments

Select two of the following:

ECO 306	Money and Banking
FIN 250	Personal Financial Planning
FIN 260	Risk Management and Insurance
FIN 336	Multinational Corporate Finance
FIN 345	Student Managed Investment Fund
FIN 426	Contemporary Issues in Finance

Minor in Game Design and Development

A student may declare a Minor in Game Design and Development by successfully completing the following five courses at Southern New Hampshire University:

Required Courses

IT/GAM 135	Interactive 3-D Virtual Environments
IT/GAM 207	Introduction to Digital Games
IT/GAM 303	Design of Virtual Game Environments
IT/GAM 305	Digital Game Development
GDD	One GDD Elective (as recommended by an advisor)

Minor in Graphic Design

A student may declare a Minor in Graphic Design by successfully completing the following five courses in addition to the degree requirements of the student's major:

Required Courses

COM 230	Graphics and Layout in Print Media
COM 232	Desktop Publishing
FAS 340	Modern Art
GRA 310/IT 375	Digital Graphic Design
GRA 320	Introduction to Digital Imaging

Minor in History

A student may declare a Minor in History by successfully completing five history courses at Southern New Hampshire University in addition to the course required for the B.A./B.S. Core:

Required Courses

Students must complete one year of a survey, either:

HIS 109	Western Civilization I: Prehistory to Renaissance
and	
HIS 110	Western Civilization II: Renaissance to the Present
<i>or</i>	
HIS 113	United States History I: 1607 to 1865
and	
HIS 114	United States History II: 1865 to Present
HIS	Three HIS electives in addition to the one required for the B.A./B.S. core

Students who have taken one of the survey courses to meet the B.A./B.S. Core requirement must take four courses in addition to the two surveys.

Minors in Hospitality Business

The Hospitality Business program provides students from other disciplines and majors an opportunity to declare a minor and pursue studies in one of the two disciplines offered in Hospitality Business. Each minor consists of six key courses totaling eighteen credits.

Hotel and Events Management (18 credits)

HOS	315	Rooms Division Management
HOS	340	Special Events Management
HOS	401	Convention Sales and Group Planning
HOS	415	Hotel Administration
HOS	418	Hospitality Facilities Management

And one of the following:

HOS	311	Policy and Planning for Sustainable Development
<i>or</i>		
HOS	428	Resort Development and Management

Restaurant and Beverage Management (18 credits)

HOS	225	Introduction to Commercial Food Production
HOS	327	Food and Beverage Operations Management
HOS	418	Hospitality Facilities Management
HOS	422	Beverage Management and Control
HOS	424	Managing, Merchandising and Service of Wines

And one of the following:

HOS	427	Food and Beverage Concept Development
<i>or</i>		
HOS	425	Advanced Food and Beverage Service

Minor in International Business

A student may declare a Minor in International Business by successfully completing the following courses at Southern New Hampshire University:

Prerequisites

ECO	202	Macroeconomics (for INT/MKT 433)
FIN	320	Principles of Finance (for INT/FIN 336)
MKT	113	Introduction to Marketing (for INT/MKT 433)
OL	125	Human Relations in Administration (for INT 315 and INT 316)

Required Courses

INT	113	Introduction to International Business
INT	200	International Business Project
INT	316	The Cultural and Political Environment of International Business
INT/FIN	336	Multinational Corporate Finance
INT/MKT	433	Multinational Marketing

Minor in International Sport Management

A student may declare a Minor in International Sport Management by successfully completing the following courses at Southern New Hampshire University:

Prerequisites

MKT	113	Introduction to Marketing
ECO	202	Macroeconomics
OL	125	Human Relations in Administration
INT	113	Introduction to International Business
SPT	208	Sport Marketing

Required Courses

SPT	425	Sport Licensing
SPT	465	Global Sport Business
INT	315	International Management
INT	433	Multinational Marketing

Select one of the following:

INT	316	Cultural and Political Environment of International Business
-----	-----	--

or

Study Abroad Option (3 credits)

Minor in Justice Studies

A student may declare a Minor in Justice Studies by successfully completing the following courses at Southern New Hampshire University:

Required Courses

JUS	455	Legal Traditions
-----	-----	------------------

Select one of the following:

JUS	101	Introduction to Criminal Justice
POL	306	The American Legal Tradition

Electives

Select any three JUS courses

Minor in Marketing

The Marketing Minor is comprised of six courses in marketing that give students a basic knowledge of the field. Students may declare a Minor in Marketing by successfully completing the following courses, with at least four taken at Southern New Hampshire University:

Required Courses*

MKT	113	Introduction to Marketing
MKT	337	Marketing Research
MKT	345	Consumer Behavior

Choose three courses with MKT prefix.

* *May require additional prerequisites. Check course descriptions.*

Minor in Middle School Mathematics

Required Courses:

MAT	206	Mathematics for Elementary Education II
MAT	210	Calculus I
MAT	229	Mathematical Proof and Problem Solving

Select two of the following:

MAT	360	Statistics and Probability for Teachers
MAT	361	Geometry for Teachers
MAT	362	Algebra for Teachers

Note: AP or IB credit for MAT 210 may count towards the Minor in Middle School Mathematics.

Minor in Music

A student may declare a Minor in Music by successfully completing the following courses at Southern New Hampshire University:

Required Courses

FAS	223	History and Appreciation of Music (3 credits)
FAS	323	Music Theory and Composition (3 credits)

Choose nine credits from the following:

FAS	131, 132, 141, 142	Chorus (3 credits for each year of participation)
FAS	141, 142, 241, 242	Instrumental Music (3 credits for each year)
FAS	151, 152, 251, 252	Private Music Lessons (3 credits for each year)
IT	205	Digital Music (3 credits)

Total Credits: 15

Minor in Organizational Leadership

Students may declare a Minor in Organizational Leadership by successfully completing the following six courses taken at Southern New Hampshire University:

Required Courses

OL	125	Human Relations in Administration
OL	215	Principles of Management
OL	322	Managing Organizational Change
OL	324	Managing Quality
OL	328	Leadership
OL	342	Organizational Behavior

Minor in Philosophy

A student may declare a Minor in Philosophy by successfully earning 15 credits in philosophy; 12 credits must be earned in courses taken in addition to the course required in the B.A./B.S. Core:

Required Courses

PHL	210	Introduction to Western Philosophy
PHL	214	Formal Logic
PHL		Select three PHL electives

Minor in Political Science

The Political Science Minor at Southern New Hampshire University provides students with a theoretical and practical foundation in the art and science of politics. It emphasizes the development of critical-thinking and analytical skills in political contexts, as well as the ability to communicate effectively both orally and in writing on topics of political concern.

A student may declare a Minor in Political Science by completing the following courses:

Required Courses

POL	210	American Politics
POL	211	International Relations
POL	314	Political Theory
SCS	224	Research Methods

Choose one of the following:

POL	305	State and Local Government
POL	306	The American Legal Tradition
POL	324	Congress and the Legislative Process
POL	362	The American Presidency

Minor in Professional Writing

A student may declare a Minor in Professional Writing by completing the following five courses at Southern New Hampshire University:

Required Courses

COM	235	Introduction to Journalism
COM	435	Feature Writing
ENG	220	Business Communication
ENG	350	The English Language

Select one of the following:

ENG	327	Play Writing Workshop
ENG	328	Poetry Writing Workshop
ENG	329	Fiction Writing Workshop
ENG	330	Nonfiction Writing Workshop
ENG	480	Independent Study

Minor in Project Management

The Minor in Project Management would enable you to acquire the skills you will need to keep projects on task, on time, and on budget. The curriculum builds from theories of project management to real-world practices applicable to all industries and fields, including marketing, financial services, business administration, information technology, international trade, health sciences, government, construction, and more. A student may declare a minor in Project Management by completing the following courses:

Required Courses

QSO	340	Introduction to Project Management
QSO	440	Topics in Project Management

Select three from the following:

QSO	320	Introduction to Management Science through Spreadsheets
QSO	330	Introduction to Supply Chain Management
QSO	345	Project Management for CAPM Certification
QSO	360	Introduction to Six Sigma Quality

Minor in Psychology

A student may declare a Minor in Psychology by successfully completing the following courses at Southern New Hampshire University:

Required Courses

PSY	108	Introduction to Psychology*
PSY	211	Human Growth and Development
PSY	215	Psychology of Abnormal Behavior
PSY	224	Research Methods
PSY		One PSY elective

* from B.A./B.S. Core

Minor in Public Relations

The Minor in Public Relations consists of six courses, all of which must be completed at Southern New Hampshire University:

Prerequisites

PSY	108	Introduction to Psychology* (for PSY/SCS 224)
SPT	208	Sport Marketing (for SPT 319)

Required Courses

COM	227	Principles of Public Relations
MKT	113	Introduction to Marketing
PSY/SCS	224	Research Methods

Select one of the following:

COM	126	Introduction to Communication
COM	235	Introduction to Journalism
IT	270	Client Side Web Development

Select two of the following:

COM	230	Graphics and Layout in Print Media
COM	232	Desktop Publishing
COM	244	Digital Video Production: Level I
COM	322	Advanced Public Speaking
COM	336	Electronic Public Relations
COM	448	Media Ethics and Law
COM	452	Public Relations Campaign Planning Seminar
SPT	320	Media and Public Relations in Sport

* from B.A./B.S. Core

Minor in Retailing

Students may declare a Minor in Retailing by successfully completing the following courses, with at least four taken at Southern New Hampshire University:

Prerequisite

MKT	113	Introduction to Marketing (a business school core requirement)
-----	-----	--

Required Courses

FMK	202	Fashion Merchandising
MAT	105	Merchandising Mathematics
MKT	222	Principles of Retailing
MKT	230	Retail Sales Promotion
MKT	322	International Retailing
MKT	442	Retail Management
MKT	469	Emerging Trends in Retailing

Minor in Social Media Marketing

The Minor in Social Media Marketing provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media utilizing the most relevant and current attributes in technology, marketing, advertising, communication, public relations, and journalism. Students may declare a Minor in Social Media Marketing by completing the following courses, including a minimum of four courses at Southern New Hampshire University.

Required Courses

MKT	113	Introduction to Marketing
MKT	355	Social Media Marketing Strategy
MKT	455	Social Media Marketing Campaigns

Select one of the following:

MKT	229	Integrated Marketing Communications
COM	310	Principles of Social Media

Select one of the following:

MKT	360	Direct Marketing
MKT	378	Brand Communication
IT	467	Digital Commerce and eBusiness

Minor in Sociology

Students must complete the following courses to earn a Minor in Sociology:

Required Courses

SOC	112	Introduction to Sociology
SOC	213	Sociology of Social Problems
SOC		Three SOC electives

Minor in Sport & Special Event Management

A student may declare a Minor in Sport & Special Event Management by successfully completing the following courses at Southern New Hampshire University:

Business Core Requirement:

MKT	113	Introduction to Marketing
-----	-----	---------------------------

Required Courses:

HOS	340	Special Events Management
-----	-----	---------------------------

Select four of the following.*

SPT	310	Sponsorship
SPT	319	Sport Sales and Promotions
SPT	323	Golf Management
SPT	401	Sport Facilities Management**
SPT	415	Event Management Marketing
QSO	340	Introduction to Project Management
HOS	311	Policy and Planning for Sustainable Development
HOS	401	Convention Sales and Group Planning

* Of the four electives above, Hospitality majors must take only SPT or QSO electives, and Sport Management majors must take two (2) HOS electives.

**Sport Management majors may not take SPT 401 since it is already required for the major.

Minor in Sport Management

A student may declare a Minor in Sport Management by successfully completing the following courses at Southern New Hampshire University:

Core & Business Core Requirement:*

ENG	121	College Composition II
MKT	113	Introduction to Marketing

Sport Management Core Requirement:

SPT	111	Introduction to Sport Management
SPT	201	Governance & Management of Sport Organizations
SPT	208	Sport Marketing
SPT	333	Sport, Society, and Ethics

Select one of the following:

SPT	307	Sport Law
SPT	310	Sponsorship
SPT	319	Sport Sales and Promotions
SPT	320	Media & Public Relations in Sport
SPT	321	Fitness Management
SPT	323	Golf Management
SPT	340	Practicum in Sport Management
SPT	364	Private Club Management
SPT	375	The Economics of Professional Sports in the United States
SPT	401	Sport Facilities Management
SPT	402	Sport Revenue
SPT	415	Event Management & Marketing
SPT	425	Sport Licensing & Strategic Alliances
SPT	430	Front Office Management
SPT	465	Global Sport Business

* Students completing a Sport Management minor must earn a minimum of a "C" grade in all required minor courses.

Minor in World Language and Culture

By declaring a minor in World Language and Culture, students have the potential to expand career opportunities both in the U.S. and abroad. The minor also enhances participation in study abroad programs and provides students with a deeper understanding of diverse cultures. Students may complete a minor in World Language and Culture by successfully completing courses from each of the following three (3) categories (program advisor must approve all choices):

Required Courses

Select one of the following:

Two language courses in the same language and taken at Southern New Hampshire University

LAR	111	Elementary Arabic Language and Culture I
LAR	112	Elementary Arabic Language and Culture II
LAS	111	Elementary American Sign Language I
LAS	112	Elementary American Sign Language II
LFR	111	Beginning French I
LFR	112	Beginning French II
LFR	211	Intermediate French I
LFR	212	Intermediate French II
LFR	311	French Civilization and Culture
LMN	111	Elementary Mandarin Language and Culture I
LMN	112	Elementary Mandarin Language and Culture II
LSP	111	Beginning Spanish I
LSP	112	Beginning Spanish II
LSP	211	Intermediate Spanish I
LSP	212	Intermediate Spanish II
LSP	311	Hispanic Cultures

or

Language study taken in a study abroad program (6 credits)

Select one of the following (*courses to be determined in consultation with the program advisor for the minor*):

Two courses in cultural studies

or

One course in cultural studies

and

One course in cultural studies taken in a study abroad program

Select (*in consultation with the program advisor for the minor*):

A capstone course that requires application of language competency and/or cultural studies

College of Online and Continuing Education

Senior Vice President of Academics, Student Success and Operations: Yvonne Simon

Vice President of Academic Affairs and Dean: Dr. Carol Batker

33 South Commercial St., Suite 203

Manchester, NH 03101

866.860.0449

603.645.9766

Mission

The College of Online and Continuing Education provides access to innovative and flexible academic opportunities in response to individual, community, and professional needs.

College of Online and Continuing Education (COCE)

Southern New Hampshire University has been offering adults quality academic programs in a student-centered environment since 1932. Our goal is to create an environment that maintains academic excellence while providing the flexibility and convenience you need to succeed.

Whether you are a first-time college student or returning to class after many years, you will find that Southern New Hampshire University is the place to realize your academic potential! We urge you to visit our website to learn more about how we can help you reach your educational and professional goals.

At SNHU, you will benefit from:

- Accredited courses and programs that will challenge you and help you reach your goals.
- Staff who are specially trained to work with adult students. They can help you choose a program of study, analyze which academic course work will transfer for credit and advise you on how to create a schedule that works for you.
- An education that fits your schedule. Classes are offered weeknights, weekends, and 24/7 online, so you can create a schedule that works for your busy life.
- A liberal transfer policy. Because we know that many adults have attended more than one college, we created a policy that allows students to transfer a large number of credits from other accredited institutions.
- Faculty who have real-world experience in addition to their academic credentials.
- Locations in Manchester, Nashua, Salem, Portsmouth, New Hampshire, Brunswick, Maine and online.
- An interactive education where you'll learn in small classes from supportive faculty members and from your peers.
- An outstanding network of more than 22,000 successful alumni.

Southern New Hampshire University offers courses to fit every schedule. The College of Online and Continuing Education (COCE) recognizes the many demands that adult students have on their time. In an attempt to meet their need for flexibility, the university offers classes online and at a variety of times in several convenient locations. Students can easily create a schedule that mixes evening, weekend and online classes; they may choose classroom-based courses at one of our Continuing Education Centers in Manchester, Nashua, Salem, or Portsmouth NH, or Brunswick, Maine. Students can also choose to take online courses, which operate with 24/7 accessibility and require no trips to campus. Hybrid courses, which combine the convenience and best practices of both classroom and online learning, are another option. Hybrid courses reduce the number of times students must travel to campus but still offer the benefit of face to

face student/instructor interaction. Online and hybrid courses are delivered largely through the Web-based Blackboard™ course environment. This software allows Instructors and students to interact with one another, share resources and exchange documents through discussion boards and other electronic tools.

Regardless of delivery, all SNHU courses provide a flexible learning environment where students can interact with experts in their fields of study and all count toward a certificate or degree program at Southern New Hampshire University.

Application

Admission to Southern New Hampshire University through the College of Online and Continuing Education is easy. There is no application fee for undergraduate applicants. Prospective students may apply at any time throughout the year. Undergraduate applicants must submit an attestation form confirming graduation from high school or equivalent (waived with six (6) transferable college credits) and official transcripts of any college or university that you intend to have evaluated for transfer credit. You are welcome to register at the same time your application forms are submitted and may begin course work immediately, but only once all needed documents are submitted, will you receive official admission to the College of Online and Continuing Education.

Course Load

Courses offered through the College of Online and Continuing Education contain the same content and maintain the same high standards as courses offered in the traditional day school format. A full-time academic load in the College of Online and Continuing Education consists of two courses (six credits) within an eight-week period. Students are discouraged (but not prohibited) from taking three courses in one term. Students must have permission from their academic advisor and a minimum GPA of 3.0 prior to enrolling in three courses. Occasionally, students may be approved to enroll in four courses. Students wishing to do so must have a cumulative GPA of 3.5 or higher, no outstanding debt to the university, and communicate a plan to their academic advisor as to how they intend to manage the heavy course load. The academic advisor will bring the student's plan forward to the associate dean who will make the final decision regarding enrolling in a fourth course. Four courses per term is the absolute maximum number that a student may take.

Course offerings can be found at www.snhu.edu; click on "Academics" and then "SNHU Course Offerings." Terms are generally eight weeks in length, and there are six terms per year. A student who enrolls in two courses per term has the potential to complete a certificate program in one year, an associate degree program in two years and a bachelor's degree program in just four years. Students who transfer prior college level coursework to the university should have a shorter course of study.

Registration

Students register for their initial course through an admissions representative or academic advisor. After completion of their first term, students may register online through the student portal, mySNHU. Students are strongly advised to contact an academic advisor to plan their academic programs before registering. Advisors are available throughout the term to answer questions and assist with course selection.

Class Audit

Students may choose to audit courses offered by the College of Online and Continuing Education, provided vacancies exist in classes and they have received approval from the Associate Dean. An audited course does not carry credits. The cost of an audited course is the same as if taken for credit. Students may attend classes, but will not be held accountable for class requirements and will not receive a grade in the course. Any student wishing to audit a course must sign up for that course as an "Audit" prior to the Friday of the first week of the term. After that time, no student may change any of his or her courses to an "Audit" status. An "AU" will appear on the student's transcripts and grade report.

Online Consortium

Southern New Hampshire University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). The intent of this consortium is to offer students the opportunity to supplement their academic program with courses not offered by Southern New Hampshire University. Through this consortium, students may take selected online courses at institutions such as Regis University, Saint Leo University, University of the Incarnate Word, Robert Morris University, and Neumann University. Students' advisors must approve all course selections. Please note that these offerings are for COCE student only. For additional information, contact Rae Durocher (r.durocher@snhu.edu) or visit <http://ocicu.org>. Information is also available in the mySNHU portal.

Academic Honesty

The College of Online and Continuing Education requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include being failed by the instructor, academic suspension or expulsion from the university. Plagiarism is defined as the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgement. Numerous resources regarding proper writing formats and documentation are available for students at the Shapiro Library's website.

Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations or written assignments from any source not approved by the instructor. Examples of cheating include, but are not limited to:

- submitting someone else's work as your own with or without the permission of the individual
- allowing someone to copy your work
- using a writing service or having someone else to write a paper for you
- using someone else's work without proper citation
- submitting collaborative and/or group work as your own
- stealing an exam from an instructor or his/her office
- taking a course and/or exam for another student
- using unauthorized materials during a test or exam

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating. Instructors have the authority to assign an "F" grade for any assignment or course in which a student has been found to demonstrate academic dishonesty. After a discussion of the incident with the student, a report of the incident and its disposition will be sent to the College of Online and Continuing Education for placement in the student's personal file. Any student dissatisfied with the instructor's decision may appeal to the Vice President of Academic Affairs and Dean of COCE, who will investigate the incident and make a decision within five business days of the student's appeal. A student also has the right to appeal this decision to the Provost/Senior Vice President of Academic Affairs. The Provost/Senior Vice President will make a final decision regarding the incident within 10 business days of the appeal. Any subsequent violations of the Academic Honesty Policy reported will be forwarded to the Provost/Senior Vice President for action. A second offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

Class Cancellations

Classes held at an SNHU Center cancelled due to inclement weather or other reasons will be rescheduled before the conclusion of the term. In many cases, the rescheduled class will take place online. The decision to cancel will be made by 2:00 p.m. for night classes or 5:30 a.m. for weekend classes. The New Hampshire local news station (Channel 9 - WMUR) will report any cancellations. The most accurate information about class cancellations can be found by checking the SNHU website at www.snhu.edu or by calling 603.644.3133. Students are encouraged to register for SNHU Alerts to get text messages sent to their cell phone whenever there is an SNHU related crisis, closure or weather-related delay. Traditional classes that fall on holidays will be rescheduled by the instructor. As online courses are accessible 24/7, there are no course cancellations.

Course by Arrangement

A course-by-arrangement can be made available to SNHU undergraduate students who are unable to register for a required course due to the university schedule. College of Online and Continuing Education students must work with

their academic advisor to review the master course schedules for local SNHU Centers and SNHU Online to verify that the required course is not being offered and that the only option is to request a course-by- arrangement. Final approval for a course-by-arrangement will come from the associate dean. Because there is no guarantee that a course-by-arrangement can be offered, students are urged to work closely with an advisor to plan their schedules ahead of time.

SNHU Welcomes Military Students

SNHU COCE is a top provider of online courses and programs to active-duty members of the United States armed forces, government service employees and dependents. Staff, academic advisors and student services members are knowledgeable and experienced in working with these populations, and understand issues relating to government tuition assistance and tuition reimbursement programs. Southern New Hampshire University and its online program are SOC (Serviceperson's Opportunity College), SOCAD, SOCNV, and SOCCOAST approved and registered with the Defense Activity for Non-Traditional Education Support (DANTES). The university, through SNHU COCE, is a preferred provider of distance learning opportunities to sailors and soldiers through the Navy College Program Distance College Partnership (NCPDLP), eArmyU and AU-ABC Community College of the Air Force/Air University articulation agreements.

Course Drop and Withdrawal Policies

See "Academic Support Services" section of this catalog on page 27.

Academic Review/Scholastic Standing

A student must maintain a "C" (2.0) grade-point average (GPA) for satisfactory progress in a degree program. Students are urged to consult with their academic advisor whenever they have difficulty in their studies. The College of Online and Continuing Education (COCE) Scholastic Standing Committee meets three times per year (September, January and May), to discuss the records of all students whose cumulative grade-point averages have fallen below the 2.0 standard needed to remain in good academic standing. Students on scholastic warning are subject to dismissal by the COCE Scholastic Standing Committee.

- To qualify for graduation, a student must complete all courses within his/her degree program with a cumulative GPA of not less than 2.0.
- A student whose cumulative GPA drops below 2.0, at any time after he/she has attempted fifteen or more credits at SNHU, will be placed on scholastic warning.
- If a student remains on scholastic warning without substantial improvement for three terms (equivalent of 6 months), he/she will be restricted to one course per term.

- Any student on scholastic warning will be removed from warning upon achievement of a cumulative GPA of 2.0 or higher.
- A student who has been on scholastic warning, without substantial improvement for six terms, or whose required grade point average in order to graduate with a 2.0 would be unrealistically high, will be considered a candidate for academic suspension.
- A student who has been academically suspended may appeal that decision, in writing, to the committee. Ordinarily, a student who desires readmission must wait for a period of six terms (one year) before appealing for readmission.
- A student who is re-admitted after academic suspension will be placed on scholastic warning and restricted to one course until his/her cumulative GA reaches 2.0. If the student fails to achieve a 2.0, he/she will be academically dismissed. There is no appeal for academic dismissals.

The committee is authorized to do the following:

1. Place a student on academic warning with or without restriction of course load. The student will receive a letter of academic warning, an early signal that the student's performance is not up to standard. If the student is limited to one course per term, he/she must abide by the restriction, even if it means dropping one of the two courses in which the student currently is enrolled.
2. Direct the student to consult with their academic advisor upon receipt of the letter of academic warning.
3. Inform the student when he/she has been removed from academic warning and can resume taking two courses per term. This will be done as soon as a student's transcript shows that he or she has regained the required 2.0 average.
4. Academically suspend a student from the university. After one year an academically suspended student can appeal that suspension in writing to the committee. The student should not expect a decision until the next meeting of the committee. If the suspended student is readmitted, he/she will be placed on scholastic warning and will be restricted to one course per term until his/her GPA reaches 2.0 level.
5. Dismiss a student who cannot achieve a 2.0 term after being suspended.

Alpha Sigma Lambda Society

Alpha Sigma Lambda's aim is to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. By so doing, this Society encourages many students to continue toward and to earn associate and baccalaureate degrees. Through leadership born of effort, both

scholastically and fraternally, Alpha Sigma Lambda inspires its candidates to give of their strengths to their fellow students and communities through their academic achievements. To the newcomer in higher education, Alpha Sigma Lambda stands as an inspiration to scholastic growth and an invitation to associate with similarly motivated students. Students interested in attaining membership in the Alpha Sigma Lambda National Honor Society must attend a regionally accredited college or university that offers two- or four year degrees to nontraditional/adult students. This institution must be a member of the Society in order to offer membership to its students. Membership is strictly by invitation to the chapter at the matriculating institution. Currently, membership is limited to undergraduate students seeking their first degree. (Note: Students are inducted into the Society as members of a specific chapter. Membership at large is not available to students.) Membership shall comprise chapters of colleges and universities which offer undergraduate degrees and which are accredited by the regional associations.

The National standards for student membership in Alpha Sigma Lambda are as follows:

- Members must be matriculated and have a minimum of 24 graded semester hours or the equivalent and shall be matriculated students in an undergraduate degree program. These college credits must not include transfer credits. All credits must be taken through and graded at the matriculating institution and must be included in the student's cumulative GPA.
- At least 12 credits of a student's total credits should be earned in courses in Liberal Arts/Sciences. If the student has not earned 12 Liberal Arts/Sciences credits within the 24 credits completed at the matriculating institution, accepted transfer courses may be used to meet this requirement.
- Members shall be selected only from the highest 20 percent of the class who have 24 graded credits and are matriculated in an undergraduate degree program.
- Those selected must have a minimum grade point index of 3.2 on a 4.0 scale or its equivalent. The cumulative scholastic record of the student as interpreted by the institution where membership is to be conferred shall be the basis for computing scholastic eligibility.

Alpha Sigma Lambda Foundation Scholarship

Any student may apply for the Foundation Scholarships. A student must have completed 30 semester hours with a grade point average of 3.4 for the Triangle Club: Second Century Scholarships, or a 3.2 for the General Foundations Scholarships on all work taken at SNHU. You must be 24 years of age or older, enrolled in a baccalaureate degree program, have a financial need for assistance to complete the degree and do not need to be a member of the local Alpha Sigma Lambda chapter to apply. Applications for the Triangle

Club are due in March and the Non-Triangle Club in April. Check with Associate Vice President for Academic Affairs, Nicholas Hunt-Bull (n.hunt-bull@snhu.edu) for more information.

Academic programs offered through the College of Online and Continuing Education (COCE)

Associate of Arts (A.A.)

A.A. Liberal Arts

Associate of Science (A.S.)

A.S. Accounting

A.S. Business Administration

A.S. Computer Information Technology

A.S. Justice Studies

A.S. Marketing

Bachelor of Arts (B.A.)

B.A. Communication

B.A. Community Sociology

B.A. Computer Information Technology

B.A. Creative Writing

B.A. Early Childhood Education

B.A. Elementary Education

B.A. Elementary Education with Special Education

B.A. English Language and Literature

B.A. General Studies in Education

B.A. History

B.A. Psychology

B.A. Psychology Child and Adolescent Development Concentration

B.A. Psychology Forensic Psychology Concentration

B.A. Special Education

Bachelor of Science (B.S.)

B.S. Accounting

B.S. Accounting/Finance

B.S. Accounting/Information Systems

B.S. Business Administration

B.S. Business Administration/Human Resource Management Concentration

B.S. Business Administration/ Organizational Leadership Concentration

B.S. Business Administration/ Small Business Management Concentration

B.S. Business Studies

B.S. Business Studies Accounting Concentration

B.S. Business Studies Business Administration Concentration

B.S. Business Studies Business Finance Concentration

B.S. Business Studies Computer Information Technology Concentration

B.S. Business Studies Human Resource Management Concentration

B.S. Business Studies International Management Concentration

B.S. Business Studies Marketing Concentration

B.S. Business Studies Organizational Leadership Concentration
B.S. Business Studies Small Business Management Concentration
B.S. Business Studies Sport Management Concentration
B.S. Computer Information Technology
B.S. Finance/Economics
B.S. International Business
B.S. Justice Studies
B.S. Justice Studies Policing & Law Enforcement Concentration
B.S. Justice Studies Crime & Criminology Concentration
B.S. Justice Studies Law & Legal Process Concentration
B.S. Justice Studies Terrorism and Homeland Security Concentration
B.S. Marketing
B.S. Technical Management

Certificate Programs - Undergraduate

Certificate in Accounting
Certificate in Business Information Systems
Certificate in Crime and Criminology
Certificate in Human Resource Management
Certificate in Law and Legal Process
Certificate in Policing & Law Enforcement
Certificate in Terrorism and Homeland Security

Master of Business Administration (M.B.A.)

M.B.A. Master of Business Administration in Global Studies (Global M.B.A.)

Specialized M.B.A.'s

M.B.A. in Accounting
M.B.A. in Corporate Social Responsibility
M.B.A. in Entrepreneurship
M.B.A. in Finance
M.B.A. in Forensic Accounting
M.B.A. in Information Technology Management
M.B.A. in International Hospitality Management
M.B.A. in Justice Studies
M.B.A. in Marketing
M.B.A. in Operations and Supply Chain Management
M.B.A. in Project Management
M.B.A. in Social Media Marketing
M.B.A. in Sport Management
M.B.A. in Sustainability and Environmental Compliance
M.B.A. in Workplace Conflict Management

Master of Education (M.Ed.)

M.Ed. in Business Education*
M.Ed. in Child Development Student Designed Program*
M.Ed. in Child Development Administration Program*
M.Ed. in Curriculum and Instruction
M.Ed. in Curriculum and Instruction with a concentration in Educational Leadership
M.Ed. in Curriculum and Instruction with a concentration in Reading
M.Ed. in Curriculum and Instruction with a concentration in Special Education
M.Ed. in Curriculum and Instruction with a concentration in Technology
M.Ed. in Early Childhood Education*
M.Ed. in Education Technology Integration Specialist*
M.Ed. in Educational Leadership
M.Ed. in Educational Studies*
M.Ed. in Elementary Education*
M.Ed. in Elementary Education with Special Education*
M.Ed. in Reading and Writing Specialist*
M.Ed. in Secondary English Education*
M.Ed. in Secondary Social Studies Education*
M.Ed. in Special Education*

Master of Fine Arts (M.F.A.)

M.F.A. Creative Writing in Fiction*
M.F.A. Creative Writing in Nonfiction*

Master of Science (M.S.)

M.S. Accounting
M.S. Accounting/Finance
M.S. Community Economic Development
M.S. Finance
M.S. Information Technology*
M.S. International Business
M.S. Justice Studies
M.S. Justice Studies with a Concentration in Cybersecurity
M.S. Justice Studies with a Concentration in Public Administration
M.S. Justice Studies with a Concentration in Terrorism
M.S. Marketing
M.S. Organizational Leadership
M.S. Operations and Project Management
M.S. Sport Management

Certificate Programs - Graduate

- Certificate in Accounting
- Certificate in Cybersecurity
- Certificate in Finance
- Certificate in Forensic Accounting and Fraud Examination
- Certificate in Human Resource Management
- Certificate in Integrated Marketing Communications
- Certificate in Information Technology Technical Track*
- Certificate in Information Technology Management Track*
- Certificate in International Business
- Certificate in International Business and Information Technology*
- Certificate in International Finance*
- Certificate in International Hospitality & Tourism Management
- Certificate in International Sport Management
- Certificate in Leadership of Non-Profit Organizations
- Certificate in Marketing
- Certificate in Operations and Supply Chain Management
- Certificate in Project Management
- Certificate in Public Administration
- Certificate in Sport Management
- Certificate in Terrorism and Homeland Security

** Includes courses that are only offered at the Manchester campus*

Please note that not all courses are available at the Continuing Education Centers (Manchester, Nashua, Salem, Portsmouth, Brunswick, ME) and students may need to take online courses to complete program requirements.

The College of Online and Continuing Education continuously adds academic programs. For a complete and updated list visit our website at www.snhu.edu.

School of Arts and Sciences

Dean: Dr. Karen Erickson

Robert Frost Hall

603.645.9692

Fax: 603.645.9779

Mission

“...and learn by going where I have to go.”

– Theodore Roethke

The mission of the School of Arts and Sciences is to educate all to live and work well; and to prepare for a community role that is as central to individual success as it is to a sustainable society.

The arts and sciences explain enduring characteristics of human achievement and failure; order and chaos; and the wisdom and compassion that may inform our actions. The arts and sciences are a path into the unknown as well as a marked trail for what we know of our universe to date.

School of Arts and Sciences

At Southern New Hampshire University, the School of Arts and Sciences serves students in their quest for a productive education, meaningful work, and a life that takes account of the common good. The School of Arts and Sciences is founded on the fundamental notion that a comprehensive education encourages curiosity, elevates conscience, and responds to community needs. The broad scope of the liberal arts opens many paths of life and work, and helps students to understand the deepest forms of human expression. By connecting the humanities, science, fine arts, mathematics, technology, and social inquiry, students engage creative energies and develop problem-solving capacities. Each major requires an additional nine credits, or three courses, in the arts and sciences to be taken outside the disciplinary fields of the major. Thus, Arts and Sciences majors are able to explore the relevant disciplines in depth as well as broader implications which will prepare students for any number of career choices.

Communication, Media Arts and Technology

Department Chair: Prof. Harry Umen

The Department of Communication, Media Arts and Technology offers several majors, including Communication, Advertising, Graphic Design and Media Arts, Game Design and Development, and Computer Information Technology. All majors emphasize the development of critical-thinking skills necessary for analyzing problems, creating solutions, and making responsible decisions in a professional context. Students are encouraged to participate in cooperative education experience and many receive hands-on training with real-world clients. The majors all combine theory and skills with a thorough grounding in the liberal arts.

Communication

Coordinator: Prof. Andrea Bard

The Communication major prepares students for a wide variety of fields in public relations, journalism, advertising, employee communications and training, government relations, leadership tasks, professional writing, and public speaking. At the same time, students are able to develop competencies in particular areas that may be highlighted by capstone projects or portfolio work for future employment.

Communication Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Arts

B.A./B.S. Core: 48 credits
Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

COM 126	Introduction to Communication
COM 227	Public Relations
COM 230	Graphics and Layout in Print Media
COM 232	Desktop Publishing
COM 235	Introduction to Journalism
COM 320	Exploring World Culture through Mass Media
COM 322	Advanced Public Speaking
COM 469	Senior Seminar in Communication
COM 310	Social Media
COM/ENG/GRA	two electives

Total Major Credits: 33

Credits: 30

Total Credits: 120

Communication with Concentrations in Public Relations and Professional Writing

The Communication major prepares students for a wide variety of fields in public relations, journalism, advertising, employee communications and training, government relations, leadership tasks, professional writing, and public speaking. At the same time students are able to develop competencies in particular areas. The concentrations in this program offer students the ability to further their skills in public relations and professional writing.

Communication with Concentrations Curriculum

Only offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Arts

The B.A./B.S. Core: 48 credits
Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

COM 126	Introduction to Communication
COM 227	Public Relations
COM 230	Graphics and Layout in Print Media
COM 232	Desktop Publishing
COM 235	Introduction to Journalism
COM 310	Social Media
COM 320	Exploring World Culture through Mass Media
COM 322	Advanced Public Speaking
COM 469	Senior Seminar in Communication

Total Major Credits: 27

Concentrations (Choose one)

Public Relations Concentration

COM	332	Corporate Communications
COM	336	Electronic Public Relations
COM	340	Writing for Public Relations
COM	452	Public Relations Campaign Planning

Professional Writing Concentration

COM	340	Writing for Public Relations
COM	341	Technical Writing
COM	342	Writing for the Computer Industry
COM	435	Feature Writing

Total Concentration Credits: 12

Free Electives Credits: 24

Total Credits: 120

Advertising

Coordinator: Dr. Pat Spirou

The Advertising major at Southern New Hampshire University was developed in response to student demand and the growing number of career options available to students in this \$445 billion-a-year industry. The program combines elements from the business, advertising, marketing and communication fields and allows students the flexibility to tailor the major to their areas of interest.

Students may choose between a focus in business and a focus in the arts and sciences. Both programs require the same major courses and offer the same related electives. This program is the only one of its kind in New England that offers students dual tracks. Graduates will be well prepared to enter the advertising industry in the creative and management divisions of corporations and agencies.

Advertising Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits
 Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ADV	263	Advertising Copy and Design
ADV	429	Advertising Campaigns
ADV	340	Advertising Media Planning
COM	126	Introduction to Communication
COM	230	Graphics and Layout in Print Media
MKT	229	Principles of Integrated Marketing Communications

Total Major Credits: 18

Students are encouraged to use 3, 6 or 12 credits of free electives to complete a co-op work experience related to advertising.

Select five of the following:

ADV	362	Advertising Account Executive Seminar
ADV	428	Promotional Research and Media Measurement
COM	232	Desktop Publishing
FMK/GRA	101	Basic Design and Color Theory
MKT	230	Retail Sales Promotion
MKT	345	Consumer Behavior
MKT	360	Direct Marketing

Allied Courses

MKT	113	Introduction to Marketing
MKT	337	Marketing Research

Total Allied Credits: 6

Free Electives Credits: 24

Total Credits: 120

Graphic Design and Media Arts

Coordinator: Prof. Harry Umen

The mission of the SNHU Graphic Design major is to equip students to be professional graphic designers competent in the latest design technologies and educated in the cultural contexts of the liberal arts. The SNHU Graphic Design major will be the most technologically oriented B.A. graphics program in the region. Its graduates will be equipped with high level skills using professional equipment that will make them competitive in the marketplace. At the same time, its grounding in liberal education and the humanities will give students a cultural frame of reference that will enrich them both professionally and personally. Their liberal arts background will prepare them for undertaking “real-world” visual communication projects that demand an understanding of a broad range of content. Professional graphic designers turn ideas into visual statements. The Graphic Design major will be the program of choice for students who have artistic talent or interests and also seek meaningful creative employment upon graduation.

Graphic Design and Media Arts Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits
 Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

COM	230	Graphics and Layout In Print Media
COM	232	Desktop Publishing
COM	421	Communication Theory and Research
FAS	110	Introductory Drawing
FAS	226	Digital Photography
GRA	310	Digital Graphic Design
GRA	320	Introduction to Digital Imaging
GRA	410	Advanced Digital Graphic Design
GRA	420	Advanced Digital Imaging

Select one of the following:

GRA	101	Basic Design And Color Theory
FAS	310	Illustration

Select one of the following:

FAS	320	History of Design
FAS	326	History of Photography

Total Major credits: 33

Free Electives Credits: 30

Total Credits: 120

Game Design and Development

Coordinators: Prof. Harry Umen

The B.A. in Game Design and Development is an exciting multidisciplinary liberal arts program that offers students a chance to combine a variety of creative and hands-on technical interests. Game Design and Development integrates professional skills in computer graphics, animation, audio, and interactive programming. Additional emphasis in this program is placed on creative storytelling techniques, and the psychology and marketing of games.

Game Design and Development Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

IT	135	Interactive 3-D Virtual Environments
IT	207	Introduction to Digital Games
IT	303	Design of Virtual Game Environments
IT	305	Digital Game Development
IT/GRA	430	3D Modeling and Animation
IT	450	Artificial Intelligence
IT	465	Digital Multimedia Production

Select four courses within one of the following subfields:

Visual and Interactive Storytelling

ENG	327	Play Writing Workshop
ENG	329	Fiction Writing Workshop
LIT	301	World Mythology
LIT	305	Contemporary Pop Fiction
COM	327	Screenwriting for Media Arts

Visual and Audio Design

COM	230	Graphics and Layout
COM	345	Animation and Visual Effects
FAS	310	Illustration
GRA	320	Introduction to Digital Imaging
GRA	410	Advanced Digital Graphic Design
GRA	420	Advanced Digital Imaging
IT	205	Digital Music

Game Development and Supporting Technologies

IT	201	Computer Platform Technologies
IT	230	Software Development with C#

IT	232	Software Development with C + +
IT	315	Object-Oriented Analysis and Design
IT	330	Database Design and Management
IT	340	Network and Telecommunication Management

Psychology and Marketing of Games

ADV	428	Promotional Research and Media
MKT	229	Principles of Integrated Marketing Communications
MKT	345	Consumer Behavior
PSY	305	Cognitive Psychology
PSY	216	Psychology of Personality
PSY	257	Social Psychology

Total Major Credits: 33

Free Electives Credits: 30

Total Credits: 120

Computer Information Technology

Coordinator: Dr. Lundy Lewis

Many students are interested in a computer degree that crosses the boundary into the creative world or where the social aspects of computers are addressed, e.g. digital games, digital music, geographical information systems, technical writing, cognitive science/artificial intelligence, implications of human/robotic interaction, and kids and technology. The B.A. in Computer Information Technology provides a vessel for fostering these areas and creating concentrations for our students. Many students will find a B.A. in Computer Information Technology very attractive, in particular, those students who are interested in the liberal arts, yet have a love for computer technology. Southern New Hampshire University's B.A. in Computer Information Technology major is reaching a new generation of students with an innovative program that integrates technology with the liberal arts. This program is a signature program for SNHU; no other school in the region offers such a program. The next generation of IT professionals will be better prepared than any preceding one to balance the demands of being both a creative individual and a technologist. IT is projected as the second largest area of occupational growth in the United States. Employers today are looking for students with capabilities beyond traditional programming and IT expertise. Students who integrate liberal arts studies with their IT studies are valuable but hard to find, and the U.S. demand for this new breed of IT professional is growing. The B.A. in Computer Information Technology major prepares students for positions such as management, creative design/development with technology, Web design and many other interesting positions.

Computer Information Technology Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Arts

B.A./B.S Core: 48 credits
 Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

MAT	230	Discrete Mathematics
IT	201	Computer Platform Technologies
IT	210	Business Systems Analysis and Design
IT	315	Object Oriented Analysis and Design
IT	330	Database Design and Management
IT	340	Network and Telecommunications Management
IT	415	Advanced Information System Design
IT	420	Advanced Information System Implementation
IT	485	IT Strategy and Management
IT		Two IT electives (recommended by advisor)

Total Major Credits: 33
 Free Electives Credits: 20
 Total Credits: 120

English

Department Chair: Dr. Susan I. Youngs

The English Department offers two majors, one in English Language and Literature and the other in Creative Writing. Students will find courses offered by the department listed under ENG and LIT.

Course offerings include surveys of British, American, and world literature, as well as more specialized courses such as contemporary literary theory, gender and text, the Black literary tradition, and world literature in translation. We also offer in-depth examinations of major periods and authors. In addition to studying a variety of literature courses, the creative writing major provides students with extensive opportunities to develop and hone writing skills in a particular genre.

English Language and Literature

Coordinator: Dr. Diana Polley

English Language and Literature Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Arts

B.A./B.S Core: 48 credits
 Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ENG	350	The English Language
LIT	300	Literary Theory
LIT	319	Shakespeare

LIT	485	Senior Thesis in Literature (6 credits)
LIT		One 200 level LIT elective
LIT		Three 300 level LIT electives (9 credits)
LIT		One 400 level LIT elective

Select one of the following:

ENG	327	Playwriting Workshop
ENG	328	Poetry Writing Workshop
ENG	329	Fiction Writing Workshop
ENG	330	Nonfiction Writing Workshop

Total Major Credits: 33
 Free Electives Credits: 20
 Total Credits: 120

Creative Writing

Coordinator: Prof. Benjamin Nugent

With SNHU's major in creative writing, available on campus and online, students can prepare for a career in creative writing, publishing, journalism, communications, the law and many other professions, as well as graduate programs (such as the university's low-residency Master of Fine Arts in fiction and nonfiction writing). Creative writing courses begin during freshman year. Students can choose between a traditional four-year program or an accelerated three-year plan. Three-year plan graduates who enroll in the Masters of Fine Arts program can earn their bachelor's and master's degrees in five years.

Publishing opportunities include the student literary journal, The Manatee; the university's national journal, Amoskeag; high-profile magazines; and literary contests. Students spend classroom and one-on-one time with publishers, agents and editors, and participate in workshops, readings, book-signings and networking events with national bestselling authors and poets.

Our faculty members include critically acclaimed writers who understand the industry, who are joined by nationally renowned visiting writers. Students join the university's Creative Writing Club and the New Hampshire Writers' Project, the only statewide literary organization for writers of all levels and genres, which is housed on the university's main campus in Manchester.

Four creative writing workshops are at the heart of the program. Students on campus choose three genre workshops and follow them with an advanced creative writing workshop in which they will complete a senior thesis in a genre of their choosing, such as fiction, poetry, nonfiction or scriptwriting. Students online take beginner, intermediate, and advanced workshops in one of four concentrations: fiction, nonfiction, poetry, and screenwriting.

Students applying for this major must submit a writing sample to the department's coordinator of creative writing.

Creative Writing Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Arts

B.A./B.S. Core: 48 credits
 Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ENG	226	Introduction to Creative Writing
ENG	350	The English Language
ENG	431	Advanced Creative Writing
LIT	300	Literary Theory
LIT	319	Shakespeare
LIT	340	Context of Writing: Contemporary Writers and Publishing
LIT		One 200 level literature elective
LIT		One 400 level literature elective

Select three of the following:

ENG	327	Playwriting Workshop
ENG	328	Poetry Writing Workshop
ENG	329	Fiction Writing Workshop
ENG	330	Nonfiction Writing Workshop

Total Major Credits: 33

Free Electives Credits: 30

Total Credits: 120

Three Year Option in Creative Writing

Highly qualified and motivated students may want to complete their creative writing degree in three years. This accelerated program requires students to take courses—including a special writing seminar—in the summer terms between their regular academic years. This program may be particularly attractive to those who wish to earn both BA and MFA degrees in five years.

Creative Writing with Specializations in Screenwriting, Poetry, Fiction, and Non-fiction

Creative Writing with Specializations Curriculum

Only offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Arts

B.A./B.S. Core: 48 credits
 Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ENG	226	Introduction to Creative Writing
ENG	340	Context of Writing: Contemporary Writers and Publishing
ENG	350	The English Language
ENG	421	New Media: Writing and Publishing
LIT	300	Literary Theory
LIT	319	Shakespeare
LIT	200	One 200 level literature elective
LIT	400	One 400 level literature elective

Total Major Credits: 24

Specializations (Choose one)

Screenwriting Specialization

ENG	323	Screenwriting Workshop
ENG	347	Intermediate Screenwriting Workshop
ENG	357	Advanced Screenwriting Workshop

Poetry Specialization

ENG	328	Poetry Writing Workshop
ENG	348	Intermediate Poetry Writing Workshop
ENG	358	Advanced Poetry Writing Workshop

Fiction Writing Specialization

ENG	329	Fiction Writing Workshop
ENG	349	Intermediate Fiction Writing Workshop
ENG	359	Advanced Fiction Writing Workshop

Nonfiction Writing Specialization

ENG	330	Nonfiction Writing Workshop,
ENG	341	Intermediate Nonfiction Writing Workshop
ENG	351	Advanced Nonfiction Writing Workshop

Total Specialization Credits: 9

Free Electives Credits: 30

Total Credits: 120

English Education

The English teacher education program allows students to major in English and to complete New Hampshire certification requirements to teach English in grades 5-12.

The program of study provides the prospective English teacher with a broad and integrated liberal arts background, a concentrated study of English literature and language, and the knowledge and experience to help middle, junior and senior high school students develop to their full potential.

English Education Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

Major Courses

Courses are 3 credits unless otherwise indicated.

ENG	350	The English Language
LIT	201	World Literature I: Foundations of Culture
LIT	300	Literary Theory
LIT	316	Modern Drama
LIT	319	Shakespeare
LIT	337	Modern Poetry

Select one of the following:

LIT	203	Early American Literature
LIT	205	American Renaissance
LIT	207	American Realism and Naturalism
LIT	210	American Literature: 20th Century and Beyond

Select one of the following:

LIT	228	Medieval Literature
LIT	230	British Literature: Renaissance to Restoration
LIT	234	British Romantic and Victorian Writers
LIT	236	British Modernism

Select one of the following:

LIT	328	Multi-Ethnic Literature
LIT	330	Gender and Text
LIT	332	The Nature Writers
LIT	350	The Black Literary Tradition

Total Major Credits: 27

Required Courses

EDU	200	Introduction to Education
EDU	208	Assessment Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Educators
EDU	318	Methods of Teaching Secondary Education
EDU	320	Methods of Teaching English
EDU	426	Implementation of Action Research
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Required Credits: 33

Allied Courses

GEO	200	World Geography
HIS	114	United States History II: 1865 to Present
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 12

Total Credits: 120

Bachelor of Arts In English Language and Literature and English Education

The Bachelor of Arts in English Language and Literature and English Education integrates the major in English with the program in English Education, and meets the requirements for State of New Hampshire certification to teach English, grades 5-12.

This program is demanding and intense: students who aspire to teach in public secondary education systems will at the same time complete the requirements for the English Language and Literature degree, graduating with 129 credits.

Students completing the program will have acquired skills in communication and critical thinking, developed a strong background in English Language and Literature, and gained an understanding of the processes of teaching and learning applicable not only in school settings but also to other learning and training settings.

English Language and Literature and English Education Certification Curriculum

Bachelor of Arts

B.A./B.S. Core:

48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

English Language and Literature and English Education Major Courses

Courses are 3 credits unless otherwise stated

ENG	350	The English Language
LIT	201	World Literature: Foundation of Culture
LIT	300	Literary Theory
LIT	316	Modern Drama
LIT	319	Shakespeare
LIT	337	Modern Poetry
LIT		LIT 203, 205, 207, or 210
LIT		LIT 228, 230, 234, or 236
LIT		LIT 328, 330, 332, or 350
LIT	485	Senior Thesis in Literature (Fall semester)
LIT	485	Senior Thesis in Literature (Spring semester)

Total Major Credits: 33

English Education Certification Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Education
EDU	318	Methods of Teaching Secondary Education
EDU	320	Methods of Teaching English
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Education Credits: 30

Allied Courses

FAS	202	Introduction to the Humanities II
FAS		Fine Arts Elective
HIS	114	United States History II: 1865- present
HIS		200+ level History course
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 18

Total Credits: 129

Master of Arts in Teaching in English

The 5-Year M.A.T. in English grants a bachelor of arts degree in English and a master of arts degree in teaching the subject of English, with teacher certification in grades 5-12. Students in this program will work in collaboration with faculty from both the School of Arts and Sciences and the School of Education. Upon completion of required courses for the undergraduate degree in English, students will attain an undergraduate degree in English in four years. They will, in another year of study, attain both a Master of Arts in Teaching in English and state certification to teach English in secondary schools, grades 5-12. Students graduating from this 5-year program will have mastered substantial content knowledge, have training and experience in the field of secondary education, and have accomplished a full semester of student teaching in a local secondary school. This combined

degree will enhance the graduate's knowledge both in the subject matter and in pedagogy. Graduates of this degree program are prepared to become leaders in public education. They will, in addition, have a higher degree of expertise in their subject area, and may also seek teaching positions in programs that grant associates' degrees.

English Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

English Major Courses

Courses are 3 credits unless otherwise indicated

ENG	550	Graduate Studies in the English Language
LIT	201	World Lit I: Foundation of Culture or 202 World Lit II: Renaissance to Modern
LIT	217	Introduction to Poetry
		<i>or</i>
LIT	337	Modern Poetry
LIT	218	Introduction to Drama
		<i>or</i>
LIT	316	Modern Drama
LIT	500	Graduate Studies in Literary Theory
LIT	319	Shakespeare
LIT		LIT 203, 205, 207, or 210 (American Literature)
LIT		LIT 228, 230, 234, or 236 (British Literature)
LIT		LIT 328, 330, 332 or 350 (Multicultural Literature)

Total Major Credits: 27

Certification Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Education
SPED	260	Children with Exceptionalities

Total Certification Credits: 12

Required Courses

FAS	202	Introduction to the Humanities II
FAS		Fine Arts Elective
HIS	114	United States History II: 1865- present
HIS		200+ level History course
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Required Credits: 18

Elective Courses

Choose five (5) ENG or LIT courses*

* No more than two (2) at a 200-level, no more than two (2) with ENG prefix

Total Elective Credits: 15

Total Undergraduate Degree Credits: 120

English Curriculum

Master of Arts in Teaching

Courses are 3 credits unless otherwise indicated

EDU	511	Methods of Teaching in Secondary Schools
EDU	560	Methods of Teaching in Middle & High Schools
EDU	571	Student Teaching and Seminar (12 credits)
EDU	582	The Educational Factors of Diversity
EFL	501	Language Learning and Acquisition
		<i>or</i>
RDG	535	Content Area Literacy Grades 5-12

Select two of the following:

LIT	650	Graduate Seminar in American Literature
LIT	651	Graduate Seminar in British Literature
LIT	652	Graduate Seminar in Global Literature
LIT	685	Graduate Thesis in Literature (fall semester)
LIT	685	Graduate Thesis in Literature (spring semester)

Select one (3 credit) elective from EDU, EFL, ENG, LIT, or RDG

Total Graduate Degree Credits: 33

Environment, Politics, and Society

Department Chair: Dr. Paul A. Barresi

Environmental Management

Coordinator: Dr. Paul A. Barresi

In the twenty-first century, it is becoming essential to go green. Public opinion, political pressure, emerging business opportunities, and ecological realities are driving the integration of environmental and sustainability concerns into nearly every sphere of life and nearly every major employment sector in the United States and abroad. Southern New Hampshire University's innovative environmental major prepares students to take their places as professionals and as citizens in this rapidly changing world. Our graduates have the knowledge and skills, and are committed to cultivating the wisdom necessary, to build new and better, environmentally sustainable futures for themselves and their families, their communities and the world.

Environmental Management Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits
Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Required Courses

Courses are three credits unless otherwise noted

BIO	315	Ecological Principles and Field Methods
ENV	219	Environmental Issues
ENV	319	U.S. Environmental Law and Politics
ENV	322	Environment and Development
ENV	325	Industrial Ecology

GEO	200	World Geography
MAT	240	Applied Statistics*
PHL	363	Environmental Ethics
SCS	224	Research Methods*
SCS	444	Capstone Colloquium*
SOC	318	Sustainable Communities

Select nine credits from the following:

ENV	305	Global Climate Change
ENV	329	International Environmental Law and Negotiation
ENV	349	Comparative Environmental Law and Sustainable Development
ENV	404	Environmental Sustainability Field Experience I
ENV	405	Environmental Sustainability Field Experience II
ENV	410A	Semester in Washington, D.C.: Environmental Policy Field Experience**
ENV	410B	Semester in Washington, D.C.: Environmental Studies Seminar **

* Taken as part of the B.A./B.S. Core.

** Students who spend a semester in Washington, D.C. count nine of the fifteen credits awarded for ENV 410A and ENV 410B combined toward the requirements of the major, and the rest as free electives.

Total Major Credits: 33

Free Electives Credits: 30

Total Credits: 120

Law and Politics

Coordinator: Dr. Paul A. Barresi

Nearly every important political issue in the United States eventually ends up in the courts. The Law and Politics major at Southern New Hampshire University provides students with the knowledge and skills necessary to be effective professionals at the interface of these two dynamic fields. Students not only acquire a solid theoretical and practical foundation in the art and science of politics; they also gain substantial insight into what it means to “think like a lawyer,” both in the United States and around the world.

The Law and Politics major prepares students for careers in electoral or interest group politics, political and public policy consulting, the civil service, and the diplomatic corps, and in any of the vast array of public- and private-sector fields that require a broad liberal arts education and the skills that the political science major provides, such as journalism, business, and education. The major also prepares students for graduate study in political science, public policy, or public administration, for post-undergraduate paralegal studies, and for law school, as well as for a lifetime of citizenship in a politically and legally complex and increasingly globalized world. For more information about career opportunities for law and politics majors, see “Careers and the Study of Political Science: A Guide for Undergraduates,” which is available at SNHU’s Shapiro Library or through the American Political Science Association (www.apsanet.org).

Law and Politics Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits
 Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Required Courses

Courses are three credits unless otherwise noted.

GEO	200	World Geography*
MAT	240	Applied Statistics*
POL	210	American Politics
POL	211	International Relations
POL	306	The American Legal Tradition
POL	314	Political Theory
POL	326	World Legal Traditions
SCS	224	Research Methods*
SCS	444	Capstone Colloquium*

Choose twelve credits of the following:

ENV	319	U.S. Environmental Law and Politics**
ENV	329	International Environmental Law and Negotiation**
ENV	349	Comparative Environmental Law and Sustainable Development**
POL	305	State and Local Government
POL	316	Legal Reasoning and the Constitution
POL	317	Campaigns and Elections
POL	324	Congress and the Legislative Process
POL	336	Advocacy and the Law
POL	362	The American Presidency
POL	410A	Semester in Washington, D.C.: Politics Field Experience (12 credits)***
POL	410B	Semester in Washington, D.C.: Politics Seminar***
POL	413A	Semester in Washington, D.C.: Pre-Law Field Experience (12 credits)***
POL	413B	Semester in Washington, D.C.: Pre-Law Seminar***

* Taken as part of the B.A./B.S. Core.

** See the course descriptions for non-POL prerequisites for these interdisciplinary courses.

*** Students who spend a semester in Washington, D.C., count twelve of the fifteen credits awarded for either POL 410A and POL 410B or POL 413A and POL 413B combined toward the requirements of the major, and the rest as free electives.

Major Credits: 33

Free Electives Credits: 30

Total Credits: 120

Public Service

Coordinator: Dr. Frank Catano

Southern New Hampshire University offers a Bachelor of Arts in Public Service for students with associates of science degrees from New Hampshire seeking to continue their education. The program is designed to be completed in two years of full-time study. The degree is built upon a solid

foundation of core liberal arts courses. Students have the opportunity to concentrate in a variety of social science disciplines, and so focus on the areas of greatest interest to them. This challenging, flexible and accessible program provides professionals with the opportunity to move forward in their professions, and the chance to explore a variety of public service careers.

Public Service Curriculum

General Education:

ENG	121	College Composition II
MAT	240	Applied Statistics
SCI		Science Elective
HIS		History Elective (Choose one: HIS 109/110/113/114)
LIT		Literature Elective (200 Level)
FAS		FAS 201, 202, 223, 340, 370
FAS/LIT/PHL		One Elective (Choose from FAS, LIT, or PHL courses)
ECO		ECO 201 or 202

Major Courses:

PSY	108	Intro to Psychology
SOC	112	Intro to Sociology
SOC	213	Sociology of Social Problems
SOC	318	Sustainable Communities
POL	210	American Politics
POL	305	State and Local Government
POL		Politics Elective (300+)
Four Social and Behavioral Science Electives (Choose from ECO, POL, PSY or SOC)*		

* ALL in the same discipline

One free elective

Two global markers

Community Sociology

Coordinator: Dr. James Walter

Sociology is the scientific study of human behavior, social groups, and society. Community Sociology is distinguished from traditional theoretical sociology by a framework of analysis for understanding how groups form and function as communities and how social habits evolve and influence community development. Our emphasis is on professional practices as well as scholarship, with a career orientation and experiential learning approach. We provide first-person experience in analyzing and dealing with processes, problems and institutions of modern society. Partnering with other programs in the Social Sciences and with the community, the Community Sociology major emphasizes a hands-on approach to learning.

Graduates of our program seek employment in social services, management, teaching, research, sales, public relations, and many other fields.

Community Sociology Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Arts

B.A./B.S. Core: 48 credits

Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Required Courses

Courses are 3 credits unless otherwise indicated.

GEO	200	World Geography
SOC	112	Introduction to Sociology
SOC	213	Social Problems
ATH	111	Cultural Anthropology
SCS	224	Research Methods*
MAT	240	Applied Statistics*
SCS	444	Capstone Colloquium*

Select either five or six of the following (based upon whether one takes the 3-credit experiential course or a 6-credit internship):

SOC	150	G.R.E.E.D.
SOC	317	Sociology of the Family
SOC	318	Sustainable Communities
SOC	320	Sociology of Gender
SOC	324	Sociology of Crime & Violence
SOC	326	Sociology of Deviant Behavior
SOC	328	Sociology of Aging
SOC	330	Sociology of Minority Relations
SOC	333	Sport and Society
SOC	335	Technology and Society
SCS	300	The Human Condition

Choose at least one of the following:

PSY	291	Experiential Learning (3 credits)
PSY	443	Psychology Internship (3 to 12 credits)

*Taken as part of the B.A./B.S. Core

Major credits: 33

Free Electives Credits: 30

Total Credits: 120

Humanities and Fine Arts

Department Chair: Dr. Deborah Varat

The Humanities and Fine Arts Department encompasses art history, music, philosophy, and history and the relationship between these disciplines and the humanistic legacy. Courses in the arts and humanities help students develop their powers of reasoning, speaking, writing, and creativity, thus equipping them for the challenges of contemporary life. Ultimately, work in the arts and humanities instills in students a lifelong thirst for learning and capacity for aesthetic growth.

History

Coordinator: Dr. Kenneth Nivison

The History Major at Southern New Hampshire University is designed to be both comprehensive and flexible when compared to undergraduate programs throughout the country. Students receive a broad foundation in United States history and Western Civilization, primarily through primary sources, and then may, in consultation with their advisor, design their own course of study incorporating coursework from throughout the university. Students may choose a general course based in United States, European, or world studies, or may organize their degree around a specific theme such as religion, African-American, political, social, intellectual, or economic topics to name a few. All history majors complete required courses in historical methods and a senior colloquium where they write a senior thesis. In addition, the student may pursue a secondary interest in more depth since the major allows for 21 credits in electives.

The flexibility of the History Major prepares students to enter a wide variety of fields upon graduation. SNHU students have gone on to graduate school in many areas in addition to history. They are active in the Department of State, politics, museum work, research, law, journalism, and of course, business. Some choose to teach. The History Major prepares you for whatever life may throw your way because it teaches you to think critically, research thoroughly, synthesize varied and disparate materials and ideas all the while communicating effectively. These skills translate to every walk of life.

History Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine

Bachelor of Arts

B.A./B.S. Core: 48 credits
Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to Present
HIS	113	United States History I: 1607 to 1865
HIS	114	United States History II: 1865 to Present

One of the four courses above will fulfill the university core requirement in History and thus is not counted as a credit in the History Major.

HIS	340	Historical Methods
HIS	460	History Colloquium
HIS		Six 200 to 400 level HIS electives*

* In consultation with an advisor and history department chair select six 200-400 level courses that focus on a particular theme, three of which must carry a history designation.

Total History Major Credits: 33

Free Electives Credits: 30

Total Credits: 120

Social Studies Education

The social studies education program allows students to major in social studies with a concentration in history or political science and to complete the State of New Hampshire's requirements for certification to teach social studies in grades 5-12.

The program of study provides the prospective social studies teacher with a broad and integrated liberal arts background, and the techniques, knowledge and experience to help middle, junior and senior high school students develop to their highest potential. Social studies certification covers primary areas of history, governments, economics, and geography, as well as secondary areas of psychology and sociology. The interdisciplinary program prepares students to teach in these areas.

Social Studies Education Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

History Concentration

Major Courses

Courses are 3 credits unless otherwise indicated.

GEO	200	World Geography (fulfills B.A./B.S. core requirement)
HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to the Present
HIS	114	United States History II: 1865 to Present
HIS	301	World History and Culture
HIS	314	European Conquest of the New World
HIS	319	African-American History since the Civil War
		<i>or</i>
HIS	357	African-American History through the Civil War
HIS	321	The Ancient World of Greece and Rome
HIS	340	Historical Methods

Total Major Credits: 27

Required Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Educators
EDU	318	Methods of Teaching Secondary Education
EDU	326	Methods of Teaching Social Studies
EDU	426	Implementation of Action Research

EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Required Credits: 33

Allied Courses

ECO	202	Macroeconomics
ENV 219/SCI 219		Environmental Issues
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 12

Total Credits: 120

Political Science Concentration

B.A./B.S. Core: 48 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

GEO	200	World Geography (fulfills B.A./B.S. Core requirement)
HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to the Present
HIS	114	United States History II: 1865 to Present
HIS	301	World History and Culture
POL		3 POL 300+ level electives
POL	314	Political Theory

Total Major Credits: 27

Required Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Educators
EDU	318	Methods of Teaching Secondary Education
EDU	326	Methods of Teaching Social Studies
EDU	426	Implementation of Action Research
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Required Credits: 33

Allied Courses

ECO	202	Macroeconomics
ENV 219/SCI 219		Environmental Issues
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 12

Total Credits: 120

History and Social Studies Education Double-Major

The Bachelor of Arts in History and Social Studies Education integrates the major in History with the program in Social Studies Education, and meets the requirements for State of New Hampshire certification to teach social studies in grades 5-12.

This program is demanding and intense: students who aspire to teach in public secondary education systems will at the same time complete the requirements for the History degree, graduating with 129 credits.

Students completing the program will have acquired skills in communication and critical thinking, developed an historic perspective, and gained an understanding of the processes of teaching and learning applicable not only in school settings but also to other learning and training settings.

History and Social Studies Education Certification Curriculum

Bachelor of Arts

B.A./B.S. Core 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

History Major Courses:

Courses are 3 credits unless otherwise indicated.

HIS	109	Western Civilization I
HIS	110	Western Civilization II
HIS	114	United States History II: 1861 to Present
HIS	301	World History and Culture
HIS	314	European Conquest of the New World
HIS	319	African American History Since the Civil War
		<i>or</i>
HIS	357	African American History Through the Civil War
HIS	321	The Ancient World of Greece and Rome
HIS	340	Historical Methods
HIS	460	History Colloquium

Total Major Credits: 27

Social Studies Certification Courses:

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Education
EDU	318	Methods of Teaching Secondary Education
EDU	326	Methods of Teaching Social Studies
EDU	426	Implementation of Action Research
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Education Credits: 33

Allied Courses:

ECO	202	Macroeconomics
FAS	202	Introduction to the Humanities II: Baroque through Modern
FAS		Fine arts elective
HIS		History elective
LIT	201	World Literature I: Foundations of Culture
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Science

Total Allied Credits: 21

Total Credits: 129

Individually Designed Major in Liberal Arts

The School of Liberal Arts offers an individually designed major which allows students to draw upon the offerings of several academic departments to create a program of study with unique and well thought out learning goals. At the heart of the program is a close student-advisor relationship to assure that the student's learning goals are articulated, and that the course of study will lead to the achievement of those goals.

The cardinal principles of a liberal education are critical thinking skills and a breadth and depth of learning coupled with intellectual curiosity and commitment to active citizenship, in the concentric circles of community extending from the self to the world. Specific learning objectives of the individually designed major vary according to the student's interest. However, the learning experience itself demands intellectual focus, self-discipline, thoughtful reflection, and the design and execution of a significant work of scholarship.

Students entering the major enroll in a semester-long Course by Arrangement. In collaboration with a faculty mentor, the student determines the educational goals sought and the specific objectives to be achieved through the proposed course of study.

During the following three semesters the student meets on a regular basis with the mentor for advice on the course of study, to adjust the program as appropriate, and to focus on fulfilling the learning experience.

Students in the program may elect to complete a senior thesis as part of an Honors option. Students qualify for the Honors option by maintaining a 3.2 GPA in the last four semesters of study and produce a thesis (6 credits) under the mentorship of a member of the liberal arts faculty.

Students in the program can expect intellectual challenges, engaged and collaborative teaching, and support inside and outside the classroom.

Individually Designed Major Curriculum

B.A./B.S. Core: 48 credits
 Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits
 Free electives: 21 credits

- Primary field of study: 15 credits (courses 200 level or above)
- Organizing course: 3 credits (course by arrangement setting forth student learning goals)
- Mentoring course: 3 credits (1 credit in each of three semesters)
- Individually designed program of study*: 21 credits without thesis option (at least 15 credits at 300 level or above)

or

- 15 credits plus the 6 credit thesis option (at least 12 credits at 300 level or above)

Total Credits 120

* Students may complete the degree program by substituting course work for the thesis, and complete the course of study established for the degree in the primary field.

Justice Studies

Department Chair: Prof. Patrick Cullen

Southern New Hampshire University's Bachelor of Science in Justice Studies presents a systematic vision of the justice system and exposes its majors to the panoply of careers, theories and applications, agencies and institutions that comprise American justice. The B.S. in Justice Studies consists of a core and a series of tracks which allows the student to tailor the program towards their career goal. The core lays out the essential knowledge base for Justice Studies majors and reviews the fundamentals of legal and social science research, provides overview courses on the system at large, and instructs on criminal law and correctional systems. The B.S. in Justice Studies emphasizes the full range of justice functions, from policing to corrections, from law to private sector justice. The B.S. in Justice Studies delivers the "professional" perspective in the educational environment, preparing students for future careers in the justice sector.

B.S. Justice Studies Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

B.A./B.S. Core: 48 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

JUS	101	Introduction to Criminal Justice
		or
POL	306	The American Legal Tradition
JUS	103	Correctional Systems
JUS	375	Criminal Law
JUS	455	Legal Traditions
JUS	495	Legal and Justice Research Methods
		or
SCS	224	Research Methods
		or
PSY	224	Research Methods
IT	210	Introduction to Systems Analysis and Design

Total Required Credits: 18

Select three of the following:

JUS	102	American Policing
JUS	104	Introduction to Security
JUS	201	Criminal Investigation
JUS	202	Industrial and Retail Security
JUS	345	Probation and Parole

JUS	351	Civil Liability of Criminal Justice Personnel	Total Required Credits: 9
JUS	394	Problems in Policing	Core Credits: 48
JUS	465	Police Organization & Management	Required Credits: 54
JUS	466	Homeland Security	Elective Credits: 18
Total Required Credits: 9			Total Credits: 120

Select three of the following:

JUS	211	Organized Crime
JUS	215	Victim and the Justice System
JUS	305	International Criminal Justice
JUS	309	White Collar Crime
JUS	429	Terrorism
JUS	468	Crimes Against Children
PSY	205	Forensic Psychology
PSY	215	Psychology of Abnormal Behavior
PSY	310	Criminal Psychology
SOC	213	Sociology of Social Problems
SOC	324	Sociology of Crime and Violence
SOC	326	Sociology of Deviance
Total Required Credits: 9		

Select three of the following:

JUS	325	Law, Justice, and Family
JUS	331	Juvenile Justice System
JUS	335	Private Security Law
JUS	361	Judicial Administration
JUS	376	Criminal Procedure
JUS	395	The Death Penalty
JUS	485	Forensic Law
JUS	496	Administrative Law
JUS	497	Law and Evidence
BUS	206	Business Law I
BUS	307	Business Law II
POL	210	American Politics
POL	305	State and Local Government
POL	316	Legal Reasoning and the Judicial Process
Total Required Credits: 9		

Major Electives

Select three of the following:

ACC	421	Auditing and Forensic Accounting
COM	448	Media: Ethics and Law
HOS	416	Legal Issues in the Hospitality and Tourism Industry
INT	309	Legal Environment of International Business
JUS	400	Foreign Study in Criminal Justice
JUS	480	Independent Study in Law & Justice
JUS	498	Criminal Justice Internship
PHL	212	Introduction to Ethics
PHL	214	Formal Logic
POL	319	U.S. Environmental Law & Politics
POL	329	International Environmental Law & Negotiation
SPT	207	Law and Sport Management
SPT	307	Sport Law
or		

up to 9 credits as approved by Department Chair

Justice Studies Concentrations

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Policing & Law Enforcement (12 credits)

This optional 12 credit program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

Select four of the following courses not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

JUS	102	American Policing
JUS	104	Introduction to Security
JUS	201	Criminal Investigation
JUS	202	Industrial and Retail Security
JUS	345	Probation and Parole
JUS	351	Civil Liability of Criminal Justice Personnel
JUS	394	Problems in Policing
JUS	465	Police Organization & Management
JUS	466	Homeland Security

Crime & Criminology (12 credits)

This optional 12 credit program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students will explore related topics including victimology, sociology of deviance, and crimes against children.

Select four of the following courses not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

JUS	211	Organized Crime
JUS	215	Victim and the Justice System
JUS	305	International Criminal Justice
JUS	309	White Collar Crime
JUS	429	Terrorism
JUS	468	Crimes Against Children
PSY	205	Forensic Psychology
PSY	215	Psychology of Abnormal Behavior
PSY	310	Criminal Psychology
SOC	213	Sociology of Social Problems
SOC	324	Sociology of Crime and Violence
SOC	326	Sociology of Deviance

Law & Legal Process (12 credits)

This optional 12 credit program is designed for students interested in future careers or graduate study in the areas of law, court administration, or legal administration. Students will explore related topics including judicial administration, law and evidence, and criminal procedure.

Select four of the following courses not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

JUS	325	Law, Justice, and Family
JUS	331	Juvenile Justice System
JUS	335	Private Security Law
JUS	361	Judicial Administration
JUS	376	Criminal Procedure
JUS	395	The Death Penalty
JUS	485	Forensic Law
JUS	496	Administrative Law
JUS	497	Law and Evidence
BUS	206	Business Law I
BUS	307	Business Law II
POL	210	American Politics
POL	305	State and Local Government
POL	316	Legal Reasoning and the Judicial Process

Terrorism & Homeland Security (12 credits)

This optional 12 credit program is designed for students interested in future careers or graduate study in the area of terrorism, homeland security, or intelligence. Students will explore related topics including terrorist organizations, terrorist tactics, and response by homeland security organizations.

Select four of the following courses not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

JUS	104	Introduction to Security
JUS	202	Industrial and Retail Security
JUS	305	International Criminal Justice
JUS	429	Terrorism
JUS	466	Homeland Security

3 Year Option in B.S. Justice Studies Program

Highly qualified and motivated students may want to complete their justice studies degree in three years. This accelerated program requires students to take courses—typically, Criminal Justice Internship—in the summer terms between their regular academic years. This program may be particularly attractive to those who wish to obtain real world experience in the field prior to graduation.

5 Year B.S./M.S. in Justice Studies Program

SNHU undergraduate students who are interested in pursuing the Masters in Justice Studies are encouraged to apply early for admission into the M.S. program. Conditionally accepted students will be eligible to take their first two graduate courses during their undergraduate senior year. Additionally, these two courses will be covered under the

traditional undergraduate tuition thereby saving students additional tuition expense. By starting early students can, upon graduation and full acceptance, complete their graduate degree in as few as 15 months after graduation. Graduate courses are available in an online delivery allowing students to study from anywhere in the world. Any student wishing to pursue this option should contact the Justice Studies department prior to registering for their junior year coursework.

Justice Studies Certificates

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair.

Also offered Online and at the Manchester Continuing Education Center.

Policing & Law Enforcement

This optional 12 credit program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

Required Courses:

JUS	101	Introduction to Criminal Justice
		<i>or</i>
POL	306	The American Legal Tradition
		<i>and</i>
JUS	102	American Policing

Select two (2) of the following:

JUS	104	Introduction to Security
JUS	201	Criminal Investigation
JUS	202	Industrial and Retail Security
JUS	345	Probation and Parole
JUS	351	Civil Liability of Criminal Justice Personnel
JUS	394	Problems in Policing
JUS	465	Police Organization and Management
JUS	466	Homeland Security

Crime and Criminology

This optional 12 credit program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students will explore related topics including victimology, sociology of deviance, and crimes against children.

Required Courses:

JUS	101	Introduction to Criminal Justice
		<i>or</i>
POL	306	The American Legal Tradition
		<i>and</i>
JUS	215	The Victim and the Justice System

Select two (2) of the following:

JUS	211	Organized Crime
JUS	305	International Criminal Justice
JUS	309	White Collar Crime
JUS	429	Terrorism
JUS	468	Crimes Against Children
PSY	205	Forensic Psychology
PSY	215	Psychology of Abnormal Behavior
PSY	310	Criminal Psychology
SOC	213	Sociology of Social Problems
SOC	324	Sociology of Crime and Violence
SOC	326	Sociology of Deviant Behavior

Law and Legal Process

This optional 12 credit program is designed for students interested in future careers or graduate study in the areas of law, court administration, or legal administration. Students will explore related topics including judicial administration, law and evidence, and criminal procedure.

Required Courses:

JUS	101	Introduction to Criminal Justice
		<i>or</i>
POL	306	The American Legal Tradition
		<i>and</i>
JUS	361	Judicial Administration

Select two (2) of the following:

JUS	325	Law, Justice and Family
JUS	331	Juvenile Justice System
JUS	335	Private Security Law
JUS	376	Criminal Procedure
JUS	395	The Death Penalty
JUS	485	Forensic Law
JUS	496	Administrative Law
JUS	497	Law and Evidence
BUS	206	Business Law I
BUS	307	Business Law II
POL	210	American Politics
POL	305	State and Local Government
POL	316	Legal Reasoning and the Judicial Process

Terrorism and Homeland Security

This optional 12 credit program is designed for students interested in future careers or graduate study in the area of terrorism, homeland security, or intelligence. Students will explore related topics including terrorist organizations, terrorist tactics, and response by homeland security organizations.

Required courses:

JUS	101	Introduction to Criminal Justice
		<i>or</i>
POL	306	The American Legal Tradition
JUS	429	Terrorism
JUS	466	Homeland Security

Select one (1) of the following:

JUS	104	Introduction to Security
JUS	202	Industrial and Retail Security
JUS	305	International Criminal Justice

Mathematics

Department Co-chairs: Prof. Alec Ingraham and Prof. Pamela Cohen

To prosper in today's society, our students must handle quantitative information intelligently. Most employers consider a familiarity with mathematical techniques a valuable asset. As a consequence, the mathematics faculty:

- tailors its curriculum to suit the needs of the students and the major areas of study at Southern New Hampshire University.
- offers all mathematics courses designated by the various cores.
- provides electives for individuals wishing to emphasize mathematics in their educations and also for those intending to enroll in graduate courses that require quantitative sophistication.

The faculty also provides an accelerated mathematics sequence for day undergraduates with an interest and ability in mathematics.

Mathematics

Coordinator: Dr. Susan D'Agostino

The Mathematics Major at Southern New Hampshire University fosters an appreciation for the role mathematics has played in society from early times through the modern technological age. Students pursuing the mathematics major will develop an advanced ability in Mathematical Methods, reasoning and problem solving in three main areas of math: analysis, algebra and statistics. Students pursuing the Mathematics Major also elect one course based on the particular interests in math, including mathematics education or applied mathematics. In addition to gaining a broad base of mathematical content knowledge, students will gain proficiency in communicating math both verbally and in writing. An SNHU graduate with a Mathematics Major will be prepared for a broad range of careers in quantitative fields including, but not limited to, business, education and government agencies. In addition, the SNHU Mathematics Major will serve as strong preparation for students interested in pursuing graduate studies in quantitative fields.

Mathematics Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits
Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Required Courses

Courses are three credits unless otherwise noted.

MAT	210	Applied Calculus I
MAT	211	Applied Calculus II
MAT	229	Mathematical Proof and Problem Solving
MAT	230	Discrete mathematics
MAT	240	Applied Statistics
MAT	300	Regression Analysis

MAT	315	Abstract Algebra
MAT	350	Applied Linear Algebra
MAT	370	Basic Real Analysis
MAT	450	History of Mathematics

Select one of the following:

MAT	361	Geometry for Teachers
MAT	440	Math Education and Research Practice
MAT	495	Middle Grades Mathematics
MAT	470	Topics in Mathematics
QSO	320	Introduction to Management Science

Note: AP, IB or transfer credit for MAT 210, MAT 211, MAT 240 or MAT 245 may count towards the Mathematics Major.

Major Credits: 33

Free Electives Credits: 30

Total Credits: 120

Middle School Mathematics Education

Coordinator: Dr. Megan Paddack

The middle school mathematics education program leads to certification for mathematics grades 5-8. The program of study provides prospective middle school mathematics teachers with strong mathematical knowledge and a good sense of mathematics learning that takes place during the middle grades. Throughout this program, courses integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school mathematics.

Middle School Mathematics Education Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

MAT 106 and MAT 206 are the required B.A./B.S. Core Math courses for Middle School Mathematics Education majors.

Major Courses

Courses are 3 credits unless otherwise indicated.

MAT	210	Calculus I
MAT	229	Mathematical Proof and Problem Solving
MAT	230	Discrete Mathematics
MAT	360	Statistics and Probability for Teachers
MAT	361	Geometry for Teachers
MAT	362	Algebra for Teachers
MAT	440	Math Education Research and Practice
MAT	450	History of Math and Math Education
MAT	495	Middle Grades Mathematics

Total Major Credits: 27

Mathematics Certification Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	220	Methods of Teaching Middle Grades Education
EDU	362	Literacy in the Content Areas Grades 4-8
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities
SPED	324	The Inclusive Classroom

Total Certification Credits: 30

Required Courses

PSY	211	Human Growth and Development
-----	-----	------------------------------

Select two of the following:

JUS	325	Law, Justice and Family
PHL	212	Introduction to Ethics
PHL	214	Formal Logic
PSY	311	Child and Adolescent Development
SOC	213	Sociology of Social Problems

Total Required Credits: 9

Free Electives Credits: 6

Total Credits: 120

Psychology

Department Chair:

Dr. Peter Frost

We at Southern New Hampshire University believe students learn best when they are allowed to integrate classroom experiences into such applied learning situations as case studies, group projects, volunteer and experiential learning, internships, field trips, and involvement in research activities, professional organizations and clubs. These experiences allow students to experience different aspects of the broad field of psychology early in their program studies, with opportunities beginning in the first year.

The Psychology program at Southern New Hampshire University is a four-year program designed to offer students a solid foundation in the content, methods and processes of psychology. Students will develop an understanding of human behavior from a psychological perspective and may acquire practical experience by demonstrating competency through a variety of tasks designed to measure their ability and expertise. Graduates may pursue graduate studies in psychology or other social sciences or enter careers that emphasize interpersonal relations and human resource management.

Psychology Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Arts

B.A./B.S. Core:

48 credits

Arts and Sciences courses outside the disciplinary fields of the major as determined by the faculty 9 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

PSY	108	Introduction to Psychology
PSY	211	Human Growth and Development
PSY	215	Psychology of Abnormal Behavior
PSY	216	Psychology of Personality
PSY	224	Research Methods in Psychology
PSY	305	Cognitive Psychology
PSY	444	Senior Seminar In Psychology
PSY		Four Psychology electives

Major Credits: 33

Free Electives Credits: 30

Total Credits: 120

Psychology majors may choose to focus on a specific area of psychology. Students must take a minimum of 12 credits in the concentration.

Child and Adolescent Development Concentration

The following courses in place of the psychology electives:

PSY	311	Child and Adolescent Development
PSY	314	Disorders of Childhood & Adolescence

and one of the following:

PSY	201	Educational Psychology
PSY	312	Psychology of Childhood & Adolescent Adjustment
PSY	319	Social Development in Childhood & Adolescence

and one of the following or a second from the three listed above:

PSY	230	Psychology of Individual Differences & Special Needs
PSY	291	Experiential Learning Practicum
PSY	315	Counseling Process & Techniques
PSY	325	Advanced Research Methods
PSY	335	Assessment & Testing
PSY	443	Psychology Internship
PSY	480	Independent Study in Psychology

Total Credits: 12

Community Mental Health Concentration

Students selecting a concentration in Community Mental Health can be in the field as early as their freshman year gaining experience and augmenting their classroom learning. Students in this concentration will work closely with advisors.

The following four courses should be taken in place of the psychology electives.

Courses are 3 credits unless otherwise noted.

PSY	291	Experiential Learning Practicum
PSY	315	Counseling Process and Techniques

PSY	335	Assessment & Testing
PSY	443	Internship in Psychology (3-6 credits)

Forensic Psychology Concentration

Forensic Psychologists work at the intersection between psychology and law. The Forensic Psychology concentration challenges students to apply their research skills, psychological knowledge, and critical thinking abilities to a variety of issues facing the legal system. Students who concentrate in this area study subjects such as:

- how psychologists serve as expert witnesses and advisors in courts
- motives and patterns of criminal behavior
- definitions for insanity
- treatment, rehabilitation and assessments used in corrections and in private practice
- eyewitness memory
- criminal profiling

The following two courses should be taken in place of the psychology electives:

PSY	305	Forensic Psychology
PSY	310	Criminal Psychology

Select two of the following courses:

PSY	257	Social Psychology
PSY	315	Counseling Processes and Techniques
PSY	318	Introduction to Forensic Counseling*
SOC	324	Sociology of Crime and Violence

Total Credits: 12

* *Introduction to Forensic Counseling (PSY 318) requires Counseling Processes and Techniques (PSY 315) as a prerequisite.*

Science

Department Chair: Dr. Kevin Degnan

Science is increasingly becoming a significant influence on our lives, from our personal lifestyle choices to global politics. A fundamental understanding and appreciation of scientific findings and their impact on society is critical to meeting the many complex issues and challenges of our times. Science courses at SNHU provide an appreciation for and competency in cross-disciplinary topics that allow graduates to make informed and meaningful decisions for themselves, their society, and the generations to come.

Of particular interest to the science faculty are current global environmental issues. To encourage all students to achieve a level of environmental literacy and pursue a sustainable life style, the Science Department offers an Environmental Studies Minor, specifically designed for the non-science major. Regardless of your major, environmental literacy can add another dimension to your education and provide an edge in the competitive job market.

Middle School Science Education

The Middle School Science Education Program leads to certification for middle level science grades 5-9. The program provides graduates with strong scientific knowledge and a good sense of science learning that take place during the middle grades. Throughout this program, courses integrate knowledge of science, knowledge of teaching, and scientific knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school science.

Middle School Science Education Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

Major Courses

Courses are 3 credits unless otherwise indicated.

BIO	101	General Biology
BIO	101L	General Biology Lab (1 credit)
BIO	110	Introduction to Public Health
BIO	210	Anatomy and Physiology
BIO	210L	Anatomy and Physiology Lab (1 credit)
BIO	315	Ecological Principles and Field Methods
CHM	101	Fundamentals of Chemistry
CHM	101L	Fundamentals of Chemistry Lab (1 credit)
CHM	200	Environmental Chemistry
GEO	200	World Geography
PHY	101	Principles of Physics
PHY	103	Earth Science
SCI	219	Environmental Issues
SCI	220	Energy and Society

Total Major Credits: 36

Science Certification Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	220	Methods of Teaching Middle Grades Education
EDU	362	Literacy in the Content Areas Grades 4-8
EDU	375	Middle School Science Methods
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities
SPED	324	The Inclusive Classroom

Total Certification Credits: 33

Free Electives Credits: 3

Total Credits: 120

Associate Degrees

Associate of Arts (A.A.) Liberal Arts

Coordinator: Prof. Christopher Toy

The Associate of Arts degree in Liberal Arts is a two-year program. Students completing this program may transfer to a four-year liberal arts major or a four-year business program.

Liberal Arts Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Associate of Arts

Courses are 3 credits unless otherwise indicated.

COM	212	Public Speaking
ENG	120	College Composition I
ENG	121	College Composition II
FAS	201	Introduction to the Humanities I: Greece through the Renaissance
FAS	202	Introduction to the Humanities II: Baroque through Modern
IT	100	Introduction to Computer Information Technology
HIS		One History elective
LIT		One English Literature elective
PHL		One Philosophy elective
SCI		One Science elective

Select one of the following:

MAT	130	Applied Finite Mathematics
		<i>or</i>
MAT	140	Precalculus
		<i>or</i>
MAT	200	Mathematics for the Humanities
		<i>or</i>
MAT	210	Calculus I
		<i>or</i>
MAT	230	Discrete Mathematics
		<i>or</i>
MAT	240	Applied Statistics

Select two of the following:

POL	210	American Politics
PSY	108	Introduction to Psychology
SOC	112	Introduction to Sociology

Free Electives Credits: 15

Liberal Arts Electives Credits: 6

Total Credits: 60

Note: Students enrolled on-campus will take an additional 1 credit academic experience: SNHU 101 Transition to College.

Associate of Science (A.S.)

Justice Studies

Coordinator: Prof. Patrick Cullen

The Associate of Science degree in Justice Studies is a two-year program. Students completing this program may transfer to a B.S. and then M.S. Justice Studies program.

Justice Studies Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Associate of Science

Courses are 3 credits unless otherwise indicated.

COM	212	Public Speaking
ENG	120	College Composition I
ENG	121	College Composition II
IT	100	Introduction to Computer Information Technology
IT	210	Business System Analysis and Design
JUS	101	Introduction to Criminal Justice
JUS	102	American Policing
JUS	103	Corrections
JUS	104	Introduction to Security
JUS	215	Victim and the Justice System
JUS	361	Judicial Administration
JUS	375	Criminal Law
JUS	455	Legal Traditions

Select one of the following:

MAT	130	Applied Finite Mathematics
		<i>or</i>
MAT	140	Precalculus
		<i>or</i>
MAT	200	Mathematics for the Humanities
		<i>or</i>
MAT	210	Calculus I
		<i>or</i>
MAT	230	Discrete Mathematics
		<i>or</i>
MAT	240	Applied Statistics

Select two B.A./B.S. Core electives

Select two B.S. Justice Studies major course requirements

Select two Free electives

Total Credits: 60

Note: Students enrolled on-campus will take an additional 1 credit academic experience: SNHU 101 Transition to College.

School of Business

Dean: William J. Gillett

Webster Hall

603.644.3153

Fax: 603.644.3150

Mission

The school develops and implements high-quality, innovative, leading-edge, competency-based business curricula that meet the changing needs of students, business, government and society.

Our faculty brings both theoretical and practical knowledge into the learning environment, engages in scholarly activities and provides service to the community.

The school values its students, faculty and staff by establishing and maintaining a supportive environment that enables creativity, innovation, open communication and mutual respect.

The school recognizes that its student populations are diverse and have a wide range of education needs, requiring that it use different delivery mechanisms and locations and that the faculty is responsible for the academic quality, integrity and consistency of all School of Business offerings, including continuing and online education.

School of Business

Laptop Computer Requirement

Beginning September 2005 all incoming undergraduate day freshman students majoring in business are required to own a laptop computer. The university has partnered with a manufacturer to offer our students affordable technology. Please see the SNHU website for more information.

Research Paper Citation Guidelines: The School of Business recognizes the American Psychological Association (APA) citation guidelines as the standard to be used in all business courses.

The Business Core

The following courses comprise the basic business education that the university believes is essential to preparing students for careers in business. Students in each Bachelor of Science degree business program also must take the B.A./B.S. Core courses, major courses, allied courses and free electives that match their career goals.

Business Core

Courses are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
BUS	206	Business Law I
FIN	320	Principles of Finance
IT	210	Business Systems Analysis and Design
MKT	113	Introduction to Marketing
OL	125	Human Relations in Administration
OL	421	Strategic Management and Policy

Total Credits: 24

3Year Honors Program in Business Administration Director: Ashley Liadis

In 1995, the 3Year Honors Program broke the mold for higher education. The U.S. Department of Education asked the higher education community to find a way to improve the effectiveness—and reduce the cost—of undergraduate education. Southern New Hampshire University was the only private university in the country to win a federal grant to tackle this challenge.

For well over 300 years, higher education has taught us to believe that classroom seat-time was the constant for learning. The 3Year Honors Program has proven that the constant for learning is the process by which you learn the material and the learning outcomes...not the seat time.

This custom-designed, highly integrated academic experience is offered over the course of six semesters, without attendance in summer, night or weekend courses. Students typically take a course load of no more than five courses at a time and graduate with 120 credits; the same number as students in a traditional four-year degree program.

The 3Year Honors Program is a selective degree program within the School of Business.

The mission of the program is to educate selected, qualified students who desire a bachelor's degree in business administration or marketing in six semesters.

The program is designed so that students will:

- Succeed in obtaining entry-level positions upon graduation and advancing in their chosen professions and careers.
- Realize their individual potential and contribute to the betterment of their local communities and society at large.
- Be effective leaders and proponents of change.
- Become successful lifelong learners.

The university recognizes its obligation to deliver a high quality program that prepares students for profoundly changing business, cultural and geopolitical environments so that they may have the best chances for personal and professional success as future business leaders. To achieve the mission, students must work to master certain academic competencies. The university adopts the appropriate academic strategies and provides resources to ensure the success of 3Year students. The new paradigm under which the program operates recognizes the importance of students, faculty members and university administrators working jointly to accomplish the academic mission.

This program is based on students mastering the following competencies:

Communication: Students will demonstrate an ability to communicate effectively through written, oral, and other forms of communication.

Information Technology: Students will master information technology principles and contemporary information technology applications and will be able to apply information technology to the greatest advantage in the many aspects of an organization's operations.

Problem Solving: Students will develop the skills to identify problems quickly, analyze them reasonably, and find solutions creatively.

Teamwork: Students will develop a broad range of interpersonal skills in order to function effectively as a participant in team and group situations.

Analytical Skills: Students will appropriately use and apply quantitative and qualitative methods of analysis, use data, applied mathematical and statistical techniques, and decision sciences whenever possible to attain organizational objectives.

Global Orientation: Students will attain a multidisciplinary global perspective in order to understand others and make more effective international business decisions.

Legal and Ethical Practices: Students will realize the legal and ethical considerations and implications of personal, social, business and international business behavior and activities.

Research: Students will be able to conduct primary and secondary research and apply the results for informed decision-making.

Strategic Approaches: Students will be able to think and plan strategically in making business decisions.

Leadership: Students will be able to function effectively as a team and organizational leader.

Academic Expectations

Students accepted into the 3Year Honors Program have been identified as motivated, focused, and serious academic learners. Typically, their combined SAT score is greater than 1100 (math and critical reading) and their high school grade point average is higher than 3.0. Admission into the program requires students to dedicate themselves to the program and the university with the expectation that they will find multiple means of contributing and building the academic environment and university community; students in the program are encouraged to pursue leadership positions both in and out of the classroom.

Once accepted into the program, students are expected to maintain a minimum 3.0 cumulative grade point average. Students who do not perform at this minimum standard will be identified by program administration and will be required to meet with their academic advisor. Students, with support from the academic advisor, will develop a performance plan of action so that they may best meet the academic challenges that they face.

The University's Implementation Strategies

The university ensures the success of all majors within the 3Year Honors Program and the achievement of its mission by pursuing multiple academic and administrative strategies that include:

- establishing a managed, competency-based, cross-curricular, interdisciplinary educational environment that is designed to build competencies in the student's major and in certain selected general education areas in a three-year period that equal or exceed in outcomes those which would occur in a traditional four-year program.
- integrating state-of-the-art computer and information technology into the learning process.
- using diverse delivery systems for learning.
- requiring students to take responsibility for and actively participate in their own educations.
- conducting an ongoing evaluation of the program and student progress at the end of each year so that competencies and the processes to achieve them are changed when needed and that the program continuously evolves and improves.

- implementing a learning-centered paradigm.
- creating flexible, purposeful, integrated interdisciplinary learning modules that are designed to develop certain competencies.
- employing faculty members who are committed to the mission and the achievement of the program's competencies and supporting strategies.
- preparing and supporting faculty for the new paradigm.
- admitting to the program only those students who manifest the psychological, social and academic maturity and competence to succeed. This includes defining the acceptance criteria that maximizes the possibility of student success and minimizes the chance of failure.
- recording student achievements so students who transfer out of the program do so with three-credit modules that have generally recognizable and accepted course names and grades.
- educating students to lead lives of continual personal and professional learning.
- establishing and maintaining private sector business relationships to provide students with contacts and experiences that complement academic learning and enhance future employment opportunities.
- soliciting supplementary funding for student scholarships, faculty support and advanced computer information technology.

Although the 3Year Honors Program will be taught in the time frame of the traditional semester, the course content will be delivered through comprehensive and often interdisciplinary modules instead of typical 3-credit classes. It is not a "rescheduling" or compression of our four-year program. Students are required to complete all specially designed modules in the 3Year Honors Program.

During the first two years of the program each semester concludes with a week-long integrating experience that brings together competencies learned through the modules offered during that semester.

Teams of four to five students spend a week working together, trying to find creative solutions for real-world business challenges. At the end of the integrating experience, each team will present their research and recommendations to professors, just as they would for supervisors, board members and shareholders in the business world. Students receive team-based grades and college credit for their efforts.

Integrating experience helps students to see the relevance of their learning and serves as a vehicle for competency development.

Students will be required to select a specialization in the spring of their first year and will complete all courses offered within the track as part of their 3Year Honors Program.

The fifteen specializations for students in the 3Year Honors Program are outlined as follows:

ACCOUNTING

ACC	307	Intermediate Accounting I
ACC	308	Intermediate Accounting II
ACC	207	Cost Accounting
ACC	330	Federal Taxation I
ACC	411	Auditing Principles
ACC	331	Federal Taxation II

Senior Honors Experience: Take 6 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

ACCOUNTING/FINANCE

ACC	307	Intermediate Accounting I
ACC	308	Intermediate Accounting II
ACC	207	Cost Accounting
FIN	330	Corporate Finance
FIN	336	Multinational Corporate Finance
FIN	340	Fundamentals of Investments

Senior Honors Experience: Take 6 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

ADVERTISING

MKT	229	Integrated Marketing Communications
ADV	263	Ad Copy and Design
COM	230	Graphics and Layout
ADV	340	Media Planning
MKT	360	Direct Marketing

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

COMPUTER INFORMATION TECHNOLOGY

Select one of the following two:

IT	135	Interactive 3D Virtual Environments
IT	145	Intro to Software Development

Take the following:

IT	201	Computer Platform Technologies
IT	330	Database Design and Management
IT	467	Digital Commerce and eBusiness
IT	340	Network and Telecommunications Management

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

GAME DESIGN AND DEVELOPMENT

IT	135	Interactive 3D Virtual Environments
GAM	207	IT and Digital Games
GAM	303	Design of Virtual Game Environments
GAM	ELE	Game Design and Development Elective (per Advisor Approval)
GAM	305	Digital Game Development

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

HUMAN RESOURCE MANAGEMENT

OL	322	Managing Organizational Change
OL	325	Total Rewards
OL	442	Human Resource Strategy and Development
OL	342	Organizational Behavior
OL	ELE	Organizational Leadership 300/400 Level Elective

Senior Honors Experience:

OL	429a	New Paradigm Design – Fall
OL	429b	New Paradigm Design – Spring

Total Credits: 24

HOTEL AND EVENTS MANAGEMENT**Required:**

HOS	315	Room Division Management
HOS	340	Special Events Management

Choose a track:**Track 1 (Choose three of the following classes):**

HOS	220	Geography of Global Cultures
HOS	311	Policy and Planning for Sustainable Development

HOS	320	Hospitality Sales Management
HOS	418	Hospitalities Facilities Management
HOS	420	Financial analysis for the Hospitality Industry
HOS	428	Resort Development and Management
HOS	401	Convention Sales and Group Planning
HOS	415	Hotel Administration
HOS	430	Casino and Gaming Operations

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

Track 2 (Choose four of the following classes):

HOS	220	Geography of Global Cultures
HOS	311	Policy and Planning for Sustainable Development
HOS	320	Hospitality Sales Management
HOS	418	Hospitalities Facilities Management
HOS	420	Financial analysis for the Hospitality Industry
HOS	428	Resort Development and Management
HOS	401	Convention Sales and Group Planning
HOS	415	Hotel Administration
HOS	430	Casino and Gaming Operations

Senior Honors Experience: Take 6 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

INTERNATIONAL MANAGEMENT

INT	113	Introduction to International Business
INT	200	International Business Project
INT	316	Cultural and Political Environment of International Business

Select two of the following:

INT	335	Importing and Exporting in International Trade
INT	410	International Entrepreneurship
INT	421	Global Financial System
INT	440	Emerging Trends in International Business

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

MARKETING

MKT	337	Marketing Research
MKT	345	Consumer Behavior
MKT	433	International Marketing
MKT	ELE	Marketing Elective (300/400 Level)
MKT	ELE	Marketing Elective (300/400 Level)

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

OPERATIONS AND PROJECT MANAGEMENT

QSO	300	Introduction to Operations Management
QSO	330	Introduction to Supply Chain Management
QSO	360	Introduction to Six Sigma Quality
QSO	440	Topics in Project Management

Select one of the following:

QSO	310	Introduction to Operations Management
QSO	320	Introduction to Management Science through Spreadsheets
QSO	345	Project Management for CAPM Certification

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

ORGANIZATIONAL LEADERSHIP

OL	322	Managing Organizational Change
OL	324	Managing Quality
OL	328	Leadership
OL	342	Organizational Behavior
OL	ELE	Organizational Leadership Elective (300/400 Level)

Senior Honors Experience:

OL	429a	New Paradigm Design – Fall
OL	429b	New Paradigm Design – Spring

Total Credits: 24

RESTAURANT AND BEVERAGE MANAGEMENT

Required:

HOS	422	Beverage and Management Control
HOS	327	Food and Beverage Operations Management

Choose a track:

Track 1 (Choose three of the following classes):

HOS	225	Introduction to Commercial Food Production
HOS	340	Special Events Management
HOS	418	Hospitality Facilities Management
HOS	420	Financial Analysis for the Hospitality Industry
HOS	427	Food and Beverage Operations Management
HOS	424	Managing, Merchandising and the Service of Wines
HOS	425	Advanced Food and Beverage Service

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

Track 2 (Choose four of the following classes):

HOS	225	Introduction to Commercial Food Production
HOS	340	Special Events Management
HOS	418	Hospitality Facilities Management
HOS	420	Financial Analysis for the Hospitality Industry
HOS	427	Food and Beverage Operations Management
HOS	424	Managing, Merchandising and the Service of Wines
HOS	425	Advanced Food and Beverage Service

Senior Honors Experience: Take 6 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

SMALL BUSINESS MANAGEMENT

OL	317	Small Business Management
OL	320	Entrepreneurship
OL	321	Planning the Entrepreneurial Venture (PEV)
OL	342	Organizational Behavior
OL	ELE	Organizational Leadership Elective (300/400 Level)

Senior Honors Experience:

OL	429a	New Paradigm Design – Fall
OL	429b	New Paradigm Design – Spring

Total Credits: 24

SOCIAL MEDIA MARKETING

MKT	229	Integrated Marketing Communications
COM	310	Principles of Social Media
MKT	355	Social Media Strategies
MKT	455	Social Media Marketing Campaigns
IT	467	Digital Commerce and eBusiness

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

SPORT MANAGEMENT

SPT	111	Introduction to Sport Management
SPT	208	Sport Marketing
SPT	333	Sport Society and Ethics
SPT	465	Global Sport Business
SPT	ELE	Sport Management Elective

Senior Honors Experience: Take 9 credit Senior Honors Experience as approved by advisor.

Total Credits: 24

All curriculum inquiries regarding the 3Year Honors Program should be forwarded to the Program Director, Ashley Liadis, at 603.644.3178 or at a.liadis@snhu.edu.

School of Business Programs

Accounting

Department Co-Chairs: Dr. Laurence Pelletier, Jr. and Prof. Karin Caruso

The Accounting Program provides students with the educational prerequisites required for the certified public accountant examination, certified management accountant examination, certified internal auditor examination and a host of other professional titles related to accounting and taxation.

Accounting students will receive general instruction in business and a thorough education in all areas of accounting, finance and taxation. Students majoring in accounting will be able to specialize in either the financial or managerial fields of accounting. An internship also is available in this program. Students will be able to take additional electives to supplement their knowledge or to further specialize their educations.

Accounting Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

The B.A./B.S. Core:	48 credits
Business Core:	24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ACC	207	Cost Accounting
ACC	307	Intermediate Accounting I
ACC	308	Intermediate Accounting II
ACC	309	Intermediate Accounting III
ACC	345	Financial Statement Analysis and Business Valuation
ACC	405	Advanced Accounting
ACC		Two ACC electives, 300 level or higher*

Total Major Credits: 24

Allied Courses

BUS	307	Business Law II
-----	-----	-----------------

Total Allied Credits: 3

Concentrations (Choose one)

Financial Accounting

ACC	322	Institutional Accounting
ACC	330	Federal Taxation I*
ACC	331	Federal Taxation II*
ACC	411	Auditing Principles

Managerial Accounting

ACC	312	International Managerial Accounting
ACC	335	Tax Factors For Business Decisions
ACC	340	Controllership
ACC	421	Auditing and Forensic Accounting

Total Concentration Credits: 12

Free Electives Credits: 9

Total Credits: 120

** Students completing ACC 330 and ACC 331 may not take ACC 335 to satisfy an Accounting elective or a free elective.*

Accounting with Forensic Accounting and Fraud Examination Concentration

The B.S. Accounting program provides students with the educational prerequisites required for the certified public accountant examination, certified management accountant examination, certified internal auditor examination and a host of other professional titles related to accounting and taxation. Accounting students will receive general instruction in business and a thorough education in all areas of accounting, finance and taxation. Accounting students who complete this concentration will be able to further specialize their education in the area of forensic accounting and fraud examination. Forensic accounting is a U.S News and World Report “hot job tracks of the future”.

Accounting with Forensic Accounting and Fraud Examination Concentration Curriculum

Only offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Arts

The B.A./B.S. Core:	48 credits
Business Core:	24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ACC	207	Cost Accounting
ACC	307	Intermediate Accounting I
ACC	308	Intermediate Accounting II
ACC	309	Intermediate Accounting III
ACC	345	Financial Statement Analysis and Business Evaluation
ACC	405	Advanced Accounting
ACC		Two ACC electives, 300 level or higher

Total Major Credits: 24

Allied Courses

BUS	307	Business Law II
-----	-----	-----------------

Total Allied Credits: 3

Forensic Accounting and Fraud Examination Concentration

ACC	421	Auditing and Forensic Accounting
ACC	423	Detection and Prevention of Fraudulent Financial Statements
ACC	425	Interview Techniques and Legal Aspects of Fraud
ACC	427	Investigating with the Computer

Total Concentration Credits: 12

Free Electives Credits: 9

Total Credits: 120

Accounting/Finance Program Coordinator: Dr. Gary P. Tripp

The Accounting/Finance degree offers students the course work they need to qualify for careers in the accounting or finance professions. The degree prepares graduates for meaningful employment in accounting, banking, corporate finance, insurance, investments and personal finance.

The major would be of particular interest to students seeking to study accounting and finance without following the traditional certified public accountant track. The major also offers an option for accounting and finance students who wish to follow the traditional CPA track. Such students can fulfill the necessary CPA requirements by taking additional accounting courses as free electives.

Accounting/Finance Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

The B.A./B.S. Core:	48 credits
Business Core:	24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ACC	207	Cost Accounting
ACC	307	Intermediate Accounting I
ACC	308	Intermediate Accounting II
ACC		Two ACC electives, 300 level or higher
ECO	306	Money and Banking
FIN	330	Corporate Finance
FIN	336	Multinational Corporate Finance
FIN	340	Fundamentals of Investments
FIN		Two FIN electives

Total Major Credits: 33

Free Electives Credits: 15

Total Credits: 120

Accounting/Information Systems Department Chair: Dr. Lundy Lewis

The Accounting/Information Systems program is a blend of the accounting and information technology programs. The approach reflects the industry trend of hiring graduates with

expertise in both areas. The rapid growth of management services in accounting firms, consulting companies and industries provides Southern New Hampshire University graduates with many opportunities for advancement.

Accounting/Information Systems students will obtain the skills required for the design and maintenance of financial accounting systems and will gain knowledge about general systems theory and management. Students will apply their classroom learning to real-world situations through a combination of exercises and actual work experiences. Internships are available.

Accounting/Information Systems Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ACC		One ACC elective
	<i>or</i>	
IT		One IT elective
ACC	207	Cost Accounting
ACC	307	Intermediate Accounting I
ACC	308	Intermediate Accounting II
ACC	309	Intermediate Accounting III
ACC	405	Advanced Accounting
ACC	411	Auditing Principles
IT	201	Computer Platform Technologies
IT	315	Object Oriented Analysis and Design
IT	415	Advanced Information Systems Design
IT	420	Advanced Information Systems Implementation
IT		Two IT electives (as recommended by an advisor)

Total Major Credits: 39

Free Electives Credits: 9

Total Credits: 120

Advertising Program Coordinator: Dr. Pat Spirou

The Advertising Major at Southern New Hampshire University was developed in response to student demand and the growing number of career options in this \$445 billion -a-year industry. The program combines elements from the business, advertising, marketing, media planning, public relations, and communication fields and allows students to tailor the major to their own areas of interest.

Southern New Hampshire University's Ad Lab is a student run, on-campus advertising agency that offers students real world experience in an agency setting. The Ad Lab offers stu-

dents production capabilities in a conference-type agency environment.

Students can choose between a business focus and a liberal arts focus. Both programs require the same major courses and offer the same related electives. The program is the only one of its kind in New England that offers students dual tracks. Internships are also available.

Graduates of the program will be prepared to enter the advertising industry and find employment in the creative and management divisions of corporations and agencies.

In addition, graduates formulate an e-Portfolio and a career portfolio as part of their coursework in the Advertising curriculum.

Advertising Curriculum

Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ADV	263	Advertising Copy and Design
ADV	340	Advertising Media Planning
ADV	428	Promotional Research/Media Measure
ADV	429	Advertising Campaigns
ADV	462	Adv. Account Executive Seminar
COM	230	Graphics and Layout in Print Media
MKT	229	Principles of Integrated Marketing Communication
MKT	337	Marketing Research
MKT	360	Direct Marketing

Select three of the following:

COM	232	Desktop Publishing
MKT	266	Services Marketing
MKT	345	Consumer Behavior
MKT	350	Ethical Issues in Marketing
MKT	378	Brand Communications

Total Major Credits: 36

Free Electives Credits: 12

Total Credits: 120

Students are encouraged to use 3, 6 or 12 credits of free electives to complete an internship related to advertising.

Business Administration

Department Chair: Dr. Burt Reynolds

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive.

As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to solve new problems.

Students in the Business Administration Program will learn how to be leaders and managers in this ever-changing and hectic business environment.

Southern New Hampshire University's Business Administration Program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. Core courses, enable students to become successful managers.

Business Administration Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

Major Courses

OL	211	Human Resource Management
OL	215	Principles of Management
OL	326	Social Environment of Business
OL	342	Organizational Behavior
OL		Four 300- or 400-level OL or BUS electives

Total Major Credits: 24

Allied Courses

FIN/ECO		One FIN/ECO elective
INT		One INT elective
QSO	331	Introduction to Operations Management

Total Allied Credits: 9

Free Electives Credits: 15

Total Credits: 120

Note: Students who select the business administration with internship must use free electives to satisfy internship requirements.

Concentrations

Students in the Business Administration Program may elect to specialize their course of study by selecting from the following organizational leadership concentrations. Students use elective credits for concentration courses.

Human Resource Management Concentration

Courses are 3 credits unless otherwise indicated.

OL	322	Managing Organizational Change
OL	325	Total Rewards
OL	442	Human Resource Strategy and Development
OL		Two 300- or 400-level OL or BUS electives

Organizational Leadership Concentration

Courses are 3 credits unless otherwise indicated.

OL	322	Managing Organizational Change
OL	324	Managing Quality
OL	328	Leadership

OL Two 300- or 400-level OL or
BUS electives

Small Business Management Concentration

Courses are 3 credits unless otherwise indicated.

OL 317 Small Business Management
OL 320 Entrepreneurship
OL 324 Managing Quality
OL Two 300- or 400-level OL or
BUS electives

OL 211 Human Resource Management
OL 215 Principles of Management
OL 342 Organizational Behavior
QSO 331 Introduction to Operations Management
OL Two 300- or 400-level OL or
BUS electives

Total Major Credits: 18
Free Electives Credits: 30
Total Credits: 120

Business Studies

The Business Studies curriculum provides students with the opportunity to concentrate on a specific area of business and the flexibility to tailor their degrees to meet their specific needs. Concentrations are available in accounting, business administration, business finance, information technology, human resource management, international management, marketing, organizational leadership, small business management, sport management (day only), and Web development. In addition to the major required courses, students are able to tailor the degree program depending upon their selection of free electives.

The Business Studies degree also provides an option for transfer students (particularly liberal arts or science majors) who have completed two or more years at other colleges and now desire a business degree. The free elective credits enable transfer students to receive credit for a wide variety of previous courses.

Business Studies Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

B.A./B.S. Core: 48 credits
Business Core: 24 credits

Accounting Concentration

Contact: Dr. Laurence Pelletier

Courses are 3 credits unless otherwise indicated.

ACC 207 Cost Accounting
ACC 307 Intermediate Accounting I
ACC 308 Intermediate Accounting II
ACC 330 Federal Taxation I
ACC Two ACC electives, 300 level or higher

Total Major Credits: 18

Allied Course

OL 215 Principles of Management

Total Allied Credits: 3
Free Electives Credits: 27
Total Credits: 120

Business Administration Concentration

Contact: Dr. Burt Reynolds

Major Courses

Courses are 3 credits unless otherwise indicated.

Business Finance Concentration

Contact: Dr. Gary Tripp

Major Courses

Courses are 3 credits unless otherwise indicated.

ECO 301 Managerial Economics
ECO 402 Intermediate Macroeconometrics
FIN 330 Corporate Finance
FIN 340 Fundamentals of Investments
OL 215 Principles of Management
FIN One FIN/ECO elective

Total Major Credits: 18

Allied Course

MAT 121 Mathematical Concepts and Techniques
for Business

Total Allied Credits: 3
Free Electives Credits: 27
Total Credits: 120

Computer Information Technology Concentration

Contact: Dr. Lundy Lewis

Major Courses

Courses are 3 credits unless otherwise indicated.

IT 135 Interactive 3-D Virtual Environment
IT 201 Computer Platform Technologies
IT 330 Database Design and Management
IT 340 Network and Telecommunication
Management
OL 215 Principles of Management
IT Two IT electives (as recommended by an
advisor)

Total Major Credits: 21

Allied Course

MAT 230 Discrete Mathematics

Total Allied Credits: 3
Free Electives Credits: 24
Total Credits: 120

Game Design and Development Concentration

(On Campus Only)

Contact: Dr. Lundy Lewis

Major Courses

Courses are 3 credits unless otherwise indicated.

IT/GAM 135 Interactive 3-D Virtual Environments
IT/GAM 207 Introduction to Digital Games
IT/GAM 303 Design of Virtual Game Environments
IT/GAM 305 Digital Game Development

Select three of the following:

OL	320	Entrepreneurship
OL	342	Organizational Behavior
QSO	340	Project Management
ECO	402	Intermediate Macroeconometrics
IT	467	Digital Commerce and e-Business
ADV	329	Principles of Integrated Marketing Communication
ADV	428	Promotional Research and Media
MKT	345	Consumer Behavior

Total Major Credits: 21
Free Electives Credits: 27
Total Credits: 120

Human Resource Management Concentration

Contact: Dr. Burt Reynolds

Major Courses

Courses are 3 credits unless otherwise indicated.

OL	211	Human Resource Management
OL	215	Principles of Management
OL	325	Total Rewards
OL	342	Organizational Behavior
OL	442	Human Resource Strategy and Development
OL		Two 300- or 400-level OL or BUS electives

Total Major Credits: 21
Free Electives Credits: 27
Total Credits: 120

International Management Concentration

Contact: Dr. Massood Samii

Major Courses

Courses are 3 credits unless otherwise indicated.

OL	215	Principles of Management
INT		Five 300- or 400-level INT electives

Total Major Courses: 18

Allied Course

MAT	121	Mathematical Concepts and Techniques for Business
-----	-----	---

Total Allied Credits: 3
Free Electives Credits: 27
Total Credits: 120

Marketing Concentration

Contact: Dr. Patricia Spirou

Major Courses

Courses are 3 credits unless otherwise indicated.

MKT	337	Marketing Research
MKT	345	Consumer Behavior
MKT/INT	433	Multinational Marketing

Choose four of the following:

MKT	222	Principles of Retailing
MKT	229	Principles of Integrated Marketing Communications
MKT	230	Retail Sales Promotion

MKT	266	Services Marketing
MKT	270	Professional Selling
MKT	320	Sales Management
MKT	350	Ethical Issues in Marketing
MKT	360	Direct Marketing
MKT	378	Brand Communication

Total Major Credits: 21
Free Electives Credits: 27
Total Credits: 120

Organizational Leadership Concentration

Contact: Dr. Burt Reynolds

Major Courses

OL	215	Principles of Management
OL	322	Managing Organizational Change
OL	324	Managing Quality
OL	328	Leadership
OL	342	Organizational Behavior
OL		One 300- or 400-level OL or BUS elective

Total Major Credits: 18
Free Electives Credits: 30
Total Credits: 120

Small Business Management Concentration

Contact: Dr. Burt Reynolds

Major Courses

Courses are 3 credits unless otherwise indicated.

OL	215	Principles of Management
OL	317	Small Business Management
OL	320	Entrepreneurship
OL	324	Managing Quality
OL		Two 300- or 400-level OL electives

Total Major Credits: 18

Allied Courses

BUS	307	Business Law II
-----	-----	-----------------

Total Allied Credits: 3
Free Electives Credits: 27
Total Credits: 120

Sport Management Concentration

Contact: Dr. Doug Blais

Sport Management Core Requirement:*

SPT	111	Introduction to Sport Management
SPT	201	Governance & Management of Sport Organizations
SPT	208	Sport Marketing
SPT	333	Sport, Society, and Ethics

Select two of the following:

SPT	307	Sport Law
SPT	310	Sponsorship
SPT	319	Sport Sales and Promotions
SPT	320	Media & Public Relations in Sport
SPT	321	Fitness Management
SPT	323	Golf Management
SPT	340	Practicum in Sport Management

SPT	364	Private Club Management
SPT	375	The Economics of Professional Sports in the United States
SPT	401	Sport Facilities Management
SPT	402	Sport Revenue
SPT	415	Event Management & Marketing (6 credits)
SPT	425	Sport Licensing & Strategic Alliances
SPT	430	Front Office Management
SPT	465	Global Sport Business

Total Major Credits: 18

Allied Course

OL	215	Principles of Management
----	-----	--------------------------

Total Allied Credits: 3

Free Electives Credits: 27

Total Credits: 120

* Students completing a Sport Management concentration must earn a minimum of a "C" grade in all courses.

Computer Information Technology Department Chair: Dr. Lundy Lewis

Southern New Hampshire University's CIT major is reaching a new generation of students with innovative programs that integrate IT with other disciplines including business, entertainment, information security, and management. The next generation of IT professionals will be better prepared than any preceding one to balance the demands of being both a business person and a technologist thanks to the integration of IT studies with business courses and skills such as game design, information security, and global IT management.

IT is projected as the second largest area of occupational growth in the United States, and the message from industry is that there is a need for a combined capability of IT and general business skills. SNHU is well positioned to respond to this need. We provide a depth of both core and elective IT classes that provide graduates with a solid foundation for entering the new business landscape. Students can focus their elective courses to concentrate on areas such as digital graphics, IT security, and other high-demand areas.

Businesses today are looking for employees with capabilities beyond traditional programming and IT expertise. People who can bridge the communication gap between IT and business are valuable and hard to find, and the U.S. demand for this new breed of IT professional is growing. The SNHU IT major prepares students for just these kinds of positions.

The IT faculty at SNHU have extensive business experience and connections, published fourteen books in the area, hold twenty-eight patents, and publish in the professional literature. Students benefit by exposure to leading edge knowledge and skills in both the classroom and through internship placements.

Business will continue to expand the use of information technology and will continue to require IT-savvy people. The demand for IT capable individuals is projected to grow, according to the Bureau of Labor Statistics.

Laptop or notebook computers are required by all undergraduate day school IT majors for use in undergraduate IT courses.

FlexTech IT degree program: Individualized and Flexible

In addition to the core requirements for the undergraduate program, the department encourages students to participate in shaping their course of study to fit their individual academic and professional interests in this constantly evolving field.

A diverse set of classes has been developed, ranging from traditional programming to the newest techniques and tools for E-commerce.

We provide a pool of electives and course arrangements for the greatest flexibility in customizing each student's curriculum for his/her particular needs. We encourage interdisciplinary studies. Faculty advisors are available to guide and encourage students to actively participate in designing and customizing the program of study to meet their specialized individual needs by selecting a suite of classes to match their interests, and developing an individualized academic study plan.

Additionally, beyond the "defined" programs, topical seminars are offered within the context of scheduled courses, and through ongoing seminar programs on campus that allow the introduction of emerging technology and other "new" topics.

Computer Information Technology Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

IT	201	Computer Platform Technologies
IT	315	Object Oriented Analysis and Design
IT	330	Database Design and Management
IT	340	Network and Telecommunication Management
IT	415	Advanced Information Systems Design
IT	420	Advanced Information Systems Implementation
IT	485	Information Technology Strategy and Management
IT		Three IT electives (as recommended by advisor)

Total Major Credits: 30

Allied Course

MAT	230	Discrete Mathematics
-----	-----	----------------------

Total Allied Credits: 3

Free Electives Credits: 15

Total Credits: 120

Culinary Arts

Department Chair:

Prof. J. Desmond Keefe, C.E.C., C.C.E.

Culinary Arts

Southern New Hampshire University's Culinary Arts Program was founded in 1983 to help fulfill the growing need for educated and trained chefs and other food preparation personnel on a local, regional and national level.

The two-year program, which awards the associate of science degrees, combines theory, practical training and industry experience to prepare students for entry-level and management positions in the diverse and challenging food service industry. Technical subject areas include basic baking, cost control supervision, dining room service, food preparation, garde manger, an introduction to the industry, menu planning, nutrition, purchasing and receiving, and sanitation and safety. All culinary students must enroll in a cooperative education experience, which normally is taken during the summer months. There is an additional fee for cooperative education.

Students learn basic skills in the culinary arts and baking and take general education courses in the first year of the program. Students in the second year complete requirements for either the culinary arts or baking and pastry arts degree, based on their career goals.

Students hone their skills in our award-winning campus restaurant, The Quill, which serves international and American regional cuisine.

Students may tailor their course work to facilitate transfer into the four-year B.S. in Culinary Management degree program, the B.S. in Hospitality Business degree program or the B.A.S. in Hospitality Management degree program.

Academic Standards and Regulations

Culinary program students adhere to the same academic standards and regulations as undergraduate school students. These policies are outlined in previous sections of this catalog.

Note: Some students may be required to take ENG 101 Fundamentals of Writing and MAT 050 Fundamentals of Algebra in addition to the 63 credits listed below. All students who must begin the English sequence with ENG 101 should speak with their advisors about how the courses will fit into their academic program schedules.

Associate in Science (A.S.) Core

Required Courses

Courses are 3 credits unless otherwise indicated.

COM	212	Public Speaking
ENG	120	College Composition I
IT	100	Introduction to Computer Information Technology

FAS Elective		Select one: FAS 201, FAS 202, FAS 223, FAS 340 or FAS 370
MAT	101	Culinary Math
Select one:		PSY 108 or SOC 212
TCI	109	Food Purchasing
TCI	110	Culinary Skills and Procedures
TCI	111	Progressive Culinary Techniques
TCI	113	Fundamentals of Baking
TCI	114	Intermediate Baking
TCI	116	Safety and Sanitation
TCI	167	Nutritional Cooking
TCI	250	Dining Room Management
TCI	256	Food and Beverage Cost Control
TCI	390	Culinary Internship

Total Credits: 48

Culinary Arts Curriculum

Associate in Science

A.S. Core: 48 credits

Major Courses

TCI	211	Regional Italian Cuisine
TCI	217	Classical French Cuisine
TCI	218	International Cuisine
TCI	235	American Regional Cuisine

Select one free elective.

Total Major Credits: 15

Total Credits: 63

Baking and Pastry Arts Curriculum

Associate in Science

A.S. Core: 48 credits

Major Courses

TCI	230	Retail Baking Operations
TCI	233	Classical Baking and Plate Composition
TCI	240	Advanced Pastry
TCI	280	International Baking and Deserts

Select one free elective.

Total Major Credits: 15

Total Credits: 63

Note: Students enrolled on-campus will take an additional 1 credit academic experience: SNHU 101 Transition to College.

Note: Students must hold NRA Serve Safe Certification at the time of graduation.

Culinary Certificates

The certificate program is offered for those interested in developing their baking and/or cooking skills on a part-time basis without formally enrolling in a degree program. Credits derived from successful completion of certificate courses may be transferred into Southern New Hampshire University's established Associate of Science Culinary Arts Program.

Baking Certificate

Required Courses

Courses are 3 credits unless otherwise indicated.

TCI	109	Food Purchasing
TCI	110	Culinary Skills and Procedures
TCI	113	Fundamentals of Baking
TCI	114	Intermediate Baking
TCI	116	Safety and Sanitation

Total Credits: 15

Cooking Certificate

Required Courses

Courses are 3 credits unless otherwise indicated.

TCI	109	Food Purchasing
TCI	110	Culinary Skills and Procedures
TCI	111	Progressive Culinary Techniques
TCI	113	Fundamentals of Baking
TCI	116	Safety and Sanitation

Total Credits: 15

Bachelor of Science in Culinary Management

Students achieving a B.S. in Culinary Management will be able to enter the restaurant and hotel industry with a combination of advanced cooking and management skills. The BSCMN prepares students to oversee large hotel and restaurant kitchens, catering and food preparation businesses. The B.S. in Culinary Management consists of a Core of management classes and then the students are given a choice of advanced culinary courses each semester. The B.S. in Culinary Management delivers the professional skills needed to prepare students for future careers in the culinary industry.

The curriculum emphasizes industry concerns such as restaurant sustainability, media of culinary artistry, spa cuisine, cooking and baking for restricted diets, and reducing waste and cost. Advanced courses allow the student to focus on areas of expertise in their major while giving the opportunity to extend the length and breadth of their knowledge.

Students must complete all courses for Culinary A.S. degree before taking B.S. courses.

Courses are 3 credits unless otherwise indicated.

TCI	110	Culinary Skills and Procedures
TCI	111	Progressive Culinary Techniques
TCI	113	Fundamentals of Baking
TCI	114	Intermediate Baking
TCI	116	Safety and Sanitation
TCI	167	Nutritional Cooking
TCI	211	Italian Cuisine
TCI	217	Classical Cuisine
TCI	218	International Cuisine and Service
TCI	235	American Regional Cuisine
TCI	250	Dining Room Management
TCI	256	Food and Beverage Cost Control
TCI	390	Culinary Internship
ACC	201	Financial Accounting
BUS	206	Business Law I

MKT	113	Introduction to Marketing
MKT	345	Consumer Behavior
*OL	215	Principles of Management

Select one of the following:

OL	320	Entrepreneurship
OL	326	Social Environment of Business
OL	328	Leadership

Select four (4) of the following culinary lab courses:

TCI	310	Skills of Meat Cutting (Charcuterie)
TCI	320	Baking for the Restricted Diet
TCI	330	Media of Culinary Artistry
TCI	340	Spirits and Mixology Management
TCI	410	Cooking Without Recipes
TCI	420	Sugarcraft and Cake Design
TCI	430	Dietetics and Spa Cuisine
TCI	440	Catering and Banquet Management

Select one free elective.

**OL 215's prerequisite of OL 125 can be satisfied by TCI 250.*

Total Credits: 123

Bachelor of Science in Culinary Management (2+2 degree)

The B.S. in Culinary Management degree extends students' culinary skill development while offering business and leadership competencies. Lab courses focus on restricted diets, managing cost and waste, and maximizing profit. Graduates will have the knowledge and skills to succeed in the culinary/restaurant management industry.

Admission is open only to students with associates degrees from accredited culinary programs.

Required Courses

Degree credits transferred from an accredited two-year culinary program: 63 Transfer Credits
Courses are 3 credits unless otherwise indicated.

General Education Courses

ENG	121	College Composition II
-----	-----	------------------------

Select one of the following:

MAT	101	Culinary Mathematics
		<i>or</i>
MAT	130	Applied Finite Mathematics
		<i>or</i>
MAT	140	Precalculus
		<i>or</i>
MAT	210	Calculus I
		<i>or</i>
MAT	240	Applied Statistics

Select one of the following:

HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to the Present

HIS	113	United States History I: 1607 to 1865
HIS	114	United States History II: 1865 to Present
LIT		One LIT Elective (200 level)

Select one of the following:

PHL	210	Introduction to Philosophy
PHL	212	Introduction to Ethics
PHL	214	Formal Logic
PHL	230	Religions of the World

SCI		One SCI course (except SCI 215)
-----	--	---------------------------------

Select any 3 courses from ATH, POL, PSY, SOC, ECO, SCS with no more than two in the same discipline.

Total General Education Credits: 27

Business Core Courses

ACC	201	Financial Accounting
BUS	206	Business Law I
MKT	113	Introduction to Marketing
MKT	345	Consumer Behavior
OL	215	Principles of Management*

Select one of the following:

OL	320	Entrepreneurship
OL	326	Social Environment of Business
OL	328	Leadership

*Prerequisite for OL 215 can be satisfied with TCI 250

Total Business Core Credits: 18

Culinary Lab Courses

Select four (4) of the following:

TCI	310	Skills of Meat Cutting
TCI	320	Baking for the Restricted Diet
TCI	330	Media of Culinary Artistry
TCI	340	Spirits and Mixology Management
TCI	410	Cooking Without Recipes
TCI	420	Sugarcraft and Cake Design
TCI	430	Dietetics and Spa Cuisine
TCI	440	Catering and Banquet Management

Total Culinary Lab Credits: 12

Electives

Select one free elective Credits: 3
Total Credits: 123

Finance/Economics

Department Chair: Dr. Gary Tripp

The Finance/Economics Program has a dual mission: to examine the behavior of the economy and its relationship to business and government and to study the funding and investment needs of corporations, individuals and institutions. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business and economics.

Economics/finance majors develop the analytical and quantitative skills needed for corporate and individual financial management and economic modeling and forecasting.

Students who choose to major in the Economics/Finance Program will be prepared for careers in industry, financial organizations and government. Many go on to graduate school to continue their studies in economics, finance, other business-related disciplines or law.

Finance/Economics Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

ECO	301	Managerial Economics
ECO	306	Money and Banking
ECO	402	Intermediate Macroeconometrics
FIN	330	Corporate Finance
FIN	340	Fundamentals of Investments
FIN/ECO		Four FIN/ECO electives of 200-level or higher

Total Major Credits: 27

Allied Courses

INT	316	The Cultural and Political Environment of International Business
MAT	121	Mathematical Concepts and Techniques for Business

Total Allied Credits: 6

Free Electives Credits: 15

Total Credits: 120

Game Design and Development

Department Chair: Dr. Lundy Lewis

Electronic gaming has become one of the most popular forms of entertainment in the world today. It is used also for education, training, and other serious purposes. The Bachelor of Science in Game Design and Development (GDD) prepares students to succeed in this rapidly expanding field. Students complete the business core and a set of required GDD courses which give them a solid preparation for entry into the electronic gaming industry. Students also select GDD electives in order to enhance their background in this relatively new career field and to focus their particular interests in the gaming industry. Students may concentrate their GDD electives in Interactive Storytelling, Visual and Audio Design, Game Development, Psychology and Marketing of Games, or Game Production and the Business of Gaming.

Bachelor of Science in Game Design and Development

B.A./B.S Core:	48 credits
Business Core:	24 credits

Major Courses

IT/GAM 135	Interactive 3-D Virtual Environments
IT/GAM 207	Introduction to Digital Games
IT/GAM 303	Design of Virtual Game Environments
IT/GAM 305	Digital Game Development
IT/GAM 430	3D Modeling and Animation
IT/GAM 450	Artificial Intelligence
IT/GAM 465	Digital Multimedia Development

Select four courses within one of the following subfields

Interactive Storytelling and Supporting Arts

ENG 327	Play Writing Workshop
ENG 329	Fiction Writing Workshop
LIT 301	World Mythology
LIT 305	Contemporary Pop Fiction
COM 327	Screenwriting for Media Arts

Visual and Audio Design

COM 230	Graphics and Layout
FAS 310	Illustration
GRA 320	Introduction to Digital Imaging
GRA 345	Animation and Visual Effects
GRA 410	Advanced Digital Graphic Design
GRA 420	Advanced Digital Imaging
IT 205	Digital Music

Game Development and Supporting Technologies

IT 201	Computer Platform Technologies
IT 230	Software Development with C#
IT 232	Software Development with C + +
IT 315	Object-Oriented Analysis and Design
IT 330	Database Design and Management
IT 340	Network and Tele. Management

Psychology and Marketing of Games

ADV 428	Promotional Research and Media
MKT 229	Principles of Intergrated Marketing Communications
MKT 345	Consumer Behavior
PSY 305	Cognitive Psychology
PSY 257	Social Psychology
PSY 216	Psychology of Personality

Game Production and the Business of Gaming

OL 320	Entrepreneurship
OL 342	Organizational Behavior
QSO 340	Project Management
ECO 402	Intermediate Macroeconometrics
IT 467	Digital Commerce and e-Business

Total Major Credits: 33

Free Electives Credits: 15

Total Credits: 120

Hospitality Business Program**Department Chair:**

Dr. Ravindra Pandit, C.H.E.

The hospitality industry is one of the largest and the most dynamic of industries globally. In many countries, the hospitality industry is the only industry and the driver of the local economy. The language of hospitality is universal and hospitality education is helping prepare professionals to lead, grow and sustain this industry.

The word hospitality has many connotations such as welcome, warmth, kindness, generosity, but in the end hospitality is a business and has the same critical success factors as any other business. The Hospitality Business Program at Southern New Hampshire University not only prepares students for management careers in the industry but also provides them with the critical competencies to be successful entrepreneurs, small business owners and operators. With unique facilities, diversely experienced faculty and practical curriculum the program is committed to providing its graduates with the knowledge, skills, and wisdom necessary to succeed in the hospitality industry.

Students have opportunities and are encouraged to study abroad with some of our Partner exchange programs in Europe, Asia and Australia. A vibrant student community, strong industry partnerships and access to extremely diverse business faculty are the hallmarks of hospitality business education at the university.

Mission Statement

The Hospitality Business Program is committed to providing its students with a quality learning experience that incorporates hospitality business theory and practice. The curriculum integrates social and ethical responsibility, cultural sensitivity and honorable stewardship. This balanced approach develops adaptive learners and provides them with the critical competencies essential for success in the hospitality industry.

Program Outcomes

After the successful completion of the hospitality program, students should have acquired the following knowledge and skill competencies at least at the “accomplished” level:

- Communication: Written, oral and non-verbal communication. Use of technology.
- Collaboration (People Skills): Adaptability and flexibility, teamwork, attitudes.
- Critical & Creative Thinking: Problem solving, research, strategic approach, original work.
- Management: Planning, organizing, coordinating, time management, quantitative skills, problem solving and technological skills and more.
- Industry (major) specific: Terminology, concepts, history, trends, idiosyncrasies, industry-related technology.

Bachelor of Science in Hospitality Business

B.S./B.A Core: 48 credits

Business Core: 24 credits

Hospitality Major Courses

Courses are 3 credits unless otherwise indicated.

HOS 220	Geography of Global Cultures
HOS 225	Introduction to Commercial Food Production
HOS 315	Rooms Division Management
HOS 320	Hospitality Sales Management

HOS	327	Food and Beverage Operations Management
HOS	340	Special Events Management
HOS	418	Hospitality Facilities Management
HOS	420	Financial Analysis for the Hospitality Industry
HOS	492	Experiential Learning (non-credit course)
Total Credits: 24		

All students in the major must select one of the following Concentrations:

Hotel and Events Management
Restaurant and Beverage Management

Total Concentration Credits: 9

Free Electives Credits: 15

Total Credits: 120

Concentrations

Hotel and Events Management

The hotel and convention industry is an integral part of the hospitality business. The various dimensions and segments within this industry provide a very challenging and complex work environment for the professionals in the business. Demand for skilled management has been growing and career opportunities have been promising year after year. Along with hotel and convention management, destination and special-events management has become a very crucial part of the hospitality industry, providing many exciting career opportunities for individuals with strong organizational and creative skills.

The Hotel and Convention Management concentration prepares students to pursue careers as hotel and convention managers, special event managers, and tradeshow or exhibition managers.

Required Courses (9 credits)

HOS	311	Policy and Planning for Sustainable Development
HOS	401	Convention Sales and Group Planning
HOS	415	Hotel Administration

Restaurant and Beverage Management

The restaurant industry with its crucial food and beverage operations provides intense and challenging career opportunities that can be professionally fulfilling and financially rewarding. As one of the oldest segments of the global hospitality industry, the restaurant and food service industry has been one of the most dynamic of all the segments.

The restaurant management concentration provides students with the necessary background in food and beverage management. The unique and specialized course work combined with the hospitality and business core courses should help prepare the students to be successful managers and/or entrepreneurs in the restaurant and food service industry.

Required Courses (9 credits)

HOS	422	Beverage Management and Control
HOS	424	Managing, Merchandising and Service of Wines

And one of the following:

HOS	427	Food and Beverage Concept Development
-----	-----	---------------------------------------

or

HOS	425	Advanced Food and Beverage Service
-----	-----	------------------------------------

Hospitality Electives

The Hospitality Business Program provides the students with a choice of electives that gives them the chance to add depth and/or breadth to the major courses, and also offers the opportunity to pursue a concentration in one or both of the two most important segments of the hospitality industry: Hotel and Convention Management and Restaurant Management. The curriculum in the respective concentrations builds on the university and business core curriculum and key hospitality major courses.

Free Electives (15 credits)

The free electives provide students the unique opportunity to pursue the study of subjects in any discipline of their choice and interest. Students can also use these free electives to pursue a minor in another discipline such as marketing, accounting or human resources, or pursue a second concentration in the hospitality field.

HOS 492 Experiential Learning – Requirement for Graduation

In order to graduate, students enrolled in the Bachelor of Science degree program must complete 1,000 hours of experiential learning in a hospitality (or related) business with a minimum of 200 hours in guest/customer contact services.

Students transferred from other hospitality and tourism related programs in the junior year and enrolled in the B.S. or B.A.S. degree program must complete 500 hours of experiential learning in a hospitality and tourism (or related business) with a minimum of 100 hours in guest/customer contact services.

Industry experience prior to admission into the program will not be accepted or accounted for.

Bachelor of Applied Sciences

Bachelor of Applied Science in Hospitality Administration (BASHA)

Contact: Dr. Ravindra Pandit, C.H.E.

The Bachelor of Applied Science in Hospitality Administration (BASHA) Program is intended to provide international students with the opportunities to participate in hospitality educational and experiential learning programs that facilitate the completion of the bachelor's degree in the United States. After the successful completion of the program students return home, prepared for management and leadership careers in the hospitality industry anywhere in the world.

Students should have completed at least 90 credit hours (30 subjects) equivalent of the American education standards, with substantial course work in a hospitality and tourism related field to enroll in a 14-month program that provides an overview of American culture and the hospitality industry in the United States. Students complete 42 credits at Southern New Hampshire University. Included in the program is a 12-credit supervised practical experience in an American hotel or resort.

B.A.S. Hospitality Administration

Required Courses

Diploma credits transferred from an approved three-year program: 90 Credits

General Education Courses

Courses are 3 credits unless otherwise indicated.

ECO	325	Economics
COM	212	Public Speaking

Select one of the following:

MAT	130	Applied Finite Mathematics
		<i>or</i>
MAT	140	Precalculus
		<i>or</i>
MAT	210	Calculus I
		<i>or</i>
MAT	240	Applied Statistics

Select one of the following:

PSY	108	Introduction to Psychology
SOC	112	Introduction to Sociology

Total General Education Credits: 12

Hospitality Administration Courses

Courses are 3 credits unless otherwise indicated.

HOS	320	Hospitality Sales Management
HOS	416	Legal Issues in the Hospitality and Tourism Industry
HOS	420	Financial Analysis for the Hospitality Industry
HOS	426	American Work Experience (hybrid)
HOS	490	Supervised Practical Training (12 Credits)
OL	421	Strategic Management and Policy
HOS		One HOS elective

Total Hospitality Credits: 30

Total Credits: 132

Bachelor of Applied Science in Hospitality Management (BASHM)

Contact: Dr. Ravindra Pandit, C.H.E.

Students with two-year degrees from accredited hospitality management programs can enroll in Southern New Hampshire University's two-year bachelor of applied science in hospitality management degree program. Students who transfer to Southern New Hampshire University are required to complete an additional 60 credits, including five hundred (500) hours of experiential learning required during the com-

pletion of the BASHM course requirements regardless of industry experience prior to being admitted into the program. Students graduating from this program will be prepared to enter management positions in the hospitality industry.

Admission is open only to students with associate degrees from accredited hospitality management programs. Students planning to transfer in to the BASHM program must fulfill the following requirements before they are admitted to the program:

- Successful completion of the associate degree with a 3.00 GPA or above
- A letter of recommendation from a faculty member

B.A.S. Hospitality Management

Required Courses

Degree credits transferred from an accredited two-year hospitality or culinary program: 60 Credits

General Education

Courses are 3 credits unless otherwise indicated.

ENG	121	College Composition II
IT	100	Introduction to Computer Information Technology

Select one of the following:

MAT	130	Applied Finite Mathematics
		<i>or</i>
MAT	140	Precalculus
		<i>or</i>
MAT	210	Calculus I
		<i>or</i>
MAT	240	Applied Statistics

And one of the following:

ECO	201	Microeconomics
		<i>or</i>
ECO	202	Macroeconomics

And one of the following:

PSY	108	Introduction to Psychology
		<i>or</i>
SOC	112	Introduction to Sociology

Business Core Courses

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
BUS	206	Business Law I
MKT	113	Introduction to Marketing
OL	215	Principles of Management

And one of the following:

OL	317	Small Business Management
		<i>or</i>
OL	421	Strategic Management and Policy

Hospitality Major Courses

HOS	315	Rooms Division Management
HOS	320	Hospitality Sales Management
HOS	340	Special Events Management

HOS	420	Financial Analysis for the Hospitality Industry
HOS	492	Experiential Learning (non-credit course)

Hospitality Electives

Students can use the 3 Hospitality electives to declare a concentration in either Restaurant and Beverage Management or Hotel and Events Management.

HOS	311	Policy and Planning for Sustainable Development
HOS	401	Convention Sales and Group Planning
HOS	415	Hotel Administration
HOS	422	Beverage Management and Control
HOS	424	Managing, Merchandising and Service of Wines
HOS	425	Advanced Food and Beverage Service
HOS	427	Food and Beverage Concept Development
HOS	428	Resort Development and Management

Electives

Select two free electives.

HOS 492 Experiential Learning – Requirement for Graduation

Students enrolled in the Bachelor of Applied Science degree program must complete 500 hours of experiential learning in a hospitality and tourism (or related) business with a minimum of 100 hours in guest/customer contact services. Industry experience prior to the admission into the program will not be accepted or accounted for.

Total Hospitality Credits: 18

Total Business Core Credits: 21

Total Credits: 120

International Business**Department Chair: Dr. Massood Samii**

The world is becoming an economic marketplace without boundaries. Multinational and transnational corporations conduct business based on worldwide priorities while smaller domestic companies look for ways to tap into the growing markets of Europe, Asia and the Third World. Successful managers must be able to work with a variety of people who use different currencies and systems to achieve their own personal and economic goals.

This program focuses on the management skills and concepts used in international, multicultural contexts. Students learn about the different monetary, banking, accounting, marketing and management systems that they will encounter while conducting international business activities. Attention also is given to the myriad cultural norms that make the rest of the world a diverse and challenging place to market American goods and services.

International business is an interdisciplinary program that combines existing management courses with the possibility of internship opportunities in the international arena.

International Business Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

INT	113	Introduction to International Business
INT	200	International Business Project
INT	316	The Cultural and Political Environment of International Business
INT		Five INT electives

Total Major Credits: 24

Allied Courses

Choose any four (4) from the following:

ACC	312	International Managerial Accounting
ECO	322	International Economics
OL	215	Principles of Management
OL	342	Organizational Behavior
LAR, LFR, LMN, or LSP Language Electives*		

* Students may choose up to two (2) Language Electives to satisfy Allied Course requirements

Total Allied Credits: 12

Free Electives Credits: 12

Total Credits: 120

Marketing**Department Chair: Dr. Pat Spirou**

The marketing field encompasses activities related to: identifying needs of prospective customers, selecting a target market, designing a product, packaging, pricing, advertising, selling, distributing, servicing products and services in both domestic and international markets. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer demands largely determines their success.

Southern New Hampshire University's Marketing Program integrates theory and application. Marketing majors also study general management, finance, organizational behavior, information technology and selected liberal arts courses, ensuring that students learn the tenets of marketing in concert with those disciplines. Domestic and international marketing internships and study abroad programs allow Marketing majors additional opportunities to link marketing theory with practice.

Students will also formulate an E-Portfolio and a career portfolio which is included in the coursework of the marketing curriculum.

Career Outlook

The Marketing Program at Southern New Hampshire University prepares graduates to work in various areas of the marketing field including retail management, professional sales, advertising, media planning, research, distribution, product/brand management, marketing research and customer relations. Marketing positions exist in a wide variety of corporate settings, including multinational corporations, independently owned local businesses and non profit organizations.

Marketing Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

B.A./B.S. Core: 48 credits
 Business Core: 24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

MKT	337	Marketing Research
MKT	345	Consumer Behavior
MKT	432	Strategic Marketing Planning
MKT/INT	433	Multinational Marketing

Choose any seven (7) from the following:

ADV	263	Advertising Copy and Design
ADV	340	Advertising Media Planning
MKT	222	Principles of Retailing
MKT	229	Principles of Integrated Marketing Communications
MKT	230	Retail Sales Promotion
MKT	266	Services Marketing
MKT	270	Professional Selling
MKT	320	Sales Management
MKT	322	International Retailing
MKT	350	Ethical Issues in Marketing
MKT	360	Direct Marketing
MKT	378	Brand Communication
MKT	442	Retail Management
QSO	330	Introduction to Supply Chain Management

Total Major Credits: 33
 Free Electives Credits: 15
 Total Credits: 120

Quantitative Studies, Operations and Project Management Department Chair: Dr. Tej Dhakar

Operations Management is the planning and execution of operations (routine work) in the service and manufacturing worlds, including demand forecasting, production planning, inventory control, quality management, and supply chain collaboration. Project Management is the planning and execution of projects (non-routine work) in the service and business worlds, including project initiating, project plan-

ning, project executing, project monitoring and controlling, and project closing. Efficient management of operations and projects is of utmost importance for both the success and survival of a firm. This program is designed for students interested in the production of goods and services and the application of quantitative methods to solve business problems. The program also serves students interested in planning and executing a variety of projects in service and manufacturing firms. The program helps students to pursue careers such as Operations Analyst/Manager, Project Analyst/Coordinator/Manager, Supply Chain Analyst/Manager, Production Planner, Logistics Engineer, Distribution Analyst/Manager, Purchasing Analyst/Manager, Inventory Control Analyst/Manager, Quality Analyst/Manager, Plant Manager, Warehouse Manager, Materials Manager, and Master Scheduler.

Operations and Project Management Curriculum

Bachelor of Science

B.A./ B.S. Core: 48 credits
 Business Core: 24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

QSO	300	Introduction to Operations Management
QSO	310	Introduction to Management of Service Operations
QSO	320	Introduction to Management Science through Spreadsheets
QSO	330	Introduction to Supply Chain Management
QSO	340	Introduction to Project Management
QSO	360	Introduction to Six Sigma Quality
QSO	440	Topics in Project Management
MAT	210	Calculus I

Choose any two (2) from the following:

ECO	301	Managerial Economics
INT	113	Introduction to International Business
IT	467	Digital Commerce and eBusiness
MAT	300	Regression Analysis
QSO	345	Project Management for CAPM Certification

Total Major Credits: 30
 Free Electives Credits: 18
 Total Credits: 120

Retailing Program Coordinator: Dr. Eklou Amendah

Retailing, a key process in the marketing of goods and services, is one of the largest employment sectors in the US and global economies. A growing, fast-changing industry, retailing spans multiple aspects of the marketing discipline and at the same time demands skills in every other business discipline as well. The SNHU B.S. in Retailing is a multidisciplinary degree program which provides students with a core of critical retailing skills and information, the flexibility of

focusing on a student's specific business interests in the area through its many tracks, and practical field experience through a required internship. It reflects the global dimensions of the industry, while concurrently supporting the specific business skills demanded of retail professionals.

Retailing Curriculum

Bachelor of Science

B.A./B.S. Core: 48 credits

Business Core: 24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

MKT	222	Principles of Retailing
MKT	322	International Retailing
MKT	345	Consumer Behavior
MKT	442	Retailing Management
MKT	469	Emerging Trends in Retailing
MKT	491	Retailing Internship (3 credits)

Retailing Tracks (Student completes 3 courses in one track):

Retail Promotion Track

MKT	229	Principles of Intergrated Marketing Communications
MKT	230	Retail Sales Promotion
MKT	360	Direct Marketing

Small Business Retail Track

MKT	230	Retail Sales Promotion
OL	317	Small Business Management
OL	320	Entrepreneurship

Retail Operations Track

MKT	266	Services Marketing
MKT	320	Sales Management
QSO	331	Introduction to Operations Management

Fashion Merchandising Track

FMK	202	Fashion Merchandising
FMK	204	Textiles
MKT	230	Retail Sales Promotion

Total Major Credits: 27

Allied Courses

MAT	105	Merchandising Mathematics
QSO	330	Introduction to Supply Chain Management

Total Allied Credits: 6

Free Electives Credits: 12

Total Credits: 120

Sport Management

Department Chair: Dr. Doug Blais

The growth of sports as a major industry has increased the need and opportunities for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field.

Southern New Hampshire University's Sport Management Program prepares students for successful employment in

the dynamic sport industry. Students couple nine specialized courses in sport management with a strong mix of business and liberal arts courses. Students will have an opportunity to gain practical experience through field experiences with a variety of sport, fitness and recreational industries.

The Sport Management Program is one of only 19 programs in the country to have both their undergraduate and graduate programs approved by the Sport Management Program Review Council. Through the national program accreditation the requirements of the major in Sport Management include extensive field experience(s) totaling a minimum of 400 hours. Therefore, students majoring in Sport Management are required to complete SPT 491 which has a minimum GPA requirement of 2.5. Any student with a minor or concentration in Sport Management is encouraged to complete field experience(s) which also have a minimum GPA requirement of 2.5. In order to facilitate this and to ensure that all students are eligible and prepared for their field experience, any student with a Sport Management major, minor or concentration must receive a minimum of a "C" in all required Sport Management courses. Similarly, all students wishing to change their major to Sport Management must complete a brief application process to ensure their understanding of the field experience requirement in the program.

Sport Management Curriculum

Bachelor of Science

B.A./B.S. Core: 48 credits

Business Core: 24 credits

Major Courses*

Courses are 3 credits unless otherwise indicated.

SPT	111	Introduction to Sport Management
SPT	201	Governance & Management of Sport Organizations
SPT	208	Sport Marketing
SPT	333	Sport, Society, and Ethics
SPT	307	Sport Law
SPT	401	Sport Facilities Management
SPT	402	Sport Revenue
SPT	461	Seminar in Sport Management
SPT	491	Sport Management Internships (6 credits)

Select one of the following:

SPT	310	Sponsorship
SPT	319	Sport Sales and Promotions
SPT	320	Media & Public Relations in Sport
SPT	321	Fitness Management
SPT	323	Golf Management
SPT	340	Practicum in Sport Management
SPT	364	Private Club Management
SPT	375	The Economics of Professional Sports in the United States
SPT	415	Event Management & Marketing (6 credits)
SPT	425	Sport Licensing & Strategic Alliances
SPT	430	Front Office Management
SPT	465	Global Sport Business

Total Major Credits: 33
 Free Electives Credits: 15
 Total Credits: 120

* Students completing a Sport Management major must earn a minimum of a "C" grade in all required program courses (including Sport Management Core and electives).

Technical Management Program Coordinator:

The Technical Management curriculum was established to provide junior college or vocational-technical institute graduates who have earned degrees in specialized areas other than business (e.g., small engine repair, automotive technology, electronics technology, graphic arts, culinary arts, etc.) the opportunity to earn a bachelor's degree in business. Students augment their technical skills with liberal arts and business courses to prepare for a career in business.

Technical Management Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Bachelor of Science

B.A./B.S. Core: 48 credits
 Business Core: 24 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

OL 215 Principles of Management
 OL Four 300- or 400-level Business electives

Total Major Credits: 15
 Free Electives Credits: 33
 Total Credits: 120

Associate Degrees

Accounting Curriculum

Associate in Science

Department Chair: Dr. Laurence Pelletier, Jr.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Students pursuing Associate Degrees in Accounting will gain the fundamental skills needed for entry-level accounting positions in industry and government. Students acquire the basic knowledge needed to become professional accountants.

Courses are 3 credits unless otherwise indicated.

ACC 201 Financial Accounting
 ACC 202 Managerial Accounting
 ACC 207 Cost Accounting
 ACC 307 Intermediate Accounting I
 ACC 308 Intermediate Accounting II
 ACC One ACC elective, 300 level or higher
 COM 212 Public Speaking
 ECO 201 Microeconomics

ECO 202 Macroeconomics
 ENG 120 College Composition I
 ENG 121 College Composition II
 IT 100 Introduction to Computer Information Technology
 IT 210 Introduction to Systems Analysis and Design
 MKT 113 Introduction to Marketing
 OL 125 Human Relations in Administration

Select one of the following:

MAT 130 Applied Finite Mathematics
 or
 MAT 140 Precalculus
 or
 MAT 210 Calculus I
 or
 MAT 240 Applied Statistics

Total Major Credits: 48
 Free Electives Credits: 12
 Total Credits: 60

Note: Students enrolled on-campus will take an additional 1 credit academic experience: SNHU 101 Transition to College.

Business Administration Curriculum

Associate in Science

Department Chair: Dr. Burt Reynolds

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

The Associate Degree Program in Business Administration introduces students to the field of business. Students in this program will begin to acquire the knowledge and skills they need to successfully lead and manage organizations in today's ever-changing and hectic business environment.

Courses are 3 credits unless otherwise indicated.

ACC 201 Financial Accounting
 ACC 202 Managerial Accounting
 BUS 206 Business Law I
 ECO 201 Microeconomics
 ECO 202 Macroeconomics
 ENG 120 College Composition I
 ENG 121 College Composition II
 COM 212 Public Speaking
 IT 100 Introduction to Computer Information Technology
 MKT 113 Introduction to Marketing
 OL 125 Human Relations in Administration
 OL 211 Human Resource Management
 OL 215 Principles of Management
 OL Two OL electives

Select one of the following:

MAT 130 Applied Finite Mathematics
 or

MAT	140	Precalculus
		<i>or</i>
MAT	210	Calculus I
		<i>or</i>
MAT	240	Applied Statistics

Total Major Credits: 48
Free Electives Credits: 12
Total Credits: 60

Note: Students enrolled on-campus will take an additional 1 credit academic experience: SNHU 101 Transition to College.

Computer Information Technology Curriculum Associate in Science Contact: Dr. Lundy Lewis

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Students in this two-year Associate Degree program will learn the fundamentals of business information systems. Courses required in the associate program also meet the requirements of the bachelor's degree program in IT, should students wish to pursue a Bachelor of Science degree later.

Courses are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
COM	212	Public Speaking
ENG	120	College Composition I
ENG	121	College Composition II
IT	100	Introduction to Computer Information Technology
IT	145	Introduction to Software Development
IT	201	Computer Platform Technologies
IT	210	Business Systems Analysis and Design
IT		Four IT electives (as recommended by an advisor)
MAT	230	Discrete Mathematics
OL	125	Human Relations in Administration

Select one of the following:

MAT	130	Applied Finite Mathematics
		<i>or</i>
MAT	140	Precalculus
		<i>or</i>
MAT	210	Calculus I
		<i>or</i>
MAT	240	Applied Statistics

Total Major Credits: 48
Free Electives Credits: 12
Total Credits: 60

Note: Students enrolled on-campus will take an additional 1 credit academic experience: SNHU 101 Transition to College.

Fashion Merchandising Curriculum Associate in Science Program Coordinator: Dr. Eklou Amendah

The Associate Degree in Fashion Merchandising offers students a concentrated course of study that prepares them for entry-level positions in soft goods retailing or wholesaling in the fashion industry. Many students choose careers in the merchandising or operations departments of specialty, department and discount stores. Others opt for positions manufacturers' showrooms or as sales representatives.

Fashion Merchandising students are required to participate in an internship that will combine valuable practical experience with theories learned in the classroom.

Since many of our two-year degree recipients stay on to complete four-year degree programs, the transition between the two-year Fashion Merchandising Program and its closely related four-year counterpart, the Retailing Program, is a smooth one. Students anticipating transfer to a four-year degree program should consult with their advisors regarding the most effective choices of free electives.

It also is possible for students to complement Fashion Merchandising courses with other majors, such as Marketing or Communications. Such pursuits are limited only by students' needs, interests and creativity.

Courses are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
COM	212	Public Speaking
ECO	201	Microeconomics
ENG	120	College Composition I
ENG	121	College Composition II
FMK/GRA	101	Basic Design and Color Theory
FMK	202	Fashion Merchandising
FMK	204	Textiles
FMK	290	Fashion Merchandising Internships*
IT	100	Introduction to Computer Information Technology
MAT	105	Merchandising Mathematics
MKT	113	Introduction to Marketing
MKT	222	Principles of Retailing
MKT	230	Retail Sales Promotion
OL	125	Human Relations in Administration
PSY	108	Introduction to Psychology

Select one of the following:

MAT	130	Applied Finite Mathematics
		<i>or</i>
MAT	140	Precalculus
		<i>or</i>
MAT	210	Calculus I
		<i>or</i>
MAT	240	Applied Statistics

Total Major Credits: 54

Free Elective Credits: 6

Total Credits: 60

Note: Students enrolled on-campus will take an additional 1 credit academic experience: SNHU 101 Transition to College.

* FMK 290 Fashion Merchandising Internships may be taken during the summer between the first and second year or during the first semester of the second year.

Marketing Curriculum

Associate in Science

Department Chair: Dr. Pat Spirou

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

The associate degree in marketing provides students with a basic knowledge of the various aspects of the marketing discipline and augments it with additional knowledge in other business and liberal arts areas.

This program is designed for students seeking entry-level positions in the marketing field. Courses required in the associate program also meet the requirements of the bachelor's degree program in marketing should students wish to pursue a Bachelor of Science degree later.

Courses are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
COM	212	Public Speaking
ECO	201	Microeconomics
ECO	202	Macroeconomics
ENG	120	College Composition I
ENG	121	College Composition II
IT	100	Introduction to Computer Information Technology
MAT	240	Business Statistics
MKT	113	Introduction to Marketing
MKT	345	Consumer Behavior
MKT/INT	433	Multinational Marketing
MKT		Choose four (4) courses with MKT prefix

Select one of the following:

MAT	130	Applied Finite Mathematics
		<i>or</i>
MAT	140	Precalculus
		<i>or</i>
MAT	210	Calculus I

Total Major Credits: 51

Free Electives Credits: 9

Total Credits: 60

Note: Students enrolled on-campus will take an additional 1 credit academic experience: SNHU 101 Transition to College.

Certificate Programs

Certificate programs are designed for those individuals who need basic skills for entry-level positions or for employees who want to be promoted or transferred within their organizations.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick Maine.

Accounting

Courses are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
ACC	307	Intermediate Accounting I
ACC	330	Federal Taxation I
ACC		Two ACC electives

Business Information Systems

Courses are 3 credits unless otherwise indicated.

IT	100	Introduction to Computer Information Technology
IT	210	Business Systems Analysis and Design
IT		Four IT electives (as recommended by the student's advisor)

Select one of the following:

MAT	130	Applied Finite Mathematics
		<i>or</i>
MAT	140	Precalculus
		<i>or</i>
MAT	210	Calculus I
		<i>or</i>
MAT	240	Applied Statistics
MAT	230	Discrete Mathematics

Human Resource Management

Courses are 3 credits unless otherwise indicated.

OL	125	Human Relations in Administration
OL	211	Human Resource Management
OL	318	Labor Relations and Arbitration
OL	325	Total Rewards
OL	342	Organizational Behavior
OL	442	Human Resource Strategy and Development

Guidelines for Certificate Worksheets

Starting a certificate program: Check off "Certificate Candidate" on a registration form, specifying the kind of certificate desired.

Prior credits: Students may transfer credits from other accredited institutions for courses in which a minimum grade of "C-" was earned so long as an overall GPA of 2.0 or higher is transferred from that institution. Southern New Hampshire University does not accept as transfer credit co-ops, capstones, internships and student teaching taken at other institutions. Official transcripts should be submitted for analysis immediately after entering the certificate program.

Students also may receive credit for equivalent prior learning by means of “CLEP,” Southern New Hampshire University institutional tests or portfolio assessments. Students should consult an academic advisor for more details.

Note: Certificate candidates may use transfer or prior learning credit courses, but they must take four courses in residence at Southern New Hampshire University.

Prerequisites: Various certificate courses require preparatory background. IT 210 requires IT 100 Introduction to Information Technology or appropriate work experience with computers. When waived for certificate candidates with appropriate work experience, prerequisite courses still remain as requirements for degree candidates (but may be satisfied by transfer- or prior-credit awards).

Time limits: Most certificate programs are scheduled so that concentration courses can be completed within one year, but students are free to set their own paces.

Satisfactory performance: A student must maintain a minimum cumulative grade-point average of “C” (2.0 on a 4-point scale) to receive a certificate.

Worksheet maintenance: Although the university maintains official records, students are responsible for keeping their worksheets current by posting courses completed and grades awarded.

Certificate conferral: The student must complete a petition for a certificate with the College of Online and Continuing Education by September 1 for January 15 conferral, November 1 for May Commencement Ceremony, and May 1 for September 15 conferral.

Credit earned: All credits earned in the certificate programs are recorded on students’ transcripts and may be applied to degree programs.

Dual certificates: To receive another certificate, a student must take a minimum of four courses toward the second certificate.



School of Education

Dean: Mary S. Heath

Belknap Hall

603.629.4675

Fax: 603.629.4673

Mission

The School of Education is committed to creating a better tomorrow by preparing students and supporting professional educators today to be knowledgeable, reflective leaders, responsive to the needs of a diverse society.

The School of Education's mission is supported by its conceptual frameworks:

Theory into Practice: The School of Education is committed to preparing students who turn theory into practice through application of learned strategies and innovative technologies. We recognize the complex dynamics of the human experience and will strive to be sensitive and responsive to the social, emotional, physical, and intellectual needs of those we serve.

Reflective Practitioners: The School of Education is committed to developing reflective practitioners who are self aware, intellectually curious, and dedicated to the improvement of practice through continuous professional growth. We aspire to model respect for diversity, critical thinking, and service to community.

Leadership and Professionalism: The School of Education is committed to developing leadership and professionalism. We serve the community and promote innovative advocacy through collaboration and a shared vision of success.

School of Education graduates possess the breadth and depth of academic knowledge and the dedication to excellence that they need in order to meet the changing needs of children, families, community, students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong commitment to learning.

Together, the school's students, faculty and staff share a passion for teaching and learning. In partnership with local schools and communities, and in collaboration with colleagues from across the university, we are committed to supporting children and their families. This emphasis on interdisciplinary collaboration and meaningful engagement with local schools and community partners provides rich opportunities for our students on their journey toward becoming professional educators.

Our education faculty believes that successful educators draw on strong values and principles in professional practice, change, and growth. To help each student define a personal philosophy of education, our programs provide theoretical, practical, and research-based foundations along with the opportunity for personal reflection.

School of Education

The School of Education is committed to developing in its students a depth of academic knowledge that weaves theory into practice. Through a collegial culture of teaching and learning, faculty, staff, and students work collaboratively in the study of content that enables inquiry, critical thinking, and problem solving.

Education students at SNHU choose from one of the following programs. All certification programs meet the requirements for New Hampshire teaching certification.

Bachelor of Arts in:

- Child Development Leadership
- Early Childhood Education
- Elementary Education
- Elementary Education with Special Education
- English Language and Literature and English Education (double-major)
- General Studies in Education
- History and Social Studies Education (double-major)
- Middle School Mathematics Education
- Middle School Science Education
- Music Education
- Secondary English Education
- Secondary Social Studies Education with a concentration in History
- Secondary Social Studies Education with a concentration in Political Science
- Special Education

Master of Arts in Teaching in:

- English (5-Year Program)

Teacher Certification in:

- Early Childhood Education (Grades PreK-3)
- Elementary Education (Grades K-8)
- Elementary Education (Grades K-8) with General Special Education (Grades K-12)
- English Language Arts for Grades 5-12
- General Special Education (Grades K-12)
- Mathematics Education for Grades 5-8
- Middle Level Science Education for Grades 5-9
- Music Education (Grades K-12)
- Social Studies Education for Grades 5-12

Requirements for NH Teacher Certification

Teacher Certification Program

The quality of elementary and secondary schools depends on the character and caliber of our teachers, therefore the State of New Hampshire has set requirements for teacher certification. SNHU has designed the Teacher Certification Program (TCP) to ensure that its graduates meet the academic, professional, and personal standards that the state has set for teacher certification. Students usually apply to the Teacher Certification Program in the first semester of their sophomore year, or for transfer students their first semester. Applicants will be considered for acceptance to the TCP program based on the following criteria:

- Achievement and maintenance of a cumulative GPA of 3.0
- Passing PRAXIS I Scores
- Faculty recommendations
- Approval of required essay

Only School of Education courses with a grade of “C” or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a “C” may be used for graduation credits, but will need to be repeated with an earned grade of “C” or higher to be applied toward State of New Hampshire teacher certification.

Field Experiences

The School of Education believes that the theories and methods discussed in the college classroom are best understood in concert with practical experiences. The New Hampshire Department of Education requires that students participate in relevant and varied field experiences. Therefore, participation in applied learning situations is a required component of many DEV, EDU and SPED courses. Student records will be evaluated to confirm all field experience requirements have been met upon applying to student teaching.

Student Teaching

Student teaching provides a valuable learning experience for the pre-service teacher through an internship under the direct supervision of a certified mentor. During this placement, the student teacher gradually assumes the role of the teacher. All degrees leading to initial teacher certification culminate in this 16-week student teaching experience. Students apply to the student teaching program one year prior to beginning their placement, generally during their junior year. In this application process, students are again evaluated to confirm that they have maintained the requirements of the Teacher Certification Program and that they have completed all fieldwork and course requirements. Students must pass the PRAXIS II in their subject area prior to being considered for a student teaching placement.

Child Development Programs (Non-certification Program)

The Child Development Program prepares its students to work in a variety of public and private settings and/or pursue graduate studies in a number of related fields. The program is designed to offer flexibility in meeting the interests of our students while acquiring a strong foundation and understanding of children and their development. Students can pursue careers as child care center teachers and administrators, leaders in the field of family services, caseworkers, and child and family advocates, as well as a number of other fields that affect the lives of children and the quality of their environment.

Child Development Leadership

Bachelor of Arts

B.A./B.S. Core: 48 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

DEV	102	Child Development
DEV	103	Infant and Toddler
DEV	150	History and Philosophy of the Child Study Movement
DEV	260	Family and Culture
DEV	301	Behavior Management and Legal Issues
DEV	302	Foundations and Issues in Child Development
DEV	303	Administration of Child Development Programs
DEV	320	Precursors of Academic Skills
DEV	340	Theories of Play
DEV	424	Assessment and Intervention during Early Childhood
DEV	499	Internship (6 credits)
EDU	361	Emerging and Early Literacy
SPED	210	Early Childhood Issues/Disabilities
SPED	230	Implications of Special Education

Total Major Credits: 45

Allied Courses

OL	125	Human Relations in Administration
OL	328	Leadership
PSY	211	Human Growth and Development
PSY	312	Psychology of Childhood and Adolescence
PSY	314	Disorders of Childhood and Adolescence

Total Allied Credits: 15

Advisor-approved Electives Credits: 6

Free Electives Credits: 6

Total Elective Credits: 12

Total Degree Credits: 120

Early Childhood Education

The Early Childhood Education Program leads to teaching certification for Pre-K through grade 3. The program provides students with a comprehensive understanding of child development, family systems, curriculum, instruction, and assessment. This program prepares educators with a solid foundation in developmental theory, teaching methods, and a content area concentration in an academic discipline. Students examine traditional and innovative research-based approaches to teaching a diverse population of young children.

Early Childhood Education Curriculum

Also offered at the Manchester Continuing Education Center.

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

MAT 106 and MAT 206 are the required B.A./B.S. Core Math courses for Early Childhood Education majors.

Major Courses

Courses are 3 credits unless otherwise indicated.

DEV	260	Family and Culture
DEV	340	Theories of Play
EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	245	Literature for Children and Young Adolescents
EDU	270	Foundations of Teaching and Learning
EDU	330	Math for Young Children
EDU	361	Emerging and Early Literacy
EDU	363	Reading Facilitation for All Learners
EDU	370	Science for Early Learners
EDU	419	Integrating Social Studies and the Arts in the Elementary School
EDU	440	Differentiating Instruction
EDU	490	Student Teaching and Seminar (12 credits)
SPED	210	Early Childhood Issues/Disabilities
SPED	324	The Inclusive Classroom

Total Major Credits: 54

Allied Courses

PSY	211	Human Growth and Development
-----	-----	------------------------------

Total Allied Credits: 3

Free Electives Credits: 3

Content Area Concentration

Students must complete fifteen (15) credits in one of the following approved areas of concentration. Three (3) to six (6) of these credits are earned as part of the B.A./B.S. Core:

Economics:	select five ECO courses	
English:	select five ENG courses	
Fine Arts:	select five FAS courses	
History:	select five HIS courses	
Humanities:	select five courses from ENG, HIS, LIT, or PHL with no less than two from any one area	
Literature:	select five LIT courses	
Mathematics:	select five MAT courses	
Philosophy:	select five PHL courses	
Politics:	select five POL courses	
Psychology:	select five PSY courses	
Science:	select five SCI courses	
Self-designed:	student-proposed concentration of study, as approved by the faculty	
Social Sciences:	select five courses from ECO, POL, PSY, or SOC with no less than two from any one area	
Sociology:	select five SOC courses	
	Content Area Credits: 12	
	Total Credits: 120	

Elementary Education

The Elementary Education Program leads to teaching certification for grades K-8. The program provides graduates with comprehensive knowledge of instructional theory and practice and a content area concentration in an academic discipline. Students examine traditional and innovative research-based approaches to teaching a diverse population of elementary students.

Elementary Education Curriculum

Also offered at the Manchester Continuing Education Center.

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

MAT 106 and MAT 206 are the required B.A./B.S. Core Math courses for Elementary Education majors.

Major Courses

Courses are 3 credits unless otherwise indicated.

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	245	Literature for Children and Young Adolescents
EDU	270	Foundations of Teaching and Learning
EDU	335	Methods of Teaching Elementary Mathematics
EDU	361	Emerging and Early Literacy
EDU	362	Literacy in the Content Areas

EDU	363	Reading Facilitation for All Learners
EDU	370	Science for Early Learners
EDU	419	Integrating Social Studies and the Arts in the Elementary School
EDU	440	Differentiating Instruction
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities
SPED	324	The Inclusive Classroom
		Total Major Credits: 51

Allied Courses

PSY	211	Human Growth and Development
		Total Allied Credits: 3
		Free Electives Credits: 6

Content Area Concentration

Students must complete fifteen (15) credits in one of the following approved areas of concentration. Three (3) to six (6) of these credits are earned as part of the B.A./B.S. Core

Economics:	select five ECO courses
English:	select five ENG courses
Fine Arts:	select five FAS courses
History:	select five HIS courses
Humanities:	select five courses from ENG, HIS, LIT, or PHL with no less than two from any one area
Literature:	select five LIT courses
Mathematics:	select five MAT courses
Philosophy:	select five PHL courses
Politics:	select five POL courses
Psychology:	select five PSY courses
Science:	select five SCI courses
Self-designed:	student-proposed concentration of study, as approved by the faculty
Social Sciences:	select five courses from ECO, POL, PSY, or SOC with no less than two from any one area
Sociology:	select five SOC courses
	Content Area Credits: 12
	Total Credits: 120

Elementary Education with Special Education

The Elementary Education with Special Education Program leads to elementary teaching certification for grades K-8 and general special education teaching certification for grades K-12. The program provides graduates with comprehensive knowledge of instructional theory and practice and a content area concentration in general special education. Students examine traditional and innovative research-based approaches to teaching a diverse population of students. Requirements for both endorsements are accomplished without taking any additional credits (120 total credits). Students who complete this program are highly marketable candi-

dates for both elementary education and special education teaching positions.

Elementary Education with Special Education Curriculum

Also offered at the Manchester Continuing Education Center.

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

MAT 106 and MAT 206 are the required B.A./B.S. Core Math courses for Elementary Education with Special Education majors.

Major Courses

Courses are 3 credits unless otherwise indicated.

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	245	Literature for Children and Young Adolescents
EDU	270	Foundations of Teaching and Learning
EDU	335	Methods of Teaching Elementary Mathematics
EDU	361	Emerging and Early Literacy
EDU	362	Literacy in the Content Areas Grades 4-8
EDU	363	Reading Facilitation for All Learners
EDU	370	Science for Early Learners
EDU	419	Integrating Social Studies and the Arts in the Elementary School
EDU	440	Differentiating Instruction
EDU	490	Student Teaching and Seminar (12 credits)
SPED	210	Early Childhood Issues/Disabilities
SPED	230	Implications of Special Education
SPED	260	Children with Exceptionalities
SPED	314	Consultation and Collaboration
SPED	324	The Inclusive Classroom
SPED	350	Special Education Assessment

Total Major Credits: 63

Allied Courses

PSY	211	Human Growth and Development
-----	-----	------------------------------

Total Allied Credits: 3

Free Electives Credits: 6

Content Area Concentration

Students must complete fifteen (15) credits in general special education. All fifteen of these credits are earned as part of the Major courses:

SPED	210	Early Childhood Issues/Disabilities
SPED	230	Implications of Special Education

SPED	260	Children with Exceptionalities
SPED	314	Consultation and Collaboration
SPED	350	Special Education Assessment

Content Area Credits: 15

Total Credits: 120

Middle School Education

The Middle School Education Programs lead to teaching certification for the middle level grades. Students may choose certification in mathematics education for grades 5-8 or middle level science education for grades 5-9. These certifications capitalize on students' love of mathematics or science and prepare them to teach in a middle school environment. Each program provides students with knowledge of theory and practice along with significant field experience and student teaching in their senior year. Graduates in middle school mathematics or science education are ready professionals with the passion and skills to make a difference in today's middle schools.

Middle School Mathematics Education

The Middle School Mathematics Education Program leads to certification for mathematics grades 5-8. The program of study provides prospective middle school mathematics teachers with strong mathematical knowledge and a good sense of mathematics learning that takes place during the middle grades. Throughout this program, courses integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school mathematics.

Middle School Mathematics Education Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

MAT 106 and MAT 206 are the required B.A./B.S. Core Math courses for Middle School Mathematics Education majors.

Major Courses

Courses are 3 credits unless otherwise indicated.

MAT	210	Calculus I
MAT	229	Mathematical Proof and Problem Solving
MAT	230	Discrete Mathematics
MAT	360	Statistics and Probability for Teachers
MAT	361	Geometry for Teachers
MAT	362	Algebra for Teachers
MAT	440	Math Education Research and Practice
MAT	450	History of Math and Math Education
MAT	495	Middle Grades Mathematics

Total Major Credits: 27

Mathematics Certification Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	220	Methods of Teaching Middle Grades Education
EDU	362	Literacy in the Content Areas Grades 4-8
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities
SPED	324	The Inclusive Classroom

Total Certification Credits: 30

Required Courses

PSY	211	Human Growth and Development
-----	-----	------------------------------

Select two of the following:

JUS	325	Law, Justice and Family
PHL	212	Introduction to Ethics
PHL	214	Formal Logic
PSY	311	Child and Adolescent Development
SOC	213	Sociology of Social Problems

Total Required Credits: 9

Free Electives Credits: 6

Total Credits: 120

Middle School Science Education

The Middle School Science Education Program leads to certification for middle level science grades 5-9. The program provides graduates with strong scientific knowledge and a good sense of science learning that take place during the middle grades. Throughout this program, courses integrate knowledge of science, knowledge of teaching, and scientific knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school science.

Middle School Science Education Curriculum**Bachelor of Arts**

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

Major Courses

Courses are 3 credits unless otherwise indicated.

BIO	101	General Biology
BIO	101L	General Biology Lab (1 credit)
BIO	110	Introduction to Public Health
BIO	210	Anatomy and Physiology
BIO	210L	Anatomy and Physiology Lab (1 credit)
BIO	315	Ecological Principles and Field Methods
CHM	101	Fundamentals of Chemistry
CHM	101L	Fundamentals of Chemistry Lab (1 credit)
CHM	200	Environmental Chemistry
GEO	200	World Geography

PHY	101	Principles of Physics
PHY	103	Earth Science
SCI	219	Environmental Issues
SCI	220	Energy and Society

Total Major Credits: 36

Science Certification Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	220	Methods of Teaching Middle Grades Education
EDU	362	Literacy in the Content Areas Grades 4-8
EDU	375	Middle School Science Methods
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities
SPED	324	The Inclusive Classroom

Total Certification Credits: 33

Free Electives Credits: 3

Total Credits: 120

Secondary Education

The Secondary Education Program leads to teaching certification for grades 5-12. Students may choose certification in English education or in social studies education with a concentration in either history or political science. These certification programs capitalize on students' love of English or social studies and prepare them to teach in a middle or high school environment. Each program provides graduates with knowledge of theory and practice along with significant field experience and student teaching in their senior year. Students in this program examine traditional, innovative and research-based approaches to teaching English or social studies. Graduates in English education or social studies education are ready professionals with the passion and skills to make a difference in today's secondary schools.

Double Major for Secondary Teacher Certification

Secondary Education majors may also declare an additional major. This unique opportunity combines the interest and passion of students who want to pursue study in English or history and become certified teachers. Successful completion of a course of English or history studies, together with courses in education, qualifies the student for a double major that demonstrates deep understanding of English or history while meeting all State requirements for teacher certification. Requirements for both double-majors are accomplished with additional credits (129 total credits). Courses are sequenced leading to a capstone student teaching experience in the senior year. Students who acquire these majors are marketable candidates for teaching positions in grades 5-12.

English Education

The English Teacher Education Program allows students to major in English and to complete New Hampshire certification requirements to teach English in grades 5-12.

The program of study provides the prospective English teacher with a broad and integrated liberal arts background, a concentrated study of English literature and language, and the knowledge and experience to help middle, junior and senior high school students develop to their full potential.

English Education Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

Major Courses

Courses are 3 credits unless otherwise indicated.

ENG	350	The English Language
LIT	201	World Literature I: Foundations of Culture
LIT	300	Literary Theory
LIT	316	Modern Drama
LIT	319	Shakespeare
LIT	337	Modern Poetry

Select one of the following:

LIT	203	Early American Literature
LIT	205	American Renaissance
LIT	207	American Realism and Naturalism
LIT	210	American Literature: 20th Century and Beyond

Select one of the following:

LIT	228	Medieval Literature
LIT	230	British Literature: Renaissance to Restoration
LIT	234	British Romantic and Victorian Writers
LIT	236	British Modernism

Select one of the following:

LIT	328	Multi-Ethnic Literature
LIT	330	Gender and Text
LIT	332	The Nature Writers
LIT	350	The Black Literary Tradition

Total Major Credits: 27

Required Courses

EDU	200	Introduction to Education
EDU	208	Assessment Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Educators
EDU	318	Methods of Teaching Secondary Education
EDU	320	Methods of Teaching English
EDU	426	Implementation of Action Research
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Required Credits: 33

Allied Courses

GEO	200	World Geography
HIS	114	United States History II: 1865 to Present

PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 12

Total Credits: 120

Bachelor of Arts In English Language and Literature and English Education

The Bachelor of Arts in English Language and Literature and English Education integrates the major in English with the program in English Education, and meets the requirements for State of New Hampshire certification to teach English, grades 5-12.

This program is demanding and intense: students who aspire to teach in public secondary education systems will at the same time complete the requirements for the English Language and Literature degree, graduating with 129 credits.

Students completing the program will have acquired skills in communication and critical thinking, developed a strong background in English Language and Literature, and gained an understanding of the processes of teaching and learning applicable not only in school settings but also to other learning and training settings.

English Language and Literature and English Education Certification Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

English Language and Literature and English Education Major Courses

Courses are 3 credits unless otherwise stated

ENG	350	The English Language
LIT	201	World Literature: Foundation of Culture
LIT	300	Literary Theory
LIT	316	Modern Drama
LIT	319	Shakespeare
LIT	337	Modern Poetry
LIT		LIT 203, 205, 207, or 210
LIT		LIT 228, 230, 234, or 236
LIT		LIT 328, 330, 332, or 350
LIT	485	Senior Thesis in Literature (Fall semester)
LIT	485	Senior Thesis in Literature (Spring semester)

Total Major Credits: 33

English Education Certification Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Education
EDU	318	Methods of Teaching Secondary Education
EDU	320	Methods of Teaching English

EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Education Credits: 30

Allied Courses

FAS	202	Introduction to the Humanities II
FAS		Fine Arts Elective
HIS	114	United States History II: 1865- present
HIS		200+ level History course
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 18

Total Credits: 129

Master of Arts in Teaching in English

The 5-Year M.A.T. in English grants a bachelor of arts degree in English and a master of arts degree in teaching the subject of English, with teacher certification in grades 5-12. Students in this program will work in collaboration with faculty from both the School of Arts and Sciences and the School of Education. Upon completion of required courses for the undergraduate degree in English, students will attain an undergraduate degree in English in four years. They will, in another year of study, attain both a Master of Arts in Teaching in English and state certification to teach English in secondary schools, grades 5-12. Students graduating from this 5-year program will have mastered substantial content knowledge, have training and experience in the field of secondary education, and have accomplished a full semester of student teaching in a local secondary school. This combined degree will enhance the graduate's knowledge both in the subject matter and in pedagogy. Graduates of this degree program are prepared to become leaders in public education. They will, in addition, have a higher degree of expertise in their subject area, and may also seek teaching positions in programs that grant associates' degrees.

English Curriculum**Bachelor of Arts**

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

English Major Courses

Courses are 3 credits unless otherwise indicated

ENG	550	Graduate Studies in the English Language
LIT	201	World Lit I: Foundation of Culture or 202 World Lit II: Renaissance to Modern
LIT	217	Introduction to Poetry
		<i>or</i>
LIT	337	Modern Poetry
LIT	218	Introduction to Drama
		<i>or</i>
LIT	316	Modern Drama
LIT	500	Graduate Studies in Literary Theory
LIT	319	Shakespeare

LIT		LIT 203, 205, 207, or 210 (American Literature)
-----	--	---

LIT		LIT 228, 230, 234, or 236 (British Literature)
-----	--	--

LIT		LIT 328, 330, 332 or 350 (Multicultural Literature)
-----	--	---

Total Major Credits: 27

Certification Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Education
SPED	260	Children with Exceptionalities

Total Certification Credits: 12

Required Courses

FAS	202	Introduction to the Humanities II
FAS		Fine Arts Elective
HIS	114	United States History II: 1865- present
HIS		200+ level History course
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Required Credits: 18

Elective Courses

Choose five (5) ENG or LIT courses*

* *No more than two (2) at a 200-level, no more than two (2) with ENG prefix*

Total Elective Credits: 15

Total Undergraduate Degree Credits: 120

English Curriculum**Master of Arts in Teaching**

Courses are 3 credits unless otherwise indicated

EDU	511	Methods of Teaching in Secondary Schools
EDU	560	Methods of Teaching in Middle & High Schools
EDU	571	Student Teaching and Seminar (12 credits)
EDU	582	The Educational Factors of Diversity
EFL	501	Language Learning and Acquisition
		<i>or</i>
RDG	535	Content Area Literacy Grades 5-12

Select two of the following:

LIT	650	Graduate Seminar in American Literature
LIT	651	Graduate Seminar in British Literature
LIT	652	Graduate Seminar in Global Literature
LIT	685	Graduate Thesis in Literature (fall semester)
LIT	685	Graduate Thesis in Literature (spring semester)

Select one (3 credit) elective from EDU, EFL, ENG, LIT, or RDG

Total Graduate Degree Credits: 33

Social Studies Education

The Social Studies Education Program allows students to major in social studies with a concentration in history or political science and to complete the State of New Hampshire's requirements for certification to teach social studies in grades 5-12.

The program of study provides the prospective social studies teacher with a broad and integrated liberal arts background, and the techniques, knowledge and experience to help middle, junior and senior high school students develop to their highest potential. Social studies certification covers primary areas of history, governments, economics, and geography, as well as secondary areas of psychology and sociology. The interdisciplinary program prepares students to teach in these areas.

Social Studies Education Curriculum

Bachelor of Arts

B.A./B.S. Core: 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

History Concentration

Major Courses

Courses are 3 credits unless otherwise indicated.

GEO	200	World Geography (fulfills B.A./B.S. Core requirement)
HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to the Present
HIS	114	United States History II: 1865 to Present
HIS	301	World History and Culture
HIS	314	European Conquest of the New World
HIS	319	African-American History since the Civil War
		<i>or</i>
HIS	357	African-American History through the Civil War
HIS	321	The Ancient World of Greece and Rome
HIS	340	Historical Methods

Total Major Credits: 27

Required Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Educators
EDU	318	Methods of Teaching Secondary Education
EDU	326	Methods of Teaching Social Studies
EDU	426	Implementation of Action Research
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Required Credits: 33

Allied Courses

ECO	202	Macroeconomics
ENV 219/SCI 219		Environmental Issues
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 12

Total Credits: 120

Political Science Concentration

B.A./B.S. Core: 48 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

GEO	200	World Geography (fulfills B.A./B.S. Core requirement)
HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to the Present
HIS	114	United States History II: 1865 to Present
HIS	301	World History and Culture
POL		3 POL 300+ level electives
POL	314	Political Theory

Total Major Credits: 27

Required Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Educators
EDU	318	Methods of Teaching Secondary Education
EDU	326	Methods of Teaching Social Studies
EDU	426	Implementation of Action Research
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Required Credits: 33

Allied Courses

ECO	202	Macroeconomics
ENV 219/SCI 219		Environmental Issues
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 12

Total Credits: 120

History and Social Studies Education Double-Major

The Bachelor of Arts in History and Social Studies Education integrates the major in History with the program in Social Studies Education, and meets the requirements for State of New Hampshire certification to teach social studies in grades 5-12.

This program is demanding and intense: students who aspire to teach in public secondary education systems will at the same time complete the requirements for the History degree, graduating with 129 credits.

Students completing the program will have acquired skills in communication and critical thinking, developed an historic perspective, and gained an understanding of the processes of teaching and learning applicable not only in school settings but also to other learning and training settings.

History and Social Studies Education Certification Curriculum

Bachelor of Arts

B.A./B.S. Core 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

History Major Courses:

Courses are 3 credits unless otherwise indicated.

HIS	109	Western Civilization I
HIS	110	Western Civilization II
HIS	114	United States History II: 1861 to Present
HIS	301	World History and Culture
HIS	314	European Conquest of the New World
HIS	319	African American History Since the Civil War
		<i>or</i>
HIS	357	African American History Through the Civil War
HIS	321	The Ancient World of Greece and Rome
HIS	340	Historical Methods
HIS	460	History Colloquium

Total Major Credits: 27

Social Studies Certification Courses:

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	275	Writing Workshop for Education
EDU	318	Methods of Teaching Secondary Education
EDU	326	Methods of Teaching Social Studies
EDU	426	Implementation of Action Research
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Education Credits: 33

Allied Courses:

ECO	202	Macroeconomics
FAS	202	Introduction to the Humanities II: Baroque through Modern
FAS		Fine arts elective
HIS		History elective
LIT	201	World Literature I: Foundations of Culture
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Science

Total Allied Credits: 21

Total Credits: 129

K–12 Education

Music Education

The Music Education Program leads to teacher certification for music grades K–12. The program provides an intensive study of music, a broad and integrated background in the liberal arts, and the skills, knowledge and experience to help elementary, middle, and high school students develop to their full potential. Music education majors practice traditional and innovative research-based approaches to teaching music through a six semester series of weekly internships in the local public schools, and a full immersion semester of student teaching.

Music Education Curriculum

Bachelor of Arts

B.A./ B.S Core 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

Music Major Courses

Courses are 3 credits unless otherwise indicated

Complete 6 credits in FAS 130 and/or 140:

FAS	130	Chorus (1 credit)
FAS	140	Instrumental Music Ensembles (1 credit)
FAS	211	Music Theory and Aural Skills I
FAS	212	Music Theory and Aural Skills II

Complete 6 credits of FAS 250:

FAS	250	Private Music Lessons (1 credit)
FAS	311	Music Theory and Aural Skills III
FAS	312	Music Theory and Aural Skills IV
FAS	351	Music History: Antiquity to 1750
FAS	352	Music History: 1750 to the Present
FAS	451	Advanced Music Theory/History Seminar

Total Major Credits: 33

Music Certification Courses

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	351	Beginning Music Ensemble Management and Leadership
EDU	352	Advanced Music Ensemble Management and Leadership
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Certification Credits: 27

Instrument Courses

EDU	251	Brass Techniques (1 credit)
EDU	252	Woodwind Techniques (1 credit)
EDU	253	String Techniques (1 credit)
EDU	254	Percussion Techniques (1 credit)
EDU	255	Vocal Techniques (1 credit)
EDU	256	Piano/Guitar Techniques (1 credit)

Total Instrument Credits: 6

Music Internship Courses

EDU	261	Beginning Level Instrumental Music Methods (1 credit)
EDU	262	Beginning Level General Music Methods (1 credit)
EDU	263	Advanced Level General Music Methods (1 credit)
EDU	264	Advanced Level Vocal Music Methods (1 credit)
EDU	265	Advanced Level Instrumental Music Methods (1 credit)
EDU	266	Alternative Music Career Opportunities Methods (1 credit)

Total Internship Credits: 6

Required Courses

PSY	211	Human Growth and Development
-----	-----	------------------------------

Select two of the following:

JUS	325	Law, Justice and Family
PHL	212	Introduction to Ethics
PHL	214	Formal Logic
PSY	311	Child and Adolescent Development
SOC	213	Sociology of Social Problems

Total Required Credits: 9

Total Credits: 129

Special Education

The program for children with disabilities prepares students for eligibility for teaching certification for grades K-12 in General Special Education. Teachers with this certification are qualified to teach children with disabilities in all settings.

Special Education Curriculum

Also offered at the Manchester Continuing Education Center.

Bachelor of Arts

B.A./B.S. Core 48 credits

EDU 235 is used by the School of Education to satisfy the IT 100 competencies in the B.A./B.S. Core for all education students enrolled in a certification program.

MAT 106 replaces MAT 130 in the B.A./B.S. Core for Special Education majors.

MAT 206 replaces MAT 200 or MAT 245 in the B.A./B.S. Core for Special Education majors.

Major Courses

Courses are 3 credits unless otherwise indicated.

EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	270	Foundations of Teaching and Learning
EDU	335	Methods of Teaching Elementary Mathematics
EDU	361	Emerging and Early Literacy
EDU	363	Reading Facilitation for all Learners
EDU	440	Differentiating Instruction
SPED	210	Early Childhood Issues/Disabilities
SPED	230	Implications of Special Education

SPED	260	Children with Exceptionalities
SPED	314	Consultation and Collaboration
SPED	324	The Inclusive Classroom
SPED	350	Special Education Assessment
SPED	499	Internship
SPED	491	Special Education Student Teaching and Seminar (12 credits)

Total Major Credits: 51

Allied Courses:

PSY	211	Human Growth and Development
-----	-----	------------------------------

Total Allied Credits: 3

Free Electives: Credits: 6

Content Area Concentration

Completion of fifteen (15) credits in one of the following approved areas of concentration (3-6 of these credits are earned as part of the B.A./B.S. Core):

Economics:	select five ECO courses
English:	select five ENG courses
Fine Arts:	select five FAS courses
History:	select five HIS courses
Humanities:	select five courses from ENG, HIS, LIT, or PHL with no less than two from any one area
Literature:	select five LIT courses
Mathematics:	select five MAT courses
Philosophy:	select five PHL courses
Politics:	select five POL courses
Psychology:	select five PSY courses
Science:	select five SCI courses
Self-designed:	student-proposed concentration of study, as approved by the faculty
Social Sciences:	select five courses from ECO, POL, PSY, or SOC with no less than two from any one area
Sociology:	select five SOC courses

Content Area Credits: 12

Total Credits: 120

General Studies in Education (Non-certification Program)

The General Studies in Education Program provides students not seeking certification a degree in the field of education.

A plan of study allows the individual to design a program to accomplish career goals in the areas of educational services or related fields that do not require certification. Individuals may select courses from related disciplines to complete the 45 credit hours for the General Studies in Education program. Students design a plan of study with an academic advisor from the School of Education. Acceptance into the major requires approval by the faculty.

General Studies in Education Curriculum

Also offered at the Manchester Continuing Education Center.

Bachelor of Arts

B.A./B.S. Core: 48 credits

Major Courses

Courses are 3 credits unless otherwise indicated.

EDU	200	Introduction to Education
EDU	208	Assessment, Accountability and Teaching in the Classroom
EDU	235	Learning with Technology
SPED	260	Children with Exceptionalities

Total Major Credits: 12

Allied Disciplines:

Student proposed as approved by the faculty.

Total Allied Credits: 45

Free Elective Credits: 15

Total Credits: 120

Conversion Program

Students who already hold a bachelor's degree (B.A./B.S.) may earn teacher certification through a teaching conversion program. Though students do not have to complete the B.A./B.S. Core, they must meet all the other requirements of the particular teacher certification program, including supervised student teaching. Interested students should contact the Chair of Certification Programs.



Academic Standards and Regulations

Grades and Grading

Privacy of Student Records

The policy and procedures concerning the privacy of student records maintained by Southern New Hampshire University are in large measure governed by the Federal Family Education Rights and Privacy Act. The university's policy and procedures regarding this subject are posted by the Office of the Registrar.

Except when requested by a student or required by federal or state regulations, an educational record will not include information concerning race, religion, nationality, political or social views or memberships in organizations. Directory information (name, address, telephone number, major, etc.) may be released or published without a student's consent unless the student notifies the university that this information is not to be released.

Only members of the university staff with a need to know, certain federal or state agencies and other education agencies completing surveys and studies for the university will ordinarily have access to a student's record without the written consent of the student concerned.

A student has the right to waive his or her right of access concerning recommendations from personnel at his or her former school and from others regarding admission to the university and recommendations for employment on file with the university and recommendations for some honor or honor society. The university may not require a student to waive this right nor may the student's status at the university depend upon his or her waiving this right.

Grades

Students have the privilege of receiving their course grade averages prior to final exams and discussing their grades with their instructors. To do this, a student must request an appointment with the instructor at least two weeks prior to the first day of final exams. Grades will not be released over the telephone or over fax lines.

Grade Changes

Instructors are responsible for all grade changes. Concerns about incompletes, make-ups and grades should be directed to them.

Grading System

In determining grades at the university, the following grade system is used:

Grade		Quality Points (per credit hour)
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Average	2.00
C-		1.67
D+		1.33
D	Passing	1.00
F	Fail	0.00
IF	Incomplete/Fail	0.00
I	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
CR	Credit	
AU	Audit	
W	Withdraw	
WP	Withdraw Passing	
WF	Withdraw Failing	
T	Transfer Credit	
X	Course in Progress	

The grade-point average (GPA) is determined by dividing the sum of the quality points (QP) by the sum of the attempted credit hours (CR). An example of a student's grades and grade-point average is as follows:

ENG	120	3 Credits x A(4) =	12 QP
MAT	240	3 Credits x B(3) =	9 QP
MKT	113	3 credits x C(2) =	6 QP
PSY	108	3 Credits x D(1) =	3 QP
IT	100	3 Credits x F(0) =	0 QP
			30 QP
			15

$$30 \text{ QP divided by } 15 \text{ CR} = 2.00 \text{ GPA}$$

Incompletes

Faculty may give a student a grade of incomplete ("I") in a course. Any student requesting an "I" grade must complete a Student Petition & Contract for a Grade of Incomplete and submit it to the proper offices prior to the final day of the term/semester. The petition will specify a deadline by which the course work must be completed, typically six calendar weeks after the end of the semester or term. The incomplete automatically becomes an "IF" if work has not been completed and a grade has not been submitted by the specific deadline.

If an instructor accepts student work after the deadline, and wishes to change a grade of "IF" to a letter grade, such a change requires the instructor's rationale documenting significant extenuating circumstances and the written approval of the Dean under whose aegis the course was offered.

Audit

Any student wishing to audit a course must sign up for that course as an audit prior to the end of the add/drop period. Once the add/drop period has passed, no student may change any of his or her courses to an audit status. Students are to use the add/drop form to establish the intent to audit a course. Tuition is charged at the prevailing rate.

Scholastic Standing Committee: Academic Suspensions, Scholastic Warnings, and related procedures

At the end of each semester and at any other time deemed appropriate, the Undergraduate Scholastic Standing Committee will review the records of all students whose cumulative or semester grade point average is below 2.0. At the Committee's discretion, possible outcomes include: Scholastic Warning, Continued Scholastic Warning, Academic Suspension or Academic Dismissal. If allowed to remain at SNHU, students having academic difficulty will be referred to the appropriate academic support services. Students placed on Academic Suspension may appeal the decision to the Committee; Academic Dismissal, however, is considered final and no appeal is allowed.

Appeal Process for Academic Suspension

Students will be sent a certified letter from the chair of the committee outlining the appeal process. If a student chooses to appeal the decision made by the scholastic standing committee, the appeal must be submitted in writing by the date indicated in the certified letter to the address/email of record. Failure to receive certified letter does not invalidate the suspension. Appeals should include a detailed description of why unsatisfactory grades were received. It should also include a plan for improvement should the student be given the opportunity to return to the university.

If the appeal is granted, the student may be subject to conditions set by the committee. If the appeal is not granted, the student may re-appeal at a later date, after providing evidence that he/she is capable of college-level work (perhaps by providing transcripts from other colleges), and has the level of motivation, maturity, responsibility, and commitment necessary to succeed. Students are notified of the results of the appeal hearing by mail and SNHU email.

Academic Review/Scholastic Warning

At the end of each semester and at any other time deemed appropriate, the Undergraduate Scholastic Standing Committee will review the records of all students whose cumulative or semester grade point average is below 2.0. At the Committee's discretion, possible outcomes include: Scholastic Warning, Continued Scholastic Warning, Academic Suspension or Academic Dismissal. If allowed to return the following semester, students having academic difficulty will be referred to the appropriate office(s) for support services. Students placed on Academic Suspension may appeal the

decision to the Committee; Academic Dismissal, however, is considered final and no appeal is allowed.

Repeating Courses

Students may repeat courses for credit. Students who fail courses will want or need to repeat the same courses at Southern New Hampshire University. In such instances, the first course grade will not be computed into the total grade-point average (GPA); instead, the most recent course grade will be used. All prior grades will appear on students' transcripts.

Transcript Request

Except as provided by the Federal Family Education Rights and Privacy Act and in instances in which a student consents to release his or her transcript to another party, the Office of the Registrar will not furnish a transcript to any person other than to the person identified by name on the transcript.

Transcripts will not be furnished to students or former students whose financial obligations to the university have not been satisfied. Transcript requests may be obtained at any center or printed from the university's website and mailed to:

Office of the Registrar
Southern New Hampshire University
2500 North River Road
Manchester, NH 03106-1045

Transcript requests can be faxed to the Registrar at 603.629.4647, however, transcripts WILL NOT be released over fax lines.

There is a charge of \$3 per transcript that must accompany the request.

Policies

Academic Honesty

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include receiving a failing grade for the assignment or course, academic suspension or expulsion from the university.

Purpose of the Honor Code

To emphasize the university's commitment to academic integrity, it has established a university-wide Honor Code. The purpose of this Honor Code is to encourage and maintain academic integrity at Southern New Hampshire University by adhering to the five fundamental values identified by the Center for Academic Integrity: honesty, trust, fairness, respect, and responsibility. This Code incorporates as a part hereof, the SNHU Honor Code Procedures for the Undergraduate Day School and the penalties for violation of this Code contained therein. The procedures and penalties may be revised from time to time.

Definitions of Academic Dishonesty

Under the university's Honor Code, academic dishonesty is defined as:

Cheating

The unauthorized use of notes, textbooks, oral, visual, or electronic communication, or other aids during an exam, quiz, or other related course assignment.

The copying of the work of another student during an exam, quiz, or other related course assignment.

Plagiarism

The use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format.

The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, and electronic sources.

Misrepresentation

The substitution of another student/individual during the taking of a quiz/examination or for the completion of a course.

Unauthorized collaboration

The sharing of quiz/exam questions or answers with another student without the instructor's permission.

The copying of another student's homework without the instructor's permission.

Group collaboration on individual assignments without the instructor's permission.

Alteration or fabrication of data

The submission of data not obtained by the student during the course of research.

The deceitful alteration of data obtained by the student during the course of research.

Duplication

The submission of the same or similar paper in more than one course without the express permission of the instructor.

Participation in or facilitation of dishonest academic activities

- The stealing of quizzes/examinations
- The alteration of academic records, including grades
- The sabotaging of the work of another student
- The distribution of materials for the purpose of cheating
- The alteration, forging, or misuse of university-related documents
- The intentional reporting of a false violation of academic integrity
- The offer of a bribe to any university member in exchange for special consideration or favors

- The misuse of university resources, including library resources (print and electronic) and facilities, computer labs, university equipment and networks, etc.

Responsibilities under the Honor Code

All members of the university community have responsibilities under the Honor Code.

1. Students are expected to acquaint themselves with the university's policy on academic integrity; familiarize themselves with the syllabi of individual courses, which may contain more specific guidelines for citing material, working in groups, etc.; seek clarification from instructors on any aspect of a course or the Code about which they have questions or confusion; and should and are expected to encourage their peers to follow the Code.
2. Faculty should familiarize themselves with the university's policy on academic integrity; make clear in their syllabi the university's stance on academic integrity; discuss in their classes their own expectations regarding academic integrity as it applies to specific features of courses; incorporate into their course assignments and/or courses conditions that minimize the chance for violation of the Code; make clear to students in their courses the distinction between group and individual assignments, the method of citation required, and other policies relevant to helping students maintain academic integrity; be willing to clarify misperceptions or confusion, should students have questions about what constitutes academic dishonesty; and are expected to investigate and report any violation of the Code that comes to their attention.
3. Administrators should endorse the Code actively by incorporating awareness of it in orientation meetings, promotional literature, educational programs, etc. and support faculty and students who attempt to carry out the provisions of the Code.

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating.

The instructor, who has the full authority to assign an "F" grade for that assignment or course after a discussion of the incident with the student, will handle initial violations of academic honesty. A report of the incident and its disposition will be sent to the dean of the School that offers the course. The dean will review the incident and forward it for placement in the student's personal file. A student dissatisfied with the instructor's decision may request a meeting with the dean. The dean will investigate the incident and make a decision within five days of the student's appeal. If there is new information not considered by the dean, the student may make a final appeal to the Vice president of Academic Affairs, who will make a final decision regarding the incident within 10 days of the appeal. Upon placement of notification in the student file, the student will be referred to the director of The Learning Center, who will determine whether an educa-

tional component would be advisable to prevent further violations by the student. A notation will be placed in the student file regarding the outcome of the meeting.

Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the Vice president for Academic Affairs for action. A second offense will normally result in suspension from the university for at least one term or semester.

Copyright Policy

Southern New Hampshire University abides by the provisions of the United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The Copyright Policies can be secured from the Library Dean and are accessible on the Shapiro Library Web pages.

Attendance

Southern New Hampshire University subscribes to the belief that an assumption of responsibility is at the center of learning and accomplishment. Each student is expected to arrange a class schedule that minimizes conflicts with other commitments. This includes personal obligations, participation in athletics or other university sanctioned events, and the like. Therefore, the responsibility of attendance belongs to the student.

Attendance is required in all courses. Being absent and/or late for class may impact a student's grade, and in the case of excessive absences, may result in failure or the instructor withdrawing the student from the course. Missing more than 10 percent of the scheduled class time may be considered excessive. Students are responsible for all missed work, assignments, etc. The instructor's policies on attendance and making up work must be included in the syllabus.

Documented absences resulting from legitimate circumstances, such as personal illness, involvement in sanctioned university events, a death in the immediate family, etc. should not negatively impact a student's grade or academic standing. Notwithstanding the previous statement, once a student has missed enough classes that the instructor believes that the student cannot meet the goals of the course within the remaining time frame, the student may be given a failing grade, withdrawn from the class, or be considered for an Incomplete (I) and given a defined period to complete remaining course work.

Holy Day Policy

Southern New Hampshire University recognizes the important role that religious holy days can play in the lives of its students. Observance of religious holy days may require students to miss classes. Such absence, when preceded by proper notification of teachers, will not carry any penalty or sanction. Students are expected to make alternate arrangements with their teachers regarding scheduled tests, assign-

ments due or other course work and activity. Teachers are expected to be supportive of and sensitive to individual religious practices by being willing to work out alternatives to scheduled course work. In all instances, however, excused absence does not mean excused from meeting course standards and expectations. Should a dispute occur, the usual appeal process will be followed: the program coordinator/department chair, the school dean and finally, the Vice President of Academic Affairs.

Personal Computer Software

Southern New Hampshire University licenses the use of computer software from a variety of outside companies. Southern New Hampshire University does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it.

Southern New Hampshire University students learning of any misuse of software or related documentation within the university shall notify Southern New Hampshire University's Department of Computing Resources.

According to the U.S. Copyright Law, persons involved in the illegal reproduction of software can be subject to civil damages of as much as \$50,000 and criminal penalties, including fines and imprisonment. Southern New Hampshire University does not condone the illegal duplication of software. Southern New Hampshire University students who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal from the university.

Southern New Hampshire University Network Acceptable Use Policy

Southern New Hampshire University encourages the use and application of information technologies to support research, instruction and student needs. Users of Southern New Hampshire University equipment, software and computer accounts are expected to follow acceptable standards of ethics and conduct in their use of computing resources. All Southern New Hampshire University faculty, students and staff should be aware of the following acceptable use policy requirements, which augment the existing Narnet and NSF acceptable use policies.

Definition: The Southern New Hampshire University network (SNHUnet) includes all computer and communication hardware, software and accounts owned by Southern New Hampshire University.

1. Every computer account issued by Southern New Hampshire University remains the property of Southern New Hampshire University. The person to whom the account is issued is responsible for the account and its use. This responsibility continues until the person is no longer a student or employee of Southern New Hampshire University, at which time all rights and responsibilities regarding the

account are terminated. The individual must keep the account secure by keeping the password secret, by changing the password often and by reporting to the Department of Computing Resources when anyone else is using the account without permission. Using another person's account or allowing someone else to use an account makes both parties potentially liable to disciplinary action.

2. The use of SNHUnet is prohibited for:

- illegal purposes
- transmitting threatening, obscene or harassing materials
- interfering with or disrupting network users, services or equipment (disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses and using the network to make unauthorized entry to any other computers accessible via the network)
- profit-making from the selling of services and/or the sale of network access
- excessive private or personal business

3. The following activities are specifically prohibited:

- tampering with Southern New Hampshire University-owned computer or communication hardware and software
- defining and/or changing IP addresses on any machine
- intercepting or attempting to intercept e-mail and file transfers
- originating or attempting to originate mail from someone else
- attempting to log on to computers without an account (other than using guest or anonymous accounts)

4. Data within computer accounts issued by Southern New Hampshire University are private. Access to data within computer accounts issued by Southern New Hampshire University without written permission of the owner is prohibited. However, if there is probable cause to believe such data files or programs contain information relevant to a Southern New Hampshire University business requirement or legal proceeding, a person other than the authorized user may examine such data files or programs. Permission for such access would be granted by Southern New Hampshire University's Vice President of Operations. Access to accounts and/or data by the Department of Computing Resources for routine computer systems maintenance work is permitted.

5. Backup copies of all data in Southern New Hampshire University computer accounts are made routinely to protect against loss of data. No exceptions can be granted.

6. Requests to waive some policies will be reviewed by the director of the Department of Computing Resources on an individual basis. Under no circumstances will a waiver be granted that violates state, local or other laws.

7. Confirmed misuse of Southern New Hampshire University's computing resources may result in one or more of the following punitive measures:

- loss of access to computer resources
- required repayment of funds expended in unauthorized use
- expulsion from the university
- termination of employment
- legal action

The prohibited uses as defined above may also violate state and federal law; thus criminal penalties may also apply.

Class Cancellations

Class cancellations will be announced in person at the classroom by either a faculty or staff member of the university or posted on official forms issued by the school's dean's office. When in doubt as to whether a class has been cancelled, students should check with the school administrative staff. Unofficial cancellation notices attached to doors or information posted on blackboards should be disregarded.

Class Cancellations due to Weather/Emergency

SNHU Alerts is an optional emergency alert text messaging service for students, faculty and staff. SNHU Alerts is just one method the university will use to communicate emergency information. We will continue to use a variety of methods as appropriate, including e-mail, telephone and the Web.

SNHU uses this notification system to send alerts about;

- Crisis situations affecting the SNHU community
- Closings, cancellations, or delays of office hours or classes

To register for SNHU Alerts, please go to www.snhu.edu/126.asp.

Registration

Students register for courses online on dates published by the Office of the Registrar.

Online Services

Students can search for classes, register online, print course schedules, view mid-term and final grades, submit address or phone number changes, drop or add classes and much more with the PENpal (Penmen Personal Access Link). Students gain access to PENpal by visiting www.snhu.edu, clicking on the PENpal logo, and using their assigned login ID and password. Complete instructions are available online for all students.

Add and Drop

Students who wish to change their schedules must do so during the add/drop period beginning with registration and ending at the end of the fifth class day. Forms are obtained online or from the Office of the Registrar and the academic advising office. The change is official when the form is signed by the student's advisor and each instructor involved and processed by the Office of the Registrar. Students who miss the first two sessions of a class may be dropped by that instructor without prior notice.

Nonattendance in class does not constitute a drop or a withdrawal. An instructor, however, may drop students who miss the first two sessions of the class. The Office of the Registrar is notified of students dropped by an instructor. Unless students are dropped by an instructor or officially drop or withdraw from a class, they must receive a grade; nonattendance results in a failing grade.

Amendment of Degree Requirements

The courses required for a specific degree are in the university catalog and are listed on students' worksheets. Any change in program course requirements must be approved by the student's program coordinator/department chair and school dean. A form for this purpose may be obtained online or from the Office of the Registrar. The completed and approved form must be received by the Office of the Registrar before the change will become effective.

No changes to the B.A./B.S. Core course requirements are allowed.

Change of Major

Students who want to change their majors must obtain the appropriate form online or from the Office of the Registrar. The completed and approved form must be received by the Office of the Registrar before the change will become effective.

When students change from an associate degree program to a bachelor's degree program, the courses he or she has completed will be deemed as part of the bachelor's degree program.

Worksheets

Each student's academic progress is tracked on a worksheet. This document shows the degree requirements for the major according to the year the student entered or changed majors. All the courses listed must be successfully completed to qualify for a degree. Students should follow the course sequence on their worksheets.

Independent Study

A Southern New Hampshire University student may take an independent study course in any subject area. Conditions:

- The course content is not offered in any regularly scheduled Southern New Hampshire University course.

- A full-time Southern New Hampshire University faculty member in the department of the course subject area agrees to supervise the student and grade the student's work, or a Southern New Hampshire University adjunct instructor, approved by the appropriate program coordinator/department chair and the school dean, agrees to supervise the student and grade the student's work.
- All independent study courses will be at the 400 level.
- An independent study course has a value of no more than three credits.
- The study is approved by the student's advisor, program coordinator and the school dean.
- It is the student's responsibility to research and approach qualified full-time or adjunct faculty to teach and coordinate the independent study.

Course-By-Arrangement

Course-by-arrangement is a Southern New Hampshire University course appearing in the university catalog and required in the student's academic program of study, yet extraordinary circumstances prevent the student from enrolling in the course when it is normally offered. Course-by-arrangement is available to Southern New Hampshire University undergraduates, who are unable to obtain a required course during the normal registration and scheduling process.

School of Professional and Continuing Education students must review the master course schedules of area centers to verify that the required course is not being offered.

Students must identify a Southern New Hampshire University full-time or adjunct faculty member consenting to teach and grade the work. The faculty member must be approved to teach the requested course.

Course-by-arrangement applications require:

- a letter of extenuating circumstance justifying the offering of a course-by-arrangement
- a regular, weekly meeting schedule be established to ensure proper supervision of the student's progress in the course
- a syllabus stating course objectives and evaluation process
- a defined time frame (semester, terms)

Credit for Prior Learning Through Portfolio Assessment

Students must have been accepted into an undergraduate Southern New Hampshire University associate or bachelor's degree program. Students must have earned a minimum of nine credits at Southern New Hampshire University to be eligible to present a portfolio for review. Students must request a portfolio review prior to earning their final 18 credits at

Southern New Hampshire University. This applies to students in associate and bachelor's degree programs.

Portfolio reviews will be accepted only for courses that are part of Southern New Hampshire University's curriculum. Awarded credit may be applied to core, major or elective course requirements. All course prerequisites must be met prior to presenting the portfolio. A full-time Southern New Hampshire University instructor must be involved in reviewing the portfolio. A maximum of nine credits can be earned by way of portfolio review for an associate degree program. A maximum of 15 credits can be earned for a bachelor's degree program.

Students applying for a portfolio review must attend a series of Portfolio Workshops designed to:

- help them recognize the learning they have gained through non-curricular methods and settings
- help them recognize how this learning fits into their chosen degree programs
- help them recognize learning outcomes, competencies and course equivalents
- help them gather and organize appropriate materials in a presentable portfolio

Students applying for a portfolio review must complete the process within one year from the initial date of application. Students submitting a portfolio for review will be graded on a pass/fail basis.

Awarding of Credit by Examination

Southern New Hampshire University accepts the results of nationally accredited testing programs or institutionally developed examinations to satisfy the prerequisites of certain courses or degree requirements. Before deciding on a testing program, the student should review his or her worksheet with an advisor, center director or the registrar to determine if testing is a practical alternative.

Standardized Testing Programs

The university accepts for credit test results from the College Level Equivalency Program (CLEP), the Proficiency Examination Program (PEP), the Defense Activity for Non-Traditional Education Support (DANTES), high school Advanced Placement (AP) and International Baccalaureate (IB) tests. The Registrar's Office can provide information on minimum scores required.

Institutional Examinations

If students believe their experience and backgrounds have prepared them to meet the requirements of certain 100- and 200-level courses, they can challenge the courses through an institutional examination. Students should consult the registrar as to which courses may be challenged. Before challenging a course, students should obtain an application form from, and consult with, an academic advisor, a center director or the

registrar. If, after this initial consultation, students feel capable of passing an institutional examination, an appointment will be made by the registrar for the student to meet with the appropriate departmental representative. The nonrefundable fee of \$100 will be assessed before sitting for the examination.

The examination results are evaluated by the appropriate academic department and the course is listed on the student's transcript for each successful challenge. An institutional examination may be taken only once.

- Students must have earned a minimum of nine credits at SNHU to be eligible for institutional exams. This applies to bachelor's and associate degree candidates.
- Students must attempt institutional exams prior to their final 24 credits at SNHU. This applies to bachelor's and associate degree candidates.
- For certificate programs, the window of opportunity to take institutional exams will be after three credits and prior to the final six.
- Each school will establish which courses in its program are eligible for institutional exams. However, the selection of eligible courses will be restricted to 100- and 200-level courses.
- A maximum of 15 credits may be earned by way of institutional exams. This applies to bachelor's and associate degree candidates. For certificate programs, the maximum will be not more than one half of the total credits for the program.
- Students may attempt each exam only once.
- Students who are successful will receive a grade of "S" on their transcript.

Awarding of Credit for Courses Taken in Other Postsecondary Settings

Southern New Hampshire University awards credit for some formal course work taken in non-accredited, postsecondary educational settings. These settings include postsecondary vocational and technical training, in-service training courses in the workplace, military service training programs and career-related workshops and seminars.

In many cases, this type of training has been evaluated by the American Council on Education (ACE) and criteria for awarding university credit is available in the various ACE guides in the Registrar's Office. Where there is no ACE criteria, Southern New Hampshire University may have to conduct an independent review of the training for the purpose of granting transfer credit.

Students wishing to have their non-accredited, postsecondary course work evaluated should submit a letter requesting this evaluation, along with official transcripts or some original form of verification of successful completion of these courses, to the university registrar. Students will be notified by the registrar if the experience warrants credit and, if so, the number of credits awarded and the requirements they satisfy.

Transfer Credits

Students who wish to take courses at other colleges or universities and transfer the credits to Southern New Hampshire University must receive approval from the registrar prior to enrolling at the other institutions. It will be necessary to furnish descriptions of the courses prior to taking them. After completing the course, the student must arrange to have an official transcript of the course grade sent to the Registrar's Office. Failure to obtain prior approval to take a course at another institution may lead to Southern New Hampshire University not granting transfer credit for that course. Only courses in which the student received a grade of "C-" (with a 2.0 average for all courses transferred from the same institution) or better will be accepted as transfer credit. The grade-point average of a course taken at another institution is not computed as part of the student's grade-point average. Southern New Hampshire University does not accept as transfer credit co-ops, capstones, internships and student teaching taken at other institutions.

Academic Complaint

If a student has a complaint about an instructor or course, the student should speak first to the instructor. COCE students should then speak to their advisor. If the student is not satisfied or cannot resolve the issue at that level, then he or she should speak to the program coordinator/department chair. If a day student is still not satisfied, then he or she should speak to the school dean or program director.

If the student wishes to pursue the matter further, he or she should speak to the Vice President for Academic Affairs, who will review the matter and make a final decision.

Internal Transfer

Students currently enrolled in any of the Southern New Hampshire University College of Online and Continuing Education programs who wish to enroll in the undergraduate day program must file an Internal Transfer Application with the Office of Admission. The internal transfer application form is available at each Center, or can be requested by contacting the Office of Admission at 603.645.9611. Students will be evaluated on their academic performance in their current programs. Being admitted to another Southern New Hampshire University program does not guarantee acceptance to an undergraduate day program. If a student is enrolled as a culinary student and will not finish this degree, but wishes to change his or her major, he or she must complete a change of major form in the Academic Advising Office or the Office of the Registrar.

Students currently enrolled in Southern New Hampshire University Undergraduate Day Program who wish to enroll in any of the Southern New Hampshire University College of Online and Continuing Education programs must file an Internal Transfer form from the Academic Advising Office or the Office of the Registrar.

All International Students must obtain forms and begin the process in International Student Services (ISS).

Failure to file an Internal Transfer form with the appropriate office may prevent the student from registering for classes or graduating in a timely manner. It may have an adverse impact on financial aid and may result in the incorrect billing of tuition and fees.

Withdrawal from Class

Students may withdraw from courses at any time during the first 60 percent of the semester with the course grade of "W." The completed withdrawal from class form must contain the signatures of the instructor, the student and the student's advisor. Merely ceasing to attend classes does not constitute an official withdrawal either academically or financially. Withdrawal from class forms may be obtained from One Stop.

Withdrawals after 60 percent of the semester will only be allowed when:

- Withdrawal is student-initiated for conditions beyond the students' control (e.g., illness documented by a physician's letter). The course grade under these conditions will be "W." Documentation must be provided by the student and approved by the appropriate advisor and school dean.
- Withdrawal is instructor-initiated due to unusual circumstances, not as a method to prevent low grades. The course grade under these circumstances will be "WP" (withdraw passing) or "WF" (withdraw failing). Instructor-initiated withdrawals must be approved by the school dean. The student's advisor will be notified.

In all cases, the date of withdrawal is the date the completed form is received by the Registrar's Office. Withdrawal from class does not reduce account charges. Credit hours for courses from which a student withdraws are included in his or her total number of credit hours. Withdrawal from a class may have an impact on financial aid and/or billing charges, especially for students who have received federal Title IV loans. Withdrawal disputes must be submitted in writing within 30 days after the end of the semester during which the student withdrew.

Withdrawal from Southern New Hampshire University

Students may withdraw from the university by obtaining a withdrawal form from the office of Student Affairs. Foreign students must obtain forms and begin the process in International Student Services. Merely ceasing to attend classes does not constitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the office of Student Affairs will result in the automatic recording of "F" grades for all courses being taken by the student. If a student is under 18 years of age, written parental consent

must be received. Official date of withdrawal is the last date of class attendance as verified by an instructor. This date will be used in determining any refund. Southern New Hampshire University identification cards should be returned to the Student Affairs Office when withdrawing from the university. Students who withdraw from the university completely after the eighth week of the semester will receive either a “WP” or “WF” from each of their instructors. Withdrawal from a class may have an impact on financial aid and/or billing charges, especially for students who have received federal Title IV loans.

No adjustments to account balances will be made; nor will withdrawal disputes be considered after 30 days from the end of the semester during which the student withdrew.

Disciplinary Dismissal

Southern New Hampshire University reserves the right to suspend any student for disciplinary reasons. Suspension means that the student is dismissed from Southern New Hampshire University for a given period, with an opportunity for readmission. This sanction may only be imposed by the Dean of Students or designee after a hearing. If suspended from the university, the student will be persona non grata on all university facilities and from all university functions for the period of his/her suspension. This information will be used in evaluating re-admission.

If a student is expelled from SNHU for disciplinary reasons, he/she is permanently dismissed from the university without opportunity for readmission. If expelled from the university, the student will be persona non grata on all university facilities and from all university functions.

Readmission

Students suspended from Southern New Hampshire University for academic causes may petition to be readmitted when evidence can be presented that indicates university work can be successfully resumed. Ordinarily, dismissal shall be for not fewer than two semesters. Any students readmitted to the university are placed on new worksheets.

Academic Renewal

Students who change majors or withdraw and return may apply for academic renewal. This allows students to be considered as transferring from another institution. All academic regulations are the same as those for transfer students.

The following restrictions are imposed:

- It must be approved by the Scholastic Standing Committee.
- It may be granted only once to a student after at least a one-year absence.
- A new transcript is begun with only acceptable credits transferred to the new record. A new grade-point average is started.

- A minimum of 30 credits must be completed at Southern New Hampshire University after renewal is granted.
- When students are granted academic renewal, any grade below a “C” appearing on their transcripts will be followed by an “AR” designation.
- Courses so designated will be eliminated from the student’s GPA and will not earn credit toward graduation.
- Any grade of “C” or better appearing on their transcripts will be included in the student’s GPA and will earn credit toward graduation.

Note: Academic renewal does not change suspension from financial aid.

Leave of Absence

Students may take a leave of absence from the university by obtaining a leave of absence form from the office of Students Affairs. Normally, a leave of absence is granted for no more than one semester. Students who do not return to the university after their one semester leave of absence will be considered withdrawn from the university.

All International Students must obtain forms and begin the process in International Student Services (ISS). Merely ceasing to attend classes does not constitute an official leave of absence, academically or financially. Failure to file a leave of absence form with the office of Student Affairs will result in the automatic recording of “F” grades for all courses being taken by the student. If a student is under 18 years of age, written parental consent must be received. The official date of the leave of absence is the last date of class attendance. This date will be used in determining any refund. Students who take a leave of absence from the university after the eighth week of the semester will receive either a “WP” or “WF” from each of their instructors. A leave of absence may have an impact on financial aid and/or billing charges, especially for students who have received federal Title IV loans.

No adjustments to account balances will be made; nor will leave of absence disputes be considered after 30 days from the end of the semester during which the student withdrew.

500-level Courses

Students who have completed at least 90 undergraduate credits and have a 3.33 or higher GPA must apply through the Advising Center to enroll in a 500-level graduate course. The student may enroll in the course, provided:

- there is space available in the course
- the dean of the appropriate school, the program coordinator/department chair and the instructor agree that the student has met the prerequisites of the course
- the student would receive undergraduate credits

If the student goes on to enroll in a graduate program at Southern New Hampshire University, graduate credit will be granted if the student earns grades of “B” or better in the 500-level courses. Approval is limited to a maximum of six credits (two three-credit graduate courses).

Testing of Students with Disabilities

Students enrolled at Southern New Hampshire University who have documented disabilities verified by the Office of Disability Services may be entitled to alternate testing conditions to help them accurately demonstrate their true competencies. It is the responsibility of the students who wish to avail themselves of these accommodations to inform their instructors at the start of each term or as soon as they become aware of any disabilities.

Freshman Course Requirements

Students with 63 or more credits who have not completed the freshman English and math prerequisites will not be allowed to register without completing the required freshman courses.

Transfer students must complete missing freshman and prerequisite courses within their first 30 credit hours at Southern New Hampshire University.

Day school students must receive permission from the dean of the School of Liberal Arts to enroll in evening or weekend ENG 101, ENG 120 and ENG 121.

Basic Writing Competency Examination

At the end of ENG 101 (Fundamentals of Writing), students must pass a Basic Writing Competency Examination. Using a dictionary and the course grammar text, students will be expected to write coherently, correctly and thoughtfully about a pre-assigned topic. Students must pass the Basic Writing Competency Examination in order to receive credit for ENG 101 elsewhere. Testing procedures are set forth by the School of Liberal Arts.

Competency in Writing

Because competency in writing is critical for students, the university is committed to Writing Across the Curriculum. Students will be expected to write expository essays in most of their courses in all disciplines. Students should expect to communicate clearly and with grammatical correctness in all their SNHU courses.

Writing and Word Processing

Southern New Hampshire University has adopted a policy of incorporating the use of computers throughout the curriculum. Students will be expected to use word processing for written assignments in English and other courses.

Bibliography and In-Text Citation Styles

The American Psychological Association (APA) and Modern Language Association (MLA) bibliographic and in-text citation styles are acceptable formats for documenting written work subject to policies set forth by each academic discipline.

Graduation Requirements

- To graduate from Southern New Hampshire University, students must complete a minimum of 120 credits of work in a bachelor’s degree program (more than 120 credits may be required depending on the program of study) or 60 credits in a program leading to an associate degree (more than 60 credits may be required depending on the program of study).
- In order to graduate from Southern New Hampshire University, students must fulfill the residency requirements as specified in this catalog.
- Although “D” (1.0), “D+” (1.33) and “C-” (1.67) grades are considered passing in a course, a student must have a minimum cumulative grade-point average of “C” (2.0) for all work completed at Southern New Hampshire University and must satisfy the requirements of a specific program of study, including residency requirements, in order to receive a degree from Southern New Hampshire University.
- As part of its mission, the university takes seriously its goal of preparing students to be proficient in writing correct, coherent English. All entering freshmen will take a writing placement examination. Based on this examination, some students may be placed in English 101 and others may be placed in English 120.
- Those students taking English 101 must pass a Basic Writing Competency Examination given at the end of the course. This examination requires students to demonstrate their ability to write coherently, correctly and thoughtfully about a pre-assigned topic. Students must pass this examination in order to receive credit for English 101. Students who fail the Basic Writing Competency Examination must repeat English 101 before being re-tested.
- Students require an ability to work with quantitative information. Most students will take a freshman math course. Entering students who are deficient in math skills may be required to enroll in a fundamentals course. The three credits received for MAT 050 Fundamentals of Mathematics are in addition to the minimum of 120 credits required for graduation. Most students will be placed in MAT 120.
- Entering students who have demonstrated superior math skills, including a strong background in algebra, may be placed in MAT 150 Honors Finite Mathematics. Students should follow their major work sheets to determine the specific mathematics

courses they must take. Those students who have taken MAT 150 Honors Finite Mathematics will take more advanced versions of the courses, which will not only challenge students but will give them a stronger foundation in mathematics should they want to apply to graduate programs which require a more substantial mathematics background.

- Prospective graduates must submit a petition to graduate to the Office of the Registrar by the dates specified in the academic calendar. These dates apply to students in the undergraduate day program:

Apply By	Complete Requirements	By Conferral Date
September 1	December (date TBA)	January 15
November 1	May (date TBA)	May Commencement Ceremony
May 1	August (date TBA)	September 15

Application-for-degree forms can be obtained online or from and returned to:

- College of Online and Continuing Education Students– College of Online and Continuing Education Centers
- Day Students– Office of the Registrar
- Culinary Students– Office of the Registrar
- The graduation fee (\$150) must be paid at the time the application-for-degree form is submitted.
- A student is held responsible for determining that he or she has earned all necessary credits for graduation. Students who have any questions should refer them to their advisors. If further clarification is needed, the student should contact the Office of the Registrar.
- Prior to participating in graduation ceremonies and receiving a degree, student obligations to the university, such as library fines, tuition, dues and fees, must be met; all athletic equipment must be returned.
- No caps and gowns will be released unless all account charges are paid.
- All students are expected to attend the graduation ceremonies.

Residency Requirements

To graduate from Southern New Hampshire University, students must complete 30 credits in residence at SNHU, including 12 credits from their major field, excluding the core, for a bachelor’s degree and nine credits from their major field for an associate degree. No exceptions will be made regarding residency requirements given in this paragraph.

The final 24 credits of a degree program must be completed at Southern New Hampshire University. Exceptions to the residency requirement given in this paragraph must be requested in advance to the appropriate school dean, who will decide if the request will be granted. (Active-duty mili-

tary personnel are exempted from the final 24-credit residency requirement.)

Residence credits cannot be used simultaneously to satisfy the requirements of more than one program. It is not permissible, therefore, for a student to receive two degrees from Southern New Hampshire University at the same time.

Credits earned for completing SNHU Internship programs and any approved Southern New Hampshire University student exchange program are considered to be residence credits. Credits earned through institutional exams are considered as residence credits, while those credits earned through the College Level Examination Program (CLEP) are not considered as residence credits.

Participation in Graduation Ceremony

Students who do not expect to fulfill all graduation requirements by commencement may petition to participate in the graduation ceremony if they meet the following criteria:

1. Six credits or fewer of course work remain to be completed beyond those for which the student is enrolled as of March 15.
2. All graduation requirements can be completed by Aug. 31 following the May ceremony.
3. As of the petition date, the student’s cumulative grade point average is 2.0 or higher for undergraduate students, or 3.0 or higher for graduate students.

Students meeting the aforementioned criteria must submit a “petition to participate” form between March 1 and March 15. Diplomas are awarded only after all requirements have been met. The names of those students approved under this policy will not appear in the graduation program until the May ceremony following the official conferral date (Sept. 15 or Jan. 15).

Doctoral Degree Candidates

All graduation requirements must be completed including dissertation defense no later than five (5) weeks prior to commencement.

Appeal Procedure: Exceptions to the policy are handled on a case-by-case basis by the university registrar.

Graduation with Distinction

The degree of Bachelor of Science or Bachelor of Arts with certain distinctions will be conferred upon those members of the graduating class who have a minimum two-year residency requirement, including completion of 60 credit hours in a Bachelor of Science or Bachelor of Arts program, and who have met the following standards: students who have earned a minimum grade-point average of 3.80 – summa cum laude; 3.50 – magna cum laude; and 3.0 – cum laude.

The degree of Associate in Science, Associate in Applied Science or Associate in Arts with certain distinctions will be conferred upon those members of the graduating class who

have served a minimum one-year residency requirement, including completion of 30 credit hours, and who have met the following standards: students who have earned a minimum grade-point average of 3.80 – highest honors; 3.50 – high honors; 3.0 – honors.

Academic Honors

President's List and Dean's List

At the close of each semester at Southern New Hampshire University, the registrar publishes two lists of students who have achieved standards of academic excellence during the semester's work. Students who have earned a minimum grade-point average of 3.50 for the semester are named to the President's List. Students who have earned a minimum grade-point average of 3.0 but less than 3.50 for the semester are named to the Dean's List.

Alpha Chi Honor Society

Alpha Chi Honor Society at Southern New Hampshire University recognizes the scholastic achievement of junior and senior liberal arts students. Alpha Chi is a national honor society that provides meaningful benefits for students who plan to pursue graduate or professional study or who plan to pursue a career. Students who have completed 60 credits (with at least 30 of those credits at SNHU) are eligible. Based on their cumulative grade point average, students must be from the top 10 percent of the junior and senior class.

Delta Mu Delta Honor Society

The Southern New Hampshire University business bachelor's degree program honor society is the Gamma Nu chapter of Delta Mu Delta, a national honorary society in business administration. Its purpose is to promote and recognize higher scholarship in training for business and to reward scholastic achievement in business subjects.

Students of good character enrolled in day or evening business-related majors and studying for bachelor's degrees are eligible for membership. A candidate must have completed at least one half of the credits required for his or her bachelor's degree (including a minimum of 24 credit hours, i.e., eight courses at Southern New Hampshire University), have maintained a cumulative grade point average of 3.25 or higher, and reside in the top 20 percent of his or her respective class.

Eta Sigma Delta Honor Society

Eta Sigma Delta is the International Hospitality Management Society established in 1978 to recognize hospitality and tourism students for outstanding academic achievement, meritorious service and demonstrated professionalism. At that time, honor societies existed for other disciplines, but not for the field of study serving one of the world's largest industries. Today, there are over 60 active ESD chapters throughout the world, a testament to the dedication of both students and professionals in hospitality and tourism to the pursuit of academic, professional and personal excellence. The Southern New Hampshire University chapter provides an opportunity for outstanding students to distinguish themselves in the eyes of educators, recruiters and industry executives in an increasingly competitive industry. In addition, ESD provides a networking system through their chapters that allows for interaction and the exchange of information among students. Often, ESD meets for special events or functions at annual trade shows and serves as a means of uniting outstanding students for campus activities, fund-raisers and volunteer programs. Students must meet the following requirements to be eligible for membership to Eta Sigma Delta: be enrolled in the School of Hospitality, Tourism and Culinary Management, have completed 50 percent of their total academic credits, have a minimum cumulative GPA of 3.2, and agree to uphold the value of excellence, leadership, creativity, service and ethics of Eta Sigma Delta.

Phi Theta Kappa Honor Society

Phi Theta Kappa is an international honor society that recognizes and encourages scholarship for two-year associate degree programs. Phi Theta Kappa attains its goals by developing opportunities for leadership, fellowship and service, as well as providing an intellectual climate for continued academic excellence.

Candidates must have completed at least 12 credit hours in courses that could be applied to an associate degree. Students must earn no less than a 3.5 grade-point average to be invited to accept membership in Phi Theta Kappa.

Psi Chi Honor Society

Psi Chi is the National Honor Society in Psychology, founded in 1929. The purpose of Psi Chi is to encourage, stimulate and maintain excellence in scholarship and advance the science of psychology. Membership is open to both graduate and undergraduate students who are making the study of psychology a major interest. Minimum qualifications include the completion of at least five quarters of college course work, including nine semester hours in psychology. A minimum grade-point average of 3.0 overall and in psychology coursework is required.

Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

Sigma Tau Delta Honor Society

Sigma Tau Delta is the International English Honor Society. SNHU established its own chapter, Alpha Pi Psi, in the fall of 2008. The Honor Society provides eligible ELL and creative writing majors and minors with opportunities to attend and present at conferences, publish undergraduate work, participate in field trips, and gain valuable networking opportunities. Sigma Tau Delta welcomes students to apply who have completed at least three semesters at SNHU, have completed more than two literature courses beyond the core requirements, and have maintained a minimum 3.0 GPA.

Gold Key

Candidates for the Bachelor of Science or Bachelor of Arts degree may receive the Gold Key award. Graduates receiving the award must have attained a cumulative grade-point average of 3.50 and must have met the residency and credit hour criteria for graduation with distinction.

NBEA Award of Merit

The National Business Education Association Award of Merit is presented to the outstanding graduating senior in business/marketing teacher education. This award is presented at the discretion of the business education program faculty.



The Division of Student Affairs

Mission

The mission of the Student Affairs Division, in support of the educational mission of Southern New Hampshire University, is to foster opportunities for students to learn and to grow as socially and intellectually mature and culturally aware individuals. The division, in collaboration with the university and local community, provides programs and services which encourage and empower students to develop priorities, values, critical thinking and behaviors appropriate to positive personal and professional lives.

Statement of Belief

- We believe that students come first.
- We, the staff members of the Division of Student Affairs, believe that the student is shaped by all campus activities in and out of the classroom. We need to empower students to be intellectually curious, socially involved and appreciative of differences in assisting them in becoming well-rounded human beings.
- We believe that as a staff we must collaborate, communicate and cooperate to provide the safest, most supportive environment for our students.
- We believe that our cultural and ethnic diversity is key to developing well-rounded, caring citizens of the world.
- We believe that our students' needs are most important and we strive to support them academically, physically, spiritually, psychologically and socially.
- We believe that the university should be a collaborative community.

Important Student Handbook Information

The Student Handbook is a critical document for SNHU students as it contains many of the institution's policies, expectations, and student rights and responsibilities, as well as important federal compliance information regarding the use of substances. The handbook includes information on the judicial system, community expectations, university conduct policies, health and safety policies.

Students may access the handbook by going to **my.snhu.edu**, or the university's website **www.snhu.edu** under the section entitled "Student Life." It is expected that as members of this university community, all students have taken the necessary time to review the handbook, familiarize themselves with the content, and seek clarification of that information which is not clear to them.

Questions regarding a program or policy can be addressed to the Office of Student Affairs by calling 603.645.9608.

Athletics

Southern New Hampshire University supports an active athletic program as an integral part of the educational process. Both intercollegiate and intramural competitions are offered to men and women of the university community. On the intercollegiate level, men's teams are fielded in baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer and tennis. Women's teams include basketball, cross-country, lacrosse, soccer, softball, tennis and volleyball. Southern New Hampshire University is a member of the National Collegiate Athletic Association, the Eastern College Athletic Conference and the Northeast-10 Conference.

The university sponsors a varied intramural program aimed at active student involvement in sports. Men's intramural sports are flag football, basketball, indoor soccer and racquetball. Women's intramural sports include indoor soccer, flag football, basketball and racquetball. Softball, tennis and volleyball are coeducational offerings. Mini-tournaments are sponsored in 3-on-3 basketball, whiffleball and miniature golf.

Recreational offerings available at Southern New Hampshire University include various cardio classes, weight training, wall climbing, swimming, cross country skiing, step-interval training and yoga.

Athletic Facilities

The university has two gymnasiums. The field house has a wooden floor with a seating capacity of 1,900. The auxiliary gym has a multipurpose, synthetic surface and a stage to accommodate a variety of university activities. The Fitness Center includes state-of-the-art aerobic equipment and free weights. Other facilities are a 25-meter, six-lane, competition swimming pool, a racquetball court, an aerobics/exercise room, multiple locker rooms and a fully equipped training room. Outdoor facilities include four lighted tennis courts, baseball and softball diamonds, a lighted artificial turf varsity game field and several practice fields.

Follett Campus Bookstore

The SNHU Bookstore welcomes all students, faculty and staff to shop our large selection of textbooks, general reading books, school supplies, school clothing and gifts, along with dorm items and sundries. The bookstore is located in the Student Center on the Manchester campus. Regular semester hours for the bookstore are as follows:

Monday and Tuesday	9 a.m. to 8 p.m.
Wednesday and Thursday	9 a.m. to 6 p.m.
Friday	9 a.m. to 4 p.m.
Saturday and Sunday	10 a.m. to 2 p.m.

Please check out our website at **www.snhu.bkstr.com** for any changes to these hours.

Contact Information:

Southern New Hampshire Bookstore
2500 N. River Rd
Manchester NH 03106-1045
ph: 603.645.9618
fax: 603.645.9755
email: 0568mgr@fhcg.follett.com

We proudly serve the Manchester Campus, Online programs, and all satellite locations. You can shop 24/7 at www.snhu.bkstr.com.

Campus Ministry

The campus ministry program contributes to the goal of fostering the personal development of students by addressing their religious needs and concerns. There is a Campus Ministry Student Association on campus (for Catholic, Jewish and Protestant students). It is through this group that students have an opportunity to come together to share and grow in their faith.

During the school year, the Office of Campus Ministry provides a Roman Catholic Mass on Sunday evening. Students of other religious denominations may contact the Office of Campus Ministry for information concerning the location of a church, mosque, or synagogue in Manchester. The Office of Campus Ministry provides personal and spiritual direction, religious instruction and sacramental preparation.

Our staff consists of a full-time Catholic chaplain/director of Campus Ministry and a volunteer Protestant Chaplain. Their hours are posted outside the Campus Ministry Office in the Student Center.

Campus Programming & Leadership

The personal growth resulting from university activities is not easily measured. It is, however, directly related to each student's level of involvement and commitment in the community. The university provides opportunities for individual participation and for membership in clubs and organizations.

Student Affairs, through the Offices of Campus Programming & Leadership and Student Life, strive to support the academic tradition of the university. This is accomplished through upholding a minimum membership requirement for all active members in SNHU clubs and organizations. Each active member must maintain a cumulative grade point average of 2.0 to remain a part of campus organizations. In addition, many clubs and organizations prescribe a higher cumulative GPA to be a member of certain groups.

The Office of Campus Programming & Leadership helps organize new clubs and coordinates leadership development, helps with the management of major campus programs and manages the Camp Synergy low ropes course. The office provides resources and support to over 50 clubs and organizations on campus and directly advises the Inter-

Greek Council (IGC), the Enterprise Yearbook, the Crew Club, and the Coordinators for Activities and Programming Events (CAPE). It provides information and guidance on planning and presenting events and programs, prepares an activities calendar and keeps the rosters of organizations. Visit the SNHU website for a complete listing of clubs and organizations.

Student Government Association

The Student Government Association (SGA) represents all full-time undergraduate and graduate Southern New Hampshire University students.

As the main voice for the student body at SNHU, SGA maintains an open line of communication between the administration, faculty and students. Throughout the year SGA actively participates and has voting power on University standing committees to ensure that students' needs are addressed. The Board of Trustees, Academic Policy, Curriculum and Student Discipline Committees are just a few of the university committees with SGA representation. SGA encourages student input regarding University policies, facilities, and events. The Office of Student Life provides SGA with guidance and advice on the management of their organization.

Coordinators of Activities and Programming Events (CAPE)

The Coordinators of Activities and Programming Events (CAPE) is a student run organization committed to enriching campus life at Southern New Hampshire University. CAPE provides on and off campus activities for all students by providing social, recreational, educational and cultural programming. Major events include: concerts, comedy shows and Fall, Winter and Spring week.

Greek Life

Through membership in social fraternities and sororities, students often make lifelong friendships based upon mutual interests and experiences outside the classroom. These organizations have a strong commitment to leadership, scholarship and organizing campus and community service projects in an effort to promote themselves and Southern New Hampshire University.

Sororities: Kappa Delta Phi NAS, Phi Omega Psi, Phi Delta Beta

Fraternities: Kappa Delta Phi, Phi Delta Psi, Phi Delta Theta

The Inter-Greek Council (IGC) is the coordinating board for the fraternal system at Southern New Hampshire University. Its purpose is to organize the rush program, develop new member education procedures, and provide a forum for discussion for any concerns that exist among the six Greek chapters.

Southern New Hampshire University Ambassadors

The Ambassadors is a student organization established in 1990. Southern New Hampshire University Ambassadors are selected student leaders who work for the betterment of the university. They develop meaningful communication between students, faculty, staff and alumni and work to enhance the relationships between Southern New Hampshire University and the community. Membership is open to full-time sophomores, juniors, seniors and graduate students who have maintained a 3.0 grade-point average.

Media Organizations

The Observer is the student newspaper, which is published entirely by students through SGA funding. The newspaper offers experience for writers, editors, photographers, artists and advertising sales people on campus.

The Enterprise is the SNHU yearbook, which is published annually through the efforts of the student body. It serves to chronicle the university years as a remembrance for all undergraduate students.

RadioSNHU (<http://radio.snhu.edu>) is a student-run, Internet-based AM radio station. The radio station provides opportunities for students to be a part of promoting SNHU worldwide via cutting-edge technology.

Cultural Outreach and Involvement

Southern New Hampshire University seeks to create and connect with the community of color on and off campus. The Office of Cultural Outreach & Involvement (also known as the Diversity Office) works with students, faculty and staff from across the university to create a welcoming and supportive campus environment.

We believe diversity is integral to our university culture. The ideas, cultures, practices and religions brought by each student enhance the entire college experience, from the classroom to residence halls and athletics to campus organizations.

Research has shown that a diverse population — in terms of background, talent and perspective — enhances the educational environment for all.

Creating Community

The Diversity Office provides a place for African-American, Asian, Latino and Native American students to:

- connect.
- find resources on and off campus.
- get support – academic and social.
- make connections on and off campus.
- feel at home.

Dining Center

The Southern New Hampshire University dining center which officially opened in January of 2010 is the latest addition to our rapidly expanding campus. The dining hall offers choices ranging from international dishes at Traditions to the 8 oz. Angus burger options at the Mill City Grill. In addition one can find flat bread pizzas and quesadillas at La Trattoria, wraps, subs or paninis at the Ultimate Deli, and stir fry at Global Cuisine which now features a Mongolian grill. The new Toss Around salad bar is there for those salad lovers, and anyone in a hurry can swing by the Express Zone for an on the go meal or snack. The new dining facility has many great features whether it's the food, multi-purpose room, atmosphere, or a quick cup of coffee, the staff looks forward to serving you and sharing in the excitement.

One can also find a snack or a quick grab and go lunch at the Common Grounds Store in the Student Center or at the River Road Café in the Academic Center Commons.

International Student Services

International Student Services (ISS), located in Belknap Hall, assists and supports international students and scholars while they are at SNHU as non-immigrants. ISS provides orientation programs, immigration advising, travel documents, enrollment certification, information about applying for a Social Security number or a driver's license, practical training assistance and cross-cultural adjustment counseling. ISS offers the Thanksgiving Hosts and International Friendship programs to connect SNHU international students with local American families for occasional meals or activities.

An important aspect of the work of ISS is to foster understanding among our students, staff and faculty who come from all over the world; the annual International Education Week celebration and the Cousins program are two initiatives aimed at this. ISS staff also work with the student-led International Students' Association to sponsor such intercultural events as International Night, which features fashion, music, dance and skits from around the world.

Public Safety

Southern New Hampshire University public safety officers are on duty 24 hours a day, seven days a week. Officers patrol the campus in marked vehicles, on bicycles, Segways and on foot. Officers are trained in crime prevention, security patrolling, first aid, fire suppression and preliminary investigations. Officers also spend a good portion of their shifts providing general services for the campus community such as lockouts, roadside assistance and escorting students on campus during hours of darkness.

In addition to patrol efforts the University has strategically placed throughout the campus 14 blue light emergency call phones which ring directly into the public safety office. Extensive exterior lighting of walkways and parking lots are in place. We also utilize a video surveillance system with camera coverage situated at strategic locations.

Although a private university, Southern New Hampshire University's Department of Public Safety continually works in concert with local Police, Fire and EMS. A spirit of cooperation is maintained as the department works hand-in-hand with these agencies to keep our campus safe.

The department provides direct service programs to the members of the university community. The programs are dedicated to the prevention of crime and fire safety awareness. The programs vary in scope and topic but include a hands on Rape Aggression Defense class, personal safety awareness, identity fraud and a winter driving workshop to name a few.

In compliance with the Campus Security Act of 1990 (CLERY Act), SNHU's safety, security programs along with our crime and fire statistics are reported annually to the US Department of Education. This information can be found on the university's website and in brochure form at the Public Safety Office. The Public Safety Office is located in Belknap Hall room 101.

Residence Life

The residence life program supports the academic mission of the university by enhancing student learning inside and outside the classroom. Residence Life provides an environment that allows for individual growth and provides facilities that are well-maintained and safe.

Campus living should be an exciting and educational experience. Living in the residence halls creates an environment in which students will grow, learn, accept adult responsibilities, make informed choices, develop friendships and increase self-awareness.

The Office of Residence Life staff, located in Chocorua Hall, Suite 3, offers referral information on university services, sponsors programs and assists with physical accommodations.

The residence program consists of:

Apartments	Townhouses	Residence Halls
Conway	Attitash	Chocorua
Greeley	Cranmore	Hampton
Kearsarge	Hillsboro	Merrimack
Lincoln	Rockingham	New Castle
Spaulding	Sunapee	Ossipee
Whittier		Washington
		Windsor
		Winnisquam
		Winnepesaukee

Our first year and second year students traditionally choose to live in the residence halls, while our third and fourth year students usually reside in the apartment and townhouses.

All residence hall rooms are furnished with desks, chairs, beds, drapes and wardrobes. There are convenient common spaces with furnished lounges, microwaves, flat-panel televisions and study spaces. Students are encouraged to make their residence hall rooms a comfortable personal living space that in many cases they will share with a roommate. In the residence halls, we have a limited number of single rooms available as well as suite style and pod-style living.

Individual townhouses and apartments are furnished with desks, chairs, beds, drapes, wardrobes, living room and kitchen furniture, and a stove and a refrigerator. Students must provide their own pots, pans, glasses, plates, and silverware. There are study and lounge spaces in some of the apartment areas. We also have green space surrounding both the townhouse and apartment areas. Additionally, Hampton, Windsor, Conway, and Lincoln house large conference rooms areas. Our residence areas are active during the summer as well. Traditional Summer A and B term students reside in either New Castle, Washington, or the Upper Suites. The Eastside Residence Halls and Eastside Apartments along with the Lower Suites are used as conference and convention spaces.

Each area is administered by a Residence Director (RD), who is a live-in, professional staff member. RDs supervise the student Resident Assistant staff, develop, coordinate and encourage programming, investigate and adjudicate judicial matters, act as liaisons between residents and facilities management, and refer students in need of personal assistance. Resident Assistants (RAs) are students who are selected and trained to assist the Office of Residence Life staff. Southern New Hampshire University and the Office of Residence Life hire RAs to work in each residence hall, apartment and townhouse building. The RAs work with residents to build a climate conducive to academic success, individual growth and the development of appropriate community norms, such as mutual consideration and respect for others. RAs assess and work with their students in order to provide cultural understanding, life skills, academic, social, and healthy living approaches for their areas. The RA is the first person to contact if a student is in need of advice, a referral to another office, or help concerning a roommate issue or a maintenance request.

Being admitted to the university is not a guarantee of a residence assignment. Students are assigned residence on an annual basis.

Wellness Housing

The goal of wellness housing is to sustain a housing option for students who desire a substance-free residence area while working closely with the Wellness Center. These students are also provided with the opportunity of maintaining a lifestyle that supports positive life choices.

Residential Learning Communities

Our Residential Learning Communities (or RLCs) reside in the Eastside Residence Halls, currently only in Windsor Hall. The goal of the RLCs is to expand their understanding of a topic through the students' general interest and living-learning components in a community-based residence hall environment. Through exploration and investigation, students partner directly with the Residence Director in this area to create this unique living opportunity. Beginning fall 2011, there will be a first year living/learning community that will be integrated into the RLC program as well.

Service and Community Involvement

Through our programs and initiatives the Center for Service and Community Involvement strives to develop a culture of active citizenship where members of the SNHU community embrace civic engagement, volunteerism and service. By creating partnerships with the Manchester and global communities we offer students, faculty and staff the opportunity to engage in action, change and education and to foster active citizenship.

Working with students, faculty, staff and local agencies, the Center helps to connect individuals and groups with area needs that meet their interests. The Center supports several programs and initiatives which include:

- Alternative Breaks which provide opportunities for students to participate in week-long service projects out of the area
- Service Learning, which provides the opportunity for students to engage in service directly related to their academic studies, where the service experience is used as an additional "test"
- Community Service Work-Study program which encourages students who qualify for work-study to earn their award by working at a community organization
- One time service projects which provide the opportunity to serve at a variety of organizations at times that are convenient with students' schedules
- Special interest events, such as the Give a Little Feed a Lot Food Drive, Hunger and Homelessness Week, Environmental Service Week, and the SNHU Family Service Day.

Student Life and the Student Center

The Student Life and the Student Center Office is dedicated to supporting the growth and learning that occur in all facets of campus life. This department collaborates with many members of the SNHU community to provide innovative and planned campus programs, activities and services. Programs presented annually are the New Student Orientation programs, Family Weekend, and the University Convocation which includes the New Student Induction Ceremony. In addition to the programs that are supported by this area, the

office works to provide an attractive and customer focused Student Center that promotes the "living room" of the campus. Finally, the office directly advises the Student Government Association and its related organizations, which include the Student Senate, the Election Committee and the Budget & Finance Committee.

New Student Orientation

The Office of Student Life coordinates the SNHU Orientation programs, which are held three times during the year. Those programs are the Summer Orientation program held in June, the First Days program held at the opening of the fall term, and the Spring Orientation program held at the beginning of the spring term in January. These programs are for all full-time, undergraduate students who are new to the university. The programs focus on social, academic, and personal integration and transition issues that all new students face when going to college.

Student Center

The Student Center is the campus crossroads, where students, faculty, staff, alumni, and guests of the institution meet and socialize. It is known as the "living room" of the campus, and a showcase facility for student life. The facility houses the three student governing groups; CAPE (Coordinators of Activities & Programming Events), IGC (Inter-Greek Council), and SGA (Student Government Association). Several offices are also housed in the Student Center which offer numerous services, including the Campus Store/Bookstore, Campus Ministry, Campus Programming & Leadership, the Wellness Center, Copies Plus (a student run copy center), the Last Chapter Pub, and the Office of Student Life. Other services offered in the facility include pool tables, foosball, a 24 hour ATM, mailboxes, the Penmen change machine, large format TVs, and a convenience store.

Solicitation Policy

The Office of Student Life must approve all advertising by non-university organizations in order to be posted and/or distributed on campus. No solicitation is allowed except with the approval of the Office of Student Life.

Businesses are offered certain opportunities to promote their products by reserving a table in the Student Center area or through advertising in the student newspaper. Both of these services are offered on a fee basis. All requests will be considered as long as the service represents a benefit to our students and the institution and does not interfere with any contractual agreements the institution has entered into.

In the residence areas only, student clubs and organizations are allowed to market door-to-door with prior written approval through the Office of Residence Life. If the student group is intending to conduct a fundraiser, the students need to receive approval from the Office of Student Life as well.

Wellness

The mission of the Wellness Center is to utilize the wellness model to enhance each student's ability to resolve problems, improve relationships, attain optimum physical health and to achieve personal growth and academic success. Through education, medical treatment and counseling services we assist students to develop responsibility for their own well being and learn the skills to maintain a lifelong healthy lifestyle. Our vision is to assure that the wellness model is integrated into the decisions and operations of the institution and each individual's growth and development.

As a staff, we value prevention over treatment and try to reflect that in our services and programming efforts. We believe that change occurs at both individual and systematic levels, that college is an opportunity for growth in and out of the classroom and that learning occurs in a variety of contexts. Furthermore, our work is guided by the beliefs that actions speak louder than words, people are responsible for their own actions, asking for help and utilizing available resources is healthy and an educational institution is responsible for challenging students to become intellectually curious, socially responsible and emotionally healthy members of society.

Counseling Services

Sometimes personal and emotional problems can negatively impact learning and living and interfere with a person's development. Even a student with many strengths and abilities can experience difficulties which can be effectively resolved through counseling. Some examples of such difficulties might be problems in interpersonal relationships, depression, loneliness, sexual concerns, poor grades, substance abuse or conflicts with one's family.

Personal concerns of any type may be discussed frankly and privately with a professional counselor. Counseling sessions are free and confidential and can be arranged by contacting the Wellness Center.

Health Services

To be eligible for health services at the Wellness Center on campus, students must submit a complete medical record form. A complete medical record form requires a student's signature, (or parent's consent to treat if the student is a minor) emergency contact information, a health history and physical within the past twelve months, required immunization history including documentation of a complete measles, mumps and rubella series or documentation of immunity through an antibody titer test. In addition, international students are required to have a recent (within six months) chest x-ray and provide a report translated in English. Any missing information will incur additional medical service fees to the student upon arrival.

Our health service staff members include a full time Registered Nurse and a full time Licensed Practical Nurse who collaborate closely with our off-site medical director.

Health Services offers treatment of common acute problems (e.g., colds, flu, and burns), personal health counseling and education, information on birth control, referral for sexually transmitted infections testing and allergy injections. The SNHU Health Services is licensed by the Department of Health and Human Services as an Educational Health Facility and must operate according to their regulations. At the discretion of the nurse, students will be referred to an urgent care center or another appropriate practitioner for further evaluation and treatment. Charges for health services in the community are the responsibility of the student. Wellness Center staff is available to assist students with processing insurance claims covered by the University sponsored health insurance plans.

Health Services Complaint Procedure

All student complaints about care at Health Services should be directed to:

Jet Goldberg
Director of Wellness Center
603.645.9679

If a student feels the complaint is not adequately addressed contact:

Heather Lorenz
Interim Dean of Students
603.645.9608

Students may also file a complaint with:

Division of Public Health Services
Bureau of Health Facilities Administration
6 Hazen Drive
Concord, NH 03301
1.800.852.3345, Ext 4592

Educational Services

Education is at the core of the Wellness Center's activities and services. The staff members firmly believe in the value of prevention in the development of a whole person. Educational services include classroom presentations on wellness topics; individual consultations with students; workshops and co-sponsorship of substance-free activities; training for student leaders, staff and faculty; and access to resource materials for classroom assignments or personal growth opportunities.

REACH (Real Education about College Health) is Peers Teaching Peers about wellness topics. As part of the wellness team, Peer Educators provide fun and creative programs on wellness topics to other students. Our REACH Peer Education program is also affiliated with The BACCHUS Network, a university and community based network that focuses on health and safety initiatives to promote healthy and safe lifestyle decisions. Peer Educators are eligible to attend training and receive National Certification.

Course Descriptions

The following undergraduate courses are listed in alphabetical order by the university's course listing prefix.

ACC	Accounting
ADV	Advertising
ATH	Anthropology
BIO	Biology
BUS	Business Administration
CHM	Chemistry
COM	Communication
DEV	Child Development
ECO	Economics
EDU	Education
ENG	English
ENV	Environmental Studies
ESL	English as a Second Language
FAS	Fine Arts
FIN	Finance
FMK	Fashion Merchandising
GAM	Game Development
GEO	Geography
GRA	Graphic Design and Media Arts
GST	Gender Studies
HIS	History
HON	Honors
HOS	Hospitality Business
INT	International Business
IT	Information Technology
JUS	Justice Studies
LAR	Language (Arabic)
LFR	Language (French)
LIT	Literature
LMN	Language (Mandarin)
LSP	Language (Spanish)
LSS	Life Strategies Seminar
MAT	Mathematics
MKT	Marketing
OL	Organizational Leadership
PHL	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
QSO	Quantitative Studies and Operations Management
RES	Resident Life
SCI	Science
SCS	Social Science
SNHU	First Year Seminar: Scholarship for Success
SOC	Sociology
SPED	Special Education
SPT	Sport Management
TCI	Culinary

Humanities and Social Sciences

Courses at the 100- and 200-levels are appropriate for freshman and sophomore level students; 300- and 400-level courses are appropriate for junior- and senior-level students.

Literature Electives

Only courses with the course prefix LIT may be used as literature electives.

Special Topics Courses

Special topics courses may be offered on a one-time basis in any discipline during any semester or session. Special topics courses will be numbered 470 with the course listing prefix. Example: ACC 470.

Global Marker Courses

Ever greater international interaction as a result of communication technology, travel, and media coverage requires successful individuals to be familiar with international issues. International education is thus part of the curriculum of Southern New Hampshire University. We expect every graduate of SNHU to gain an awareness of other cultures and the global environment, either by studying abroad, or by taking at least two courses with global markers. Global marker courses focus on such topics as: the inter-connectedness of different regions and cultures; specific characteristics of non-western regions and cultures; skills of particular use in international business and travel; and the history, politics and geography of the world.

ACC	312	International Managerial Accounting
ATH	111	Introduction to Cultural Anthropology
COM	222	An Introduction to Film History
COM	320	Exploring World Cultures Through Mass Media
ECO	322	International Economics
ECO	327	Economic Development
ECO	360	The Rise of Modern Asia
ENV	219	Environmental Issues
FAS	390	Non-Western Art
FIN	336	Multinational Corporate Finance
GEO	200	World Geography
HIS	301	World History and Cultures
HIS	379	History of the Middle East and Islam
HIS	390	World Religion: Ritual and Belief
HOS	220	Geography of Global Cultures
HOS	424	Service, Merchandising and Management of Wines
INT	113	Introduction to International Business
INT	315	International Management
INT	316	Cultural and Political Environments of International Business
INT	410	International Entrepreneurship
INT	421	Global Financial System
JUS	305	International Criminal Justice
LAR	111	Elementary Arabic Language and Culture I
LAR	112	Elementary Arabic Language and Culture II
LIT	201	World Literature: Foundations of Culture
LIT	345	Postcolonial Encounters
LMN	111	Elementary Mandarin Language and Culture I

LMN	112	Elementary Mandarin Language and Culture II
OL	326	Social Environment of Business
PHL	230	Religions of the World
PHL	246	Understanding Non-Western Philosophy
POL	203	Development and Underdevelopment
POL	211	International Relations
SCI	219	Environmental Issues
SPT	425	Sport Licensing & Strategic Alliances
SPT	465	Global Sport Business

Accounting

ACC 201 Financial Accounting (3 credits)

Financial Accounting establishes the rules and regulations for preparing accounting information used by internal and external sources to evaluate the financial health of an organization. This course will develop the student's ability to interpret financial accounting information, to communicate this information and to understand the accounting system that produces this information.

ACC 202 Managerial Accounting (3 credits)

Managerial Accounting will explore the financial impact of alternative business decisions and the financial benefits of new business practices. After completing this course, the student will understand how accounting and other productivity information can be used to assess the past and improve the future performance of a business by giving managers essential information they need to make more informed decisions. Prerequisite: ACC 201.

ACC 207 Cost Accounting (3 credits)

This course examines the accounting concepts and practices used in the recording, classifying and reporting of cost data. An analysis is made of the behavior of costs and their use to management in the planning and control process. Budgeting, standard cost, job order and process are examined, along with special problems in cost accounting. Prerequisite: ACC 202.

ACC 307 Intermediate Accounting I (3 credits)

This is the first of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. The first course focuses on understanding the theoretical framework that provides the foundations for the development of various accounting standards, regulations and practices. This course reviews the accounting cycle, including adjusting, correcting, reversing, and closing entries. Students will learn how to prepare accurate and complex financial statements including required disclosures that must accompany an organization's income statement, balance sheet and statement of cash flows; and how time value of money impacts the recording of various transactions. The course concludes with a presentation of techniques to analyze income measurement and profitability analysis. Prerequisite: ACC 202.

ACC 308 Intermediate Accounting II (3 credits)

This is the second of three courses in intermediate accounting. These courses are designed to extend a student's knowl-

edge of financial accounting practices. The second course focuses on an improved understanding of a company's assets and begins a discussion of liabilities. Students will study the recording and disclosure requirements for cash and receivables, inventories, long-lived operational assets and investments, which also serve as financial instruments for an organization. The course concludes with a presentation of recording and disclosure requirements for current and long-term liabilities. Integrated within this course will be exposure to CPA simulation questions and the use of the FARS database for conducting accounting research. Prerequisite: ACC 307.

ACC 309 Intermediate Accounting III (3 credits)

This is the last of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. Students will study the reporting and disclosure requirements for more complex accounting topics that would include income taxes and pensions, shareholders' equity, share-based compensation and various earnings per share (EPS) computations. Other financial reporting issues discussed include accounting changes and error corrections as well as SEC reporting and partnership accounting. Integrated within this course will be exposure to CPA simulation questions and the use of the FARS database for conducting accounting research. Prerequisite: ACC 308.

ACC 312 International Managerial Accounting (3 credits)

The study of foreign currencies and exchange risk management, global organization and control, planning and performance evaluation in multinational enterprises, multi-national taxation, global financial statement analysis, and transparency and disclosure in global environment to gain an appreciation and understanding of international managerial accounting. The above studies will relate to international accounting and reporting considerations, standards, and responsibilities. Global Marker. Prerequisite: ACC 202.

ACC 315 Accounting Systems Applications (3 credits)

This course increases the student's understanding of business processes through the design of an accounting information system. The student will have hands-on experience with accounting software in general ledger, financial statement preparation, accounts receivable, accounts payable, cost control and allocation and budgeting. It is assumed that students have a basic working knowledge of personal computers. Programming knowledge is not necessary. Prerequisites: ACC 202 and IT 100.

ACC 322 Government and Non-Profit Accounting (3 credits)

This course covers the accounting principles and procedures applicable to governmental and nonprofit institutions. Terminology, theory, and current practices are integrated to give students a working knowledge of this unique field of accounting. Prerequisite: ACC 307.

ACC 330 Federal Taxation I (3 credits)

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for individuals. Prerequisite: ACC 202.

ACC 331 Federal Taxation II (3 credits)

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for S corporations, C corporations and partnerships. Prerequisite: ACC 330.

ACC 335 Tax Factors For Business Decisions (3 credits)

This course focuses on tax basics that apply to all forms of business organizations. It stresses the importance of tax concepts within the framework of financial reporting and emphasizes differences between tax and financial accounting theory and electronic applications in the tax area. The course covers general concepts, underlying policies, a comparison of tax rules to GAAP, basic compliance obligations, the role of the tax advisor and current tax issues. The Internal Revenue Code, comprehensive research matters of tax law, and computer online service research will be explored. Prerequisite: ACC 202.

ACC 340 Controllership (3 credits)

This course examines the accounting and interpersonal skills necessary to manage an efficient accounting department. These skills include processing accounting transactions, preparing financial statements, recommending improvement in financial operating policies, and monitoring the financial activities in other departments. Basic areas of subject coverage include cash management, inventory valuation, operations budgeting, taxes, insurance, and capital budgeting. Also included will be the use of electronic spreadsheets for financial analysis, client-server computing applications, target costing, disaster recovery planning, activity based costing, outsourcing, and managing in a growth environment. Prerequisite: ACC 307.

ACC 345 Financial Statement Analysis and Business Valuation (3 credits)

Accountants and other business professionals are often called upon to evaluate the financial health and market value of their company and of other companies under consideration for acquisition. This course presents theory, tools and techniques that are later applied to the actual analysis of a publicly traded company, as well as an introduction to fundamental valuation techniques. It will extend prior analysis to include the computation of free cash flows, the interpretation of notes to financial statements and the integration of information provided in various SEC filings to evaluate a corporation's future prospects. This is a team intensive course. Prerequisites: ACC 307 and FIN 320, or permission of instructor.

ACC 350 Volunteer Income Tax Assistance (VITA) Course (3 credits)

This course requires students to volunteer as tax preparers in the community in applying the I.R.S. tax code. Students are certified by the I.R.S. as tax preparers through the Volunteer Income Tax Assistance (VITA) Program. Students complete

actual tax returns for both United States and Non-resident taxpayers. This course also entails working with the international community. This is accomplished by working at the SNHU-VITA site as well as marketing the site to the general public. The course entails the preparation of basic income tax returns. Prerequisite: Junior standing.

ACC 405 Advanced Accounting (3 credits)

Advanced Accounting includes a comprehensive examination and analysis of the accounting principles and procedures that are applicable to special areas of business. The topics covered are consignments, installment sales, branches, business combinations, consolidations, bankruptcy, foreign exchange, and estates and trusts. Particular emphasis is placed on problem-solving. Prerequisite: ACC 309 or permission of the instructor.

ACC 411 Auditing Principles (3 credits)

This course presents an in-depth examination of audit programs and procedures. It emphasizes the review of internal controls as required during an audit engagement, as well as the considerations pertaining to both clients and auditors. Prerequisite: ACC 308.

ACC 421 Auditing and Forensic Accounting (3 credits)

This course focuses on the investigation, detection, documentation, and prevention of accounting frauds, stock frauds, and employee theft and embezzlement. White-collar crime involving fraud has mushroomed. Much of the responsibility for detecting fraud has been assumed by the accounting profession. Accountants need to learn how to investigate and recognize fraud within an organization and how to implement the latest techniques for controlling it. Prerequisite: ACC 308.

ACC 423 Detection and Prevention of Fraudulent Financial Statements (3 credits)

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. This course identifies common fraud schemes and scams. Participants in this course will learn how to review, detect and investigate possible financial statement fraud. Various techniques will be used to explore substantive analytical procedures and to assess the risks of financial statement fraud. Prerequisite: ACC 421.

ACC 425 Interview Techniques and Legal Aspects of Fraud (3 credits)

This third course in forensic accounting and fraud examination will introduce participants to interview principles and techniques. Participants will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud. Prerequisite: ACC 423.

ACC 427 Investigating with the Computer (3 credits)

This fourth course in forensic accounting will provide guidance and knowledge for conducting investigations with technology. Students will be introduced to some of the types of public records available for investigation; how to access these public records through databases; related internet

search techniques; and the use of fraud-related software packages. Prerequisite: ACC 425.

ACC 480 Independent Study (3 credits)

Independent study allows the student to investigate any accounting subject not incorporated into the curriculum or to do in-depth research in a specialized area of accounting. Prerequisites: Permission of the instructor, program coordinator/department chair and school dean.

ACC 490 Accounting Internships

(3-12 credits)

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience. Consent needed from the Career Development Center and approval by the program coordinator/department chair, with 3 credits given for 240 hours, 6 credits given for 480 hours, and 12 credits given for 960 hours.

ACC 491 Accounting/Finance Internships

(3-12 credits)

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience. Consent needed from the Career Development Center and approval by the program coordinator/department chair, with 3 credits given for 240 hours, 6 credits given for 480 hours, and 12 credits given for 960 hours.

Advertising

ADV 263 Advertising Copy and Design (3 credits)

Explore marketing communication strategy and tactics that are reshaping the way marketers communicate their brand to consumers. Students will develop and execute creative copy and design solutions into effective client campaigns. Each student will develop a professional creative work portfolio that can be built upon in future classes and shared with potential internship and employment opportunities. Prerequisite: MKT 229 and COM 230.

ADV 340 Advertising Media Planning (3 credits)

Every media choice that is made by a company will cost money and must be justifiable in terms of its goals and its target markets. This course exposes students to the fundamentals of media planning and strategy, from basic to critical concepts. It has a strong practical application aspect, and students are expected to research media and create media plans. The course addresses the changing nature of media, and includes new and non-traditional media, and social media in the research and planning processes. Offered once a year in the spring. Prerequisite: MKT 229.

ADV 428 Promotional Research and Media Management (3 credits)

This course applies marketing research techniques to the field of promotion. Topics covered include research for promotional campaigns including social media and internet marketing options, and a survey of the research companies

and reports used in evaluating the success of the promotional effort.

ADV 429 Advertising Campaigns (3 credits)

This advanced course in advertising and promotion includes the application of marketing strategies and theories and the development of a complete, multimedia advertising campaign. Aspects covered include gathering primary and secondary marketing research data, establishing an integrated marketing strategy plan, an integrated media campaign including internet marketing strategies, developing creative exhibits in the strategy plan for print and broadcast media and constructing a media traffic plan.

ADV 462 Advertising Account Executive Seminar

(3 credits)

The course is the capstone course for advertising majors and focuses on the business, management and sales aspects of the advertising field. Students will learn about the selling and marketing of advertising campaigns and obtain the management skills and competencies that are needed to implement effective advertising planning. Students will be familiar with the roles and responsibilities of executive producers and account executives in sales and management. Prerequisite: Senior status.

ADV 480 Independent Study (3 credits)

This course allows students to investigate any advertising subjects not incorporated into the curriculum. Prerequisites: Permission of the instructor, program coordinator/department chair and school dean.

ADV 490 Advertising Internships (3-12 credits)

This closely supervised, on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand. Prerequisites: Open only to advertising majors with permission of the Career Development Center and the advertising program coordinator/department chair.

Anthropology

ATH 111 Introduction to Cultural Anthropology

(3 credits)

This course is the study of preliterate and changing societies that emphasizes social organization and cultural aspects. Global Marker.

ATH 200 Native History and Culture (3 credits)

This course presents the history and culture of Native Americans in their own voices, from the arrival of the Europeans in the 1500's to the present. Students will learn of Native American events, spirituality, art, folklore, governance and status as separate nations.

Biology

BIO 101 General Biology (3 credits)

Various biological topics are discussed in the framework of

the physical universe, from the creation of matter to the ultimate fate of the Earth. Topics include the evolution of planet Earth and the cell, the cell doctrine, plant and animal evolution, natural selection and genetics, ecology, and astrobiology and the future of the human species.

BIO 101L General Biology Lab (1 credit)

BIO 101L is a laboratory course, following topics presented in BIO 101, General Biology. Students will gain hands-on experience and visual reinforcement of concepts, including acid-based dynamics, enzyme action, osmosis and diffusion, cellular reproduction, and use of microscopes. Prerequisite: BIO 101 is a prerequisite or a co-requisite.

BIO 110 Introduction to Public Health (3 credits)

Introduction to Public Health provides an overview of factors associated with disease affecting population. Students will be exposed to the history of public health in the United States, its political and social dimensions, basic epidemiology, and current approaches to issues of public health, including health care and health services.

BIO 210 Introduction to Anatomy and Physiology (3 credits)

This course is designed to deepen your understanding of the human body. Emphasis is placed on the relationship between body structure (anatomy) and function (physiology) of organ systems including the skeletal, muscular, digestive, respiratory cardiovascular, sensory, nervous, endocrine, and reproductive. While navigating through these systems we explore disorder and disease processes that affect normal function to better understand human health. A variety of learning methods such as lectures, laboratories, case studies, research presentations, and guest lectures will be utilized to promote critical thinking and practical application of terms and concepts.

BIO 210L Anatomy and Physiology Lab (1 credit)

Anatomy and Physiology Lab is a counterpart to BIO 210, in which students will examine tissues, bones, muscles, and the major organ systems. The laboratory is hands-on, and will include use of microscopes, visual representation in models, videos, and online dissection. Prerequisite: BIO 210 is a prerequisite or a co-requisite.

BIO 315 Ecological Principles and Field Methods (3 credits)

This course introduces students to the principles of ecology and practical methods used in the field. Students will explore theoretical topics in the ecological systems including the level of the population, community and ecosystem; energy flow and biogeochemical cycles; and the concept of sustainability. Students will read literature and conduct research projects in the field and will use critical thinking to evaluate research, design studies, present findings and debate.

Business Administration

BUS 206 Business Law I (3 credits)

The background, foundation and ethical aspects of the

United States' legal system are examined. Torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law also are explored. Prerequisite: Sophomore standing.

BUS 307 Business Law II (3 credits)

The study begun in Business Law I continues as the topics of commercial paper, real and personal property, creditors' rights and bankruptcy, agency, business organizations, estate planning and government regulation of business are explored. Prerequisite: BUS 206.

Chemistry

CHM 101 Fundamentals of Chemistry (3 credits)

This course surveys the major themes of chemistry. Topics include chemical reactions, acids and bases, bonding, phases of matter, nuclear chemistry, and basic organic chemistry.

CHM 101L Fundamentals of Chemistry Lab (1 credit)

This course will use laboratory techniques to study the fundamental principles of chemistry. Topics such as the mole, chemical equilibria, chemical and physical properties, solutions, kinetics, etc., will all be covered along with other topics important to chemistry. Prerequisite: CHM 101 is a prerequisite or a co-requisite.

CHM 200 Environmental Chemistry (3 credits)

Students in this course examine environmental problems with an emphasis on the scientific evidence from a chemistry perspective. Scientific concepts will be reinforced by the use of virtual labs. Prerequisites: ENV 219 or SCI 219, and MAT 220.

Communication

COM 126 Introduction to Communication (3 credits)

This communications survey course covers mass media, culture, and society. The course focuses on how and why the US media operate as they do, as well as on how media performance might be improved.

COM 128 Language and Practice of Media Arts (3 credits)

This is an introduction to the practice of media production and the study of visual media literacy. The course examines the fundamental components and structure of moving image texts, explores how dynamic relationships between those elements convey meaning, and then exercise that knowledge through media production. Production design, language, technology, and methods will be discussed enabling all students in the class to have a common language of image analysis and creation. Readings and discussions on topics such as cinematography, narrative meaning, image and sound design, editing, genres, and culture will be included. Creative interpretative and expression of ideas will be exercised in the production of media.

COM 212 Public Speaking (3 credits)

This course is designed to help students develop abilities,

including organization and delivery skills, for all speaking situations. The evaluation and improvement of voice, diction, articulation and posture also are studied. May not be used as a literature elective. Prerequisite: ENG 120.

COM 222 Introduction to Film History (3 credits)

As an overview of film history and aesthetics, this course explores film history from 1895 to the present. Emphasis is on the development of film as a technology, an art form, an industry, and a cultural institution. The class will research and discuss genres, movements, directors, and landmarks in film history including the cultural impact of film, the influence of film movements on filmmaking techniques worldwide, and the economic and cultural connectivity of filmmaking across the globe. Global Marker.

COM 227 Public Relations (3 credits)

This course introduces students to the theory and practice of public relations in the United States. Students study the major figures in this field as well as organizations, their behavior, and the relationships between organizations and their publics. Prerequisite: ENG 121.

COM 230 Graphics and Layout in Print Media (3 credits)

This course is an introduction to the principles and practices of graphic design. Students are introduced through lecture, demonstration and hands-on computer work to the basic elements of graphic visual communication. Adobe Illustrator is used as a primary tool in exploring visual perception through a variety of creative exercises that familiarize the student with basic visual principles such as figure/ground manipulation, shape grouping, letterform shape creation, and grid and system creation. Formal elements of graphic design such as line, shape, color, texture, pattern, balance, symmetry, rhythm, space and unity are thoroughly explored by example and hands-on computer exercises. Special topics included are designing with type, layout strategies, logo design, symbol and pictogram development and stationery systems.

COM 232 Desktop Publishing (3 credits)

This course is an introduction to the software application QuarkXpress designed for the novice user. The Macintosh platform is used in the classroom studio lab, and the student is introduced to the creative and practical aspects of the desktop publishing program considered indispensable in the contemporary communications and design industries. This course is based on a series of introductory exercises and a regimen of hands-on practice that teaches software and design skills. Students learn how to combine the use of QuarkXpress with other professional graphics and word processing software such as Adobe Illustrator, Adobe Photoshop and Microsoft Word. Prerequisites: ENG 121 and COM 230, or permission of instructor.

COM 235 Introduction to Journalism (3 credits)

This writing practicum introduces students to writing for print and electronic media under deadline. Gathering information by using records, documents, observation, interviewing, and the Internet. Emphasis on library resources, electronic databases, and current events. Basic style and

editing based on AP Stylebook and Libel Manual and AP Broadcast News Handbook.

COM 237 Journalism Practicum (maximum 6 credits)

The option for this practicum is print journalism. Students have the opportunity to publish the student newspaper, The Observer. Students interested in receiving credits for this practicum must present portfolios of their work. The newspaper's editorial board and faculty advisor assign credits.

COM 238 Radio Practicum (maximum 6 credits)

Students have the opportunity to participate in the university radio station, Radio SNHU, as on-air disc jockeys, on the governing board, or both. Students interested in receiving credits for this experience must present portfolios of their work. The Department of Communications in association with the station's faculty advisor(s) assigns credits.

COM 244 Digital Video Production: Level I (3 credits)

This course introduces the student to video aesthetics, and techniques, as well as providing students with hands-on production experience. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors and the human condition. Skills covered in the class will include the fundamentals of all stages of production, use of the camera as a visual tool, audio, lighting, and editing in a digital non-linear environment. Students attend lectures and technical demonstrations, view work of various video and film directors, complete production planning and coordination, and produce creative projects. Prerequisite: COM 128 or permission of the instructor.

COM 302 Environmental Communications (3 credits)

Research in mass media and science communication reveals the need for professionals in various disciplines to acquire skills to inform and educate the public about environmental and other science issues via the media. Communication of environmental issues is essential for public awareness, information and action in an era of rapid population expansion and resource depletion; which leads to global unsustainability. Research indicates that since the general public receives most of its information from the mass media, professionals need to be adequately trained in media information dissemination styles and techniques. This class will cover the spectrum of media available for conveying environmental and science information to the public and will teach writing and speaking skills for media and other communication channels. The course will also teach principles of an ecologically and economically sustainable future and how these principles can be effectively and persuasively communicated to people.

COM 305 Digital Documentary Photography (3 credits)

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven, instead, each student will work on one long-term project. To prepare for that, students

will begin the term by focusing on a small story that can be captured in about two weeks. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. This course is cross-listed as FAS 305. Prerequisite: FAS 226.

COM 310 Social Media (3 credits)

This course provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media. Students will learn how to explore the possibilities and limitations of various social media and will learn how to apply and adapt basic rhetorical communication strategies to construct and critically evaluate social media texts. Students will examine the strategic uses of social media for community building, civic and political participation, advertising, marketing, public relations, and journalism. Finally, students will gain basic hands-on experience with several forms of the most current social media technology. This is a writing- and reading-intensive course. Prerequisites: IT 100 and ENG 121

COM 320 Exploring World Cultures through Mass Media (3 credits)

This course seeks to expand global cultural understanding and communication by examining pop culture and media systems in various countries. Students will have the opportunity to expand their cultural perspective by exploring music, film, television, radio, print media, technology, and urban and youth culture. Topics will include media imports and exports, media audiences, media financing and regulation, media research and reporting, media effects, media ethics, meaning and communication through media, and intercultural communication. In lieu of a text students will use extensive internet research, personal interview, podcasts, discussion boards, various supplemental material, and independent cultural exploration. Classes will consist of brief lectures, discussion, viewing of media, and in-class research and projects. Global Marker Prerequisites: COM 126 or COM 128, and ENG 121.

COM 322 Advanced Public Speaking (3 credits)

This course provides students with the skills to produce effective oral presentations in professional contexts. The course includes formal individual speeches as well as interactive and group presentations. It is run as a seminar to provide students with experience as moderators. Prerequisite: COM 212.

COM 327 Screenwriting for Media Arts (3 credits)

This course is designed to teach students the fundamentals of screenwriting for short Narrative and Commercial projects. Students will analyze screenplays and scripts, and then learn basic screenwriting concepts and tools. Students will be attending lectures and film screenings, completing in-class writing exercises and proposals, providing valuable critique to their colleagues, and completing at least one treatment, pitch and screenplay. Prerequisite: ENG 121. It is highly recommended that students take COM 128 prior to taking this course.

COM 332 Corporate Communications (3 credits)

This course gives students the opportunity to develop skills, knowledge, and philosophies in organizational communication through lectures, research, readings, discussions, application and written assignments. Emphasis is placed on verbal and nonverbal communication, cultural communication, interpersonal relationships within organizations, leadership styles, organizational environments, crisis communication and dealing with the future and change. Prerequisites: COM 212 and COM 322 or permission of instructor.

COM 336 Electronic Public Relations (3 credits)

This course provides a focused overview of electronic public relations applications and presents guidelines for using electronic technologies for public relations purposes. Students will learn to reach various publics through public service announcements, video news releases and satellite media tours. Students will also learn how to reach media, government, consumers, employees and management effectively by applying electronic media technologies. Prerequisite: COM 227.

COM 337 Journalism Practicum II (3 credits)

The option for this advance practicum is print journalism at the executive board (editorial staff) level on the student run newspaper, The Observer. Students interested in receiving credit for this practicum must assume the editorial roles to operate and publish the student newspaper; and present portfolios of their work at the end of the academic year. The newspaper's editor-in-chief and faculty advisor award credit(s) based on student participation and involvement at the editorial staff level, and quality of portfolio based on work completed over the academic year.

COM 340 Writing for Public Relations (3 credits)

COM 340 is a survey course requiring copywriting in public communication formats, including news releases, features, editorials, brochures, speeches, profiles, newsletters and annual copy. Prerequisite: ENG 121.

COM 341 Technical Writing (3 credits)

This course trains students to produce documents of a technical nature commonly found in a business context. Students are required to prepare a variety of technical reports, including audits, technical manuals and feasibility studies. Prerequisite: ENG 121.

COM 342 Writing for the Computer Industry (3 credits)

This course is designed to increase students' ability to communicate high-tech information and to apply the technical writing process to the computer industry. The course focuses on techniques for creating documentation with attention to formatting, graphic design and text organization. Prerequisite: COM 341 or permission of the instructor.

COM 344 Digital Video Production: Level II (3 credits)

Students will continue gaining hands-on production experience and will increase their knowledge of video theory, aesthetics, and techniques. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors, and the human condi-

tion. Emphasis will be on writing, lighting, sound design, directing, editing, and production management. Students will attend lectures and technical demonstrations, view work of various video and film directors, and produce creative projects individually and in groups. Prerequisite: COM 244 or permission of instructor.

COM 345 Animation and Visual Effects (3 credits)

This hands-on technical course provides training in the use of Adobe After Effects, the industry standard software utilized for animation, visual effects, and motion graphics in film, video, multimedia and the Web. Students will be attending lectures and technical demonstrations, viewing various After Effects creations, completing exercises and producing short projects with After Effects. Prerequisite: GRA 320 or permission of the instructor.

COM 421 Communication Theory and Research (3 credits)

This course examines research approaches in communications fields and requires students to perform both primary and secondary research, to write critical essays, and to complete a research project. Prerequisite: Senior standing in a communication major.

COM 435 Feature Writing (3 credits)

This course is for students who want to explore feature writing as a means of improving their research and writing skills or to pursue a print journalism focus in the communication major. Students will learn how to develop and organize ideas, adapt their writing for specific audiences and revise and polish their prose style.

COM 448 Media Ethics and Law (3 credits)

This course provides students with the skills and knowledge they need to work in the communications profession. They also will develop a clear understanding of the statutory and constitutional guidelines governing the profession. Students learn the theoretical underpinnings of the First Amendment, followed by its application in cases involving libel, privacy, intellectual property, corporate speech, advertising, obscenity, access to information, protection of news sources, broadcasting policy and electronic media regulations.

COM 452 Public Relations Campaign Planning Seminar (3 credits)

This course offers practice in managing communication campaigns from the public relations perspective and emphasizes the production and presentation of campaign plans. Students will develop and pitch a campaign for a real client. Prerequisite: COM 227 or permission of the instructor.

COM 454 Documentary Video (3 credits)

This advanced-level course combines the study of the documentary genre with hands-on documentary video production. Through film viewings, readings and discussions, students will explore the issues and obstacles that have faced documentary filmmakers through the years. They will then explore these issues through their own creative practice in the documentary genre. Students will write and defend documentary

project proposals, and will work in groups and individually on documentary projects. Prerequisites: COM 344 or COM 244 and permission of instructor/program coordinator.

COM 455 Commercial Video Production (3 credits)

This advanced level, hands-on course provides additional technical training for video production, and assists the student in learning what is involved in setting up a video production business, or working in the commercial/corporate video production industry. Topics could include electronic field production (EFP), working with clients and talent, audience and market considerations, purchasing equipment, producing budgets, maintaining production records, gaining music rights, video graphics, video streaming and conferencing, and careers in the industry. Students will be attending lectures and technical demonstrations, viewing various productions, completing production planning and coordination, and producing commercial/corporate projects. Prerequisites: COM 344, or COM 244 and permission of instructor/program coordinator.

COM 456 Narrative Video Production (3 credits)

This advanced level, hands-on course provides additional video production training and the opportunity to produce narrative shorts for distribution and festival circuit runs. This course will be offered when narrative filmmaking opportunities arise in the surrounding community, or in conjunction with a scriptwriting class. Students will work on professional filmmaking opportunities, or on screenplays selected from those written by students. Students will follow the narrative short production process through all phases of production from storyboarding and casting, through packaging and distribution. Working with actors, crews, location scouting, set design, directing, dramatic lighting, screen direction, foley work, and music rights are all areas of advanced production that will be experienced in the class. Production will utilize MiniDV cameras, and post-production will be in a digital non-linear editing (DNLE) environment on a Mac platform, using Apple's Final Cut Pro. Students will be attending lectures and technical demonstrations, viewing various productions, completing production planning and coordination, and producing narrative shorts. Prerequisites: COM 344 or COM 244 and permission of instructor/program coordinator.

COM 469 Senior Seminar in Communication (3 credits)

This course serves as the capstone experience for communication majors. Students synthesize past coursework, knowledge, skills, and experiences in order to research and plan a scholarly applied communication study and/or campaign to solve a problem for a "real world" client. Specific project requirements are tailored to meet students' planned career paths or areas of focus in the communication discipline. In-class sessions focus on enabling students to become effective independent researchers, while regular individual conferences with the instructor focus on project planning, charting progress, and addressing contingencies. The course results in each student producing a final written product—a research thesis or professional project report—along with a public oral presentation of the thesis/project. Prerequisite: PSY 224 or SCS 224 and senior standing in the communication major.

COM 480 Independent Study (1-3 credits)

This course allows students to investigate any communication subject not incorporated in the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

COM 490 Communication Internships

(3-12 credits)

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the Internships syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation. Prerequisites: Permission of the program coordinator/department chair and the Career Development Center.

COM 492 Digital Media Internships (3-12 credits)

The primary objective of this Communication Internship experience is to provide the Digital Media undergraduate student with employment experience. The School of Arts and Sciences expects that the internship education experience will consist of the application of skills learned in the classroom, but it acknowledges the educational value of “on-the-job” work experience. Indeed, the internship education experience should substantially broaden students’ academic training by exposing them to the realities of the working world. A related objective is to provide Digital Media majors an opportunity to complete assignments for a company that may prove a potential full-time employer or a referral resource. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation. Prerequisite: Permission of the program coordinator/department chair and the Career Development Center.

Child Development

(All DEV and EDU courses may require students to complete off-campus field experience.)

DEV 102 Child Development (3 credits)

This course surveys the human growth and development from ages 3 to 12 of both typical and atypical children from diverse backgrounds. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of human growth and development are included. Students conduct observations and assessments of young children.

DEV 103 Infant and Toddler (3 credits)

This course focuses on human growth from conception to age 3. It includes methods of observation, planning and teaching infants and toddlers, both typical and atypical and from diverse backgrounds. Twenty hours of field experience is included.

DEV 120 Observation and Assessment (3 credits)

Students are introduced to methods of observation of young children in the context of development. Students are intro-

duced to commonly used qualitative and quantitative forms of developmental assessment used with children in the first twelve years of life within early childhood and public school settings. Assessment will be discussed in relationship to developmental outcomes, interpretation and planning for intervention and curriculum. Prerequisite: DEV 102.

DEV 150 History and Philosophy of the Child Study Movement (3 credits)

The student is exposed to the historical, cultural and philosophical foundations of child development theory and practice. The work of Rousseau, Freud, Froebel, Montessori, Pestalozzi, Dewey, and others are examined. The history of early childhood programming as a distinct field outside of formal educational institutions as well as the role of programming within formal education is covered. Tensions in educational philosophy and approach between the early childhood community and the larger educational community are examined in depth. Students begin to develop the necessary skills for a scientific and dynamic understanding of child development. Such skills will assist students in the formation of informed independent opinions and a well integrated perspective. Students have the opportunity to examine the nature of early childhood through field-based experiences. This course may require off-campus field experiences.

DEV 200 Developmental Research Methods (3 credits)

Students in this course will focus on developmental research methods. The primary focus will be on qualitative research, but students will also gain an understanding of a variety of experimental techniques and interpretations. They will become aware of the strengths and weaknesses of each method and understand when each method is best used.

DEV 205 Role of Families (3 credits)

Students learn about parenting as a developmental process. They also learn about varying family structures, sibling relationships, and familial and community relations, including communication and interaction with families from a variety of cultural and socio-economic backgrounds and families with special-needs children.

DEV 210 Psychosocial Development During Early Childhood (3 credits)

This course focuses on young children’s emotional and social development from birth through age eight, stressing the interaction of biological, psychological, and social forces. Major themes include how young children experience themselves and others; the role of parents, families, caregivers, peers, and teachers in children’s psychosocial development; and the socialization of young children to respond adaptively to the contexts and cultures they live in. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation of infants, preschoolers, and school aged children with relevant theory and research. This course may require off-campus field experiences.

DEV 241 Cognitive Development of Infants and Young Children (3 credits)

The purpose of this course is to provide students with an understanding and a working knowledge of both the content and processes of cognitive development in children from birth through eight years of age. The primary foci of the course are understanding (1) different theoretical frameworks for examining sequences and variations in the processes of cognitive change; (2) the interactive relationship between the child and the social context in the course of development; (3) the inter-relationship of cognitive development with other aspects of development, particularly language development; and (4) the role of play in the development of cognition and language. Students learn how to conduct and report observations of children's thinking and learning. They also learn to apply different theories of cognitive development and to recognize their implications for practice with children of differing needs and abilities in a range of programs in culturally diverse settings. This course may require off-campus field experiences.

DEV 250 Adolescent Development (3 credits)

This course explores the primary theories of adolescent development by Erikson, Blos, Freud and others. Adolescence as a time of identity development and consolidation is explored including new research on brain development during this phase. Successful resolution of developmental tasks are viewed in light of the possible roles available to adolescents in a given culture, subculture or community.

DEV 260 Family and Culture (3 credits)

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth.

DEV 301 Behavior Management and Legal Issues (3 credits)

Students learn how to give positive guidance so that children, both typical and atypical, behave in acceptable ways. There is an emphasis on proactive behavioral systems. Legal issues are included. It is highly recommended that the student be taking the practicum or internship concurrently. Prerequisite: DEV 102

DEV 302 Foundations and Issues in Child Development (3 credits)

The student is exposed to historical, sociological and philosophical foundations of child development programs. Students develop their personal philosophies of education, study topical issues and problems in the field and are encouraged to form independent opinions. Students examine the

various models of programs in use today, including models of special-needs education.

DEV 303 Administration of Child Development Programs (3 credits)

This course provides students with basic skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, child care licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding, and grant writing. This course may require off-campus field experiences. Prerequisite: DEV 320.

DEV 320 Precursors of Academic Skills (3 credits)

This course focuses on the development of pre-academic skills in young children. Students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children. The relationship between the development of pre-academic skills and emerging literacy will be emphasized. Promotion of emerging literacy skills through the identification of high quality children's literature is covered. Prerequisite: DEV 241.

DEV 340 Theories of Play (3 credits)

Students explore theories of play during early childhood. The role of play in promoting healthy development, learning and literacy are covered. The distinction between developmentally appropriate play and play which does not promote development is made. Play as a form of early intervention to assist children experiencing developmental challenges is covered in detail. Prerequisite: DEV 210.

DEV 424 Assessment and Intervention During Early Childhood (3 credits)

Students are introduced to qualitative and quantitative forms of developmental assessment used with children during the first eight years of life. The Denver-II, The OUNCE, Bailey, Brigance, HOME, HELP, Peabody, Transdisciplinary Play Based Assessment as well as other commonly used assessments within early childhood and public school settings are reviewed. Assessment will be discussed in relationship to developmental outcomes, interpretation and planning for intervention and curriculum. Prerequisite: DEV 340.

DEV 460 Developmental Research Seminar (3 credits)

Students in this course will work on their senior thesis. The course is designed to be a supportive and collaborative effort. Students will share their research, present new or alternative conceptualizations and help one another through the process of conducting a research project from conceptualization to completion. Prerequisite: Senior standing.

DEV 480 Independent Study (3 credits)

This course allows the student to investigate any child development subject not incorporated into the curriculum. Prerequisite: Permission of the advisor and school dean.

DEV 499 Internship (3-12 credits)

The Internship is a culmination of a student's field experiences. It consists of a minimum of 150 clock-hours in the field and is accompanied by seminar meetings to provide

opportunities for the analysis, evaluation and discussion of field experience.

Economics

ECO 101 Economics of Social Issues (3 credits)

This course will introduce students to the economics of social issues, focusing on today's most pressing social and economic problems from both domestic and global perspectives. First, students will trace the development of our economic society from the Middle Ages to the present in order to gain an understanding as to why our present-day economy is the way it is. Participants will then examine public-policy issues such as, but not limited to, healthcare, inequality in the distribution of income, the environment, etc., by using the tools of macro and microeconomic analysis. Other areas of possible inquiry and analysis could include abortion, same-sex marriage, drug and alcohol abuse, assisted suicide, the military draft, gun control, bribery, or any other area of inquiry a student may choose. Students will be required to select a specific social and/or economic issue of their choice, research the issue throughout the semester, and then present the results of their work along with recommendations for public or private action. NOTE: ECO 101 may not be used by students majoring in the FIN/ECO degree program to satisfy elective requirements of the major. ECO 101 may be used as a free elective towards the B.S. or B.A. degree.

ECO 201 Microeconomics (3 credits)

This course examines the role of economic systems in allocating scarce resources to satisfy the needs and wants of individual members of a society. After a brief exposure to alternative economic systems, the focus becomes the nature and performance of American capitalism. Primary emphasis is placed upon the development of models that explain the behavior of consumers, producers and resource suppliers in various market structures. Prerequisites: MAT 106 and MAT 206, or, MAT 130, MAT 140, MAT 210, MAT 230 or MAT 240.

ECO 202 Macroeconomics (3 credits)

This course explores the manner in which the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity also is a major area of study. The impact of international transactions on the domestic economy also is discussed. Prerequisites: MAT 106 and MAT 206, or, MAT 130, MAT 140, MAT 210, MAT 230 or MAT 240.

ECO 301 Managerial Economics (3 credits)

This course applies economic theory and quantitative techniques to solving business decision problems. The principal economic framework is that of microeconomics and covers such topics as demand, production, cost and market structures. Regression and linear programming are the main quantitative tools developed in the course. Computer applications are a required part of the course. Prerequisites: ACC 202, ECO 201, ECO 202 and MAT 240 (or equivalent).

ECO 306 Money and Banking (3 credits)

This course covers three broad areas. The first is the banking industry's regulations and internal operations. The second area focuses on the banking industry's role in the national economy, including monetary policy and its macroeconomic effect on prices, employment and growth. International banking is the third area covered and includes an overview of institutional arrangements and the effects of international banking on the world economy. Prerequisites: ECO 201 and ECO 202.

ECO 314 Labor Economics (3 credits)

This course develops and explores explanations of the operation of the labor market in the United States' capitalist economy. An eclectic approach is used to compare and contrast different views on such issues as the nature of the working class, the role of trade unions in the labor market, the impact of investments in labor power, the causes of poverty and unemployment, the influence of technological change on the labor market, and the role of the government in the labor market (i.e., minimum wage legislation, employment training programs, unemployment compensation, retirement and Social Security). Prerequisites: ECO 201 and ECO 202.

ECO 322 International Economics (3 credits)

International Economics develops and explores alternative explanations for the determinants of international trade and financial flows. Emphasis is placed on analyzing the cause and effect of such international phenomena as trade patterns, factor mobility, direct and portfolio investment, multinational corporations, balance of payments disequilibria, and government trade and exchange controls. The course highlights the interdependence of nation-states in the world economy and the development of national policies that are designed to alter or control the pattern of international trade and investment. Global Marker. Prerequisites: ECO 201 and ECO 202.

ECO 325 Economics for Hospitality Students (3 credits)

Topics in economics will be selected and designed for study by students in the bachelor of applied science in hospitality administration program. Open only to students in the BASHA program.

ECO 327 Economic Development (3 credits)

Economic explanations for development and underdevelopment are studied in this course. The course focuses on the problems that less-developed countries face and on alternative approaches to addressing these problems. Global Marker. Prerequisites: ECO 201 and ECO 202.

ECO 330 Public Finance (3 credits)

This course examines the economic rationale for government provision of goods and services in a market system. Efficiency criteria for evaluating government programs, tax policy and the current U.S. tax structure also are studied. Prerequisites: ECO 201 and ECO 202.

ECO 335 Urban and Regional Economics (3 credits)

This course looks at the causes of urbanization and the growth of regional economies. Problems arising from urban-

ization, their effects on local economies and the government's role in solving them are explored. Prerequisites: ECO 201 and ECO 202.

ECO 345 History of Economic Thought (3 credits)

This course analyzes the evolution of economic theory. Schools of thought covered include mercantilism, classical political economy, Marxist political economy, neo-classical and Keynesian economics and institutionalism. Through this survey, the course seeks to emphasize the historical origins of modern theories and debates. Prerequisites: ECO 201 and ECO 202.

ECO 360 The Rise of Modern Asia (3 credits)

This course describes and explains the emergence of modern nations in Pacific Asia. History, geography and cultural traditions are examined and related to the economic development of Pacific Asia. Global Marker. Prerequisites: ECO 201 and ECO 202.

ECO 375 The Economics of Professional Sports in the United States (3 credits)

This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance and labor economics. This course is cross-listed with SPT 375. Prerequisite: ECO 201.

ECO 402 Intermediate Macroeconometrics (3 credits)

This course develops models of short- to medium-run fluctuations in overall economic activity as well as long-run models of economic growth of a nation. The former category of models includes the Keynesian, New Classical, and New Keynesian frameworks. Particular emphasis will be placed on the New Keynesian model. Empirical testing of the models using computer software will involve the statistical analysis of macroeconomic data. The primary econometric tools for analyzing this data will be regression and its extensions and modern time series analysis. Long-run models of economic growth including the Solow model and the Romer model will also be examined. Prerequisite: ECO 301.

ECO 480 Independent Study (3-6 credits)

This course allows the student to investigate any economic or finance subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean. Prerequisites: ECO 201, ECO 202 and MAT 240 (or equivalent).

ECO 490 Economics and Finance Internship (3-12 credits)

The economics/finance internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

Teacher Education

(All DEV and EDU courses may require students to complete off-campus field experience.)

EDU 200 Introduction to Education (3 credits)

This course gives students an overview of American education through the analysis of its historical and philosophical roots. Social and cultural foundations of education are also emphasized, as are contemporary issues in American education. Non-education students may use this course as a social science elective. Ten hours of field experience is included.

EDU 208 Assessment, Accountability and Teaching in the Classroom (3 credits)

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

EDU 220 Methods of Teaching Middle Grades Education (3 credits)

This course provides students with innovative and authentic learning experiences about middle-level education. Topics include team teaching, advising, integrating curriculum, active learning, cooperative learning, trackless classes, block scheduling, community service programs, health education, and full exploratory and concentrated curriculum. This course is only offered to education students who entered the university prior to 2003-2004. Prerequisites: PSY 211 and PSY 230.

EDU 235 Learning with Technology (3 credits)

This course develops students' knowledge and skill with technology with the ultimate aim of using technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.

EDU 245 Literature for Children and Young Adolescents (3 credits)

This course offers an interpretive and critical study of literature that is appropriate for children from preschool through the elementary school years. The course will focus on the various literary genres, elements of fiction, authors and illustrators. Prerequisite: EDU 200.

EDU 251 Brass Techniques (1 credit)

Brass Techniques teaches music education majors how to teach each of the brass instruments in a variety of settings. Students are expected to learn how to play each instrument in the brass family at a basic level. Students are expected to visit local public schools on a weekly basis.

EDU 252 Woodwind Techniques (1 credit)

Woodwind Techniques teaches music education majors how to teach each of the woodwind instruments in a variety of settings. Students are expected to learn how to play each instrument in the woodwind family at a basic level. Students are expected to visit local public schools on a weekly basis.

EDU 253 String Techniques (1 credit)

String Techniques teaches music education majors how to teach each of the string instruments in a variety of settings. Students are expected to learn how to play each instrument in the string family at a basic level. Students are expected to visit local public schools on a weekly basis.

EDU 254 Percussion Techniques (1 credit)

Percussion Techniques teaches music education majors how to teach each of the percussion instruments in a variety of settings. Students are expected to learn how to play each instrument in the percussion family at a basic level. Students are expected to visit local public schools on a weekly basis.

EDU 255 Vocal Techniques (1 credit)

Vocal Techniques teaches music education majors how to teach vocalists in a variety of settings. Students learn the basics of vocal pedagogy and develop individual vocal performance skills. Students are expected to visit local public schools on a weekly basis.

EDU 256 Piano/Guitar Techniques (1 credit)

Piano/Guitar Techniques teaches music education majors how to play the piano and guitar to accompany musical soloists and performing ensembles. Students also learn how to teach group classes of guitar and piano. Students are expected to visit local public schools on a weekly basis.

EDU 261 Beginning Level Instrumental Music Methods

(1 credit)

This course provides students with a first experience teaching in the public schools. Students will gain the skills necessary to motivate and focus a group of 5 - 10 5th grade students, develop and execute appropriate lesson plans for small group beginning instrumental lessons and develop and execute assessment rubrics for small group instrumental instruction. Students are expected to visit local public schools on a weekly basis.

EDU 262 Beginning Level General Music Methods

(1 credit)

This course provides students with a first experience teaching elementary general music in the public schools. Students will gain the skills necessary to motivate and focus a class of elementary school general music students, develop and execute appropriate lesson plans for elementary school general music and develop and execute assessment rubrics for elementary general music instruction. Students are expected to visit local public schools on a weekly basis.

EDU 263 Advanced Level General Music Methods

(1 credit)

This course provides students with a first experience teaching middle/high school general music in the public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school general music students, develop and execute appropriate lesson plans for middle/high school general music and develop and execute assessment rubrics for middle/high school general music instruction. Students are expected to visit local public schools on a weekly basis.

EDU 264 Advanced Level Vocal Music Methods

(1 credit)

This course provides students with a first experience teaching middle/high school vocal music in public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school vocal music students, develop and execute appropriate lesson plans for middle/high school vocal music and develop and execute assessment rubrics for middle/high school vocal music instruction. Students are expected to visit local public schools on a weekly basis.

EDU 265 Advanced Level Instrumental Music Methods

(1 credit)

This course provides students with a first experience teaching middle/high school instrumental music in the public schools. Student will gain the skills necessary to motivate and focus a class of middle/high school instrumental music students, develop and execute appropriate lesson plans for middle/high school instrumental music and develop and execute assessment rubrics for middle/high school instrumental music instruction. Students are expected to visit local public schools on a weekly basis.

EDU 266 Alternative Music Career Opportunities Methods (1 credit)

This class provides students with the opportunity to explore alternative career opportunities in music education including community music schools, home private lesson studios, church music jobs, etc. Students are expected to visit local music organizations on a weekly basis.

EDU 270 Foundations of Teaching and Learning

(3 credits)

This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools and strategies. Twenty-four hours of field experience is included. Prerequisite: EDU 200.

EDU 275 Writing Workshop for Educators (3 credits)

This class is designed to help future teachers to fine-tune their own writing, while they learn ways to incorporate writing into their teaching. The course inspires future teachers to enjoy the possibilities of writing in their classrooms, so their students will also. An examination of a wide array of useful classroom approaches will promote better reading and learning and support differentiation. Well-designed writing assessments promote critical thinking as well as higher levels of literacy. Topics will include prewriting techniques, using art and music to promote writing, unlocking the secret to assigning interesting and useful journals, techniques for painless peer editing, practices that streamline grading of papers, and how to find and incorporate excellent models for writing. Prerequisites: EDU 200 and ENG 121 or permission of instructor.

EDU 293 Field Experience (3 credits)

This course introduces future teachers to the profession through a variety of school-based experiences. Students

have the opportunity to explore the nature of teaching and learning in K-12 classrooms through participation in approved field-based educational experiences such as visiting various programs, observing classrooms in action and working with practicing teachers. The course includes a weekly class meeting.

EDU 318 Methods of Teaching Secondary Education

(3 credits)

This course teaches students how to develop effective strategies for delivering content knowledge consistent with standards based learning. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum. Students will promote literacy in the content areas by developing lesson plans that incorporate cognitive strategies for reading, writing, speaking and viewing. Prerequisite: Acceptance into TCP.

EDU 320 Methods of Teaching English I (3 credits)

This course prepares students to teach reading and literature in grades 5-12. The course will cover textbook analysis, vocabulary development, study skills and reading theory, including "reading to learn." Students will learn how to teach literature, prepare lesson plans, and design and evaluate essay questions. Adolescent literature, English as a second language and instructional resources also will be covered. Twenty hours of field experience is included. Students should take this course prior to student teaching and should have taken at least four courses in language and literature above the freshman level. Prerequisites: EDU 318 and acceptance into TCP.

EDU 326 Methods of Teaching Social Studies (3 credits)

This course prepares students to teach history, civics, government and other social sciences in grades 5-12. The course is designed to introduce students to major issues, teaching strategies and resources pertaining to teaching history and social studies in middle and secondary school. The course emphasizes teaching through the development of actual lesson plans and curricula. This course may require off-campus field experiences. Prerequisites: EDU 318, and acceptance into TCP.

EDU 330 Mathematics Instruction for Young Children

(3 credits)

This course covers the mathematical development of young children from birth to age eight as well as scientifically valid strategies for facilitating development in various areas, including, but not limited to: mathematical terminology, symbols, and representations; number properties and number; standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions; types and properties of geometric figures; basic geometric concepts; relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass and temperature; collection, organization, and analysis of data; and the

application of mathematical reasoning to analyze and solve problems. This course covers both normative and non-normative development of mathematical skills. This course aligns with national and state standards and with NECAP. Prerequisite: Acceptance into TCP.

EDU 335 Methods of Teaching Elementary Mathematics

(3 credits)

This course is a study of mathematics taught in grades K-6 and the current methods for teaching this content. Extensive experience with manipulative materials is provided. Prerequisites: Six credits of college math with a grade of "C" or better and acceptance into TCP.

EDU 344 Integrated Curriculum Methods (3 credits)

This course is a multidisciplinary, multisensory, hands-on experience in which students work with mentors in a classroom setting. Students will observe, teach, self-evaluate and develop an integrated unit. Content areas will include science and social studies. On-site participation is required. This course is offered to education students who entered the university prior to 2003-2004. Prerequisites: EDU 335; acceptance into TCP.

EDU 351 Beginning Music Ensemble Management and Leadership (3 credits)

This course is designed for music education majors. It teaches beginning baton technique and score preparation, and the development of fundamental conducting approaches for expressive ensemble performances.

EDU 352 Advanced Music Ensemble Management and Leadership (3 credits)

This course is designed for music education majors. It teaches advanced baton technique and score preparation, and the development of fundamental conducting approaches for expressive ensemble performances. Prerequisite: EDU 351.

EDU 361 Emerging and Early Literacy (3 credits)

The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will learn how to create literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content. Prerequisites: EDU 200 and 45 credits completed.

EDU 362 Literacy in the Content Areas Grades 4-8

(3 credits)

In this course, students will study effective practices to support the development of reading comprehension and writing skills for students in grades 4-8. The course will focus on informational text and how to assist children in comprehending and writing more effectively in their content area subjects. The course emphasizes reading comprehension, research and study skills, vocabulary development, and

techniques for summarizing information from expository text. Students will examine ways to address the needs of students with diverse cultural, language, and learning requirements. Prerequisites: EDU 200 and acceptance into TCP.

EDU 363 Reading Facilitation for all Learners (3 credits)

This course focuses on the attributes of struggling readers and developing reading intervention plans. Students engage in a multitude of assessments traditionally given to struggling students to ascertain the intricacy of the assessment and the value of the information generated. This information is then translated into an intervention process involving practice and materials. Prerequisite: Acceptance into TCP.

EDU 370 Science for Early Learners (3 credits)

This course applies developmental theory to the construction of curriculum and methods for health and science in early childhood. Students focus on preparing developmentally appropriate lessons that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with NH State Standards and NAEYC Standards. Prerequisite: Acceptance into TCP.

EDU 371 Curriculum, Instruction & Assessment (K-4)
(3 credits)

This course is an introduction to curriculum, instruction and assessment for teaching content in grades K-4. Using science education as a context, this course investigates learning from a developmental perspective and examines the role of manipulatives and hands-on experiences in learning and curriculum integration in grades K-4. Prerequisites: EDU 361, and acceptance into TCP.

EDU 375 Middle School Science Methods (3 credits)

This course introduces the principles of the standards-based science curriculum, assessment, and methods of instruction. Students will develop an understanding of developmentally appropriate teaching and classroom management for the middle school years. Prerequisite: Acceptance into TCP.

EDU 419 Integrating Social Studies and the Arts in the Elementary School (3 credits)

This course will explore developmentally appropriate strategies for incorporating movement, music, drama, and the visual arts with the content processes and attitudes of social studies. Curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts content in early childhood and elementary grades will be addressed. Prerequisite: Acceptance into TCP.

EDU 420 Curriculum, Instruction & Assessment (4-8)
(3 credits)

This course is an introduction to curriculum, instruction and assessment for teaching content in grades 4-8. Using social studies education as a context, this course investigates learning from a developmental perspective. The course will also examine the learning needs of middle school students and methods of curriculum integration in grades 4-8. Prerequisite: EDU 362.

EDU 426 Implementation of Action Research (3 credits)

This course is designed ONLY for School of Education secondary English and social studies majors as an implementation of the action research plan that the students designed in EDU 326 or EDU 320. The students will implement the action research plan, with the guidance of the seminar director, during their student teaching semester. Action Research encourages good planning, the use of best practices, and reflection that are all components of good teaching. Prerequisites: EDU 326 or EDU 320.

EDU 440 Differentiating Instruction (3 credits)

This course will examine processes for differentiating instruction to maximize learning by creating different learning experiences in response to students' varied needs. Special Education, English Language Learners, and cultural and linguistic diversity will be covered. This course may require off-campus field experiences. To be taken concurrently with EDU 490 or SPED 491.

EDU 480 Independent Study (3 credits)

This course allows the student to investigate any education subject not incorporated into the curriculum. Prerequisites: permission of advisor or instructor and school dean.

EDU 490 Student Teaching and Seminar (12 credits)

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the university. Prerequisites: Students shall be registered for this course upon: 1. acceptance into Student Teaching, and 2. completion of all degree coursework (except EDU 490). Applications to student teach are due one year in advance (December 15 for the following fall term and April 15 for the following spring term).

EDU 499 Internship (3 credits)

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience. Prerequisite: Senior standing.

English

ENG 070 Research and Academic Skills (3 credits)

This course focuses on the basic research skills required of an undergraduate student, including the following: choosing an appropriate topic for research, conducting preliminary research, writing a research proposal, and drafting and revising a research paper. Instruction in library research methods (conducting paper, database, and Internet searches, as well as evaluating Internet sources) is a major focus of this course. Also included are the academic skills of summarizing, paraphrasing, quoting, and documenting sources. This course is offered in conjunction with ENG 071 and ENG 072.

ENG 071 Process Writing (3 credits)

This course focuses on the basic writing skills required of an undergraduate student. It includes the following processes: invention strategies (brainstorming, clustering/mapping, freewriting, and outlining), drafting, peer review, revising, and editing. This course also emphasizes the concepts of organization, development, unity and coherence in writing paragraphs and essays. This course is offered in conjunction with ENG 070 and ENG 072.

ENG 072 Grammar Workshop (3 credits)

This course focuses on the development of grammatical accuracy in writing. Students are taught how to distinguish global errors (sentence structure, tense consistency, and cohesive devices) from local errors (pronoun reference, subject-verb agreement, and word forms) and to categorize their errors to better understand their specific needs for further study. In addition, students become familiar with common feedback symbols and abbreviations used by college instructors. This course is offered in conjunction with ENG 070 and ENG 071.

ENG 101 Fundamentals of Writing (3 credits)

ENG 101 is a basic writing course designed to help students acquire the composition skills they need to succeed in ENG 120. Students will be engaged in preparing essays that respond to written texts, thereby combining reading skills with writing strategies. In addition, ENG 101 provides a systematic introduction to/review of grammar, mechanics and other college-writing conventions. One major objective of ENG 101 is to teach students to prepare essays that review and evaluate the ideas and issues found in the writings of others. All ENG 101 students must pass the Basic Competency Examination before being admitted into ENG 120. A common-course grammar/mechanics test is given during the final week of the semester. Classroom instructors confirm placement in ENG 101 during the first two weeks of instruction. Students who are enrolled in Eng 101 must successfully complete that course before enrolling in Eng 120. Credits awarded for this course are counted in addition to the 120-credit minimum degree requirement. Classes are kept intentionally small, typically 15 students per section, to assure maximum benefit.

ENG 101I Fundamentals of Writing for International Students (3 credits)

ENG 101I is specifically designed for students whose primary language is not English and who consequently have special linguistic requirements. The major objective of ENG 101I is to prepare students for success in ENG 120 through a basic and programmed approach to the acquisition of reading skills, writing conventions and fluency in English grammar/mechanics. Students must pass the Basic Competency Examination, which is issued during finals week, before they may be admitted into ENG 120. Students also are required to take a grammar/mechanics test during the last week of instruction. ENG 101I meets four times a week. Enrollment is kept intentionally small, typically 12 students per section, to assure maximum benefit. Placement is determined by the staff of the Center for Language Education and verified by

the freshman writing coordinator/department chair. Credits awarded for this course are counted in addition to the 120-credit minimum degree requirement.

ENG 120 College Composition I (3 credits)

ENG 120 is a college-level writing course that introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes, including exposition, description and argumentation. In addition to out-of-class writing assignments, students will be required to compose in-class essays in response to readings and other prompts. ENG 120 introduces students to process writing techniques, library research and MLA documentation procedures. The primary focus of ENG 120 is to help students acquire the writing skills they need to succeed in an academic environment. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit. Prerequisite: Completion of ENG 101 or placement by the Director of the Writing Program.

ENG 121 College Composition II (3 credits)

ENG 121 is the sequel to ENG 120. This course concentrates on argumentative writing and requires students to prepare a major research report, one that reveals fluency with argumentative strategies and rhetorical conventions. In addition, students are introduced to analytical reading techniques, critical research methods and current documentation procedures. Although other kinds of writing are commonly assigned in ENG 121, argumentation remains the major focus of study. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit. Prerequisite: ENG 120.

ENG 200 Sophomore Seminar (3 credits)

This is a theme-based seminar that builds on the skills learned in SNHU 101 and ENG 120, focusing on information literacy (the ability to locate and evaluate information) as well as written and oral communication skills. The theme of the course will vary according to the instructor, but in all sections, students will conduct extensive research on the topics and communicate their knowledge in a variety of oral presentations and writing assignments that will culminate in a research paper. To be taken during the student's sophomore year. Prerequisite: ENG 120.

ENG 220 Business Communication (3 credits)

This course is a practical introduction to the preparation of business correspondence, employment applications and resumes, and formal research reports. Written communication skills are emphasized. Prerequisite: ENG 121.

ENG 226 Introduction to Creative Writing (3 credits)

This course is an introductory creative writing course designed to acquaint students with the craft of creative writing and the skills that will be required in subsequent creative writing workshops. Students will explore such craft issues as point of view, voice, characterization, dialogue, setting, conflict, rhythm, imagery, poetic structure, and dramatic scene development. Students will be expected to submit a number of writing exercises, as well as complete poems and stories.

They will also be expected to read and comment on their peers' writing with thoughtful and constructive criticism, as well as read and discuss published work.

ENG 323 Screenwriting Workshop (3 credits)

This is the first of three courses in screenwriting. This is a roundtable forum in which students will write short screenplays. Members of the class will read and respond to screenplays produced by other artists, write their own screenplays and take turns presenting them to their class for comment and feedback.

ENG 327 Play Writing Workshop (3 credits)

This course is a roundtable forum in which 10 to 15 students will write stage plays of various lengths using traditional and experimental methods and forms. Members of the class will produce plays at intervals to be established by the instructor and will take turns presenting their works to the group for comment and discussion. Prerequisite: ENG 120. May not be used as a literature elective.

ENG 328 Poetry Writing Workshop (3 credits)

This course is a roundtable forum in which 10 to 15 students will write short and long poems using traditional and experimental forms. Members of the class will read and respond to poetry by published authors, write their own poems, and take turns presenting their work to the group for commentary and discussion. Prerequisite: ENG 120. May not be used as a literature elective.

ENG 329 Fiction Writing Workshop (3 credits)

This course is a roundtable forum in which 10 to 15 students will write short fiction using the techniques of 19th century realism as well as modernist and experimental techniques. Members of the class will take turns presenting their manuscripts to the group for commentary and discussion. Prerequisite: ENG 120. May not be used as a literature elective. This course includes reading assignments.

ENG 330 Nonfiction Writing Workshop (3 credits)

This course introduces students to the basic skills and principles of writing creative nonfiction and magazine feature articles. Student-centered workshop critiques and frequent conferences with the instructor are the primary methods used in the course. The course includes reading assignments in nonfiction genres. Prerequisite: ENG 120 or ENG 121H.

ENG 340 Context of Writing: Contemporary Writers and Publishing (3 credits)

This course reviews the historical and contemporary development of literary culture. It will examine the driving influences of the literary market, looking at the history and evolution of the publishing industry, book reviews, literary organizations, and literary awards (such as the Pulitzer Prize, the National Book Award, and others), and consider how these factors influence literary productions and careers. The course will also examine the lives and the works of the most influential contemporary literary writers who have succeeded in the present culture. Additionally students will be prepared for current trends in publishing and

instructed on how to submit their own work for publication. Prerequisite: ENG 121.

ENG 341 Intermediate Nonfiction Writing Workshop (3 credits)

This is the second of three courses in creative nonfiction writing. This course extends the students' knowledge and skills in creating their own creative nonfiction and magazine feature articles. Students continue to read and discuss genres of nonfiction prose. During this class members will continue to write and present their work to the group for comment and discussion. Prerequisite: ENG 330.

ENG 347 Intermediate Screenwriting Workshop (3 credits)

This is the second of three courses in screenwriting. This course extends the students' knowledge and skills in creating their own screenplays. During this class members will continue to produce screenplays and present their work to the group for comment and discussion. Prerequisite: ENG 323.

ENG 348 Intermediate Poetry Writing Workshop (3 credits)

This is the second of three courses in poetry writing. This course extends the students' knowledge and skills in creating their own short and long poems using traditional and experimental forms. Members of this class will continue to produce poems and present their work to the group for comment and discussion. Prerequisite: ENG 328.

ENG 349 Intermediate Fiction Writing Workshop (3 credits)

This is the second of three courses in fiction writing. This course extends the students' knowledge and skills in creating their own manuscripts. During this class members will continue to write short fiction and present their work to the group for comment and discussion. Prerequisite: ENG 329.

ENG 350 The English Language (3 credits)

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary "morphology", phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or for becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest, such as the language of advertising or of propaganda. Prerequisite: ENG 121.

ENG 351 Advanced Fiction Writing Workshop (3 credits)

This is the last of 3 courses in nonfiction writing. Members of this class will continue to produce their own creative nonfiction manuscripts and present their work to the group for comment and discussion. Upon completion of this final workshop, students' will receive extensive hands-on practice and personalized feedback from their instructor and colleagues. Prerequisite: ENG 341.

ENG 357 Advanced Screenwriting Workshop (3 credits)

This is the last of 3 courses in screenwriting. Members of the class will continue to produce screenplays and present their work to the group for comment and discussion. Upon completion of this final workshop, students' will receive extensive hands-on practice and personalized feedback from their instructor and colleagues as they create their own screenplays. Prerequisite: ENG 347.

ENG 358 Advanced Poetry Writing Workshop (3 credits)

This is the last of 3 courses in poetry writing. Members of this class will continue to produce poems and present their work to the group for comment and discussion. Upon completion of this final workshop, students' will receive extensive hands-on practice and personalized feedback from their instructor and colleagues as they create their own poems. Prerequisite: ENG 348.

ENG 359 Advanced Fiction Writing Workshop (3 credits)

This is the last of 3 courses in fiction writing. Members of this class will continue to produce manuscripts and present their work to the group for comment and discussion. Upon completion of this final workshop, students' will receive extensive hands-on practice and personalized feedback from their instructor and colleagues as they create their own manuscripts. Prerequisite: ENG 349.

ENG 421 New Media: Writing and Publishing (3 credits)

This course introduces students to the latest trends in new media writing and publishing. Students will gain insight and practical understanding of how today's digital environment affects their field. This course will focus extensively on writing content for a variety of digital formats and employing media to publish works.

ENG 431 Advanced Creative Writing (3 credits)

This course is designed to support a sequence of writing workshops in the creative writing and English major, to provide students who are serious about their writing an opportunity to study a particular genre (fiction, poetry, scriptwriting or nonfiction) beyond the 300-level workshops. In addition to extensive reading within the chosen genre, workshops require participation in class discussions, student presentations and analyses of other students' work. Select class periods will be devoted to individual tutorials with the instructor. Prerequisites: ENG 121 and the 300-level workshop in the genre to be studied. Non-majors must have both the above prerequisites and permission of the instructor.

ENG 480 Independent Study (3 credits)

This course allows the student to investigate any English subject not incorporated into the curriculum. Prerequisite: Permission of the instructor, the program coordinator or the school dean.

ENG 485: Senior Thesis in Creative Writing (6 credits)

For creative writing majors only. Over two semesters, mentored by a creative writing faculty member, the student will write a collection of stories or poems, a novella, a play/screenplay or a major portion of a novel. Creative

Writing faculty will set the deadlines for the proposal, outline, revision drafts and finished product. Final evaluation will include at least one other Creative Writing faculty member. The final result will be a creative artifact of substantial length in the student's chosen genre: a book of poems, a short play, a novella, a collection of short stories, or a short novel (60 page minimum for poetry; 80 page minimum for fiction, non-fiction, or playwriting). Prerequisite: B+ average in all creative writing courses taken to date and ENG 431 or permission of instructor.

ENG 490 English Language and Literature Internship
(3-12 credits)

This course allows the student to investigate career possibilities not incorporated into the curriculum. Prerequisite: Permission of the instructor, program coordinator/department chair, school dean and Career Development Center.

Environmental Courses

ENV 219 Environmental Issues (3 credits)

This course provides a fundamental understanding of the various processes necessary to support life on Earth. It examines how human activities and philosophies (individual, business, cultural, and others) generate environmental issues and threaten these processes, and offers sustainable alternatives to these activities. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion and acid rain, global warming, natural resource depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economies, and sustainability. Global Marker. This course is cross-listed as SCI 219.

ENV 305 Global Climate Change (3 credits)

This interdisciplinary course brings students up to date on what is known and not known about the causes and consequences of global climate change, and about viable response options. Through the examination of several authoritative sources, students learn how to separate fact from fiction in the often politicized debate about the dynamics of global climate change and about how we should respond to it.

ENV 319 Environmental Law and Politics (3 credits)

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in ENV 329 and ENV 349. Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to priv-

ilege special interests and to favor the status quo. Prerequisites: ENV 219 and POL 210.

ENV 322 Environment and Development (3 credits)

How can businesses, governments, and civil society organizations work together to build environmentally sustainable economies and livable local communities in an increasingly crowded and globalized world? This interdisciplinary course looks to human ecology, environmental and ecological economics, community economic development, and related fields for answers to this question. Students use the theoretical insights of these fields to identify assumptions about human nature and nurture that lead to environmentally unsustainable economic and development practices, and apply them to the practical problems of building robust national economies and healthy local communities through public-private partnerships and other means. Prerequisite: ENV 219.

ENV 325 Industrial Ecology (3 credits)

How can industrialized societies, industrial economic sectors, and industrial firms maintain and enhance productivity without exceeding the capacity of the natural environment to serve as a source of raw materials and to absorb wastes? This interdisciplinary course looks to the field of industrial ecology for answers to these questions. Industrial ecology aims to minimize the environmental costs of industrial activities by applying lessons learned from ecosystems, in which all wastes are consumed as raw materials by other parts of the system. At scales ranging from whole societies to individual firms, students in this course learn how to stretch resources, manage risks, protect human health, and pursue environmental sustainability through strategies for preventing, reducing, reusing, and recycling the wastes that otherwise would be released to the environment as pollution. Prerequisite: ENV 219.

ENV 329 International Environmental Law and Negotiation (3 credits)

How can we resolve environmental disagreements without picking winners and losers or merely agreeing to disagree? This interdisciplinary course explores the most effective strategy for doing so in negotiating agreements of all kinds, using the multilateral agreements that are at the center of international environmental law as illustrative examples. Students spend about half of the course exploring the nature of international law, salient features of the international system, and the content of multilateral environmental agreements of interest to them. In the other half, students first learn the art of win-win negotiation, then put their skills to work as they assume the roles of member-states of the International Whaling Commission to negotiate the fate of a controversial proposal to end the international ban on commercial whaling. Prerequisites: ENV 349 or both ENV 219 and POL 211.

ENV 349 Comparative Environmental Law and Sustainable Development (3 credits)

How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across

countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, and the European Union as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains. Students spend the last third of the course playing and critiquing their own performance in *Stratagem*, a computer-assisted simulation game, in which they assume the roles of government ministers in a less developed country and try to chart a course of environmentally sustainable development for that country over a period of sixty years. Prerequisite: ENV 319.

ENV 404 Environmental Sustainability Field Experience I (3 credits)

ENV 405 Environmental Sustainability Field Experience II (3 credits)

These courses offer students an opportunity to undertake an experiential learning project that promotes the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals. Prerequisites: ENV 319 or ENV 329 or ENV 349; at least junior standing; and permission of the department chair.

ENV 410A Semester in Washington, D.C.: Environmental Policy Field Experience (12 credits)

This course is the vehicle through which students receive ENV course credit for participation in the supervised internship and Leadership Forum of SNHU's Semester in Washington, D.C. The program promotes learning through civic engagement. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. For more information, see The Washington Center's website (www.twc.edu) and the department chair. This course is taken concurrently with ENV 410B. Prerequisites: ENV 319 or ENV 329 or ENV 349; at least junior standing; and permission of the department chair.

ENV 410B Semester in Washington, D.C.: Environmental Studies Seminar (3 credits)

This seminar provides a common academic course for the SNHU Semester in Washington, D.C., which is hosted by The Washington Center for Internships and Academic Seminars. For more information, see The Washington Center's website (www.twc.edu) and the department chair. This course is taken concurrently with ENV 410A. Prerequisites: ENV 319 or ENV 329 or ENV 349; at least junior standing; and permission of the department chair.

ENV 480 Independent Study (3 credits)

This course offers students an opportunity to study any interdisciplinary topic not covered in any course listed in the catalog, under the supervision of an environmental faculty member. Prerequisites: Permission of the instructor, the department chair, and the school dean.

English as a Second Language

ESL 121 Introduction to ESL Listening (1/2 credit)

This course is a high beginning level listening course. It introduces both social and academic oral communication skills. The focus is on introducing listening strategies, understanding reduced forms, recognizing idioms and phrasal verbs, and listening for the general topic, main idea and details to aid in overall comprehension.

ESL 122 Introduction to ESL Reading (1/2 credit)

This course is a high beginning level reading course. It introduces general reading skills. The focus is on the basic principles of phonics and decoding, the reading strategies of finding the main idea and support, scanning and skimming, identifying details to aid in comprehension, using the context to guess new vocabulary, recognizing grammatical functions and forms, and acquiring dictionary skills. A basic vocabulary inventory is also developed.

ESL 123 Fundamentals of English Grammar I (1/2 credit)

This course is a high beginning level grammar course. The focus is on introducing the simple, progressive, and perfect verb tenses; noun and pronoun forms; modals; and capitalization and punctuation rules. This course is intended to improve the usage of accurate grammar in speaking and supplement ESL 125: Introduction to ESL Writing.

ESL 124 Introduction to ESL Speaking (1/2 credit)

This course is a high beginning level speaking course. It introduces both social and academic oral communication skills. The focus is on pronunciation, stress and intonation patterns, idioms and phrasal verbs, appropriate usage of social exchanges and rejoinders, and sustaining a conversation/discussion on a general topic.

ESL 125 Introduction to ESL Writing (1/2 credit)

This course is a high beginning level writing course. It introduces basic sentence structures, word order, and the basic mechanical rules of capitalization and punctuation. Compound and complex sentences are also mentioned. The organization and development of a paragraph (topic sentence with support) are also introduced.

ESL 126 Comparative Cultures I (1/2 credit)

This course is a high beginning level culture course. It introduces and explores American culture through selected topics of interest. This analysis helps develop an understanding of American culture and a sense of comfort for newly arrived international students. Cross-cultural awareness is emphasized. While all language skills are required for participation in this course, the focus is on reading and speaking skills.

ESL 131 Development of ESL Listening (1/2 credit)

This course offers extensive conversation and listening practice at the intermediate level through a variety of learning techniques presented within a context of realistic and familiar topics. Students learn to use specific listening attack strategies and are taught to develop an ongoing pattern of predicting, negotiating, and renegotiating. The course not only helps students direct their attention to main ideas while listening, but also how to grasp specific details.

ESL 132 Development of ESL Reading (1/2 credit)

This course helps the student improve reading ability at the intermediate level by developing practical reading strategies and vocabulary building skills. Strategies include previewing, predicting, skimming, scanning, guessing meaning from context, finding the main idea, recognizing supporting details, and developing reading fluency. The students will also become familiar with text structure and organization.

ESL 133 Fundamentals of English Grammar II (1/2 credit)

This course helps students develop written and spoken English grammar skills by participating in formal oral exercises, asking and responding to questions, and writing. The course begins with an overview of the basic verb forms and a review of present and past perfect forms, modals, and forming questions in English. The students are given extensive and varied practice in many areas of English grammar including connecting ideas, comparisons, and gerunds and infinitives. They are introduced to the passive form, adjective clauses, and noun clauses.

ESL 134 Development of ESL Speaking (1/2 credit)

This course helps the student improve speaking skills at the intermediate level, with the use of audio and video tapes, class discussion, and pair/small group problem solving and interaction. Students ask and answer questions; communicate cultural knowledge; and describe people, places, and experiences using correct intonation and stress. They also engage in authentic conversations practicing specific structures in order to improve communicative output.

ESL 135 Development of ESL Writing (1/2 credit)

Intermediate level writing skills will initially be developed through improved basic sentence structure, specific grammar points, and paragraph foundation. Paragraph organization and cohesion are a main focus as the students learn to develop topic sentences and supporting details. Students are taught to develop process writing skills and to become familiar with common methods of organizing ideas. Much of the class will focus on writing short compositions.

ESL 136 Comparative Cultures II (1/2 credit)

The emphasis of the class is the improvement of Basic English communication skills such as listening and speaking while learning about cross-cultural behaviors and interactions. The class work includes information from many cultures so that students can compare their own ideas and traditions with those of other countries. A variety of high-interest topics will enable students to take part in discussions, present short talks, solve problems, and interact with each other.

ESL 141 Introduction to Academic Listening (1/2 credit)

This course is designed to develop listening skills of non-native English speakers by increasing their ability to comprehend spoken American English in a variety of situations. Students will practice listening strategies, note-taking and organizational skills, academic vocabulary building, guessing meaning from context, summarizing main ideas, cooperative speaking activities, and test-taking skills.

ESL 142 Introduction to Academic Reading (1/2 credit)

This course uses topics of interest to English language learners to help improve reading skill. Students are introduced to authentic academic reading in order to develop their vocabulary, their understanding of structure, syntax, and main ideas. Emphasis is placed on excerpting information in order to paraphrase and summarize when writing essays and term papers.

ESL 143 Understanding English Grammar I (1/2 credit)

This course is specifically designed to improve grammar skills of English language learners through the study of and practice with prescriptive grammar rules. The course begins with a review of verb tenses, passive voice, modals, infinitives, and gerunds, and introduces/improves students' understanding and use of subordination. This course is intended to supplement the writing needs of students in ESL 145, Introduction to Essay Writing.

ESL 144 Introduction to Oral Communication (1/2 credit)

This course is designed to develop speaking skills of non-native English speakers by increasing their ability to produce intelligible spoken English in a variety of situations both formal and informal. Activities include role-plays, interviews, class discussions, and presentations. Speaking opportunities will be both spontaneous and planned.

ESL 145 Introduction to Essay Writing (1/2 credit)

This course is specifically designed to improve the academic writing skills of English language learners. Students initially review writing complex sentences and paragraphs, including the construction of a solid topic sentence and support sentences. Next, the components of a five-paragraph essay, including the thesis statement, appropriate title, and concluding sentences, are introduced. Students also study and implement the principles of unity and coherence in paragraph and essay construction. The course uses the stages of process writing as students practice and perfect the requirements of the classification, comparison/contrast, cause/effect, and argumentation essay.

ESL 146 Comparative Cultures III (1/2 credit)

This course is designed to assist international students with the transition from the social/educational systems in their own cultures to the social/educational systems in the United States. Students will practice communication in various settings and for a wide range of purposes while learning about cultural diversity in the United States. Language and study skills are reinforced by readings, discussions, presentations and written assignments involving current issues and different cultural perspectives.

ESL 151 Development of Academic Listening (1/2 credit)

This course develops discriminative listening skills such as the ability to extract meaning from natural spoken English while paying attention to grammatical relationships; to comprehend lectures and media presentations and to develop note-taking skills; to increase student understanding and use of academic vocabulary and idiomatic expressions; and to discuss issues raised by a variety of topics.

ESL 152 Development of Academic Reading (1/2 credit)

This course addresses the difficulties that pre-university ESL students generally experience when reading authentic material. Emphasis is placed on the following skills: skimming and scanning; identifying main ideas and supporting details; differentiating fact from opinion; defining words in context and by word analysis; understanding literal meanings and interpreting connotative meanings; identifying cultural references and figurative language in context; identifying an author's audience, purpose, bias, viewpoint, and tone; and increasing reading speed with acceptable comprehension.

ESL 153 Understanding English Grammar II (1/2 credit)

This course is specifically designed to improve the grammar skills of advanced English language learners through the study of, and practice with, rules of grammar, which will be examined according to form and discourse usage. The specific focus of the class is determined by the results of a diagnostic grammar test, which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of subordination. In addition, it improves the student's understanding and use of coordinating conjunctions; connectives expressing cause and effect, contrast, and condition; and conditional sentences and wishes. This course is intended to supplement ESL 155: Development of Essay Writing.

ESL 154 Development of Oral Communication

(1/2 credit)

This course focuses on the inclusion of academic and idiomatic vocabulary in team discussions and brief individual presentations to support an argument, as well as formal presentations of projects using technology. Students will learn to demonstrate formal public speaking ability on an academic topic; to organize ideas logically; to support opinions on a controversial abstract or theoretical topic; to use library or Internet sources; to use a variety of communicative strategies to compensate for a lack of fluency or vocabulary; to express principal points, nuances, and inferences; and to use well-modulated volume and intonation patterns.

ESL 155 Development of Essay Writing (1/2 credit)

This course addresses the difficulties that pre-university ESL students generally experience in academic English writing. Students learn to apply process writing; recognize and employ logical patterns and methods of organization; write a thesis statement; differentiate fact from opinion; express a viewpoint on a controversial issue, with the purpose of persuading the reader to agree, by supporting that viewpoint with facts based on cited references; take notes in English

from extensive readings and lectures using formal and informal outline forms; and acquire integrated research and writing skills for academic purposes. Students also receive instruction in library and online research techniques as well as basic study skills.

ESL 156 Comparative Culture Studies (1/2 credit)

This course will help students to become more knowledgeable about American culture and how it differs from the cultures represented in the class. Students expand and enrich their cross-cultural communication skills by discussing various aspects of cultural experiences in small groups. They learn to observe, describe, interpret, discuss, and then evaluate this information. In addition, students research, read, and evaluate materials from a variety of sources. They learn how to organize their materials, deliver oral presentations, and work on individual and team projects using technology.

ESL 161 Advanced Academic Listening (1/2 credit)

This course continues to develop the academic listening skills needed for undergraduate and graduate coursework. The course uses commentaries from National Public Radio and other authentic sources to train students to identify main ideas, supporting information and more discreet details. The course also uses simulated lectures to develop extended listening skills and note-taking abilities.

ESL 162 Advanced Academic Reading (1/2 credit)

This course prepares advanced English language learners for the rigors of university reading. Students are introduced to authentic readings selected from a variety of current periodicals, journals, books and short stories to develop their ability to locate main ideas and supporting details, to recognize the author's purpose and meaning, and to separate fact from opinion. The course shows how to recognize content clues to better understand vocabulary, to interpret inferences, and to increase reading speed without sacrificing comprehension.

ESL 163 Understanding English Grammar III (1/2 credit)

This course is the final course in the series of advanced grammar courses. The intent is to prepare the students for the grammatical forms and discourse usage they will encounter in oral and written university coursework. The focus includes, but is not limited to, active and passive verbs, phrasal verbs, coordination and subordination, participial adjectives, adverb/adjective/noun clauses, and reduction of adverb and adjective clauses.

ESL 164 Advanced Oral Communication (1/2 credit)

This course focuses on increasing and improving the academic vocabulary, pronunciation, and communication skills necessary to succeed in university coursework. Students are required to discuss academic topics presented in class or from out of class assignments, to ask and answer questions, participate in individual, team and group projects, deliver individual presentations, and complete guided speaking exercises.

ESL 165 Essay Writing for Academic Purposes (1/2 credit)

This course focuses on the continued development of academic writing skills for international students. It guides the

student to plan, organize, and write subjective and objective, coherent and cohesive paragraphs and essays. The course shows students how to take notes from a lecture and researched material; and to outline, paraphrase, summarize, and cite material while avoiding plagiarism.

ESL 166 Comparative Cultures V (1/2 credit)

This course increases the student's knowledge of American culture and the other cultures represented in the class. A number of issues and functions where expectations may differ are discussed. All four language skills will be called upon in this course.

ESL 241 Introduction to Academic Listening II (1/2 credit)

This course is designed to further establish the ability of English language students to successfully comprehend what they hear in American university classrooms and on campus, as well as in situations of everyday life. Students will engage in a variety of listening venues. Opportunities include lectures by university professors on many topics, authentic conversations relevant to academic and campus life, and authentic radio broadcasts about issues pertinent to American business interests and personal life. Students practice academic skills, like note-taking and guessing meaning from context, and receive training in decoding informal discourse patterns like reduced forms of words and interjections. Vocabulary and complexity of speech patterns increases as the course progresses.

ESL 242 Introduction to Academic Reading II (1/2 credit)

The emphasis of this course is to help the development of reading fluency and rate flexibility and apply critical thinking skills while reading academic selections and passages. Using a strategy-based approach, the course will review pre-reading and reading techniques such as previewing, skimming, scanning, and attention to main ideas and details. A continuation of learning to paraphrase and summarize is also a focus.

ESL 243 Further Understanding English Grammar

(1/2 credit)

This course helps students further develop their written and spoken English grammar skills by studying the rules of grammar according to form and discourse usage. The course reviews the use of subordination in noun, adjective, and adverb clauses and includes students' life experiences as context for grammar-based communicative approach to learning. Students will engage in free response exercises to aid in the understanding of form, meaning, and usage of the target structures.

ESL 244 Introduction to Oral Communication II

(1/2 credit)

This course builds the capacity of English language students to participate in the discourse in American university classrooms and campuses and in everyday life in the U.S. Speaking opportunities are aligned with listening opportunities in ESL 241, Introduction to Academic Listening II. They are designed to help students join study groups, interact with professors, make friends, and to successfully con-

verse in all everyday living situation such as shopping, inquiring about a bill, and discussing news, culture, and everyday life. Students practice engaging in everyday conversation, interviewing, discussing issues akin to university life and to living in American society, sharing opinions, and formally presenting material through PowerPoint usage.

ESL 245 Introduction to Essay Writing II (1/2 credit)

As the course begins, students will review academic writing skills by developing, organizing, composing, and revising a 3-5 paragraph essay. Students receive instruction on using appropriate vocabulary, grammar, and sentence structure following the conventions of standard written English. Using a step-by-step approach and varied practices, students are guided through the academic writing process to produce well-organized and developed essays with clear thesis statements. They learn to express ideas and viewpoints with supportive statements and factual reasoning.

ESL 246 Comparative Cultures IV (1/2 credit)

This course provides international students in the United States with an overview of American culture and tradition and improves comprehension of nonnative students. The course also allows opportunity for discussion of American cultural norms as compared to other cultures

Fine Arts

FAS 110 Introductory Drawing (3 credits)

In this course students are introduced to the fundamentals of drawing from observation and imagination in a variety of media. A series of in-class drawing exercises will introduce the basic visual elements and their application to pictorial composition. Still life, figurative, and abstract drawing projects will afford students multi-faceted experiences in the creation of composition. Class meets 60 hours per term.

FAS 130 Chorus (1 credit)

FAS 130 provides students the opportunity to rehearse and perform as a member of the SNHU Chorus. Students will study basic chamber music skills such as ensemble precision and group intonation. They will also develop individual practice techniques. Students are expected to practice their music outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

FAS 140 Instrumental Music Ensemble (1 credit)

Instrumental Music Ensemble provides students the opportunity to rehearse and perform with the SNHU Orchestra, the SNHU Concert Band, the SNHU Brass Choir, the SNHU Jazz Combos, and/or the SNHU Rock Bands. Student will develop group performance skills such as ensemble precision and group intonation. Students are expected to practice their instrument outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

FAS 201 Introduction to the Humanities I: Greece through the Renaissance (3 credits)

This course offers vocabulary, understanding and apprecia-

tion of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the achievements of ancient Greece and Rome, the medieval period and the Renaissance while also exploring related issues in non-European cultures. May be taken independently of FAS 202.

FAS 202 Introduction to the Humanities II: Baroque through Modern (3 credits)

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the cultural periods of the Baroque, the Enlightenment, Romanticism and Early Modernism while also exploring related issues in non-European cultures. May be taken independently of FAS 201.

FAS 211 Music Theory and Aural Skills I (3 credits)

Music Theory and Aural Skills I introduces students to the basic elements, materials, and structure of Western tonal music with an emphasis on harmony, voice leading, and counterpoint. Students will develop aural skills through sight-singing, ear training, rhythmic reading, dictation, and partsinging.

FAS 212 Music Theory and Aural Skills II (3 credits)

Music Theory and Aural Skills II continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in FAS 211. Students continue to develop aural skills through sight-singing, ear training, rhythmic reading, dictation, and partsinging. Prerequisite: FAS 211.

FAS 223 Appreciation and History of Music (3 credits)

This course introduces students to the scope and history of Western art music, with emphasis on music of the Baroque, Classical, Romantic and Modern periods. It provides vocabulary, concepts and aural skills that allow listeners to hear with greater discernment and appreciation. Topics include composers, styles, instrumentation, form, texture and cultural contexts.

FAS 225 Introduction to Photography (3 credits)

This course reviews the various kinds of still cameras and the ways in which students can employ the use of light, visual impact and optical effects. Students are encouraged to take photographs during the term and to apply the knowledge to practical situations.

FAS 226 Digital Photography (3 credits)

Photography as a visual medium is integral to the study of contemporary communication. This course introduces students to the history and practice of producing photographic images. The course is a combination of lecture and the hands-on practice of both the analog and digital methods of photographic image-making. The traditional darkroom is dispensed with, giving over to the computer the role of darkroom, with the student using Adobe Photoshop and other image editors to process traditional film and digital image captures. The student is taught to use both film and non-film

digital cameras to capture, process, and print a portfolio of several original photographic images. Students have the opportunity to output photo prints on state-of-the-art digital printers and plotters ranging from small to large scale on a variety of art papers. Lectures on pictorial composition, subject matter choice, and methods of presentation display will accompany hands-on technical exercises. Prerequisite: FAS 201 or 202.

FAS 250 Private Music Lessons (1 credit)

Students receive fifteen, thirty minute private music lessons on their instrument or voice. Students may enroll in Private Music Lessons for credit as many times as they would like. Students enrolled in Private Music Lessons must participate in a SNHU performing ensemble.

FAS 260 Architecture: Introduction and History
(3 credits)

The aim of this course is to stimulate the appreciation of architecture in students who have had little or no exposure to the subject. The course is organized by historical periods, from ancient Egypt through the end of the 20th century. It considers architectural aims, materials, methods, structural principles, major works and styles. It makes connections between individual buildings and the cultural contexts from which they were derived. Field trips are required.

FAS 305 Digital Documentary Photography (3 credits)

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, student will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven, instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. This course is cross-listed as COM 305. Prerequisite: FAS 226.

FAS 310 Illustration (3 credits)

This course builds upon skills and concepts learned in FAS 110 (Introductory Drawing) with the focus shifting to the applications of drawing in projects related to the discipline of graphic design. Drawing skills will be applied to such practical applications as storyboarding, text illustration and display, packaging design, Web design, video animation and multimedia. Class meets 60 hours per term. Prerequisite: FAS 110.

FAS 311 Music Theory and Aural Skills III (3 credits)

Music Theory and Aural Skills III continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in FAS 211 and FAS 212. Students continue to develop aural skills through sight-singing, ear training, rhythmic reading, dictation, and partsinging. Prerequisite: FAS 212.

FAS 312 Music Theory and Aural Skills IV (3 credits)

Music Theory and Aural Skills IV continues to expose stu-

dents to the basic elements, materials, and structure of Western tonal music that were introduced in FS 211, FAS 212 and FAS 311. Students will continue to develop aural skills through sight-singing, ear training, rhythmic reading, dictation, and partsinging. Atonal music and jazz theory will be introduced. Prerequisite: FAS 311.

FAS 320 History of Design (3 credits)

This course introduces the major movements in the history of design since the Industrial Revolution, including the Arts & Crafts Movement, Art Nouveau, Art Deco, the Bauhaus, Constructivism, and contemporary trends in popular design. Students will be encouraged to apply their learning to practical design exercises. Prerequisite: FAS 201 or FAS 202.

FAS 323 Music Theory and Composition (3 credits)

This course introduces students to the scope of western music theory and harmony. It provides vocabulary, concepts, and musical examples that allow students to comprehend the fundamentals of music theory and composition. Topics include music fundamentals, diatonic triads, diatonic seventh chords, chromaticism, and twentieth-century practices. The course places an emphasis on learning about music through original composition. This course requires interaction with SNHU ensemble.

FAS 326 History of Photography (3 credits)

In this course, students will examine the history of photography from its invention in 1839 to the present time. The course will endeavor to address the technical, artistic, and social underpinnings of this most modern of art forms.

FAS 340 Modern Art (3 credits)

This course presents an introduction to the major artists, works and stylistic periods of modern art and relates them to historical and cultural contexts of the 20th century. It aims to stimulate the appreciation of art in students who have had little or no exposure to the subject.

FAS 351 Music History: Antiquity to 1750 (3 credits)

Students will study of the development of western music from its beginnings through the end of the Baroque period. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

FAS 352 Music History: 1750 to the Present (3 credits)

Students will study the development of western music from the Baroque period to the present. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors. Prerequisite: FAS 351.

FAS 370 American Art (3 credits)

This is a course about art appreciation and art history that will introduce students to essential concepts of aesthetics, media and the cultural meanings of art. Students will learn about the development of American art from Puritan times to World War II. Special attention will be paid to the cultural relevance of art, including what American art can teach

us about America and what is uniquely American about American art.

FAS 380 Art and Gender (3 credits)

This course explores the nature of gendered representation in the history of art from the Renaissance to the present. While the primary focus will be on the representation of women and the work of women artists, the construction of masculinity in the arts will also be addressed. Art will be examined in relation to its political, social, economic, and religious context to establish the broader implications of these visual documents. The student will gain a broadly inclusive understanding of the Western artist tradition as well as sensitivity to gender issues and the gendered nature of representation. Prerequisites: FAS 201 and FAS 202.

FAS 390 Non-Western Art (3 credits)

This course is an introduction to aspects of non-European art created by cultures selected from at least two of the following geographic areas: Africa, the Americas (indigenous cultures), Oceania, Southwest Asia (the Middle East), South Asia, Southeast Asia, and East Asia. Although the specific artistic content, geographical coverage and/or thematic structure of the course may vary from semester to semester, after its completion students should be able to identify and analyze selected works of non-Western art with regard to aesthetics, media, means and content, using appropriate vocabulary and demonstrating links to such cultural contexts as history, social structure, philosophy and religion. Global Marker. Prerequisite: FAS 201 or FAS 202 or FAS 340 or FAS 370.

FAS 451 Seminar in Music History and Theory (3 credits)

Advanced topics in music history and/or theory taught in a seminar format. Topics are announced one year in advance. Students are expected to produce a substantial term project. This course is required for music education majors.

FAS 480 Independent Study (3 credits)

This course allows the student to investigate any fine arts subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, program coordinator/department chair, and school dean.

Finance

FIN 250 Personal Financial Planning (3 credits)

This course provides an overview of personal financial decision-making. The course uses the life-cycle approach and emphasizes financial planning for each phase of life. Topics covered include career planning, budgeting, use of credit, insurance, investments, retirement planning and income tax planning. Prerequisite: Sophomore standing.

FIN 260 Risk Management and Insurance (3 credits)

This course examines the concept of risk, the principles of risk management, private and social insurance mechanisms and the insurance industry. Special attention is given to business and personal risks associated with loss of income, the ownership of property and legal liability. Students are required to

prepare and submit a written business and/or personal plan of risk management. Prerequisites: Sophomore standing.

FIN 320 Principles of Finance (3 credits)

This course is designed to provide students with a balanced introduction to the theory and practice of finance by presenting an overview of the central issues and topics in finance currently relevant to business decision-making and to provide students with the finance tools necessary to develop skills, knowledge, and wisdom in current demand by employers. This includes preparing students regardless of their business discipline, to make basic financial decisions and to understand as well as be able to critique decisions made by others. This course seeks to prepare students to excel in careers such as corporate managers, financial analysts, investment analysts, and business practitioners. Note: Students majoring in the B.S. in Economics/Finance or the B.S. in Accounting/Finance degree programs, it is strongly recommended, following consultation with an academic advisor that FIN 320 be taken in the spring semester of the sophomore year. Prerequisites: ACC 202 and ECO 201.

FIN 330 Corporate Finance (3 credits)

This course is a corporate finance elective intended to extend and further develop the long-term investment and financing topics introduced in FIN 320 Principles of Finance. The course addresses issues that face modern corporate managers when making capital budgeting and capital structure decisions, and focuses on applied managerial decision-making. Corporate Finance is designed for students seeking a more thorough understanding of the economic analysis of strategic and tactical investments, the effect financial leverage has on firm value, and the integration of investment and financial corporate strategies. Topics addressed include advanced techniques in capital budgeting, firm valuation, capital structure, firm/division cost of capital, and quantitative risk assessment. Prerequisite: FIN 320.

FIN 336 Multinational Corporate Finance (3 credits)

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning, including such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices, are examined. This course is cross-listed with INT 336. Global Marker. Prerequisites: FIN 320 and junior or senior standing or permission of the instructor.

FIN 340 Fundamentals of Investments (3 credits)

This course introduces and examines various investment vehicles, including stocks, bonds, mutual funds and commodities. The course emphasizes the decision-making process that underlies all investment decisions. Prerequisite: FIN 320.

FIN 345 Student Managed Investment Fund (3 credits)

The Student Managed Investment Fund course is an undergraduate elective intended to provide rigorous academic

training in money management, portfolio selection and risk management concepts. The course will also provide students with the opportunity to manage a small portion of the SNHU endowment fund. The SMIF course will require students to establish an investment philosophy and investment policy guidelines, prepare an investment process statement and to understand the administrative aspects of the fund's brokerage account (i.e., trading authorizations, fiduciary issues and so forth). Students will also be responsible for researching potential stock investments, presenting recommendations to the class for consideration, executing trades, monitoring positions and writing fund reports. Prerequisite: FIN 320.

FIN 426 Contemporary Issues in Finance (3 credits)

This course offers an opportunity for students to examine advanced issues in corporate finance. This includes coverage of issues in capital and money markets, including derivative securities. Students will examine in detail these advanced topics in finance, their investment characteristics, various valuation approaches and portfolio strategies for using them. Prerequisites: FIN 330 and FIN 340.

FIN 440 Investment Analysis (3 credits)

This course offers an opportunity for students to examine modern theories and approaches in portfolio selection, security analysis and bond management. Particular emphasis is placed on integrating modern portfolio selection models with traditional valuation theory and analysis. Prerequisites: FIN 320 and FIN 340.

FIN 480 Independent Study (3 credits)

This course allows the student to investigate any economic or finance subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, program coordinator/department chair, and school dean.

Fashion Merchandising

FMK 101 Basic Design and Color Theory (3 credits)

This course examines the basic principles of design, including balance, emphasis, proportion and rhythm. The art elements of line, space, texture and color are studied with special emphasis on how they relate to advertising layout and design and visual merchandising. This course is cross-listed with GRA 101.

FMK 202 Fashion Merchandising (3 credits)

This introductory course addresses fashion principles and procedures used in planning, selecting, sourcing, buying and pricing fashion goods at the wholesale and retail levels. Organizational structures of fashion organizations, merchandising systems and technologies are studied. A culminating project will include the development and presentation of a 6 month dollar and unit merchandise plan. Offered once a year in the fall.

FMK 204 Textiles (3 credits)

Textile information pertinent to fashion merchandising is addressed in this course. Analysis of fibers, yarns and weaves, fabric recognition, and a detailed study of natural and man-made materials are emphasized. Offered every spring.

FMK 290 Fashion Merchandising Internship

(3-12 credits)

Students shall have the option of completing an internship experience anywhere in the United States or abroad during the summer between the first and second years, or working part-time in the Manchester area during the first semester of the second year. A minimum of 120 hours will be required. Prerequisites: Consent of the Career Development Center and permission of the program coordinator.

Game Design and Development

GAM 135 Interactive 3-D Virtual Environments (3 credits)

This course introduces students to the underlying concepts in manipulating a three dimensional virtual reality environment. The "objects" in this environment are both recognizable (dinosaur, tree, airplane) and also proper "objects" as the term is used in computer science. Students will work individually and in teams animating to specific objectives with a significant deliverable at the end of the course. Implementations of interactive advertising or "educational" games are potential project areas. Topics include: virtual reality concepts (objects, point of view, lighting), object oriented concepts (properties, methods, events), and animation control concepts (collision detection, decision implementation, iteration, and parallel activities). This course is cross-listed with IT 135. Prerequisite: IT 100.

GAM 207 Information Technology and Digital Games

(3 credits)

Introduction to digital games and information technology covers game genres and platforms, interface design, game implementation, artificial intelligence, business economics of the game industry, game marketing and design, e-collaboration and e-commerce. Students learn how to use software packages to design and implement digital games and how to use the Internet to market and distribute digital games. The course includes a project which will culminate in the conception, design, and prototype of an original digital game. The course is designed for students who have an interest in IT and games, including original game concepts, design and implementation, and executive leadership in the game industry. Knowledge of computer programming is not required. This course is cross-listed with IT 207. Prerequisite: IT 100.

GAM 303 Design of Virtual Game Environments

(3 credits)

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered. This course is cross-listed with IT 303. Prerequisites: IT/GAM 207.

GAM 305 Digital Game Development (3 credits)

To provide a technically well-founded introduction to game development using programming languages and various gaming editors. On completing this course, the student will have acquired a fundamental understanding of the Windows API, the use of sprites, animation and audio in an integrated game environment. This course is cross-listed with IT 305. Prerequisite: IT/GAM 207 or permission of instructor.

GAM 430 3D Modeling and Animation (3 credits)

In this course students are introduced to a multitude of techniques in 3D graphics and animation as they master the many tools of 3D Studio Max. This hands-on computer course includes modifying primitives (simple, predefined geometry) and modeling new geometry with splines and mesh editing. Topics include creating and applying textures with ray tracing (reflections) and bump maps to 3D geometry. In addition, students learn how to animate geometry and textures. Virtual lights and cameras will be created by students to increase the realism and style of the created models. Students will learn how to add 3D animations and images to Web pages, videos, and printed documents; students will also learn how to create virtual objects and figures for use in 3D games. This course is cross-listed with IT 430. Prerequisite: COM 230 or permission of the instructor.

GAM 450 Artificial Intelligence (3 credits)

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications, gaming and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. This course is cross-listed with IT 450. Prerequisites: IT/GAM 135 or IT 145.

GAM 465 Digital Multimedia Development (3 credits)

This course presents digital multimedia theory and develops skills that meet the design and technical requirements of professionally created multimedia for World Wide Web commercial applications on a variety of platforms and Internet applications. Each student develops a professional portfolio consisting of CD-ROM material. Students also develop working websites that display their multimedia projects. Topics include sound, animation, video, interactivity and multimedia distribution. This course is cross-listed with IT 465. Prerequisite: IT 375/GRA 310 or permission of the instructor.

Geography**GEO 200 World Geography** (3 credits)

This course examines the social, economic, political, and cultural implications of global location and topography for the people of planet Earth. Students will explore how geography shapes the dynamics of human societies, with an emphasis on the geopolitical phenomena that help define the modern world. Global Marker.

Graphic Design**GRA 101 Basic Design and Color Theory** (3 credits)

This course examines the basic principles of design, including balance, emphasis, proportion and rhythm. The art elements of line, space, texture and color are studied with special emphasis on how they relate to advertising layout and design and visual merchandising. This course is cross-listed with FMK 101.

GRA 310 Digital Graphic Design for the Web (3 credits)

This course presents digital graphic theory and develops skills that meet the design and technical requirements of professionally created digital images for commercial applications on the World Wide Web on a variety of platforms and Internet applications. Each student will develop a professional portfolio consisting of printed and CD-ROM material. Students also will develop working websites to display their graphic design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML. This course is cross-listed with IT 375. Prerequisite: IT 100 (may be taken concurrently).

GRA 320 Introduction to Digital Imaging (3 credits)

Using Photoshop and Illustrator software, this course is a Mac-based introduction to professional computer graphics creation and to the software and hardware typically used in the graphic design, video, photography and interactive Web/multimedia industries. Emphasis will be placed on the professional use of image-capturing devices, such as scanners, digital still cameras and video cameras. Image editing and color management systems will be discussed and demonstrated. The important differences between vector and bitmap graphics will be defined, as will the significant differences in preparing images for print, broadcast and Web distribution. Students will be encouraged to experiment with their own and pre-existing images using sophisticated digital editing techniques such as layering, channel masking, filtering, cloning and montaging. Students will output their work from inkjet printers and record it on CD, video and film. Special attention will be paid to copyright awareness in the age of the digital image. Prerequisites: COM 230, GRA 310/IT 375, or permission of the instructor.

GRA 340 Typography (3 credits)

Typography deals with the language of type, the history of typography, typeface and character recognition, legibility, appropriate uses of measure, manuscript specifications and the individual visual dynamics of letterforms. Students are shown how to apply knowledge of picas, points, leading and estimation of manuscript copy. In this class students will learn how to work with type as a stand-alone design element. Students will also learn how to incorporate type successfully with imagery. The assignments will cover a broad range of type applications. Students will primarily focus their efforts towards developing a greater understanding of typographic form through exercises based on the setting of

words, phrases, sentences and short paragraphs. Students will first focus on the appropriate setting of spaces in-between the letters that make up words, and projects will gradually increase in scope and complexity up to the setting of pages of text with multiple levels of hierarchical meaning. Upon completing this course, the student should be able to examine the historical, social, and cultural contexts of type, interpret and judge artworks based on type, apply the visual concepts in artworks based on the language of type, and explore the nature and value of type. Prerequisites: COM 230 and COM 232.

GRA 410 Advanced Digital Graphic Design (3 credits)

This course prepares the upper-level design student to handle a variety of techniques in layout and image creation with professional software packages geared for multimedia and Web/Internet development and production. Exercises and projects provide challenging design problem-solving experience valuable for internship and job portfolio preparation. The course is divided into teaching modules emphasizing the integration of several software packages for design problem-solving. Emphasis is placed on conceptualization and the mastery of professional layout/site mapping techniques applied in print, motion graphics, Web, and CD-ROM/DVD-ROM development, as well as digital video design, production and delivery. Students are introduced to animation and interactive communication techniques using software such as Adobe Flash, Dreamweaver, Fireworks, After Effects, and Photoshop. Students are also introduced to basic 3-D modeling techniques through software such as Amorphium, Cinema 4d and Adobe Dimensions. Project themes involve self-promotion and client-based work. All projects rely on previously mastered techniques in Photoshop, Illustrator, Quark XPress, Dreamweaver and Fireworks. Prerequisite: GRA 310/IT 375.

GRA 420 Advanced Digital Imaging (3 credits)

This hands-on computer graphics course introduces the student to advanced digital composition concepts and techniques. Imaging software is integrated in the creative process. In this course the student will have the opportunity to produce a professional portfolio of digital images that meld typography, illustration, and conceptual savvy. Topics such as transparency scanning, channel and layer manipulation, large format printing and proofing, digital camera use, complex montage, type and filter effects are covered in depth. In addition, the important techniques of imaging software integration and file format compatibilities are discussed and applied while preparing images for print, video, Web and CD/DVD distribution. Students will also be introduced to assorted projects involving self-promotion and client-based needs. Students will have the opportunity to output images in large digital format in the graphics lab and at area service bureaus for dramatic public presentation. At the conclusion of this course, students will have assembled a portfolio presentation for public viewing. Prerequisite: GRA 320.

GRA 430 3D Modeling and Animation (3 credits)

In this course students are introduced to a multitude of tech-

niques in 3D graphics and animation as they master the many tools of 3D Studio Max. This hands-on computer course includes modifying primitives (simple, predefined geometry) and modeling new geometry with splines and mesh editing. Topics include creating and applying textures with ray tracing (reflections) and bump maps to 3D geometry. In addition, students learn how to animate geometry and textures. Virtual lights and cameras will be created by students to increase the realism and style of the created models. Students will learn how to add 3D animations and images to Web pages, videos, and printed documents; students will also learn how to create virtual objects and figures for use in 3D games. Prerequisite: COM 230 or permission of the instructor.

GRA 480 Independent Study (3 credits)

This course allows the student to investigate any graphics subject not incorporated into the curriculum. Prerequisites: permission of instructor, program coordinator/department chair and school dean.

GRA 490 Graphic Design Internship (3-12 credits)

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the internship syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation. Prerequisites: Permission of the program coordinator/department chair and the Career Development Center.

Gender Studies

GST 200 Introduction to Gender Studies (3 credits)

This course explores how we define femininity and masculinity, and what political purposes those definitions serve. Beginning with nineteenth-century essays on women's rights, this course will explore recurrent questions in the interdisciplinary field of gender studies: definitions of sex, gender, and oppression; gender roles in marriage, motherhood and fatherhood; work and domestic arrangements; the impact of race on gender definitions; gender and sexualities. We will read essays about these issues within the United States, and later in the semester, we will read about how gender matters within other cultures. Prerequisite: ENG 120.

History

HIS 109 Western Civilization I: Prehistory to Renaissance (3 credits)

This course offers an overview of the major developments in Western history, from antiquity to the discovery of the New World. Students will examine the ancient world, Greece, Rome, the European medieval period and the Italian Renaissance. Required for majors in history and social studies education with a concentration in history.

HIS 110 Western Civilization II: Renaissance to the Present (3 credits)

This course traces the growth of Western history from the

16th century and the rise of the nation-state through the modern era. The ideologies and political developments that shaped modern Europe receive careful study. Required for majors in history and social studies education with a concentration in history.

HIS 113 United States History I: 1607 to 1865 (3 credits)

The first half of the United States history survey course covers the period from the founding of Jamestown to the end of the Civil War. The development of regionalism and its effect on the coming of the Civil War provides the framework for the investigation. Required for majors in history and social studies education with a concentration in history.

HIS 114 United States History II: 1865 to Present

(3 credits)

The second half of the United States history survey course covers the period following the Civil War. The economic, political and ideological developments that allowed the United States to attain a position of world leadership are closely examined. Required for majors in history and social studies education with a concentration in history.

HIS 215 American Intellectual History I: 1607 to 1865

(3 credits)

This course examines the intellectual developments from the discovery and first settlements at Jamestown, Plymouth and Boston through the Revolutionary War to the onset of the American Civil War. Prerequisite: HIS 113 or permission of the instructor.

HIS 216 American Intellectual History II: 1865 to Present

(3 credits)

The second half of American Intellectual History begins with the American Civil War and carries the story into the modern era. Prerequisite: HIS 114 or HIS 215 or permission of the instructor.

HIS 218 United States Diplomatic History (3 credits)

This course examines the development and implementation of United States foreign policy from 1900 to the present. Considerable time is spent analyzing the conflict between ideals and national self-interest in American diplomatic policies. Prerequisites: HIS 113 and HIS 114, HIS 215 or HIS 216.

HIS 220 Modern European History: 1890 to Present

(3 credits)

This course investigates the trajectory of European hegemony in the 20th century. Special attention is devoted to the effects of the two major conflicts that were fought on European soil. Prerequisite: HIS 109 or HIS 110.

HIS 241 World War II (3 credits)

This course emphasizes the battles, campaigns, events and personalities that dominated World War II. Special attention is given to political and diplomatic factors during the 1930s that contributed to the outbreak of World War II.

HIS 245 United States History Since 1945 (3 credits)

This course is a study of the Cold War period, including the Korean and Vietnam wars. Close attention is given to the

Truman, Eisenhower, Kennedy and Johnson administrations, though the course also includes more recent presidential administrations. Also considered are the New Frontier, the Great Society and the civil rights movement of the 1960's. Prerequisite: HIS 114.

HIS 249 The Common Good (3 credits)

This course will examine a fundamental historical element of every human society, organization, or group: its commitment to the common good. It operates from the thesis that all organizations and societies share certain characteristics in regard to the common good that, despite differences in time, place, and ideology, remain the same. As such, the course seeks to understand the dynamics of the common good – what it is comprised of, how various communities have embraced or rejected it, and what the consequence were of those choices.

HIS 256 Historical Myth and Mythical History: Epic Myths and Their Influence in History (3 credits)

This course draws on Greek, Roman, Teutonic, and Near Eastern mythology, to introduce the student to theories and uses of myth in politics and history. The course will begin with a focus on the theories of myth through such thinkers as Claude Levi-Strauss, Ernst Cassirer, and Mircea Eliade. Students will then study a variety of mythological systems and apply the theoretical frameworks to working myths.

HIS 301 World History and Culture (3 credits)

This course is designed to offer the student a historical and cultural understanding of Africa, India, China and Japan in their interactions with the western world. Recommended for majors in History and Social Studies Education with a concentration in History. Global Marker. Prerequisites: HIS 109 or HIS 110 and GEO 200 or permission of the instructor.

HIS 310 History of Tourism (3 credits)

This course develops an understanding of the history of travel as a recreational pastime, beginning with the ancient Greeks and ending with 19th-century England. Students will explore changes in attitude toward confronting the “other” and the peculiarly Western impetus to leave home through the examination of journals of travelers and explorers, guide books both ancient and modern, pilgrimage records, histories and travel advice across the centuries. Prerequisite: HIS 109, HIS 110, HIS 114 or permission of the instructor.

HIS 312 Traditions of Civility and Manners (3 credits)

This course explores what it means to be civil through an exploration of the traditions defining how we are to treat people in the public arena. It is a study of the history of public behavior and the social codes necessary to navigate successfully in society. The course will examine American customs as well as those from around the world and inform students of accepted behaviors both in the United States and internationally. Prerequisite: One HIS 100 level course or permission of the instructor.

HIS 314 European Conquest of the New World

(3 credits)

This course will explore the social and intellectual impact of

the discovery of the American continents on the European mind and the consequences of colonization and migration in North America 1500-1800. Emphasis will be on British colonies and competing European cultures (especially French and Spanish) with Native Americans and African-Americans. Student work will focus on three areas: cultural exchange, economic exchange and hostility/conquest. Prerequisite: One HIS 100 level course or permission of the instructor. Required for majors in social studies education with concentration in history.

HIS 315 Russian/Soviet Society in the 20th Century
(3 credits)

This course studies Russian/Soviet history from 1905 to the present with an emphasis on revolutionary traditions, government and politics, culture and religion and social philosophy. Prerequisites: Junior standing and completion of core course in political science, sociology or history.

HIS 319 African-American History Since the Civil War
(3 credits)

This course traces the changes in the labor practices, politics and living conditions of the millions of African-Americans in the South after the Civil War. Further, the Great Migration, the civil rights movement and the black revolutionary movement will be investigated carefully. Prerequisite: HIS 113 or permission of the instructor.

HIS 321 The Ancient World of Greece and Rome
(3 credits)

This course will begin by looking at the heritage of Greek civilization and the thinkers who first struggled with the fundamental issues concerning mankind: life, love, suffering, courage, endurance and death. The course will continue with the immediate inheritors of Greek thought, the Romans. By assessing Roman achievements of empire building and expansion, students will discover a vital civilization that ruled the known world through the force of its armies and the attraction of its culture. The course will end with the development of Christianity and the fall of the Classical world. Prerequisite: HIS 109. Required for majors in social studies education with a concentration in history.

HIS 322 Rise of Christianity in the West (3 credits)

This course traces the historical development of Roman Christianity in the West through texts produced by early Christians or their adversaries, and a study of the historical basis for the development of Roman Catholicism. Students will examine the influences and ideas that shaped the understanding of these authors. Lectures will take a broader perspective and raise historical questions. This is not a course in theology; it focuses on the historical influences the Christian religion has had on Western culture. Prerequisite: HIS 109 or permission of the instructor.

HIS 330 Civil War and Reconstruction (3 credits)

This course examines various interpretations of Civil War causation; the major political, economic and military aspects of the war; and the rebuilding of Southern society after the war's end. Prerequisite: HIS 113 or permission of the instructor.

HIS 332 Colonial New England (3 credits)

This course investigates the experiences and evolving institutions of the North Atlantic colonists, from the first landings to the making of the Constitution. Special emphasis will be placed upon the colonists' relationship with Native Americans and upon the origins, progress and character of the struggle against Great Britain. Prerequisite: HIS 113 or permission of the instructor.

HIS 338 Republicanism, Democracy, and Expansion
(3 credits)

This course traces the growth of the United States from its beginnings as a fledgling republic to its expansion into a continental empire. Particular attention is given to the development of the first and second American party systems, the democratization of American politics, westward expansion, the market revolution, and the changing roles of women and African-Americans. Students should come away from the course with an understanding of the contested definitions of American republican ideology, the growth and limits of American democracy, the construction and issues of the first two American party systems, the importance of the market revolution to the spread of the fledgling republic, the increasing influence of slavery on American politics and society, and the centrality of Manifest Destiny as a concept. Prerequisite: HIS 113.

HIS 340 Historical Methods (3 credits)

Students will learn skills that are essential to understanding the historical perspective. Topics include critical reading of historical literature, written and oral analysis of historical materials and use of library and archival resources. An intensive study of books and documents from varying historical fields and periods will be included. Required of all history majors. Open to other interested students. (Class limit: 15 students). Prerequisite: HIS 109, HIS 110, HIS 113, HIS 114 or permission of the instructor.

HIS 353 Southern Politics & Society through Reconstruction (3 credits)

This course examines the history of the American South through 1877. Particular attention is given to the region's colonial development, dependence on slavery, antebellum political thought, economic contributions, and social system. Exposure will also be given to the debate over whether the history of the American South makes it mainstream or unique in world history. Prerequisite: HIS 113 or permission of the instructor.

HIS 357 African American History through the Civil War
(3 credits)

This course explores the colonial and national experience of Africans and African-Americans through 1865. Particular attention is given to a general understanding of African history, the trans-Atlantic slave trade, slave life in the Caribbean and the American South, the role of free blacks in both northern and southern colonies and states, antebellum abolitionist and proslavery arguments, and the consequences of emancipation. Also addressed will be the debate over whether

Africans/African-Americans were active agents or passive participants in early American history. Prerequisite: HIS 113.

HIS 374 The Renaissance and the Reformation
(3 credits)

This course is an examination of some of the major themes of the Renaissance and Reformation in Europe. Through extensive readings in primary sources, the class will explore the major personalities of the period and their influence on changes in many aspects of life. The lectures will focus on a broader context and will raise historical questions concerning such topics as science and belief, voyages of discovery, rise of the nation/state, rise of capitalism, and the millennial view of history. Prerequisite: HIS 109 or HIS 110.

HIS 377 The Beginning and End of the World: Genesis and Revelation in History (3 credits)

This course will offer students a greater understanding of the Bible and its role in shaping the thought of the West through a close study of the books of Genesis and Revelation. We will use a non-doctrinal, historical, literary approach to the material introducing students to both Christian and non-Christian interpretations. Students will explore biblical views of history and time, creation of humankind and the human condition, and the divine/human relationship as seen in the Bible. After close readings of the texts, students will examine how particular interpretations of biblical themes have influenced art and architecture, literature, science, history and culture. This course will be advantageous for students in English, Literature, History and Humanities as well as for individuals who want a non-doctrinal reading of selections from arguably the most influential literary work in the West. Prerequisite: HIS 109.

HIS 379 The Middle East and Islam (3 credits)

A history of the Middle East from the ancient world through the rise of Islam and the Crusades, into the modern era. Geographical areas will include the traditional Middle East, northeast Africa, Iran and Afghanistan. Students will pay special attention to the Arab-Israeli conflicts and the recent wars in Iraq and Afghanistan. Global Marker. Prerequisites: HIS 109 or HIS 301, or permission of the instructor.

HIS 390 World Religion: Ritual and Belief (3 credits)

This seminar course is designed to introduce students to a particular area of religious study. The topics are not religion specific but explore religious phenomena and praxis over a range of cultural and geographic areas. Global Marker. Prerequisite: HIS 109 or HIS 301 or PHL 230.

HIS 460 History Colloquium (3 credits)

Selected topics in American or European history (alternate years) taught in a seminar format. Students are expected to do original research and produce a paper. Required of all history majors. (Class limit: 15 students.) Prerequisite: HIS 340.

HIS 480 Independent Study (3 credits)

Prerequisites: Permission of instructor, the program coordinator and the school dean.

Honors

HON 201 Interdisciplinary Studies—Great Books I
(3 credits)

Students in this two-semester seminar (must be taken with HON 202) are guided by the instructor in their reading, experiences and presentations to the class. The course introduces students to some of the key texts of Classical Literature. The Honors student must complete both semesters to receive credit in the Honors Program. (Class limit: 15 students). Prerequisites: Admission to the Honors Program, sophomore standing and permission of the director of the Honors Program. Required for Honors graduation.

HON 202 Interdisciplinary Studies—Great Books II
(3 credits)

This is the second half of the required two-semester course. It emphasizes texts from the Enlightenment. (Class limit: 15 students) Prerequisite: HON 201. Required for Honors graduation.

HON 301 Issues and Values: The Honors Seminar
(3 credits)

The Honors Seminar, offered every year as an upper level course for Honors students, is designed to involve the students in a deeper study of a particular topic of current research and interest. Students read and evaluate multiple works related to the seminar topic, write multiple short papers plus at least one longer analysis. Whenever possible, students may have the opportunity to meet and talk with some of the authors studied. Topics are announced on an annual basis and have included “Democracy in the Twenty-first Century,” and “The Politics of Food.” Offered every year. Honors students should include at least one HON 301 Seminar in their honors courses for graduation.

HON 314 Seminar in Research Methods (3 credits)

This course builds on the assumption that research is an act of selecting and interpreting information. The course provides students who are interested in pursuing an undergraduate thesis/project, a review of theories, concepts, and methodologies in basic and applied research. Various approaches to research are evaluated. The guidelines for developing, conducting, and presenting cross-discipline research projects are reviewed and discussed. The course is designed to provide an environment in which students will explore and proceed in the development and formulation of their areas of research interests. Open to students outside the Honors Program. Offered as needed. Prerequisites: Junior standing and participation in the Honors Program or permission of the instructor.

HON 401 Independent Honors Thesis (3 credits)

This year-long individual research project allows each student in the Honors Program to follow their educational interests by studying a selected topic in depth. The student, working with a faculty mentor, develops a written thesis and presents their results to the Honors Colloquium during the spring semester. Prerequisites: Senior standing as an Honors student, approval of the proposal and permission of the director of the Honors Program. Required for Honors graduation.

Hospitality Business

HOS 220 Geography of Global Cultures (3 credits)

This course is designed to provide students with a cultural understanding and working knowledge of world geography as it relates to tourism. Students will analyze U.S. and world travel centers and various attractions, customs and traditions. Students will study location geography and destination appeal, including accessibility, infrastructure, political and economic situations; cultural geography, including ethnic makeup, politics, history, language, religion, art and social customs; and physical geography, including topography and climate and their influences on travel decisions. Students will learn about culture by experiencing it and talking and visiting with those who live by its rules. Field trips are required, as students will explore cultures via food and destination visits. Some evening attendance is required. Global Marker.

HOS 225 Introduction to Commercial Food Production (3 credits)

Including a five hour laboratory class and 1 lecture hour, this is a beginning course in the theory and preparation of haute cuisine. Students will learn how to procure raw ingredients and prepare quantity food dishes for the commercial food service industry. Sanitation principles, safety guidelines, proper use of equipment are practiced. The National Restaurant Association ServSafe exam is administered.

HOS 311 Policy and Planning for Sustainable Development (3 credits)

This course is designed to provide students with a thorough overview of tourism planning at the local, regional and national levels. It provides a variety of practical planning theories, procedures and guidelines to meet the diverse needs of travelers, destination communities, tourism and hospitality organizations, public, non-governmental organizations and the private sector. The course will concentrate on developing student's competencies in the basic techniques of planning and developing sustainable tourism plant, products, attractions and services. Prerequisite: Junior or senior standing.

HOS 315 Rooms Division Management (3 credits)

This course takes an operations approach to room management, including front office, revenue management (reservations), uniformed services, housekeeping and engineering. Emphasis is placed upon the management function, coordination and communication within and between departments. Prerequisite: Junior or senior standing.

HOS 320 Hospitality Sales Management (3 credits)

The ability to sell is the single most critical success factor of any hospitality and tourism firm. This course approaches sales from the practical and tactical ins and outs of how to sell products and services to a sophisticated marketplace and how to build and manage a sales force. This course consists of a study of sales management competencies designed for hospitality and tourism students. The course provides students with an understanding of the theory and practice of

personal selling as used by hospitality organizations to develop long-term partnerships with customers and enhance students' ability to diagnose and address diverse problems and decisions that arise in developing and implementing a hospitality firm's selling strategy. Prerequisites: MKT 113 and Junior or senior standing.

HOS 327 Food and Beverage Operations Management (3 credits)

This course is designed to provide instructions about managing a variety of food and beverage operations. Included are the history and development of restaurants; food production and menus; the size, scope and classification of restaurants; principles of American, French, Russian and English services; principles of menu-making; layout and design of restaurants; marketing and sales promotion; management of personnel and human relations; and food and beverage control procedures. Students will apply the management theories learned while supervising in the front and back-of-the house areas of the Hospitality Center restaurant and while managing special events during the semester. An optional exam by the National Restaurant Association is scheduled. Prerequisite: Junior or senior standing.

HOS 340 Special Events Management (3 credits)

This course is designed to give students experience in developing an event, trade show or exhibition with emphasis on pre-planning, budget preparation, advertising and/or public relations. Students will be prepared with the tools to work in an industry, which represents a major economic gain for the communities and facilities where special events are held. Topics include planning, set up, managing exhibits, crowd control, special effects, lighting, decorations, sound and protocol. Students are involved in the planning of two community events. (Night and evening attendance is required.) Prerequisite: Junior or senior standing.

HOS 401 Convention Sales and Group Planning (3 credits)

The objective of this course is to acquaint students with the methods and accoutrements used in successful meeting and convention management. Students are required to develop and present a major project detailing the planning and administration of a conference from conception to fulfillment. Prerequisite: HOS 340.

HOS 415 Hotel Administration (3 credits)

The course considers the analysis of theories, principles and techniques of hotel management. Subjects include the principles of organizing, the formulation of goals and objectives, decision-making processes, staffing, employee/guest relations and labor management negotiations. The problems and issues management encounters are emphasized. Prerequisite: HOS 315.

HOS 416 Legal Issues in the Hospitality and Tourism Industry (3 credits)

This course examines the common and statutory law of the hospitality and tourism industry in the United States. Included are discussions of the duties and responsibilities of

hospitality and tourism businesses to guests, including duties to maintain property, receive travelers and assume various liabilities for guests' property. The legal environment and issues of the hotel, restaurant and travel industry will be discussed and analyzed. Ways of preventing and responding to legal situations as an executive in the hospitality and tourism industry will be identified and evaluated. Prerequisites: HOS 220 or TCI 250.

HOS 418 Hospitality Facilities Management (3 credits)

This course provides students with an understanding of the fundamental principles of facilities planning, management and maintenance in all segments of the hospitality industry. Decision-making processes regarding planning, using facility management systems and taking cost-cutting measures in operations are studied. The interaction of management, engineering and maintenance also are explored. Prerequisite: HOS 315.

HOS 420 Financial Analysis for the Hospitality Industry (3 credits)

This course is designed to integrate the fundamental concepts of accounting and financial reporting, managerial accounting and introductory business finance with the concepts and tools of financial management in hospitality organizations. This course will emphasize the analysis of the financial strengths and weaknesses of a hospitality firm, cost benefit analysis of asset acquisitions, analysis of cash flows, and valuation concepts and techniques. Financial analysis in the hospitality industry is an advanced and an applied course. Students apply finance valuation techniques using real data, integrate finance concepts and quantitative analyses into logical business solutions, and make and defend decisions regarding a business problem at hand. This, along with a commitment to quality, means that HOS 420 is a reasonably difficult course. Prerequisites: ACC 201 and ACC 202.

HOS 422 Beverage Management and Control (3 credits)

This course covers the operation and management of cocktail lounges and bars. Methods of distilled spirit production and beer brewing are detailed to help students understand the varying qualities of beverages. Students will learn through a semester project of designing a lounge that includes the layout and design of the facility, the equipment used to operate it, control procedures, customer relations, staffing, marketing, sanitation procedures and regulations affecting operations. An optional National Restaurant Association exam about responsible alcohol service is administered. Field trips are scheduled. Prerequisite: HOS 327.

HOS 424 Managing, Merchandising and Service of Wines (3 credits)

Students in this course research wine as they travel around the globe learning each country's wine climate, terrain, varieties of grapes and styles of wine produced. The laws regarding wine labels, distribution and appellation vary from country to country. Learning about the history and development of wines from ancient times to modern times will give future managers a solid perspective on the wine industry.

The purpose of tasting wines is to educate one's palette, plan food and wine pairings and determine the depth and variety of a wine list. Attendance in professional business dress is required. Student must be of legal drinking age. (21 years) Global Marker.

HOS 425 Advanced Food and Beverage Service (3 credits)

Art and science are combined to teach students how food and beverages when paired correctly can enhance the overall dining experience. Sensory tasting will explore how to maximize food and beverage flavors. Understanding the requirements of Wine, Tea and Water Sommeliers, Cicerones, Mixologists and Chefs goals will lay a foundation for effectively training staff and designing food and beverage pairing menus. Prerequisites: HOS 225 or TCI 111, HOS 424 or must be enrolled in HOS 424 concurrently. Students must be of legal drinking age in the U.S. (21 years).

HOS 426 The American Work Experience (3 credits)

This is a practical career course that is intended to help students understand and prepare for employment in the American hospitality industry in the context of two sessions: classroom instruction and activities that provide a theoretical and conceptual base, and a lab environment which provides students with opportunities to apply and practice the business communication and protocols. The course is open only to summer Bachelor of Applied Science in Hospitality Administration (BASHA-I) students, or by permission of the instructor. Offered every summer term.

HOS 427 Food and Beverage Concept Development (3 credits)

This course exposes students to the process, challenges, and rewards of developing a food and/or beverage concept from idea to the construction of the first unit. Students will learn the basic concepts of foodservice facilities design and planning with an emphasis on restaurants. Students will determine space allocations for the front and back of house areas; develop production work flow in the preparation and service areas; and select equipment utilizing standards for production capability, quality of construction, greenness viability and ease of maintenance. Specific topics addressed include concept creation, market research, creating the delivery process, concept testing and evaluation, restaurant feasibility, site selection, facility programming, and development issues such as licensing, permitting, and construction. Visitors from industry will address best practices and their own experiences in getting a restaurant concept off the ground. The course includes readings, discussions with industry leaders, cases, and culminates with students formulating a detailed food and beverage concept and development plan. Prerequisites: HOS 320 and HOS 327.

HOS 428 Resort Development and Management (3 credits)

The course provides the students with the overview of resort development, management and operations in the context of ski, golf, gaming, cruises and other types of resorts. The

course also looks at the history and evolution of resorts, land use and development, target markets for resorts, feasibility, investment and financial analysis of a resort project. The course incorporates current trends in the services and activities expected and offered by today's resorts and cruises. Prerequisites: HOS 315 and junior or senior standing.

HOS 430 Casino and Gaming Operations (3 credits)

This course analyzes gaming as a discipline and introduces students to gaming as an integral part of the hospitality industry. Students will study gaming development, casino organization and operation, the mathematics of casino games, and the importance and integration of gaming in hospitality management. Prerequisites: Junior or senior standing and must be of legal age. (21 years) This course requires a mandatory field trip and requires additional lab fees.

HOS 451 Nutrition (3 credits)

Changes in consumers' dining habits mandate an awareness of the importance of proper nutrition in menu offerings. Students in this course examine food requirements for the aged, those with special diets and health-conscious groups. Specific topics include balanced diets, vitamin and mineral needs, low-cholesterol menu items, low-sodium menu items and special-needs diets. These are discussed in conjunction with the need for appetizing menu items and tasteful foods.

HOS 480 Independent Study (1-3 credits)

This course allows a student to independently study a subject not included in the curriculum or one that is in the curriculum but not offered. Students study under the tutelage of the instructor. Prerequisites: Permission of the instructor, department chair and the school dean.

HOS 490 Supervised Practical Training (12 credits)

This is a 12 credit course required for graduation from the Bachelor of Applied Science in Hospitality Administration (BASHA) Program. The practical training is a work-study program within a division or department of a major hotel or a hospitality organization, essential for providing the student with necessary professional experience. The Career Development Center coordinates the placements for the required practical training with participating properties and students. Each student is provided with an opportunity for a series of interviews with recruiters that might be interested in hiring the student. The type of activities to be performed during the practical training is decided by the student and the employers. Based upon their individual goals, interests, course work and previous experience, students decide on which area of the participating property he or she would be interested in working. Based upon the student's quality and quantity of work experience, self-efficacy, confidence, attitude, communication skills, and other abilities, the employer decides on what activities the student will be performing. During the practical training students are required to work on and submit completed assignments as stated in the course syllabus. Students' practical training performance is evaluated on the basis of their assignments and an on-site visit by assigned faculty or staff. Based on the evaluations

students are assigned a pass or fail grade for the practical training. Prerequisite: Successful completion of all required course work prior to the commencement of the Supervised Practical Training.

HOS 491 Hospitality Business Internship (3-12 credits)

Students may use three, six or 12 credits for a guided internship work experience that integrates study and experience. Students are contracted to maintain employment at an approved hospitality/tourism location for a pre-determined length of time with specified start and end dates. Three credits are given for a minimum of 120 hours, six credits are given for 240 hours, nine credits for 360 hours, and 12 credits are given for 480 hours. Minimum hours are in addition to the 1,000-hour graduation requirement. Note: Students are required to earn 1,000 hours of hospitality and tourism industry experience with a minimum of 200 hours in customer contact services, in order to graduate. This course is offered to Hospitality Business Baccalaureate degree students only. Prerequisites: Consent of the department chair and the Career Development Center.

HOS 492 Experiential Learning (Non-credit course)

Each student pursuing the Bachelor of Science (B.S.) in Hospitality Business degree or a Bachelor of Applied Science in Hospitality Management (BASHM) degree must register for the course in the final semester of their senior year and complete an industry related experiential learning component as a requirement for graduation. Students enrolled in the B.S. degree program must complete 1,000 hours of experiential learning in a hospitality and tourism (or related) business with a minimum of 200 hours in guest/customer contact services. Students transferred from other programs in the sophomore year (with at least 30 credits completed) and enrolled in the B.A.S or B.S. degree program must complete 750 hours of experiential learning in a hospitality and tourism (or related business) with a minimum of 100 hours in guest/customer contact services. Students transferred from other programs in the junior or senior year (60+ credit completed) and enrolled in the B.A.S or B.S. degree program must complete 500 hours of experiential learning in a hospitality and tourism (or related) business with a minimum of 100 hours in guest/customer contact services. Students are encouraged to pursue diverse experiential learning opportunities. The required hours must be completed by March 15th of the student's senior year. Credit will not be awarded for any work experience prior to formal admission into the program. This is a non-credit course and a pass or fail grade will be assigned by the academic advisor.

International Business

INT 113 Introduction to International Business

(3 credits)

This course is designed to provide students with an initial examination of the differences between business in a domestic context and business in an international context. It also will include some exposure to basic concepts that are

deemed important in understanding how international business works. These concepts include importing; exporting; political, cultural and social environment considerations; trade theory; government influence on trade; and global management strategy. Freshmen and Sophomores only. Global Marker.

INT 200 International Business Project (3 credits)

This course is designed for those students who are pursuing a major and those that have definite interest in carrying out a career in International Business as well as those who seek to broaden their knowledge in the field. Explicitly, the course will introduce students to the contemporary issues and challenges faced by managers of multinational corporations in the international business setting. The course will give students the opportunity to work in team, while instruction focuses on a practical approach to learning, providing skills that can facilitate entry into a job market in international business or related field at various levels of expertise. Prerequisite: INT 113.

INT 221 Global Financial System (3 credits)

The objective of this course is to familiarize students with global financial architecture and the modus operandi of global financial markets and multinational financial institutions, with focus on policy- and concept-oriented issues in international banking and international capital markets. It aims to provide a comprehensive background to understand the international financial environment and to expose students to a range of international financial functions, operations and products. Global Marker.

INT 301 East-Central European Economies - Business in Transition (3 credits)

The primary focus of this course is to explore the transformation of Eastern and Central European economies as they move from centrally planned economic systems toward market-driven (private enterprise) systems. Attention is given to the opportunities and difficulties that foreign investors are likely to encounter if they choose to establish operations in these emerging market locations.

INT 309 Legal Environment of International Business (3 credits)

The course is designed to provide students with an overview of the areas of public and private international law that affect international business activities. The United Nations Convention on International Sale of Goods will be given particular attention.

INT 311 International Human Resource Management (3 credits)

This course will examine and explore key issues that are critical to the successful utilization of a multicultural workforce. These include the international staffing process, identifying unique training needs for international assignees, reconciling home-country and host-country performance appraisal systems, identifying the characteristics associated with a good compensation program and exploring the major differences between labor relations in the U.S. and Europe. Most stu-

dents interested in international human resource management should normally have already taken OL 215, a course in domestic human resource management, or some preliminary introduction to the world of international law, government, economics and marketing. Prerequisite: OL 125.

INT 315 International Management (3 credits)

This course introduces students to the management of global operations. It covers the major functional areas of management as they are practiced in a multinational corporation. This includes participation, organization, financial management, production and marketing strategies, human resource development, communications and control and the formation of strategic alliances. The course uses texts, simulations and cases. Global Marker.

INT 316 The Cultural and Political Environment of International Business (3 credits)

This course introduces students to such primary cultural factors as religion, language, values, technology, social organization and political environment that affect U.S. firms doing business outside of the United States. Students learn the significance of identifying and assessing the importance of these factors so they can more effectively manage in the international environment. A variety of international environments will be studied. The course uses text, cases and exercises. Global Marker. Prerequisites: OL 125.

INT 322 International Retailing (3 credits)

This course compares and contrasts retail institutions in selected foreign countries with those in the United States. An examination of the social, economic and political influences on the development of retailers in foreign countries is conducted. A look at how retailing trends spread from culture to culture is considered. Examinations of the similarities and differences in merchandising, sales promotion, pricing and personal selling policies of retailers around the globe are examined. This course is cross-listed with MKT 322. Prerequisite: MKT 222 or permission of the instructor.

INT 335 Importing and Exporting in International Trade (3 credits)

The primary focus of this course is "How to Get Started Building an Import/Export Business." This course introduces students to many complexities of building an import/export business, including economics and politics, planning and negotiation, foreign currency transactions, shipping and insurance, documentation and the intricacies of exporting from and importing to the United States. Prerequisite: INT 113.

INT 336 Multinational Corporate Finance (3 credits)

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and the criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning are examined, with attention paid to such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting prac-

tices. This course is cross-listed with FIN 336. Prerequisites: FIN 320 and junior standing or higher or permission of the instructor.

INT 410 International Entrepreneurship (3 credits)

This course provides a hands-on perspective of creating an international enterprise from an entrepreneur's viewpoint. The course provides a comprehensive process that covers four stages of global entrepreneurship: (1) pre-global decision-making; (2) strategy formulation; (3) the mechanics of going global; and (4) sustaining global success. This course provides students with the foundation for taking the North American Small Business International Trade Educators (NASBITE) Certification Global Business Professional (CGBP) exam. Global Marker.

INT 422 International Strategic Management (3 credits)

The course introduces students to strategic management in the global arena. It focuses on the internal strategic environment of an organization, the external strategic factors present in the international environment, and the manner in which a strategic thrust and a strategic fit are created between these two environments. The course relies on the use of case studies of U.S. and foreign international corporations. Prerequisites: OL 215, FIN 320, INT 113, MKT 113 and junior standing.

INT 433 Multinational Marketing (3 credits)

This course covers the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. International similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment are examined. Also considered are the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries. This course is cross-listed with MKT 433. Prerequisites: ECO 202 and MKT 113 or permission of the instructor.

INT 440 Emerging Trends in International Business (3 credits)

This course is designed to be a survey of the emerging trends in international business. Class analysis will focus on both the macro- and micro-environments of the global arena. Major emphasis will be placed on regional economic integration, inter-regional trade, corporate strategic global perspectives and other major contemporary issues facing global managers today. Prerequisite: INT 113.

INT 441 Licensing and Negotiations in the International Arena (3 credits)

This is an overview course surveying the licensing of intellectual property with a special focus on the international arena. Emphasis will be placed on the nature of intellectual property, licensing theory and practice, licensing negotiation, license drafting, and license implementation and administration after the completed agreement. Prerequisites: OL 125 and INT 113.

INT 480 Independent Study (3-6 credits)

Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

INT 490 International Business Internship (3-12 credits)

This program provides an opportunity for a supervised, career-related work experience. The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course.

Computer Information Technology

IT 100 Introduction to Computer Information Technology (3 credits)

This is the fundamental computer fluency course required for all Southern New Hampshire University students. It is designed to promote a working knowledge and understanding of computer information technology skills, concepts, and capabilities that support academic and professional goals and requirements. Students learn about the application and science of information technology. Concepts to master include the fundamentals of computer information technologies along with issues that affect people today such as: Internet and other network technologies, Web publishing, digital media, hardware, software, file and database management, information security, viruses, spyware, social impact of technology, algorithmic thinking, and the limits of computation. Students develop capabilities such as managing complexity, assessing the quality of information, collaborating and communicating using IT, anticipating technological change and thinking abstractly and critically about IT. Students develop computer-related skills in support of their college studies and career goals. This is accomplished, in part, by the mastery of word processing, spreadsheet, presentation, communications, and database software.

IT 135 Interactive 3-D Virtual Environments (3 credits)

This course introduces students to the underlying concepts in manipulating a three dimensional virtual reality environment. The "objects" in this environment are both recognizable (dinosaur, tree, airplane) and also proper "objects" as the term is used in computer science. Students will work individually and in teams animating specific objectives with a significant deliverable at the end of the course. Implementations of interactive advertising or "educational" games are potential project areas. Topics include: virtual reality concepts (objects, point of view, lighting), object oriented concepts (properties, methods, events), and animation control concepts (collision detection, decision implementation, iteration, and parallel activities). This course is crosslisted with GAM 135. Prerequisite: IT 100.

IT 145 Introduction to Software Development (3 credits)

This course provides a comprehensive introduction to the object-oriented programming paradigm. The course uses the Java platform which includes an object-oriented language and a Java development environment to demonstrate the principles of object-oriented programming. Other lan-

guages, including Smalltalk, may be used for comparison. The course covers the Java language and the Java development environment including the Java Software Development Kit (SDK) and Integrated Development Environment (IDE) tools. The course also covers the key concepts of object orientation including inheritance, encapsulation, polymorphism and communication with messages. Other topics include classes and objects, base classes and class hierarchies, and abstract and concrete classes. Offered every year. This is a programming course.

IT 201 Computer Platform Technologies (3 credits)

This course provides the hardware/software technology background for information technology personnel. Hardware topics include CPU architecture, memory, registers, addressing modes, busses, instruction sets and a variety of input/output devices. Software topics include operating system modules, process management, memory and file system management. Also included are basic network components and multi-user operating systems. Prerequisite: IT 100.

IT 205 Digital Music (3 credits)

This course introduces students to information technology and the music business. The primary theme of the course is to understand how information technology has transformed the music industry in the last five years. The course is part lecture and part lab work. During lectures, students will learn about topics such as waveform audio, data compression and sampling, digital signal processors and soundcards, audio file formats, MIDI, e-collaboration, and e-business. During lab work, students will learn how to use software packages to compose, record, and mix music, to put music on a CD, to design a CD package, and to use the Internet to market and distribute music CD's. The course includes a project which will culminate in the creation of a professional CD suitable for distribution. The course is designed for students who have an interest in music and IT, e.g. sound engineering, song-writing, or executive leadership in the music industry. An ability to play an instrument is not required. Prerequisite: IT 100.

IT 207 Information Technology and Digital Games

(3 credits)

Introduction to digital games and information technology covers game genres and platforms, interface design, game implementation, artificial intelligence, business economics of the game industry, game marketing and design, e-collaboration, and e-commerce. Students learn how to use software packages to design and implement digital games and how to use the Internet to market and distribute digital games. The course includes a project which will culminate in the conception, design, and prototype of an original digital game. The course is designed for students who have an interest in IT and games, including original game concepts, design and implementation, and executive leadership in the game industry. Knowledge of computer programming is not required. This course is cross-listed with GAM 207. Prerequisite: IT 100.

IT 210 Business Systems Analysis and Design (3 credits)

This course provides students with the necessary level of information technology education relative to understanding the uses and roles of information systems in business organizations. Students receive instruction on the information concepts and methodologies associated with the development of business information systems, and their effective application to the solution of business problems. Students learn the major issues of managing information technology in the contemporary business environment and the relationship between organizations, structures and information technology. Team approaches are utilized along with structured computer laboratories and cases. Prerequisite: IT 100.

IT 225 Software Development with Visual Basic.NET

(3 credits)

This course introduces students to Visual Basic, an object-oriented, event-driven programming language. Emphasis is on programming for the .NET framework and the use of industry standards. Sequential access and random access files and the creation of graphical use interface (GUI) front ends for client-server applications using ADO.NET connections to Microsoft Access databases are covered. This is a programming course. Prerequisites: IT 135 or IT 145 and MAT 230.

IT 230 Software Development with C#.NET (3 credits)

This course is designed to introduce C#, an event-driven, fully object-oriented, visual programming language. The course covers the Visual Studio.NET integrated development environment (IDE) while covering the basics of the C# language. Topics include input/output statements, arithmetic and logical operations, control structures, program modules (methods and classes) and arrays. Students will be involved in writing programs of increasing complexity throughout the course. This is a programming course. Prerequisites: IT 135 or IT 145 and MAT 230.

IT 232 Software Development with C++.NET (3 credits)

This course teaches students how to design, implement and test applications in the C++ programming language. Topics include C++ data types, operators, functions, classes and inheritance. The course introduces students to issues associated with developing real-world applications by presenting several case studies. The concepts of object-oriented design and programming are covered. This is a programming course. Prerequisites: IT 100, IT 135 or IT 145, IT 230, and MAT 230.

IT 242 Introduction to Geographic Information Systems

(3 credits)

This course is designed to introduce the student into the exciting new world of mapping software. Mapping software has found many uses throughout government, academia, and business, as well as in the public policy arena. Maps are used to show patterns in rainfall, population composition and density, crop patterns, traffic patterns, residential expansion, and land use. Changing weather patterns and global warming pat-

terns are two other very important applications. In business there is widespread use of GIS software in sales and marketing, location studies, business and real estate development, and in transportation and urban planning. In I.T. mapping professionals also work as database administrators, project managers and systems administrators. Prerequisite: IT 100.

IT 251 Introduction to the UNIX/LINUX Operating System (3 credits)

This course provides an introduction to the structure and functioning of the UNIX/LINUX operating system. It is designed to give students a solid foundation in the design and organization of the operating system and to teach the basic set of UNIX/LINUX commands. Prerequisites: IT 100, IT 201 and a programming course.

IT 270 Website Design (3 credits)

This course serves as an introduction to creating interactive pages for the World Wide Web. Specifically, it will survey Internet concepts, network protocols and client-server communications. The course covers HTML, the language of the World Wide Web; the Document Object Model (DOM), essential to creating and manipulating elements of a Web page under program control; CSS, the syntax for building consistent styles and appearances across Web pages; and JavaScript, the programming language that cements the various technologies together to facilitate dynamic interactive elements. Prerequisites: IT 100, IT 135 or IT 145, and MAT 130, MAT 140, MAT 210, MAT 230 or MAT 240.

IT 303 Design of Virtual Game Environments (3 credits)

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered. This course is cross-listed with GAM 303. Prerequisite: IT 207.

IT 305 Digital Game Development (3 credits)

This course provides a technically well-founded introduction to game development using programming languages and various gaming editors. On completing this course, the student will have acquired a fundamental understanding of the Windows API, the use of sprites, animation and audio in an integrated game environment. This course is cross-listed with GAM 305. Prerequisite: IT 207 or permission of instructor.

IT 315 Object Oriented Analysis and Design (3 credits)

This course develops software systems engineering principles combining object-oriented design principles and methods augmented by computer-assisted software engineering (CASE) technology. The course includes use of the Unified Modeling Language (UML) and, through the vehicle of a student group project, applies these elements to the system

development life cycle. This course is writing intensive, as student project teams are required to submit a comprehensive project report and a PowerPoint presentation. Prerequisites: IT 100, IT 210 and a programming course. Specialized Systems Development Computer Laboratory intensive.

IT 325 Advanced IT Business Applications (3 credits)

This course reviews and expands the work of IT 225 in the creation of object classes and the use of object variables and programming database access. It also addresses serial communications, accessing the Internet, the creation and use of Active X Controls, use of the OLE container control, use of the Windows API and an introduction to the deployment wizard. Prerequisite: IT 225.

IT 330 Database Design and Management (3 credits)

This course covers the design and implementation of information systems within a database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. Topics include data models and modeling tools and techniques; approaches to structured and object design; models for databases (relational, hierarchical, networked and object-oriented designs); CASE tools; data dictionaries, repositories and warehouses; Windows/GUI coding and/or implementation; code and application generation; client-server planning, testing and installation; system conversion; end-user training and integration and post-implementation review. The focus is on the relational database architecture. The course combines a lecture format to emphasize database concepts and theories and structured laboratory sessions to reinforce database skills. Prerequisites: IT 135 or IT 145.

IT 340 Network and Telecommunication Management (3 credits)

This course provides an in-depth knowledge of data communications and networking theory, concepts and requirements relative to telecommunications and networking technologies, structures, hardware and software. Emphasis is on the concepts of communications theory and practices, terminology, and the analysis and design of networking applications. Management of telecommunications networks, cost-benefit analysis and evaluation of connectivity options are covered. Students can design, build and maintain a local area network (LAN). Prerequisites: IT 201 and IT 210.

IT 360 Software and Operating Systems (3 credits)

This course provides a fundamental understanding of operating systems concepts, structure and mechanism. Topics such as multithreading, symmetric multiprocessing, micro-kernels and clusters are addressed in the context of the Windows, UNIX and Solaris operating systems. Prerequisites: IT 315 and a programming course.

IT 370 Web Server Design (3 credits)

This course is a follow-up to IT 270 and extends the concept of interactive Web pages to the server. Building on the stu-

dents' knowledge of Web page elements and Visual Basic, this course introduces Active Server Pages (ASP) as the vehicle for manipulating and creating content from a Web server. The course progresses through the fundamentals of client server interaction to e-commerce considerations, XML, and database connection/manipulation from a Web server using SQL, the Structured Query Language for relational databases. Prerequisites: IT 225, IT 270 and IT 330.

IT 375 Digital Graphics Design (3 credits)

This course presents digital graphic theory and develops skills that meet the design and technical requirements of professionally created digital images for World Wide Web commercial applications on a variety of platforms and Internet applications. Each student develops a professional portfolio consisting of printed as well as CD-ROM material. Students also develop working websites that display their graphics design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML. This course is cross-listed with GRA 310. Prerequisite: IT 100 (may be taken concurrently).

IT 380 Cybersecurity and Information Assurance

(3 credits)

This course explores the basic concepts in cybersecurity and information assurance. Topics include security policies, models, and mechanisms for secrecy, integrity, and availability of communications and information. The course also covers approaches to prevent, detect and recover from the loss of information; cryptography and its applications; vulnerability scanning; functions of a chief security officer; software applications and Web services for maintaining information security; and security in computer networks and distributed systems. Prerequisites: IT 330 and IT 340 or permission of instructor.

IT 415 Advanced Information Systems Design (3 credits)

This is the first of a two-part capstone course for IT majors. Students working in groups select a systems project to analyze and design using the knowledge and skills learned in their previous courses. There is a heavy emphasis placed on project management. The instructor and students critique all projects weekly. Prerequisite: IT 315, Senior standing or permission of the instructor.

IT 420 Advanced Information Systems Implementation

(3 credits)

This is the second part of the capstone course for IT majors. The student groups will implement and document the systems project designed in IT 415 using an appropriate computer programming language or database management system. The instructor and students critique all projects weekly. Prerequisite: IT 415.

IT 430 3D Modeling and Animation (3 credits)

In this course students are introduced to a multitude of techniques in 3D graphics and animation as they master the many tools of 3D Studio Max. This hands-on computer

course includes modifying primitives (simple, predefined geometry) and modeling new geometry with splines and mesh editing. Topics include creating and applying textures with ray tracing (reflections) and bump maps to 3D geometry. In addition, students learn how to animate geometry and textures. Virtual lights and cameras will be created by students to increase the realism and style of the created models. Students will learn how to add 3D animations and images to Web pages, videos, and printed documents; students will also learn how to create virtual objects and figures for use in 3D games. This course is cross-listed with GAM 430. Prerequisite: COM 230 or permission of the instructor.

IT 431 Software Development in Distributed Systems

(3 credits)

Students learn XHTML, including how to use image maps, frames, cascading style sheets and scripting languages. Various browsers will be introduced. Server-side development using CGI, ASP, ColdFusion and PHP for distributed applications will be covered. Server-side topics such as servlets and JSPs, along with Java and XML, will be introduced. Prerequisites: IT 210 and one programming class.

IT 450 Artificial Intelligence (3 credits)

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications, gaming and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. This course is cross-listed with GAM 450. Prerequisites: IT 135 or IT 145.

IT 465 Digital Multimedia Development (3 credits)

This course presents digital multimedia theory and develops skills that meet the design and technical requirements of professionally created multimedia for World Wide Web commercial applications on a variety of platforms and Internet applications. Each student develops a professional portfolio consisting of CD-ROM material. Students also develop working websites that display their multimedia projects. Topics include sound, animation, video, interactivity and multimedia distribution. This course is cross-listed with GAM 465. Prerequisite: IT 375/GRA 310.

IT 467 Digital Commerce and eBusiness (3 credits)

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of Web-centric forms of communication and trade amongst commercial, industrial, institutional, governmental, employee and consumer participants and partners. Topics include: e-business models, security, privacy, ethics, major Internet tools and architectures behind digital commerce. Students use a Web development tool to build and post a site. Prerequisite: IT 100 or permission of the instructor.

IT 480 Independent Study (3-6 credits)

This course allows students to investigate any information technology subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

IT 485 Information Technology Strategy and Management (3 credits)

This course presents the principles and concepts involved in the management of organizational information technology resources. It includes CIO functions, information technology planning, project management, legal and professional issues and the strategic impact of information technology systems. Prerequisite: IT 415.

IT 490 Information Technology Internship (3-12 credits)

Consent of the department chair, the school dean and the Career Development Center are required.

Justice Studies

JUS 101 Introduction to Criminal Justice (3 credits)

This course covers the nature, scope and impact of crime in the United States, independent and interdependent operations and procedures of police, courts and corrections, and introductory theories of crime and delinquency. The course introduces the justice model in a systematic way whereby students delve into the numerous components of the justice system including law enforcement, legal and judicial process and correctional operations. Career opportunities will be fully covered throughout the course.

JUS 102 American Policing (3 credits)

This course offers an introduction to the police system in America, which is the gateway to the criminal justice process. Topics considered include the historical foundations of police processes, occupational roles and tasks of law enforcement, and the nature and designs of typical, as well as innovative, police systems. Perennial problems of policing, particularly as it relates to community interaction, are also essential components of the course.

JUS 103 Correctional Systems (3 credits)

This course examines the management, structure, and organizational design of correctional institutions. Correctional planning, construction, program evaluation and community interaction will be considered and improvement strategies for correctional operations will be debated and critiqued. The course provides a broad based overview of the correctional system which incarcerates and confines, treats, and reclaims criminal personalities and protects and serves the state and the community by removing threats to the social order.

JUS 104 Introduction to Security (3 credits)

A basic overview of private sector justice is the course's chief aim. Types of security operations and functions comprise much of the course coverage including perimeter and physical security, intelligence gathering, retail and industrial security, terrorism and executive protection as well as security in select business and industrial centers. Careers, regulation and licensure, and the debate on professionalization are other areas of major intellectual concern.

JUS 201 Criminal Investigation (3 credits)

This course is a comprehensive examination of civil and criminal investigations in both public and private modes,

including most major felony processes and relevant civil actions. Focus is on the fundamentals of the investigative process and the range of skills necessary for successful performance and management of investigations, including evidence gathering and analysis, witness assessment, field techniques, and linkage between investigative and prosecutorial agencies.

JUS 202 Industrial and Retail Security (3 credits)

This course covers a wide array of issues relevant to the protection of industrial, retail and commercial interests, including administrative and managerial aspects of the security field in both the public and private sector; consideration of unique security management problems arising from labor disputes; demonstration, civil disorders, and riots; white collar and organized crime; and industrial espionage. Management issues peculiar to organizations which operate under constraints imposed by federal and state regulatory agencies is also dealt with. Tactical steps and strategies to combat the various forms of criminality in the commercial marketplace will be analyzed and discussed.

JUS 211 Organized Crime(3 credits)

A complete examination of the dynamic referred to as "organized crime" commencing with its historical underpinnings. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.

JUS 215 The Victim and the Justice System (3 credits)

This course will examine issues surrounding the central character in a criminal act—the victim. Contents are designed to develop an understanding of what it means to be victimized, including the physical, psychological, and economic impact of crime upon victims, their families, and society in general. Special consideration will be given to specific victim populations (i.e. survivors of homicides, sexual assault, and family violence), secondary victimization by the criminal system, victim assistance programs, and future trends in this field. A full review of how the American justice system has responded to the needs of victims is part of the course content and includes a look at victim testimony at sentencing and parole and probation hearings, victim notification, Meghan's law, victim advisory and protection services, and other means by which the judicial system assures victim participation during the adjudicative phase.

JUS 305 International Criminal Justice (3 credits)

This course compares and contrasts the criminal justice system of the United States with the systems of other countries on a substantive and procedural basis. This includes a thorough examination of other cultural models of law and justice in order that differences in justice processing and definition become apparent. Some emphasis is placed on international policing and legal enforcement, whether through INTERPOL or treaty or other regulation. Global Marker.

JUS 309 White Collar Crime (3 credits)

This course considers crime committed by corporations as well as white collar criminals: how such crimes are defined; who commits or is victimized by it; which moral, ethical, legal and social contexts promote it and how society responds. Procedural and policy considerations in the investigation and enforcement of relevant statutes will also be covered, including the concept of legal privilege, the role of the grand jury and other pre-trial processes, evidentiary questions, litigation strategies, and potential sanctions and other punishments.

JUS 325 Law, Justice and Family (3 credits)

This course is a full-fledged review of the justice system's response to the establishment and maintenance of family in the American culture. How the family is defined, its heritage of rights and protections and the differentiated roles of parent and child are central considerations. Further review includes a look at family dissolution, divorce, custody and support disputes and the ongoing problems of visitation. The emerging problems of spousal and child abuse will be keenly analyzed and how the legal systems provide protection from these abuses will be closely scrutinized.

JUS 331 Juvenile Justice System (3 credits)

This course covers the juvenile justice system, with special emphasis on the way it procedurally differs from adult offender adjudication. The parts of the juvenile justice system, hearings, due process standards and constitutional mandates are fully reviewed. Status offenders and other youth classifications are considered, together with a historical summary of juvenile court philosophy. New trends in the procedural disposition of juveniles especially transfer to adult jurisdiction; types of punishment, suitability of the death penalty are discussed.

JUS 335 Private Security Law (3 credits)

A focused examination familiarizes students with the origins and development of private security, with an emphasis on defining security's role in the administration of justice, its historical underpinnings, types of security services in the American marketplace, and the legal aspects of private sector justice. Further considerations are regulation, licensing, the civil and criminal liability of security personnel, and the ongoing constitutional debate that surrounds private security enforcement. Exactly how private sector justice operatives are legally liable for their conduct, as compared with the public justice official, is a major feature of the course design.

JUS 345 Probation and Parole (3 credits)

This course examines the theory and practices of probation and parole with juvenile and adult offenders including release philosophy, bail and petition, hearings on grant, revocation or denial, alternative community based corrections and legal issues that emerge in award revocation or imposition of probation and parole.

JUS 351 Civil Liability of Criminal Justice Personnel (3 credits)

This course is a comprehensive examination of civil law issues, often witnessed in a justice agency, brought about by justice personnel in the performance of their duties. Examples include civil rights violations; consequences of excessive force, assault and other tortuous conduct; negligent hiring, retention and entrustment; defamation and slander; and dereliction of duty. Course employs a series of actual litigations involving civil liability in police departments, tracing the original infliction of harm through the jury verdict. Defense strategies to citizen actions are provided.

JUS 361 Judicial Administration (3 credits)

This course offers an examination of the American judicial system, highlighting state, local, and federal tribunals, including an assessment of their hierarchy, subject matter jurisdiction, and administration. Also reviewed will be judicial reasoning, judicial process and the chief personnel responsible for judicial operations. More particularly the course will expose the various phases inherent in civil and criminal litigation including the concepts of jurisdiction, venue, parties and the pleadings that guide advocacy. Typical case calendars and dockets will be examined throughout the course so that students may acquire a complete understanding of the litigation process.

JUS 375 Criminal Law (3 credits)

This course is an introduction to substantive criminal law that reviews the social, philosophical, and legal foundations of criminal codification. In addition, the course covers the historical development of criminal law in the U.S. Other subject matter includes parties to crimes including principals/accessories, criminal capacity, criminal elements, e.g. mens rea and actus reus, and the specific crimes against person, property, and public order. Lastly, the course captures criminal law from the defendant's perspective by reviewing the accused's mental states, potential defenses and uses of mitigation.

JUS 376 Criminal Procedure (3 credits)

A procedural law course which includes a review of the law of arrests, search, and seizure, the making of bail, adjudication, pre- and post-trial activities and the nature of plea bargaining. Substantial emphasis is given to the constitutional protections afforded through the Bill of Rights, particularly the 1st, 4th, 5th, 6th, 8th, and 14th. The course deals extensively with case law applications of these principles and the role of judge and jurist in the crafting of criminal process standards.

JUS 394 Problems in Policing (3 credits)

This course involves discussion and study of specific problems of law enforcement and policing in contemporary American society. It emphasizes the development, nature and function of law enforcement as it relates to public criminal justice rather than private sector justice. Topical coverage consists of ethics, corruption, deadly force, and civil liabilities and other dilemmas commonly faced in the modern police system.

JUS 395 The Death Penalty (3 credits)

This course is an examination of death penalty policies in the American justice system from a legal, ethical and jurisprudential perspective. An analysis of case and statutory law, the principles of due process and appellate rights are included.

JUS 400 Foreign Study in Criminal Justice (3 credits)

A semester or summer based experience in a foreign nation, e.g. Ireland, Hungary, London, or Germany, by enrolling in actual classes at a foreign host institution for purposes of credit. Class instruction relates to the study of law and justice and affords a comparative critique of foreign justice models. The experience consists of not only study, but also visitations to justice agencies, research, travel to historical and cultural locations and social activities. Credits awarded will vary according to course offerings, time and length of experience.

JUS 429 Terrorism (3 credits)

This course examines current terrorism, its origins and ideological bases, with particular attention to its relation to political institutions and the criminal justice process. Specific attention is given to methods and means of the terrorist, motivations and modus operandi trends and predictability and law enforcement's multi-faceted reactions to its many devious forms. Legislative efforts to curb the scourge of terrorism are also highlighted.

JUS 455 Legal Traditions (3 credits)

This course encompasses a complete examination of the law, its origins, roots and underpinnings in a jurisprudential context. Coverage includes a focused examination of classical, medieval and contemporary legal thinkers. Problems of personal privacy, sexual freedom, procreative control, the imposition of penalties, and notions of good will be considered. Course participants will consider these questions: What is law? Is law related to religion and morality? What are the foundations of law in Western Culture? Can law, ethics and morality be differentiated? How can a legal system be just? Can law shape morality or does morality shape law? How does Western legal tradition resolve ethical questions such as abortion, suicide, euthanasia, and the death penalty? Is there a unified vision of law that consists of the good, of virtue and the idea of justice?

JUS 465 Police Organization and Management
(3 credits)

This course is about the study of command-level problems and trends in police organizations and management. Principles of organization, control, planning and leadership relating to police agencies are freely assessed. Topics consist of personnel, budget, policy making, crime response tactics and measurements of such.

JUS 466 Homeland Security (3 credits)

The goal of this course is to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. home-

land, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

JUS 468 Crimes Against Children (3 credits)

This is a course that examines criminal activity targeted against children. The course will focus on the physical and sexual abuse, neglect, kidnapping, and sexual exploitation of children. Students will explore methods of identifying victims, investigating offenders, and court presentation of criminal cases. Special attention is focused on the dynamics of the relationship between victims and offenders and how that is a factor in the investigation and prosecution of criminal acts.

JUS 480 Independent Study in Law and Justice
(3 credits)

This course is independent in design, allowing students to act and engage in mature thought and academic review of topics of interest. The course requires a scholarly, yet practical completion of a large research project in conjunction with a faculty mentor. Projects must be approved in advance of registration and must be concerned with significant intellectual subject matter that involves the administration of law and justice.

JUS 485 Forensic Law (3 credits)

An interdisciplinary course covering law, criminal justice, science, and technological issues in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, vascular/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

JUS 495 Legal and Justice Research Methods (3 credits)

A criminal justice exploration of the specialized methods and sources of legal and justice research in these areas: Justice publications and resources, case collections, computer-assisted research, constitutional materials, legal history, legal periodicals, legislative history, practice and procedures, and social science materials related to law. Application of legal research strategies will be required.

JUS 496 Administrative Law (3 credits)

Course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply, and research relevant statutory and regulatory provisions at the federal and state level; to read, interpret and

draft proposed rules and regulations; to become familiar with the process known as the administrative law hearing, the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.

JUS 497 Law and Evidence (3 credits)

A comprehensive review of evidentiary principles, both common law and statutory, and how evidentiary standards affect and govern both civil and criminal process. Topical coverage includes: real and physical evidence, demonstrative substitution, hearsay and first-hand evidence, witness scope and qualification, as well as privilege principles. Both federal and state rules will be interpreted. Students will be required to advocate cases utilizing these evidentiary principles in a mock court environment and to research an area of emerging evidence law.

JUS 498 Criminal Justice Internship (3-12 credits)

An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required. (Variable credit)

Languages

LAR 111 Elementary Arabic Language and Culture I

(3 credits)

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Modern Standard Arabic (MSA), the standard language of the Arab world. Designed for students with no previous course work in Arabic, this course focuses on learning the alphabet, building vocabulary and sentence patterns in communicative contexts, and pronunciation. Students will also be introduced to simple survival conversations in Modern Standard Arabic, promoting the development of speaking and listening skills. Reading and writing will be introduced and acquired through different activities in conjunction with speaking and listening skills. Finally, awareness of the cultures, behaviors, and traditions of the Arabic-speaking world will also be emphasized. Global Marker.

LAR 112 Elementary Arabic Language and Culture II

(3 credits)

A continuation of LAR 111. Global Marker.

LAS 111 Elementary American Sign Language I

(3 credits)

This course provides an introduction to the vocabulary, finger spelling, grammatical processes, phonology, syntax, and semantics of American Sign Language. Designed to prepare a student with little or no prior experience or knowledge of ASL with basic conversational skills and to discover the various aspects of deafness, the course emphasizes the application of principles of sign language; the psychosocial aspects of deafness; recognition of the deaf person as bilingual; and the grammatical processes that modulate the meaning of sign in discourse. Audiological, educational, social, cultural, and historical aspects of deafness will also be presented.

LAS 112 Elementary American Sign Language II

(3 credits)

This course is a continuation of American Sign Language I. This course will extend the students' introduction to the vocabulary, finger spelling, grammatical processes, phonology, syntax, and semantics of American Sign Language.

LFR 111 Beginning French I (3 credits)

Designed for students with no previous knowledge of French; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing French with use of appropriate cultural and social contexts.

LFR 112 Beginning French II (3 credits)

Continuation of LFR 111. Prerequisite: LFR 111, by placement, or permission of instructor.

LFR 124 Culinary French (1.5 credits)

This course is a basic introduction to French language and culture as it relates to cuisine. This course focuses on culinary terminology and the correct pronunciation of various culinary tools, techniques and menu items.

LFR 211 Intermediate French I (3 credits)

Emphasis on oral communication and development of reading and writing skills. Samples of French literature read and contemporary social issues discussed in French. Prerequisite: LFR 112, by placement or permission of the instructor.

LFR 212 Intermediate French II (3 credits)

Continuation of LFR 211. Prerequisite: LFR 211, by placement or permission of the instructor.

LFR 311 French Civilization and Culture (3 credits)

As a French language and intercultural and international competence course, French Civilization will open your mind to another important culture whose involvement in the world over the past two centuries has left a deep impression. It will encourage you to think more deeply of your own roots, enhancing your appreciation of both another culture and your own. The course is taught mostly in French, with readings in both French and English. Prerequisite: LFR 112 or permission of the instructor.

LMN 111 Elementary Mandarin Language and Culture I
(3 credits)

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Mandarin. Designed for students with no previous course work in Mandarin, this course focuses on reading and writing with the pinyin (phonetic) system; learning and practicing the radical simplified characters and related compounds; building vocabulary and practicing basic sentence patterns in communicative contexts; and pronunciation. Students will be expected to achieve approximately the novice-high level based on guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL). Finally, awareness of the cultures, behaviors, and traditions of the Chinese-speaking world will also be emphasized. Class format will include a combination of lectures, demonstrations, tasks, and full class and small group discussions. Global Marker.

LMN 112 Elementary Mandarin Language and Culture II
(3 credits)

A continuation of LMN 111. Global Marker.

LSP 111 Beginning Spanish I (3 credits)

Designed for students with no previous knowledge of Spanish; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing Spanish with use of appropriate cultural and social contexts. Prerequisite: None.

LSP 112 Beginning Spanish II (3 credits)

Continuation of LSP 111. Prerequisite: LSP 111, by placement or permission of instructor.

LSP 124 Culinary Spanish (3 credits)

Students learn to converse in elementary Spanish spoken by Spanish-speaking co-workers in the culinary arts field. Course focuses on practicing speaking and vocabulary in conversational situations about menu items, culinary tools and techniques. Spanish and Latin American dishes, condiments and dining customs are presented as part of the cultural background. Prerequisite: None.

LSP 211 Intermediate Spanish I (3 credits)

Emphasis on oral communication and development of reading and writing skills. Samples of Hispanic literatures read and contemporary social issues discussed in Spanish. Prerequisite: LSP 112, by placement or permission of the instructor.

LSP 212 Intermediate Spanish II (3 credits)

Continuation of LSP 211. Prerequisite: LSP 211, by placement or permission of the instructor.

LSP 311 Hispanic Cultures (3 credits)

In this course students will explore the cultural, social, political, and artistic phenomena that have created the civilization and culture of the Spanish speaking people, the fourth largest cultural group in the world. Major influences in the development of Hispanic cultures are highlighted. An emphasis is given to contemporary culture. Conducted in Spanish; readings in Spanish and English. Prerequisites: LSP 112 or permission of the instructor.

Literature

LIT 200 Introduction to Literature (3 credits)

This course introduces students to the study and appreciation of literature. It explores the literary genres of short story, poetry, drama and novel. There is an option for nonfiction prose as well. The course covers an introduction to literary terminology and an introduction to critical analysis of literature. Prerequisite: ENG 120.

LIT 201 World Lit I: Foundations of Culture (3 credits)

This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas up to the Renaissance. Readings will focus on major themes such as the hero, the role of women, ethical values, and views of nature, within the genres of Greek tragedy, comedy, epic and lyric poetry. Students will read authors such as Homer, Sophocles, Dante, Virgil, Cervantes, and Ovid. Although all texts are in English, this course is designed to give students competency in ancient and medieval literature outside the English tradition. Global Marker. Prerequisite: ENG 120.

LIT 202 World Lit II: Renaissance to Modern (3 credits)

This course introduces students to major works of world literature in translation, excluding the American and British traditions, from the late 1600s to the present. It includes African, Asian, European, Latin American and Middle Eastern literature, with an emphasis on the European. Students will read authors such as Pirandello, Chekhov, Tolstoy, Flaubert, Mahfouz, and Kafka. Prerequisite: ENG 120.

LIT 203 Early American Literature (3 credits)

This course begins before Columbus but focuses on the period from 1620—with the settlement of Plymouth Plantation—to the formation of American government in the late 18th century. Students will focus on literary texts of historical and cultural relevance and on authors who pursued the American Dream of economic, religious, political, and artistic freedom. Authors may include Bradford, Williams, Bradstreet, Rowlandson, Taylor, Mather, Franklin, Paine, Jefferson, DeCrevecoeur, Equiano and Wheatley. Prerequisite: ENG 120.

LIT 205 The American Renaissance (3 credits)

This course examines literature from the early 1800s to 1865, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman. Prerequisite: ENG 120.

LIT 207 American Realism and Naturalism (3 credits)

This survey of American literature begins after the Civil War and ends early in the 20th century. The course will focus on the progression of American literature from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and new theories of

evolution. Authors may include Twain, James, Chesnutt, London, Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century. Prerequisite: ENG 120.

LIT 210 American Literature: 20th Century and Beyond
(3 credits)

This course will explore major novels, short stories, poetry, and plays from the modern period to the present, with emphasis on literature after WWI. Students will read texts that tackle the political, cultural, and literary issues dominating this period in history, including the World Wars, the Cold War, the Beat movement, the Civil Rights movement, the Vietnam War, and contemporary post-9/11 ideas of trauma, terrorism, and empire. Authors may include Hemingway, Faulkner, Pynchon, DeLillo, and Morrison, as well as major poets and dramatists. Prerequisite: ENG 120.

LIT 217 Introduction to Poetry (3 credits)

This course is an introduction to the study and appreciation of poetry from ancient times to the modern period, though the focus is on the work of English and American poets, both traditional and modern. The course will explore the nature and variety of poetry, the means of reading it with appreciative understanding, and ideas for evaluating it. Prerequisite: ENG 120.

LIT 218 Introduction to Drama (3 credits)

This course traces the roots of Western theatre and introduces students to ancient Greek and Roman drama, Elizabethan theatre, and European, British, and American drama of the 16th through 19th centuries. The works taught will vary by instructor, but students can expect to read Sophocles, Shakespeare, Moliere, Chekhov, Ibsen, Shaw, and Wilde, among others. The course will explore the conventions of drama, techniques for reading and watching it, and ideas for evaluating it. Prerequisite: ENG 120.

LIT 228 Medieval Literature (3 credits)

This course focuses on literature written in England during the Old and Middle English periods, from about 500 to 1485. Approximately half the course will focus on Old English literature, especially *Beowulf*, and half will focus on Middle English literature, especially Chaucer. Students will read modern translations of the former and some translations and original versions of the latter. Prerequisite: ENG 120.

LIT 230 British Literature: Renaissance to Restoration
(3 credits)

This course surveys British Literature from the eras of Shakespeare to that of Milton, Pope, Swift, and others. Renaissance drama, epic poetry, the sonnet, satirical essays, diaries, biography and journalism are among the genres studied. Students will encounter a period of English literature renowned for the variety and originality of its writers—including Spenser, Marlowe, Donne, Milton, Pope, and Fielding—who left a lasting mark on subsequent English literature. Prerequisite: ENG 120.

LIT 234 British Romantic and Victorian Writers
(3 credits)

Nineteenth-century Britain witnessed an array of tumultuous

developments, including the rise of industrialization, the growth of Britain's overseas empire, widespread agitation for women's and worker's rights, the birth of evolutionary theory, and the emergence of modern terrorism and state responses to it. This course will survey major nineteenth-century British works of prose, drama, short fiction, and poetry with particular emphasis on the cultural context in which these works were produced. Students will read authors such as Wordsworth, Austen, Dickens, the Brontës, Conrad and Keats. Prerequisite: ENG 120.

LIT 236 British Modernism (3 credits)

This course will explore the modernist movement in 20th-century British fiction, poetry, and drama. Writers and artists of the modern era responded in their work to political alienation and despair over the World Wars, as well as to the intellectual paradigm shifts wrought by the works of Darwin, Marx, and Freud; the modernists' literary experiments continue to influence contemporary writing and thought. Authors may include Joyce, Woolf, Forster, Ford, Yeats, and Auden. Prerequisite: ENG 120.

LIT 245 Modern European Literature (3 credits)

This course will trace the development of modern European literature during the nineteenth and twentieth centuries. We will discuss aspects such as genre, narrative technique, time, characterization, as well as the cultural and political implications of its development on the European consciousness. This course will pay particular attention to close contextual and thematic readings of several representative works of European literature during the modern age. Readings may include such authors as: Balzac, Flaubert, Tolstoy, Mann, Gide, Proust, Kafka, Pirandello, Nabokov, Hess, and Camus. All texts are in English translation. Prerequisite: ENG 120.

LIT 300 Literary Theory (3 credits)

This course is an introduction to the major schools of contemporary critical theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism and feminism and examine the meaning of structuralism and post-structuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts. Prerequisite: ENG 120.

LIT 305 Popular Fiction (3 credits)

This course will analyze today's popular fiction in America. What makes a book a "best seller"? Writers who strike it rich generally write books that are fast-paced and easy to read, follow a set of conventions that readers recognize, and touch a nerve within their society. This course will introduce students to a variety of literary sub-genres (such as true crime, memoir, road novel, detective fiction, western, and mystery) and to the media culture that hypes and sells these books. Prerequisite: ENG 120.

LIT 316 Modern Drama (3 credits)

This course explores modern, 20th and 21st-century plays from American, British, Russian, and world literature. The works taught will vary by instructor, but students may read O'Neill, Williams, Miller, Mamet, Pinter, Ionesco, Synge, Soyinka, and Beckett, among others. Prerequisite: ENG 120.

LIT 319 Shakespeare (3 credits)

Students will study selected Shakesperian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked. Prerequisite: ENG 120.

LIT 320 Hemingway's Paris Years (3 credits)

Perhaps more than any other twentieth century American writer, Ernest Hemingway continues to be studied and celebrated throughout the world. This course is designed to explore the man behind the myth. Through reading, writing, discussing, and a trip to Paris—the place where it all truly started—students in this course will gain insight into this complex world icon. Update your passport and come discover the larger picture that made a young Ernest Hemingway from Oak Park, Illinois, into a worldly author that all want to claim as their own. Currently offered only at Seacoast Center. Prerequisite: ENG 120.

LIT 328 Multi-Ethnic Literature (3 credits)

Since the beginnings of American literature, writers have been concerned with defining and creating American identity. After the Civil Rights movement, many writers defined American identity in ethnic and racial terms, arguing for a revised, pluralistic idea of American identity. Students will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, and Chicano heritages. In addition to race and ethnicity, students will discuss how class, native language, religion, gender, sexuality, and history figure into these writers' images of an American self and community. Prerequisite: ENG 120.

LIT 330 Gender and Text (3 credits)

Focusing on literary works about women, women's roles, as well as masculinity and men's roles, students will analyze how gender, race, sexuality, class, and other factors influence various writers' representations of gender roles. The course also examines how definitions of gender roles change over time and across cultures. Students will read selections from feminist theory and gender studies that illuminate pervasive assumptions about women and men, past and present. Prerequisite: ENG 120.

LIT 332 The Nature Writers (3 credits)

This course introduces students to the prose and poetry of major British and American writers and naturalists since the 18th century who observe nature vividly and write about humanity's relationship with the natural environment. Students will read authors such as Emerson, Thoreau, Dickinson, Wordsworth, Leopold, and Abbey. Prerequisite: ENG 120.

LIT 336 Thoreau and His Contemporaries (3 credits)

This course considers the works of Henry David Thoreau as a transcendentalist, essayist, poet, naturalist and teacher. Other members of the Concord School, such as Emerson, the Alcotts, and Fuller, are also discussed. Prerequisite: ENG 120.

LIT 337 Modern Poetry (3 credits)

This course immerses students in modernism and postmodernism via British and American poetry. Students will read Frost, Eliot, Pound, Stevens and other major modern and contemporary poets, as well as essays on poetry and artistic ambition in the twentieth century. Prerequisite: ENG 120.

LIT 344 Comedy and Satire (3 credits)

This course introduces students to an important type of Western literature that is found in almost every genre, from drama (Aristophanes, Moliere, and Wilde), to poetry (Horace, Pope, and Frost), to stories and novels (Aesop, Chaucer, Voltaire, and Gogol). These authors and many others have developed comedy and satire into effective literary tools for critiquing their society. Each instructor will focus on a major period or target of this literature—for example, the eighteenth-century or contemporary times or the medical, religious, or political profession. Prerequisite: ENG 120.

LIT 345 Postcolonial Encounters (3 credits)

We will explore an array of regional and national literatures from the "third world," such as Africa, India, Latin America, and the Caribbean. In addition, we will also address questions of culture and knowledge production in those areas, the dialectic between first and third world, as well as the notions of the modern, civilized metropolitan center and the traditional primitive periphery. We will also take up questions concerning autonomy and authority, power and powerlessness, voice and silence, and the re-presentation of fundamental theoretical concepts like culture, identity, racism, immigration, and decolonization to name a few. Our task, then, is to carefully re-examine postcolonial literature from beyond the western metaphysical lens. Global Marker. Prerequisite: ENG 120.

LIT 350 The Black Literary Tradition (3 credits)

This course surveys African-American literature from its earliest roots through the slave narratives, the Harlem Renaissance, the Black Arts movement, and into contemporary literature. Students will read works that illuminate both the history of African America and hotly debated ideas of racial identity. Course readings may include works by Washington, DuBois, Ellison, Brooks, and Morrison. Prerequisite: ENG 120.

LIT 370 Studies in American Literature (3 credits)

This course explores novels, short stories, poetry, drama, and/or non-fiction by American writers, spanning at least two literary periods or historical eras (such as American Colonialism, Renaissance, Realism, Modernism, and Postmodernism) or focusing on one theme (i.e. violence, race, war, business, law, love and marriage, and identity). The topic of the course will vary, depending on the instructor. Readings, films, and lectures on cultural and historical contexts may supplement the literary material. Prerequisite: ENG 120.

LIT 375 Studies in British Literature (3 credits)

This course examines novels, short stories, poetry, drama, and essays produced by British writers, spanning at least two literary periods or historical eras (such as Renaissance, Romantic, and Postmodern) or focusing on one theme (such as violence, race, war, business, law, love and marriage, and

identity). The topic of the course will vary, depending on the instructor. Readings, lectures, and films on cultural and historical contexts may supplement the literary material. Prerequisite: ENG 120.

LIT 450 Seminar in American Literature (3 credits)

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in a seminar format. Students will complete a seminar paper. Prerequisite: ENG 121.

LIT 451 Seminar in British Literature (3 credits)

This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in a seminar format. Students will complete a seminar paper. Prerequisite: ENG 121.

LIT 452 Seminar in Global Literature (3 credits)

This course uses a thematic approach to explore works from any of the major literary traditions outside the British and American. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in a seminar format. Students will complete a seminar paper. Prerequisite: ENG 121.

LIT 480 Independent Study (3 credits)

This course allows the student to investigate any literature subject not incorporated into the curriculum. Offered every semester. Prerequisite: ENG 121.

LIT 485 Senior Thesis in Literature (6 credits)

This year-long course is an option for seniors of exceptional ability who are majoring in English language and literature and who wish to have a graduate-level research and writing experience in some chosen area of American, British or world literature. Students must petition to take the course. Students who receive permission from the area coordinator/department chair and their academic advisors must proceed to formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise, no later than March 30th of the junior year. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on a biweekly basis to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented as an academic paper in a public forum at least three weeks before graduation. Offered on an ongoing basis, as this is a two- to three-year research and writing project.

Learning Strategies

LSS 100 Learning Strategies Seminar (3 credits)

The Learning Strategies Seminar is a full-semester course

designed to assist students with learning skills that are essential for academic success in college. Students will be taught a variety of learning skills, styles and strategies that will enable them to experience success in college classes and beyond. This seminar will assist students in becoming more independent learners and in maximizing their educational experience. Credits awarded for this course are in addition to the 120-credit minimum graduation requirement.

Mathematics

A graphing calculator (Texas Instruments TI-83 or better) is strongly recommended for use in all mathematics courses with the exception of MAT 105, MAT 106, and MAT 206.

MAT 050 Fundamentals of Algebra (3 credits)

This course includes a review of basic arithmetic and an introduction to elementary algebra. Topics may include: pre-algebra review; real numbers; algebraic expressions; linear and quadratic equations, graphs and applications; systems of equations; exponents; polynomials and rational expressions. (Credits awarded for this course are in addition to the 120 credit minimum graduation requirement.)

MAT 101 Culinary Mathematics (3 credits)

This course reviews the fundamental computational skills required for accurate food service preparation, operation and management. Topics covered include operations with the whole numbers, fractions, decimals, percents, weights and measures, recipe conversion, menu pricing, inventories, food costs, basic break-even analysis, financial statement content, and employee related expenses. (Enrollment limited to students majoring in the following programs: AS in Culinary Arts, AS in Baking and Pastry, BS in Culinary Management, and BS in Culinary Management 2 + 2)

MAT 105 Merchandising Mathematics (3 credits)

This course surveys the mathematics that are essential to the maintenance of the retail store operating statements, markup and markdown, average maintained markup, turnover, open-to-buy and other topics at the instructor's discretion. (This course cannot be used as an elective by students who have already completed MAT 120, MAT 130, MAT 150, or MAT 106 and MAT 206. A waiver of this restriction is awarded to four-year retailing majors.) For Fashion Merchandising and Retailing Majors ONLY.

MAT 106 Mathematics for Elementary Education I
(3 credits)

This is the first course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: problem solving; functions and graphs; numbers and operations. This course is open to Elementary Education, Early Childhood Education, and General Special Education majors ONLY.

MAT 121 Mathematical Concepts and Techniques for Business (3 credits)

An anthology for business majors, attention is given to developing topics using business examples and employing graphing calculators and computer packages. Topics covered

include matrices and their applications, an introduction to linear programming, and an introduction to calculus applied to polynomials.

MAT 130 Applied Finite Mathematics (3 credits)

This course is designed to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions in life after graduation. Topics include mathematics of finance, counting and probability, and descriptive statistics. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 130). Prerequisite: Students must demonstrate competency in high school algebra appropriate to MAT 130.

MAT 140 Precalculus (3 credits)

This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions.

MAT 150 Honors Applied Finite Mathematics (3 credits)

A course designed for students who enter the university with a demonstrated proficiency in high school algebra I and algebra II. This course will contain all the topics from MAT 130, but covered in more detail. In addition, this course will contain topics selected from matrices and linear programming. (Students who have successfully completed MAT 120 or MAT 130 may not register for MAT 150.) Prerequisite: Permission of the mathematics/science department chair.

MAT 200 Mathematics for the Humanities (3 credits)

This course is designed to stress the connection between mathematics and modern society. The course curriculum is designed in a manner which blends theory with application. Topics are selected from the following general areas: size, shape and scale, exponential growth and decay, Euclidian, elliptical, and hyperbolic geometry, symmetry and pattern, tiling and other related topics at the discretion of the instructor.

MAT 206 Mathematics for Elementary Education II (3 credits)

This is the second course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: descriptive statistics; probability; algebra; geometry and measurement. This course is open to Elementary Education, Early Childhood Education, and General Special Education students ONLY.

MAT 209 Honors Applied Calculus (3 credits)

The course will examine functions that are non-linearly related. The fundamentals of differential and integral calculus will be developed and applied to a variety of business, life and social science settings. In the process of problem analysis, mathematical software and/or graphing calculators will enhance the course content. Prerequisite: Permission of the mathematics/science department chair.

MAT 210 Calculus I (3 credits)

This course includes the traditional topics found in most Calculus I courses, which include, but are not limited to: limits, continuity, differentiation, interaction, multivariate calculus, Taylor series, and differential equations. The numerous applications, however, where appropriate, focus on business and economics.

MAT 211 Calculus II (3 credits)

This course is a continuation of MAT 210 Calculus I. Students will continue to work on topics found in most Calculus courses. These topics include, but are not limited to: limits, continuity, differentiation, interaction, multivariate calculus, Taylor series, and differential equations. The numerous applications, however, where appropriate focus on business and economics. Prerequisite: MAT 210

MAT 229 Mathematical Proof and Problem Solving (3 credits)

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics including: functions and relations, set theory, number theory, and logic. Prerequisite: MAT 210 or permission of the instructor.

MAT 230 Discrete Mathematics (3 credits)

This course is designed to introduce students to mathematical topics which are related to the design, programming, and application of computers. Topics include propositional logic, number systems, mathematical induction, algorithms and pseudocode, encryption, matrix manipulation, combinatorics, graph theory, and finite state automata.

MAT 240 Applied Statistics (3 credits)

This is a fundamental course in the application of statistics. In this course, students learn how to apply statistical techniques to a variety of applications in business and the social sciences. Students learn how to solve statistical problems by hand and through the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing, and linear regression.

MAT 250 Honors Statistics (3 credits)

This course is designed for students who have completed MAT 150 with a grade of "B" or better. The topics explored in MAT 240 will be expanded and developed with more depth. (Students who have successfully completed MAT 220 or MAT 240, may not register for MAT 250.) Prerequisite: Permission of Mathematics Department Chairperson.

MAT 300 Regression Analysis (3 credits)

Beginning with a review of hypothesis testing, the course quickly moves into a study of regression analysis or residuals, multiple regression, polynomial regression, indicator variables and analysis of variance (an extension of regression). Students will gain experience using SPSS or other suitable software.

MAT 315 Abstract Algebra (3 credits)

Algebra is concerned with sets of objects and operations on these sets. This course will take students beyond the real number and polynomials to groups and other algebraic structures. In a modern, or abstract algebra course, one assumes a small number of basic properties as axioms and then proves many other properties from the axioms. This will assist the student in becoming more proficient at proof-writing.

MAT 350 Applied Linear Algebra (3 credits)

This is a first course in linear algebra and matrices. Topics include systems of linear equations, linear independence, matrices of linear transformations, matrix algebra, determinants, vector spaces, and eigenvalues and eigenvectors. After mastering the basic concepts and skills, students will use their knowledge of linear algebra to model a selection of applied mathematics problems in business, science, computer science, and economics.

MAT 360 Statistics and Probability for Teachers

(3 credits)

In this course students will study topics in data analysis including: descriptive statistics, probability, odds and fair games, probability distributions, normal distributions, estimation, and hypothesis testing. The course format will include: hands-on activities; computer-based simulations; creating and implementing student developed investigations; and actual middle school mathematics classroom activities. Throughout the course students will be given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. Prerequisite: MAT 206 or permission of instructor.

MAT 361 Geometry for Teachers (3 credits)

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: area and volume, congruence and similarity, properties of and relationships among geometric shapes and structures, the Pythagorean Theorem, and motion and symmetry. Students will engage with these concepts through proofs, problem solving, dynamic geometric software, and through activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching. Prerequisite: MAT 229 or permission of the instructor.

MAT 362 Algebra for Teachers (3 credits)

This course will examine concepts in algebra including: patterns, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and great-

est common divisor, The Fundamental Theorem of Arithmetic, The Division of Algorithm and Euclidean Algorithm, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, The Fundamental Theorem of Algebra, linear equations, matrix algebra, determinants, and vectors. Students will engage with these concepts through proofs, problem solving, and the mathematical concepts studied to the mathematical concepts they will be teaching. Prerequisite: MAT 229 or permission of the instructor.

MAT 370 Basic Real Analysis (3 credits)

This course addresses the transition from computational calculus to theoretical calculus. Topics include a rigorous development of the real number system, mappings, sequences, limits, continuity and metric spaces. A discussion of open sets reinforces these concepts by presenting them from a topological point of view. This course will be run as a seminar that emphasizes discussion, problem solving, proof writing and presentations.

MAT 440 Math Education Research and Practice

(3 credits)

Topics in this course include research methods such as: case studies, interviews, and action research. Students will engage in these types of research and analyze related research done in the field of mathematics education. Students will design and implement a research project based on the concepts learned in this class. The impact of research on policies and practices will be explored as students familiarize themselves with the state and national standards and policies. Students will also learn how to interpret findings from research and relate them to classroom practices. This course will require 10-20 hours of field experience. Prerequisite: MAT 360, MAT 361, and MAT 362, or permission of the instructor.

MAT 450 History of Math and Math Education

(3 credits)

This course will look at the historical development of the disciplines of mathematics and mathematics education. Within the discipline of mathematics we will examine the development of number and number systems, geometry and measurement, algebra, probability and statistics, calculus, and discrete mathematics. Within the discipline of mathematics education we will examine the development of learning theories, theories of teaching mathematics and mathematics education through reading, case studies, and problem sets. Prerequisite: at least junior level standing.

MAT 480 Independent Study (3 credits)

This course allows the student to investigate any mathematics subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator or department chair and the school dean.

MAT 495 Middle Grades Mathematics (3 credits)

This course is the mathematics capstone course for Middle School Mathematics Education majors. Students will spend time reflecting on the mathematics learned in previous

courses through rich problems that draw on concepts from multiple disciplines in mathematics. The course will help students develop a deeper and more connected understanding of middle school mathematics content while continuing to develop their mathematical habits of mind and problem-solving strategies. Students will also spend time connecting their knowledge of mathematics education to national and state standards and policies regarding the mathematical education students. Prerequisites: Mat 360, MAT 361, and MAT 362.

Marketing

MKT 113 Introduction to Marketing (3 credits)

This course examines the organization's functions for discovering customers needs/wants, and then creating, communicating, and delivering value to customers. These functions, designed to meet customers' needs and organizational goals, include marketing research, environmental monitoring, target market selection, product selection, promotion, distribution and pricing.

MKT 222 Principles of Retailing (3 credits)

This course studies the basics of retailing and emphasizes the development of retail institutions, store layout and design, merchandising, pricing and problems retailers experience in today's business environment. Prerequisite: MKT 113.

MKT 229 Principles of Integrated Marketing Communications (3 credits)

This course is designed to give students an understanding of advertising, public relations, branding, corporate communications and promotional strategies, and the role the media, including social media and internet marketing, play in advertising strategy. This course focuses on the planning, research and creative skills needed to reach promotion objectives. Prerequisites: MKT 113 and ENG 121.

MKT 230 Retail Sales Promotion (3 Credits)

This course focuses on sales promotion in the retail sector. The specific needs of retailers in the areas of advertising, visual merchandising, personal selling, and special events planning are among the topics addressed. The culminating project will be a sales promotion plan that will include a major special event. This project is designed to be flexible to support the range of retailing interests represented in the class. Offered every spring. Prerequisite: MKT 222.

MKT 266 Services Marketing (3 credits)

Given the substantial shift in emphasis from a base in manufactured goods to a domestic economy based in services an understanding of the unique requirements of marketing services or service components has become a basic marketing skill. This course presents key concepts in the marketing of services through readings in current business publications and experiential opportunities. It addresses the global perspective of services, and both B2B and consumer service dimensions. Offered every spring. Prerequisite: MKT 113.

MKT 270 Professional Selling (3 credits)

The role of professional salespeople is to uncover and satisfy

the needs and wants of buyers in order to develop mutually beneficial long term business relationships. This role is vital to the marketer as it entails communicating value to the customer which positively impacts the success of a marketing strategy. This course focuses on the basic characteristics necessary to become a successful business to business (B2B) salesperson. Emphasis is placed on intensive skill building in all areas of the sales process with emphasis on building relationships, determining buyer needs and social style, active listening, uncovering and overcoming objections, obtaining commitment, negotiation and servicing client accounts. Prerequisite: MKT 113.

MKT 320 Sales Management (3 credits)

Effective management of sales people directly impacts the success of a marketing strategy and of the company in general. Consequently, it is imperative that sales managers develop the basic competencies to effectively manage and lead a business to business (B2B) sales force in order to meet the overall goals of the organization. This course helps students develop these valuable competencies through intensive skill building in the area of constructing a successful sales force program. Emphasis is placed on the structural planning and operational control over sales potential and forecasting, sales force investment and budget, ethical and legal issues, account relationship strategies, recruiting, training, motivation and compensation.

MKT 322 International Retailing (3 credits)

This course addresses differences in retail institutions in selected countries. Students examine the social, economic and political influences on the development of global retailers and consider how retailing trends spread from culture to culture. Students also examine the similarities and differences in merchandising, sales promotion, pricing, personal selling and electronic retailing policies of retailers around the globe. This course is cross-listed with INT 322. Prerequisite: MKT 222 or permission of the coordinator of retailing program.

MKT 337 Marketing Research (3 credits)

This course compares and contrasts secondary and primary research with emphasis on the latter. Students explore different types of primary research as well as the basic research methods. It focuses primarily on the survey research process whereby students learn to properly gather, analyze and use information to aid in marketing decision making. Prerequisites: MKT 113 and MAT 240.

MKT 345 Consumer Behavior (3 Credits)

This course is designed to integrate the disciplines of psychology, anthropology, sociology, and economics with marketing to explain, understand, and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality, and attitudes, (2) group influences such as family, culture, social class, and reference group behaviors, and (3) consumer decision processes such as cognitive dissonance, brand loyalty, and new product adoption, and risk reduction.

Prerequisites: MKT 113, and one of the following: PSY 108 or SOC 112 or ATH 111.

MKT 350 Ethical Issues in Marketing (3 credits)

This course explores current ethical issues and challenges in marketing. The emphasis is on applying various ethical frameworks to analyzing ethical dilemmas, identifying crucial ethical issues, and exploring all stakeholders' viewpoints. In addition to learning about ethical issues that may occur in various aspects of marketing such as counterfeit products, undisclosed prices, selling disguised as research, promotion issues, and distribution issues; students will develop their own positions on these issues. Topics may change as new issues arise in marketing. Prerequisite: MKT 113.

MKT 355 Social Media Marketing Strategy (3 credits)

This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels. Prerequisite: COM 310 or MKT 229.

MKT 360 Direct Marketing (3 credits)

The use of direct marketing in today's business world is growing at a remarkable speed. New digital and other high-tech developments have given way to new marketing activities to help marketers create and communicate customer value. Such activities are those regarding high-tech digital media such as online social networking, mobile marketing, search engine optimization, just to name a few. These activities are now used in conjunction with electronic media such as television, telephone, radio and print. This course introduces students to these activities and helps them develop basic skills necessary to effectively and successfully carry them out. Emphasis is placed on the database-driven interactive process of directly communicating with targeted customers or prospects using the appropriate media to obtain measurable responses or transactions via the appropriate channels. Prerequisites: MKT 113 and one other 200- or 300-level MKT course.

MKT 378 Brand Communications (3 credits)

A strong brand brings a competitive advantage to a company, and building and maintaining a brand is a critical task for marketers. Identifying potential for brand salience, performance and image creation and brand resonance when creating a brand, and as branding activities change over the life of a brand in response to changes in the expectations of consumers and to the competitive conditions in the marketplace, is at the core of this course. It exposes students to the process of designing a brand, targeting a brand, and delivering a brand message through a range of media and marketing communication programs throughout the life of the brand. Offered once a year. Prerequisite: MKT 113.

MKT 432 Strategic Marketing Planning (3 credits)

This is the capstone course of the undergraduate marketing curriculum. It focuses primarily on the decisions required of marketing executives as they seek to develop, implement and control integrated marketing programs. Students will be asked to apply their understanding of marketing strategies in order to evaluate and implement strategic plans to solve specific company problems. Topics include a diversity of product, market and industry environments. Prerequisites: MKT 113 and MKT 337; the completion of three of the following courses: MKT 222, MKT 229, MKT 320, MKT 345, MKT 350, MKT 360, MKT 433 or MKT 442; and senior standing.

MKT 433 Multinational Marketing (3 credits)

This course explores the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, promotion, distribution and production activities. Students examine the international similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment. Students also consider the changes in marketing systems as well as the adoption of marketing philosophies and practices to meet conditions in different countries. This course is cross-listed with INT 433. Prerequisites: ECO 202 and MKT 113 or permission of the instructor.

MKT 442 Retailing Management (3 credits)

This is an advanced level course beyond the scope of basic retailing. It is geared to the retailing major and other business majors with a strong interest in the retail sector. The course begins with a broad view of retailing management and focuses down to store level management and operations. Customer relationship management, human resource issues, information technology, asset protection, merchandising policies and retail best practices are covered. Many different retail operations and management styles are observed, analyzed, and discussed. The prominence of trade associations as agents of legislative change and influencers in management decision making is addressed, and retail industry benchmarks and economic influences are discussed. Offered once a year. Prerequisite: MKT 222.

MKT 455 Social Media Marketing Campaigns (3 credits)

This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as audience, campaign objectives, strategic plan, tactics, tools, and metrics to measure the campaign. Prerequisites: MKT 229 or COM 310 and MKT 355.

MKT 469 Emerging Trends in Retailing (3 credits)

This capstone course covers the emerging trends and issues that affect retail strategies, management and operations. Students will engage in collaborative research to explore those issues. Guest speakers and retail experts in the areas of Real

Estate, Retail Site Location, Asset Protection, Legal Issues, Information Technology and Global Sourcing will be invited to share their opinions on the issues. Prerequisite: MKT 322.

MKT 480 Independent Study (3 credits)

Independent study allows the student to investigate any marketing subject not incorporated into the curriculum or to do in-depth study or research in a specialized area of marketing. Prerequisites: Permission of the marketing department chair and the school dean.

MKT 490 Marketing Internship (3-12 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester (120 hours) working in an environment where marketing principles and practices can be learned firsthand. Open to marketing majors only with permission of the Career Development Center and the marketing program coordinator/department chair.

MKT 491 Retailing Internship (3-12 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where retailing principles and practices can be learned firsthand. Open to retailing majors only with permission of the Career Development Center and the retailing program coordinator/department chair.

Organizational Leadership

OL 110 Introduction to Business (3 credits)

This course introduces basic business functions and how businesses are owned, managed and controlled. Elements of a business are integrated to reflect how each interacts with the others to provide the concept of a systems background. A broad background in business practices, principles and economic concepts is discussed and provides the basis for use in more advanced courses. This course includes an introduction to international business.

OL 125 Human Relations in Administration (3 credits)

The human relations skills that managers need to develop interaction skills that contribute directly to effective human resource management and the development of higher productivity are studied. Skill areas include leadership, motivation, communications, group dynamics, organizational development, management by objectives, and stress and time management. Students learn techniques for becoming more effective managers, subordinates, peers and persons. Students are introduced to the international aspects of human relations.

OL 211 Human Resource Management (3 credits)

This course examines the fundamentals of policies and administration. Major tasks of procedures and developing, maintaining and utilizing an effective team are studied. Students are introduced to international human resource management. Prerequisite: Sophomore standing.

OL 215 Principles of Management (3 credits)

This course is designed to examine the fundamentals and principles of management in order to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making. International management also is covered. Prerequisites: OL 125 and ENG 120 or permission of the instructor.

OL 301 Real Estate (3 credits)

This comprehensive real estate course deals with all the aspects of real estate necessary to operate as a real estate salesperson or broker.

OL 317 Small Business Management (3 credits)

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed. Prerequisites: ACC 201, ACC 202, OL 215 and MKT 113.

OL 318 Employee and Labor Relations (3 credits)

This course examines union-management relationships. Elements of a good union-management contract, the law and the role of the arbitrator are emphasized.

OL 320 Entrepreneurship (3 credits)

This course focuses on the factors that contribute to the personal success of entrepreneurs and affect successful entrepreneurship. Entrepreneurship itself is also studied. Case studies, contemporary readings and simulations are used. International considerations are included.

OL 321 Planning the Entrepreneurial Venture (PEV)
(3 credits)

Planning the Entrepreneurial Venture (PEV) is an innovative, blended e-learning course that provides a dynamic, hands-on approach to discovering the world of entrepreneurship. Developed by the Ewing Marion Kauffman Foundation in partnership with Cicso Learning Institute, PEV blends rich online content with traditional classroom instruction, allowing students to learn through self-discovery as they research, develop, and write a start-up business plan. Prerequisites: ACC 201, ACC 202, OL 215, MKT 113, and OL 320.

OL 322 Managing Organizational Change (3 credits)

This course focuses on the effective management of human resources during the process of change. It emphasizes change management as a tool for survival, growth, increased productivity and conflict management in the complex and volatile business environment of today and the future. Change in an international environment also is discussed. Team Intensive Course. Prerequisites: OL 215 and junior standing.

OL 324 Managing Quality (3 credits)

Students study total quality management (TQM), which is crucial to efficient resource allocation and effective human resource management. Major factors affecting quality and strategies for effective total quality management are covered through the use of contemporary texts, readings, cases, exercises and simulations. International considerations also are studied. Team Intensive Course. Prerequisites: OL 125 and junior standing.

OL 325 Total Rewards (3 credits)

This course covers the development and administration of compensation and benefit programs for organizations. Wage theory, principles and practices, unemployment security, worker income security, group insurance, and disability and pension plans are investigated. Emphasis is placed on objectives, policies, organization, implementation and revision of compensation and benefit systems. Prerequisites: OL 211 and junior standing.

OL 326 Social Environment of Business (3 credits)

This course discusses in detail the interrelationships among business, government and society. Considerable time is spent discussing how these relationships change. The potency of change comes from forces in the business environment and from the actions of business. The impact of these changes affects the daily lives of all Americans. Through the use of readings, supplemental cases and class discussions, students will gain an understanding of the many significant issues facing the business community today. Global Marker.

OL 328 Leadership (3 credits)

This course examines leadership as an interpersonal and intra-organizational phenomenon with an emphasis on student leadership development. It includes leadership assessment, leadership development, the leadership process, the contagious nature of leadership, leadership and productivity, motivation, and effective leadership styles and theories. An international perspective is included. Current readings, research, simulations and exercises are used. Team Intensive Course. Prerequisites: OL 125 and junior standing.

OL 342 Organizational Behavior (3 credits)

This course focuses on the primary factors that influence behavior in organizations. Emphasis is placed on leadership, group dynamics, inter-group dynamics, organizational structure and design, change, culture, power and politics, environment and technology and organizational behavior in an international context. Team Intensive Course. Prerequisites: OL 125 and junior standing.

OL 394 Management Practicum (6 credits)

This is an independent work program for upper-level students that provide a relevant link between classroom learning and “real-world” experience. The program is based on a student’s analysis and presentation of a proposal in consultation with the student’s employer and the university. This proposal must be approved in advance. Successful completion of the project is the basis for the 6-credit value. This course is available only to students who are Bachelor of Science degree candidates in business administration, business studies or marketing and have either two business or free electives available on their worksheets.

OL 421 Strategic Management and Policy (3 credits)

Business School Capstone Course This interdisciplinary approach to the study of the process of strategic management includes strategic analysis planning, implementation, evaluation and control from the perspective of top management in

profit-making U.S. and international corporations, and public and nonprofit organizations. Text and case studies are used extensively. Team Intensive Course. Prerequisites: ACC 201, ACC 202, MKT 113 and senior standing. Experience with Microsoft Office or equivalent is required.

OL 440 Human Resource Certification Course

(3 credits)

Students focus on strategic and policy issues in the field of human resource management. Students and the instructor will select topical areas within the field to conduct in-depth research. This course is cross-listed with OL 605. Prerequisites: OL 215, OL 211 and OL 325, and permission of instructor, or admission into SHRM certification program.

OL 442 Human Resource Strategy and Development

(3 credits)

This course provides an in-depth examination of human resource strategy and development. Students will gain an understanding of the importance of sound HR practices and the integral role they play in achieving organizational success. Students will examine the environment of HR management; the challenges of staffing organizations, locally and internationally; the relationship of a learning organization to training and development; the role compensation and benefit strategies play in motivating the developing employee; and the concerns and issues related to employee and labor relations. Prerequisites: OL 211 and OL 325.

OL 460 Seminar in Organizational Issues (3 credits)

The content of this course varies from semester to semester. Using readings, research and case studies, it focuses on contemporary and changing issues in organizations and society, exploring in depth topics such as leadership, innovation, change, social responsibility, business ethics, sustainability, and emerging societal trends. Prerequisites: OL 342 or permission of the instructor.

OL 480 Independent Study (1-3 credits)

This course allows the student to investigate any economic or business subject not incorporated into the business administration curriculum. Prerequisites: Permission of the instructor, program coordinator/department chair and school dean.

OL 490 Business Administration Internship (3-12 credits)

This is a semester-long, supervised, career-related work experience. A final written analysis of the work program or a specific project report and monthly on-the-job reports aid the student in relating academics to practice. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

OL 492 Business Studies Internship (3-12 credits)

This is a semester-long, supervised, career-related work experience. A final written analysis of the work program or a specific project report and monthly on-the-job reports aid the student in relating academics to practice. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

Philosophy

PHL 210 Introduction to Philosophy (3 credits)

This course provides a general introduction to the big questions of philosophy, including questions of existence, knowledge, freedom and meaning. The purpose of the course is to introduce students to great thinkers and theories while engaging them in the exploration of the same beginning questions applied to contemporary issues.

PHL 212 Introduction to Ethics (3 credits)

This course introduces students to ethical theory, or the study of how people make decisions about how to treat one another. It emphasizes the historical and theoretical development of answers to such questions as: “What kind of a person do I want to be?” and “How do we figure out what the right thing to do is?”

PHL 214 Formal Logic (3 credits)

This course is a study of the fundamental principles of deductive logic, and introduces students to proofs of the validity and invalidity of arguments.

PHL 216 Business Ethics (3 credits)

This course is a philosophical study of moral issues in business. Topics include corporate responsibility, conflicts of interest, morality in advertising, preferential hiring (e.g., minorities and women), personal morality versus employer loyalty, and cultural theoretical issues and their impact on business decisions.

PHL 230 Religions of the World (3 credits)

This course reviews the emergence of various belief systems and their differences and similarities. Students explore the role of religious belief in the course of human history. Whenever possible, speakers representing various religions are invited to the class. Special emphasis is given to five major religions: Hinduism, Buddhism, Judaism, Christianity and Islam. Global Marker.

PHL 246 Understanding Non-Western Philosophy (3 credits)

This course, which focuses on classics from non-Western traditions, is meant to enrich students’ understanding of philosophical works that have shaped entire cultures. Selections are drawn from the literary, religious and philosophical works of Africa and western, southern and eastern Asia, giving students a greater appreciation of the contemporary world and basic philosophical issues. Global Marker.

PHL 314 Political Theory (3 credits)

This courses explores the diversity of conceptions of the individual, the state, politics, and “the good life” that animate contemporary societies and their critics, with an emphasis on the contributions of Western political theorists of both ancient and modern times to contemporary currents of political thought. This course places special emphasis on the social and cultural contexts in which these theorists lived and worked as factors that helped to shape their political ideas. The theorists covered may vary from semester to semester. Prerequisite: ENG 121, and POL 210 or PHL 210. This course is cross-listed with POL 314.

PHL 350 G.R.E.E.D. (3 credits)

This course explores the scientific, social and ethical aspects of environmental degradation and evaluates practices and attitudes that will lead to sustainable practices. Part 1 - Greed is explored as a threat to sustainable development. Part 2 - G.R.E.E.D., Globally Responsible Environmental and Economic Decisions, is explored through team-based research as a sustainable alternative. This course is cross-listed as SOC 350.

PHL 363 Environmental Ethics (3 credits)

This course analyzes the application of ethical theory to moral questions about the environment. A number of different traditions in environmental ethics will be discussed and their strengths and weaknesses evaluated by applying them to practical moral problems. Prerequisite: A previous philosophy course, ENV 219, or permission of the instructor.

PHL 480 Independent Study (3 credits)

This course allows the student to investigate any philosophy subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator or department chair and the school dean.

Physics

PHY 101 Principles of Physics (3 credits)

Principles of Physics explores the major topics of physics: thermodynamics and energy, forces and motion, electromagnetism, the nature of the solar system, relativity, and gravity.

PHY 103 Earth Science (3 credits)

Earth Science presents the basic dynamics of cycles and processes of the Earth, including an overview of the origin of the planet, its physical and chemical composition, and geological and chemical interactions. The course culminates in a discussion of the current health of the planet, and examines related environmental issue and evidence.

Politics

POL 203 Wealth and Poverty (3 credits)

This course asks why wealth and poverty continue to exist side by side throughout the world. Students explore how standards of living differ both within and between industrialized countries and the Third World, and seek the causes of these differences in the story of economic development as it has unfolded over the past 500 years. Global Marker.

POL 210 American Politics (3 credits)

This course offers a broad introduction to the structure and function of the American political system at the national level, including the roles played by the president, Congress, the courts, the bureaucracy, political parties, interest groups and the mass media in the policy-making and electoral processes. This course places special emphasis on how the efforts of the framers of the Constitution to solve what they saw as the political problems of their day continue to shape American national politics in ours.

POL 211 International Relations (3 credits)

This course offers a broad introduction to the study and practice of international relations, including the roles played by states and nations, non-state actors, national interests, power, morality and international law. This course places special emphasis on realism and idealism as alternative approaches to the study and practice of international relations and on their implications for ongoing efforts to construct a peaceful and prosperous global political system in the aftermath of the Cold War. Global Marker.

POL 305 State and Local Government (3 credits)

This course explores the structure and function of state and local governments in the United States, with an emphasis on their roles as partners with the federal government in a system of cooperative federalism. This course places special emphasis on how the peculiar features of the American political system shape the ability of state and local governments to cope with issues of pressing public policy concern, such as educational quality, racial discrimination, poverty, criminal justice, and environmental protection. The issues covered may vary from semester to semester. Prerequisite: POL 210.

POL 306 The American Legal Tradition (3 credits)

This course offers a broad introduction to the American legal tradition, including the structure and function of the courts, the legal profession, legal education, and the politics of judicial selection. As an introduction to what it means to “think like a lawyer” in the United States, students learn how to write a predictive legal memorandum of the type that first-year students in American law schools learn how to write, in which they analyze a legal issue of concern to hypothetical clients by applying the reasoning and conclusions in selected judicial opinions to the facts of the clients’ case. Prerequisite: POL 210.

POL 314 Political Theory (3 credits)

This course explores the diversity of conceptions of the individual, the state, politics, and “the good life” that animate contemporary societies and their critics, with an emphasis on the contributions of Western political theorists of both ancient and modern times to contemporary currents of political thought. This course places special emphasis on the social and cultural contexts in which these theorists lived and worked as factors that helped to shape their political ideas. The theorists covered may vary from semester to semester. Prerequisites: ENG 121, and POL 210 or PHL 210. This course is cross-listed with PHL 314.

POL 316 Legal Reasoning and the Constitution (3 credits)

This course explores the reasoning process used by American courts in resolving constitutional disputes. It is modeled on a first-year law school course. The readings consist almost exclusively of abbreviated U.S. Supreme Court opinions in civil liberties and civil rights cases. Students learn how to write brief, formal summaries of these opinions of the type that first-year students in American law schools learn how to write, and are expected to participate actively in the type of in-class Socratic dialogues that are the stan-

dard method of instruction in American law schools. Prerequisite: POL 306 or permission of the instructor.

POL 317 Campaigns and Elections (3 credits)

Campaigns and elections are central features of the American democratic process. This course will provide students with a deeper appreciation of how campaigns and elections set the rhythm of American political life and shape the functioning of our governmental system. Students will develop an in-depth understanding of the mechanics of political campaigns, with a special emphasis on electoral strategy, media relations, and voter mobilization. Students will use these concepts to analyze key elections during pivotal moments in our nation's political history. The course will also include considerable discussion of the role that our own New Hampshire Primary plays in the electoral process. Prerequisite: POL 210.

POL 324 Congress and the Legislative Process (3 credits)

This course explores the structure and function of the Congress of the United States, with an emphasis on its role as a legislative body in a system of government characterized by the separation of powers and checks and balances. The topics covered include the congressional leadership structure, the committee system, major rules and procedures, legislative-executive relations, congressional elections, and representation, and may vary from semester to semester.

POL 326 World Legal Traditions (3 credits)

This course explores the history and contemporary significance of the world’s major legal traditions, including the common law, civil law, and other municipal legal traditions, and the international law tradition. Students compare and contrast the essential features of these traditions, and explore how they shape what it means to “think like a lawyer” in the United States, in many foreign countries, and internationally. Prerequisites: POL 306 and POL 211.

POL 336 Advocacy and the Law (3 credits)

This course aims to dispel some of the myths about lawyers as advocates that are perpetuated by popular culture and the mass media in the United States. Students spend much of the course exploring case studies that illustrate the ethical dilemmas faced by lawyers as advocates in the American legal system, the ethical rules that govern their behavior as a condition of their license to practice law, and the fates that befall them when they fail to fulfill their ethical obligations. In addition, students learn how to write parts of an appellate legal brief of the type that first-year students in American law schools learn how to write, and how to make an appellate oral argument on behalf of hypothetical clients in a moot court setting. Prerequisites: POL 316.

POL 362 The American Presidency (3 credits)

This course highlights central themes in the historical development, organization, and functioning of the American presidency. From the origins of our Constitution through two centuries of institutional development and up to the present day, this course will provide students with an in-depth understanding of the dynamics of presidential behavior.

Special emphasis will be placed on the growth of presidential power in both foreign and domestic policy and on the central role that presidential elections play in our national politics. Students will learn to view the American presidency as a complex institution, one that requires the president to simultaneously play multiple political roles, including commander-in-chief, legislator, communicator, civic leader, and candidate. Prerequisite: POL 210.

POL 410A Semester in Washington, D.C.: Politics Field Experience (12 credits)

This course is the vehicle through which students receive POL course credit for participation in the supervised internship component of SNHU's Semester in Washington, D.C., in the field of politics. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's website (www.twc.edu) and the SNHU department chair or program coordinator. This course is taken concurrently with POL 410B. Prerequisites: POL 210 or POL 211; at least junior standing; and permission of the department chair or program coordinator.

POL 410B Semester in Washington, D.C.: Politics Seminar (3 credits)

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The Semester in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's website (www.twc.edu) and the SNHU department chair or program coordinator. This course is taken concurrently with POL 410A. Prerequisites: POL 210 or POL 211; at least junior standing; and permission of the department chair or program coordinator.

POL 413A Semester in Washington, D.C.: Pre-Law Field Experience (12 credits)

This course is the vehicle through which students receive POL course credit for participation in the supervised internship component of SNHU's Semester in Washington, D.C., in the field of pre-law. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the department chair or program coordinator of their inten-

tion to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's website (www.twc.edu) and the SNHU department chair or program coordinator. This course is taken concurrently with POL 413B. Prerequisites: POL 306; at least junior standing; and permission of the department chair or program coordinator.

POL 413B Semester in Washington, D.C.: Pre-Law Seminar (3 credits)

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C., in the field of pre-law. The Semester in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's website (www.twc.edu) and the SNHU department chair or program coordinator. This course is taken concurrently with POL 413A. Prerequisites: POL 306; at least junior standing; and permission of the department chair or program coordinator.

POL 480 Independent Study (3 credits)

This course offers students an opportunity to study any political topic not covered in any course listed in the catalog, under the supervision of a political science faculty member. Prerequisites: Permission of the instructor, the department chair and the school dean.

Psychology

PSY 108 Introduction to Psychology (3 credits)

This course is an introduction to various areas of psychology, including scientific investigation, motivation, personality, intelligence, behavioral deviation, perception, learning and human development. It provides a basis for further study in related areas.

PSY 201 Educational Psychology (3 credits)

This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement. Consideration of the psychological principles of testing and learning technology also are emphasized. Offered as needed. Prerequisite: PSY 108.

PSY 205 Forensic Psychology (3 credits)

Students will learn how psychology, as a science, applies to questions and issues relating to law and the legal system. Emphasis will be placed on witness testimony and the social psychology of the courtroom. Topics will include recovered memories, adolescent violence and murder, strategies for interviewing child witnesses, expert testimony, the polygraph, and factors influencing the credibility of witnesses, victims, and offenders. Prerequisite: PSY 108.

PSY 211 Human Growth and Development (3 credits)

Students in this course study physical and psychological development from the prenatal period to death. Patterns of human development also are considered. Prerequisite: PSY 108.

PSY 215 Psychology of Abnormal Behavior (3 credits)

This course offers students an opportunity to better understand human behavior. It also studies the similarities and differences between normal and abnormal reactions to environmental stimuli. Prerequisite: PSY 108.

PSY 216 Psychology of Personality (3 credits)

Personality is studied using theories, applications, and individual and group patterns of behavior formation. Prerequisite: PSY 108 or permission of the instructor.

PSY 224 Research Methods (3 credits)

Students in this course will develop an understanding of a variety of research methods, including experimental, survey, correlational and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Offered every year. Prerequisites: PSY 108 and MAT 240.

PSY 225 Health Psychology (3 credits)

This course introduces the student to the field of health psychology through an exploration of ways in which the biopsychosocial (holistic) model is applied to promote health and improve coping with illness. Topics include health beliefs and behaviors, delay in seeking medical care, factors influencing individuals' responses to the health care system and practitioners, acute and chronic illness, treatment adherence, pain and pain management, stress and coping, social support and psychoneuroimmunology. Prerequisite: PSY 108.

PSY 226 Sport Psychology (3 credits)

The course offers an in-depth examination of the major psychological issues associated with athletic competition. Topics include motivation, anxiety, aggression, commitment, self control, leadership and excellence. While using athletic competition as its focus, the course also establishes the relationship between athletic competition and the pursuit of excellence in any human endeavor. This course also has a significant research component designed to help students develop a sound understanding of the research methodology that supports theories of athletic competition. Prerequisite: PSY 108.

PSY 230 Psychology of Individual Differences and Special Needs (3 credits)

This course provides knowledge and understanding of exceptional children and adolescents. The approach is theoretical and practical. Prerequisite: PSY 108.

PSY 257 Social Psychology (3 credits)

Social psychology is an interesting, dynamic study of how people's thoughts, feelings and actions are affected by others. Issues discussed include prejudice, conformity, interpersonal attraction and violence. The scientific methods of studying such phenomena are emphasized. Prerequisite: PSY 108.

PSY 258 Industrial Organizational Psychology (3 credits)

Industrial Organizational Psychology is an applied field in psychology focused on improving the effectiveness of the workplace through research, assessment and interventions allowing for enhancement of the office climate, improvement of group and individual performance and overall organizational goals. I/O psychologists work in a wide variety of organizational settings including human resource agencies, professional administration, marketing, consulting, training and development, and university teaching. Prerequisite: PSY 108.

PSY 291 Experiential Learning (3 credits)

This course offers the student a choice between a community focus (PSY 291a) and a research focus (PSY 291b). The community focus is not an internship, but rather an opportunity to actively participate in a community-based human service organization over the course of a semester. The research focus involves the student with the ongoing research of an approved faculty member. This course includes didactic instruction and group discussion. Prerequisite: PSY 108. Application for placement in either focus must be completed before the end of the previous semester. Application forms may be obtained from the SLA office. For undergraduate day school students only.

PSY 300 Biopsychology (3 credits)

This course explores how the brain influences our behaviors, thoughts, and feelings. Topics include: evolution, genetics, anatomy and function of the nervous system, psychopharmacology, brain dysfunction, neuropsychological testing, sleep and circadian rhythms, neuroplasticity, emotions, and mental illness. Prerequisite: PSY 108.

PSY 305 Cognitive Psychology (3 credits)

Cognitive psychology focuses on mental processes; we explore research and theory relating to memory, thinking, problem-solving, and language. Applied topics will include learning skills to help improve memory, accommodating memory/language disorders, such as Alzheimer's disease and dyslexia, and understanding how brain scanning techniques can be used to understand memory. Prerequisite: PSY 108.

PSY 310 Criminal Psychology (3 credits)

This course will provide students with insights about crime from a psychological perspective. The course will focus on how a criminal offender is influenced by multiple systems within the psychosocial environment and examine and evaluate the role of psychological factors in understanding the motives behind antisocial acts. Throughout the course, students will acquire knowledge and practice in the application of psychological methods to understanding criminal behavior. Prerequisites: PSY 108 and PSY 205.

PSY 311 Child and Adolescent Development (3 credits)

This course is an in-depth study of childhood and adolescent developmental issues. The solid understanding of concepts and theories acquired in PSY 211 will be developed and applied. Field research, case studies and observations will be required. Prerequisites: PSY 108 and PSY 211.

PSY 312 Psychology of Childhood and Adolescent Adjustment (3 credits)

This course focuses on typical life experience conflicts and transitions students face in our complex society. An in-depth analysis of the specific adjustment issues that school-age children encounter is emphasized through research and case studies. Prerequisites: PSY 108 and PSY 211.

PSY 314 Disorders of Childhood and Adolescence (3 credits)

This course focuses specifically on an introduction to the classification of disorders of childhood and adolescence and the treatment approaches that currently are available. Knowledge students obtain in PSY 314 is essential for understanding the etiology and manifestation of these disorders, as well as the impact on the individual, family and society. Current field research and case studies will be used. Prerequisites: PSY 108 and PSY 211.

PSY 315 Counseling Process and Techniques (3 credits)

This course examines the history and philosophy of specific helping professions in the fields of psychology, sociology and human services. Several broad theoretical perspectives will be studied and applied in role-play situations. Prerequisites: PSY 108 and PSY 216.

PSY 316 Psychology of Adult Adjustment (3 credits)

The adjustments that most adults must make based on normative age-graded influences and social clock are studied throughout the adult life span. A biopsychological perspective is maintained. Topics include: physical health and well being; love and relationships; parenting; career development; human sexuality; role in society; retirement; adjusting to anticipated and unanticipated loss; and death. Prerequisite: PSY 211.

PSY 317 Reading and Research in Psychology (1 credit)

This course allows students to pursue a supervised psychology research project with a full-time psychology faculty member. This course consists of a seminar and/or individual meetings, and the topic is to be arranged by the student and instructor. May be repeated for credit; three repetitions count as one psychology elective.

PSY 318 Introduction to Forensic Counseling (3 credits)

This course provides an introduction to the role of the forensic counselor with an overview of the application of forensic counseling relevant to arrested and convicted individuals. The following topics are covered: history of forensic counseling, philosophical basis including differences from traditional counseling, offender typology, legal issues and ethics, forensic counseling modalities and process, effectiveness of forensic counseling, careers in forensic counseling, and future implications and trends. Prerequisite: PSY 315.

PSY 319 Social Development in Childhood and Adolescence (3 credits)

The purpose of this course is to expose students to theory and research concerning infants', children's, and adoles-

cents' social and personality development. This course will focus on how individuals become members of their social world, including how we conceptualize the social world, interact with parents and caretakers, develop social relationships with peers, and interpret, analyze, and respond to cultural messages and ideologies. We will discuss these issues through analysis of the theoretical and research literature. Prerequisite: PSY 211.

PSY 321 Issues in Child Development (3 credits)

This course focuses on psychological development from infancy through late childhood. Research and theoretical perspectives will be used to help students understand contemporary issues central to childhood development, including: biological, cognitive, and social-emotional characteristics of development and the interplay between them. A highlight of this course is that we will apply developmental psychology to current issues. Prerequisites: PSY 108 and PSY 211.

PSY 322 Issues in Adolescent Development (3 credits)

Adolescence is a fascinating time of life because of the many psychological and physical changes that occur, as well as the cultural and historical issues surrounding these changes. This course focuses on psychological development from pre-adolescence through emerging adulthood. Research and theoretical perspectives will be used to help students understand contemporary issues central to adolescence, including: puberty, cognition, morality, identity, relationships, sexuality, school, work, culture, and challenges faced by adolescents. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span. Prerequisites: PSY 108 and PSY 211.

PSY 325 Advanced Research Methods (3 credits)

Students in this course will build on the knowledge of research methods they attained in PSY 224. Students will gain fluency in a variety of methods including surveys, naturalistic observation, correlational techniques and experimentation. This course is designed to crystallize the students' interests by allowing them to focus their intellectual energy on one topic. A major course objective is for students to hone the specific research questions that interest them and to design and conduct independent research in the area. Completion of this course is required for students to graduate with a specific concentration in psychology. Prerequisite: PSY 224.

PSY 331 Human Sexuality (3 credits)

This course deals with sex as it relates to the individual, family, group and society. While this is a psychology course, some techniques and knowledge from the biological and social sciences and the humanities are used. Academic achievement and the development of personal insights are the expected results of this course. Prerequisites: PSY 108 or permission of the instructor.

PSY 335 Assessment and Testing (3 credits)

Students in this course will become aware of the use and

abuse of psychometric techniques. Specific techniques that currently are used will be introduced and understood. While knowledge about specific tests may be somewhat limited, students will obtain knowledge of the types of tests and techniques available. Prerequisites: PSY 108, PSY 224 and MAT 240.

PSY 350 Advanced Research Methods and Statistics
(3 credits)

This course is designed for students to develop a deeper understanding of the research process by applying skills learned in Research Methods and Statistics for the Social Sciences to the students own research project. Prerequisites: PSY 108, PSY 224, MAT 130, and MAT 240.

PSY 443 Psychology Internship (3-12 credits)

This course provides students with field experience under the direction and supervision of a doctoral level psychologist. Prerequisites: PSY 108, PSY 211, PSY 215, PSY 216, PSY 224, PSY 305, or permission of department chair.

PSY 444 Senior Seminar in Psychology (3 credits)

This capstone course integrates previous classroom and practical experience with a focus on current issues in psychology. This course likely will include cross-cultural aspects of psychology, ethics, recent career trends in psychology and other topics dictated by current events in psychology. Coverage may change over time, but the basic focus on integrating the past and anticipating the future for psychology seniors will be the major concern. Prerequisites: PSY 211, PSY 215, PSY 216, and PSY 224. (One prerequisite may be taken concurrently).

PSY 480 Independent Study (3 credits)

This course allows the student to investigate any psychology subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

Quantitative Studies, Operations and Project Management

QSO 300 Introduction to Operations Management
(3 credits)

This course is an introduction to the operations function, which is responsible for the creation of goods and services of the organization. Students will learn the concepts and techniques used in managing operations in manufacturing and service organizations. Prerequisite: MAT 240.

QSO 310 Introduction to Management of Service Operations (3 credits)

This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. Emphasis is focused on preparing students to identify and apply appropriate management processes to ensure efficient, effective, and quality oriented service operations, while achieving operational excellence. Topics covered include: the role of services in the economy, strategic

positioning and internet strategies, environmental strategies, new service development process, managing service expectations, front-office and back-office interface, service quality, yield management, waiting time management, and site selection. Prerequisite: MAT 240.

QSO 320 Introduction to Management Science through Spreadsheets (3 credits)

This course introduces the students to quantitative techniques that are used to support decision-making. Topics include linear programming, decision analysis, simulation, forecasting, network analysis and waiting line analysis. Students will learn how to use Excel to model and solve applied business problems. Prerequisite: MAT 240.

QSO 330 Introduction to Supply Chain Management
(3 credits)

This course focuses on effective supply chain strategies for companies that operate globally with emphasis on how to plan and integrate supply chain components into a coordinated system. Students are exposed to concepts and models important in supply chain planning with emphasis on key tradeoffs and phenomena. The course introduces and utilizes key tactics such as risk pooling and inventory placement, integrated planning and collaborations, and information sharing. Prerequisite: MAT 240.

QSO 340 Introduction to Project Management (3 credits)

As modern organizations have become more complex, they have also become more project-driven. This course uses a basic project management framework in which the project life-cycle is broken into organizing, planning, monitoring and controlling the project. You will learn the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources. Prerequisite: MAT 240.

QSO 345 Project Management for CAPM Certification
(3 credits)

This course provides a comprehensive overview of project management while preparing the students for the Certified Associate in Project Management (CAPM®) certification exam offered by the Project Management Institute (PMI®). Students taking this course to prepare for the CAPM® certification exam must ensure that they meet all of the eligibility requirements established by the PMI® for the CAPM® certification exam. Prerequisite: MAT 130, MAT 140, MAT 210 or MAT 240.

QSO 360 Introduction to Six Sigma Quality (3 credits)

This course will provide the knowledge of tools and techniques of Six Sigma, while helping the students prepare for the Six Sigma certification exams. The DMADV (Define, Measure, Analyze, Design, and Verify) phases are covered in depth, with examples of applications in both manufacturing and service organizations. Design of experiments with hands-on experience with MINITAB is also a primary feature of this course. Prerequisite: MAT 240.

QSO 440 Topics in Project Management (3 credits)

This course covers advanced topics in project management such as project risk, project integration, project quality, and project procurement. Advanced project selection, planning, and control methods of project management are taught with hands-on applications of Oracle Crystal Ball® and MS Project®. Students will learn the knowledge and skills of an experienced project manager by creating a detailed project plan for a real-world project. Prerequisite: QSO 340.

Resident Life

RES 220 Resident Life (3 credits)

This course explores the psychological and social development of college students who live in residence halls on campus. Through discussion, written and oral projects and experiences, students will examine their firsthand job applications in light of theories of student development, organizational theory and group work. Open to students in the resident assistant program. Beginning with the 2004 academic year, this course counts as an open elective. RES 220 no longer counts as either a psychology or social science elective.

Science

SCI 212 Principles of Physical Science I (3 credits)

Various concepts within the physical sciences are discussed ranging from the teachings of Aristotle to the theories of Einstein. Topics include the influence of the scientific method in generating knowledge, the contributions of Galileo, Copernicus, Newton, Kepler and others concerning energy, forces, and motion, gravity, the solar system, and cosmology and relativity.

SCI 213 Principles of Physical Science II (3 credits)

This course focuses on the atomic and molecular aspects of the physical sciences. Topics include the atomic and molecular structure of matter, the nature of electricity and magnetism, basic thermodynamics, chemical reactions, and basic organic chemistry. SCI 212 is not a requirement.

SCI 215 Contemporary Health (3 credits)

This course exposes students to the three major dimensions of health--physical, emotional and social. Health, nutrition, substance abuse, infectious diseases and stress management are among the issues that will be discussed. Students will learn to intelligently relate health knowledge to the social issues of our day. This course does not satisfy the university core science requirement.

SCI 219 Environmental Issues (3 credits)

This course provides a fundamental understanding of the various processes necessary to support life on Earth. It examines how human activities and philosophies (individual, business, cultural, and others) generate environmental issues and threaten these processes, and offers sustainable alternatives to these activities. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion

and acid rain, global warming, natural resource depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economies, and sustainability. Global Marker. This course is cross-listed as ENV 219.

SCI 220 Energy and Society (3 credits)

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources, electricity, the atmosphere including greenhouse effects, transportation, nuclear power, and economies.

SCI 251 Natural Sciences I (3 credits)

This course is an interdisciplinary physical science course for non-science majors. It explores environmental themes using topics in cosmology and relativity, the Earth Sciences, classical mechanics (forces, motion, inertia, gravity), and energy and technology. This course should not be taken if the student has taken SCI 212.

SCI 252 Natural Science II (3 credits)

Natural Science II is an interdisciplinary science course for non-science majors. It focuses on several aspects of the life sciences, mainly evolution, ecology, cell biology, health and nutrition, with underlying themes of environmental issues and human health. This course should not be taken if the student has taken SCI 212.

SCI 333 Waste: Sources, Reduction, and Remediation (3 credits)

Waste is a major issue in nearly all aspects of society and understanding it is essential when considering the environment and sustainability. This class will focus on how waste is produced, how to reduce this pollution and how to clean it up once it is released. In addition to the physical science, we will examine the impact of waste on the economy, society and public health. Prerequisite: at least one SCI course.

SCI 335 Technology and Society (3 credits)

This course examines how technology and science impact society and how they influence our lives and our thinking, such as the economy, ethics, religion and the arts. Topics include the positive and negative aspects of technology, the role of technology in historical changes, how technology changes what we do as a society and as individuals, and appreciating the limits of technology. Topics range from television and airplanes to organ transplants and cloning. This course is cross-listed with SOC 335. Prerequisite: At least 3 prior credits in science are recommended, or permission of the instructor.

SCI 480 Independent Study (3 credits)

This course allows students to investigate a science subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

Social Science

SCS 224 Social Science Research Methods (3 credits)

This course offers a broad introduction to research methods in the social sciences, including surveys, case studies, experiments, and quasi-experiments. Students learn to spot design flaws in research intended to generate scientifically sound conclusions about social phenomena, and to evaluate critically the interpretations of social science research results by third-party observers, such as reporters. Students also learn how to draft a research proposal that would satisfy the requirements of peer review within the community of professional social scientists. Prerequisite: MAT 240.

SCS 300 Social Scientists View Race and Ethnic Relations (3 credits)

This course will examine race and ethnic relations in the U.S. and around the world through the distinctive perspectives of the various social sciences: anthropology, economics, geography, political science, psychology, and sociology. Instructors from each of these disciplines will conduct sessions on selected topics of race and ethnic relations, and speakers from the community will also present their views on important issues involving minority relationships.

SCS 444 Capstone Colloquium (3 credits)

This colloquium serves as the capstone course for students in the community sociology and law and politics majors. Students learn from their instructor and from each other as they apply the knowledge and skills acquired in their other course work to a directed research project in the appropriate discipline or field.

SCS 490 Social Science Internship (3-12 credits)

Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

Academic Skills

SNHU 100 Pro Seminar (College of Online and Continuing Education only) (3 credits)

Students will build skills in test taking, effective note-taking, library use and research. Recommended for College of Online and Continuing Education students who are new to the university environment with less than 15 credits.

SNHU 101 Transition to College (1 credit)

SNHU 101: Transition to College will help you make the most successful, least stressful transition to college life possible. This is the first in a 3-course sequence (SNHU 101, 303, 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU 101 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of the academic and personal opportunities ahead of you. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Sociology

SOC 112 Introduction to Sociology (3 credits)

This course studies the organization of social behavior and its relationship to society and social conditions. Culture, norm stratification, systems, structure, social institutions and social change are emphasized.

SOC 213 Sociology of Social Problems (3 credits)

Students in this course analyze contemporary social problems in America and other societies. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, ageism, and environmental and population concerns. Prerequisite: SOC 112 or permission of the instructor.

SOC 291 Experiential Learning (3 credits)

This course offers a student active participation in a community-based human service organization. It involves volunteer work for 60 hours, attending training and staff meetings, and meeting regularly with site supervisors and course professor.

SOC 317 Sociology of the Family (3 credits)

This course is a sociological examination of the family institution in America and other societies. Traditional and non-traditional family patterns are studied to provide students with a structure for understanding sex, marriage, family and kinship systems. Prerequisite: SOC 112 or permission of the instructor.

SOC 318 Sustainable Communities (3 credits)

How do we build a society fit for living? This course looks to the field of environmentally sustainable community development (ESCD) for answers to this question. Students explore the principles and practices of ESCD using pattern-mapping of community needs, site visits, and other experiential learning tools that turn communities into classrooms, and bring the challenge of building environmentally sustainable communities to life. In the process, students identify assumptions that lead to unsustainable social practices, and develop the skills necessary to help create livable local landscapes and sustainable local futures through individual and community action. Prerequisite: SOC 112.

SOC 320 Sociology of Gender (3 credits)

The examination of gender in society. Students will explore the social construction of gender, gender identity development, sexuality and power, and other aspects concerning the meanings and implications of being “male,” “female,” or “transgendered.”

SOC 324 Sociology of Crime & Violence (3 credits)

The course examines the nature, causes, and consequences of crime and violence to a society. Applying a legal and sociological perspective, the course examines: 1. the structure of the law and the criminal justice system; 2. the nature and causation of criminal behavior; and 3. the various types of crime and criminality.

SOC 326 Sociology of Deviant Behavior (3 credits)

This course is a sociological analysis of the nature, causes and societal reactions to deviant behavior, including mental

illness, suicide, drug and alcohol addiction and sexual deviation. Prerequisite: SOC 112 or permission of the instructor.

SOC 328 Sociology of Aging (3 credits)

Students in this course examine basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed. Prerequisite: SOC 112 or permission of the instructor.

SOC 330 Sociology of Minority Relations (3 credits)

This course examines minority relations in America and other societies. It focuses on the nature of minority-dominated interaction, the sources and operation of prejudice and discrimination and the typical reactions of minorities to their disadvantaged positions. Prerequisite: SOC 112 or permission of the instructor.

SOC 333 Sport and Society (3 credits)

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts. Students will be encouraged to ask questions and think critically about sports as part of social life. This course is cross-listed with SPT 333.

SOC 335 Technology and Society (3 credits)

Students in this course examine how technology and science impact society and relate to other disciplines, including economics, ethics, the arts and religion. This course is cross-listed with SCI 335. Prerequisites: ENG 121 and at least three science credits or permission of the instructor.

SOC 350 G.R.E.E.D. (3 credits)

This course explores the scientific, social and ethical aspects of environmental degradation and evaluates practices and attitudes that will lead to sustainable practices. Part 1 - Greed is explored as a threat to sustainable development. Part 2 - G.R.E.E.D. is explored through team-based research as a sustainable alternative. This course is cross-listed as PHL 350.

SOC 480 Independent Study (3 credits)

This course allows students to investigate a sociology subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

SOC 490 Community Sociology Internship (3-12 credits)

This course provides students with field experience under the direction and supervision of a site supervisor and course professor. The student will work within a social organization for 120 hours, attend training and staff meetings, and meet regularly with the supervisor and professor. Prerequisites: permission of instructor and Career Development Center.

Special Education

SPED 210 Early Childhood Issues/Disabilities (3 credits)

This course will explore types of disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and

emotional development and functioning of children birth to Grade 3. Additional topics include the identification and evaluation of children with exceptional learning needs, as well as instructional methodology and strategies for selecting and modifying materials and equipment to provide differentiated instruction that addresses and accommodates individual strengths and challenges. Legal requirements and responsibilities for providing education to students with special needs will be addressed. Students will become familiar with the purposes and procedures for developing and implementing Individual Education Plans (IEPs), 504s, and Individualized Family Service Plans (IFSPs).

SPED 230 Implications of Special Education (3 credits)

Students will examine the personal, physical, social, and academic issues related to programming for children with disabilities. An emphasis is placed on practical aspects of behaviors associated with a child's disability and the importance of the classroom environment. This course also addresses the history of Special Education, as well as current trends and research. This is the foundation course for certification or licensure as a General Special Education Teacher Grades K-12. Federal and state legislation will be reviewed as will the NH State Standards for Children with Disabilities and include the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

SPED 260 Children with Exceptionalities (3 credits)

This course provides students with a deep understanding of children with disabilities and specific characteristics of disabilities and how they impact learning in the regular curriculum. Students will examine and be prepared to define ways in which such disabilities are diagnosed and possible strategies and techniques (to include assistive technology) to assist the student in the regular classroom to the extent possible. Response to Intervention (RTI) will be discussed as a regular education initiative that can serve the needs of all students. Students will research resources available for families and schools to support the needs of disabled children. The role of the family and school as partners will be developed as a critical technique to serve the needs of students, as well as facilitating effective meetings and communication efforts that must be part of the role of special educator.

SPED 314 Consultation and Collaboration (3 credits)

This course presents the IEP process from referral to completion to include: (1) a review of possible interventions; (2) the determination of assessments to provide; (3) collaborating the assessment team; (4) coordinating with parents and the student; (5) determination of disability; (6) working collaboratively to prepare the IEP; (7) monitoring progress as defined in the IEP; (8) using the NH Special Education Identification system (NHSEIS); (9) preparing and training paraprofessionals to support the child's IEP; and (10) providing transition options at each transition stage. Students will

be expected to clearly define roles and responsibilities within the school for the special education teacher, the regular education teacher, paraprofessionals, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21. Prerequisite: SPED 210 or SPED 260.

SPED 324 The Inclusive Classroom (3 credits)

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct in-depth study of behavior theory and practical applications in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each level discussing the best approaches depending upon the age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations. Students will leave this class with a good understanding of the progression and development of students with disabilities K-12 personally, socially, physically, and academically. Prerequisite: SPED 210 or SPED 260.

SPED 350 Special Education Assessment (3 credits)

This course focuses on educational assessment through formal tests, observations and informal tasks. Students each conduct an in-depth study of one pupil and write a report summarizing the findings. Emphasis is placed on learning assessment terminology, the administration of various devices, understanding results and educational implications. This course may require off-campus field experiences. Prerequisites: SPED 210 or SPED 260 and acceptance into TCP or the conversion program.

SPED 480 Independent Study (3 credits)

This course allows the student to investigate any special education subject not incorporated into the curriculum. Prerequisite: Permission of the advisor or instructor and school dean.

SPED 491 Special Education Student Teaching and Seminar (12 credits)

All teacher education majors seeking certification in General Special Education (K-12) will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes seminars at the university. Prerequisites: Students shall be registered for this course upon acceptance into Student Teaching and completion of all degree coursework (except SPED 491). Applications to student teach are due one year in advance (December 15 for the following fall term and April 15 for the following spring term).

SPED 499 Internship (3 credits)

The internship is a culmination of a student's field experi-

ences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience. Prerequisite: Senior standing.

Sport Management

SPT 111 Introduction to Sport Management (3 credits)

This introductory course emphasizes the management principles related to the business of sports. It includes personnel, programs, marketing, media, financial management and an overview of career possibilities in this growing field.

SPT 201 Governance and Management of Sport Organizations (3 credits)

This course is designed to provide students with a basic understanding of the role of governance structures and management in sport organizations. The primary aim is to familiarize students with organizational structures used in the management and governance of sport and how management techniques are applied to effectively address governance issues. Topics and issues discussed will include organizational theory, organizational design, and the unique characteristics of governance structures used in amateur, professional and international sport organizations. Prerequisites: SPT 111 and ENG 121.

SPT 208 Sport Marketing (3 credits)

Students study current sports marketing issues and apply marketing techniques to develop an effective sports marketing plan. Prerequisite: MKT 113.

SPT 307 Sport Law (3 credits)

This course presents the legal issues that are specific to the management of sport programs at the professional, college and community levels. Prerequisites: BUS 206.

SPT 310 Sport Sponsorship (3 credits)

This experiential learning course provides students with the opportunity to actively participate in their personal and professional development. Through actively participating in the learning process, students will enhance their experience and understanding of the corporate sponsorship sales process specifically in the areas of proposal development, research and analysis, solicitation/sales, contracts, evaluation and servicing/managing. Prerequisite: Permission of the instructor.

SPT 319 Sport Sales and Promotions (3 credits)

This course provides a cross-disciplinary approach to a variety of marketing, sales and public relations issues that confront sport managers. Prerequisites: ENG 121 and SPT 208.

SPT 320 Media & Public Relations in Sport (3 credits)

This course is designed to provide students with an understanding of the role of media and public relations in the sport industry. The primary aim is to familiarize students with media relations, public relations, and community relations in sport organization and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking. Prerequisite: ENG 121; or the permission of the instructor.

SPT 321 Fitness Management (3 credits)

This course will provide specific information about personal fitness. Topics include the purchase and use of fitness equipment and staffing and management concerns for club, corporate and collegiate settings. Prerequisite: Sophomore standing or permission of the instructor. A \$25 lab fee is required to cover CPR certification.

SPT 323 Golf Management (3 credits)

Golf Management will prepare students for a career in one of the most rapidly growing industries in the United States. Golf and business are intertwined. Golf is a business comprised of equipment, apparel, golf courses, travel, real estate development and many other aspects. The combination of classroom instruction, outside speakers and on-site visits will prepare a student to enter this growing field. Prerequisite: Junior standing or permission of the instructor.

SPT 333 Sport, Society, and Ethics (3 credits)

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts. Students will be encouraged to ask questions and think critically about sports as part of social life. This course is cross-listed with SOC 333. Prerequisite: COM 212 and junior standing or permission of instructor.

SPT 340 Practicum in Sport Management (3 credits)

This seminar combined with field experience (120 hours) will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of sport management. Specifically, this experience will provide the student with a mentor and colleagues to learn about management, leadership, decision making, communication, customer service, and to develop as a future professional in the field. Prerequisites: SPT 111 and permission of instructor.

SPT 364 Private Club Management (3 credits)

This course is an exploration of the world of private clubs, club leadership and the administration of private club operations. Topics covered include club organization, service excellence and quality management, strategic management, marketing clubs, human resource management, financial management, food and beverage operations, golf operations and recreational operations. This course is cross-listed with HTM 364. Prerequisite: Junior standing.

SPT 375 The Economics of Professional Sports in the United States (3 credits)

This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance, and labor economics. This course is cross-listed with ECO 375. Prerequisite: ECO 201.

SPT 401 Sport Facilities Management (3 credits)

The elements of managing sport facilities, including arenas,

stadiums and athletic complexes, form the content of this course. Prerequisite: SPT 111 and Junior standing or permission of the instructor.

SPT 402 Sport Revenue (3 credits)

This course provides students with a comprehensive understanding of the many traditional and innovative revenue acquisition methods available to sport organizations. Students will be exposed to conventional income sources, including tax support, ticket sales, concessions and fund raising, and will examine more recent innovations related to licensing sport products, media sales and corporate sponsorship. Prerequisite: ECO 201, ECO 202, FIN 320, or permission of the instructor.

SPT 415 Event Management & Marketing (6 credits)

This experiential learning course provides students with the opportunity to actively participate in their personal and professional development. Only through actively participating in the learning process will students enhance their personal experience and their understanding of the sport event management process and the leadership and management skills involved. In the process, students will increase their knowledge of various aspects of sport event management (budgeting, operations, marketing, media relations, public relations, sponsorship, registration, hospitality, volunteer management) and apply that knowledge in the planning and execution of a participatory sporting event. Students earn 6 credits upon completing this course. Prerequisite: Permission of instructor.

SPT 425 Sport Licensing & Strategic Alliances (3 credits)

This course will explore why and how sport licensing is used effectively in the global business of sport. Both theoretical and applied perspectives will be used. The course will examine the strategic rational and different forms of sport licensing and how sport managers can use sport licensing to lead their companies to achieve growth and other key objectives. Course content will include examining US and international sport leagues and how they administer their licensing programs. The course will cover the process of identification of licensing opportunities, selection of business partners, process of establishing a license agreement, international licensing and the management of licensing relationships. In addition, students will be introduction to strategic alliances with an emphasis on why and how domestic and international alliances may be used to achieve sport enterprise objectives. Global Marker. Prerequisite: SPT 208.

SPT 430 Front Office Management (3 credits)

This course will provide an overall understanding of the operation of a professional sports franchise from a practical real world perspective. Prerequisites: Junior standing and Permission of the Sport Management Department Chair.

SPT 461 Seminar in Sport Management (3 credits)

This course serves as the capstone course for the sport management concentration and major. Students will apply the knowledge and skills obtained from allied business courses and concentration courses in order to solve problems that a sport manager is likely to encounter. Prerequisites: Senior

standing or the permission of the instructor. Sport management or business studies/sport management concentration majors only.

SPT 465 Global Sport Business (3 credits)

This course introduces undergraduate students to the complexities of conducting sport business internationally. The course helps prepare the student with a working understanding of the essential elements related to conducting sport business activities internationally. This course develops a basic theoretical and applied understanding of international business principles as applied to the global sport industry. Several key areas of international business, as they relate to sport business, are explored including the scale, scope and organization of global sport, globalization, internationalization, cultural aspects, international marketing, financial/political/economic risk, human rights, ethical dimensions, role of media, technology/products, professional sport leagues and governance. The course will be delivered from an entrepreneurial and business development perspective encouraging students to think and act strategically when considering sports business in a global context. Global Marker. Prerequisites: MKT 113 and junior standing.

SPT 480 Independent Study (3 credits)

This course allows the student to investigate any sport management subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, program coordinator/department chair, and the school dean.

SPT 491 Sport Management Internship (3-12 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where sport management principles and practices can be learned firsthand. Prerequisites: Minimum cumulative grade point average of 2.5 and consent of the sport management internship coordinator and the Career Development Center.

Culinary

TCI 109 Food Purchasing (3 credits)

This course uses student research, lectures and guest speakers to examine the various grades, types and varieties of fresh and processed fruits, vegetables, meats, fish, shellfish, poultry, dairy products and various sundry items, and the methodology of purchasing food in large quantities. This course integrates student research with applied learning activities conducted through the Hospitality Center receiving department and Hospitality Center special events. Students will acquire in-depth knowledge of centralized procurement, writing specifications, product identification, packaging and pricing. Offered every year.

TCI 110 Culinary Skills and Procedures (3 credits)

This is a foundation course for students embarking on culinary careers. It emphasizes basic cooking techniques, culinary terminology and the proper uses of culinary tools. The class consists of a 1 hour and 15 minute weekly lecture and

a 5 hour lab consisting of a demonstration of food preparation by the instructor followed by hands-on food production by the students. Goals of the course include learning the importance of detailed organization, or "Mise en Place," correct cooking procedures and appropriate attitudes towards the culinary profession as developed by the culinary program and the American Culinary Federation.

TCI 111 Progressive Culinary Techniques (3 credits)

Progressive Culinary Techniques continues TCI 110 with lectures and demonstrations to strengthen students' backgrounds and knowledge of cooking techniques and their application to a variety of products. Labs are offered in breakfast cookery, preparation of salads and sandwiches and multi-course menus. Appropriate readings and written assignments are included to compliment the students work in the lab. Prerequisite: TCI 110 or permission of the instructor.

TCI 113 Fundamentals of Baking (3 credits)

This course defines basic baking terminology, ingredients and methods. Techniques discussed in each class session are applied to the actual production of baked items, including yeast breads, puff pastry, Danish dough, quick breads, éclair paste, tarts and pies. Students will be asked to analyze the components of each baked good and will learn how to evaluate the finished product. Proper sanitation and safety techniques in the bakery will be emphasized.

TCI 114 Intermediate Baking (3 credits)

This course is a continuation of TCI 113. A lecture and lab format is used to introduce students to techniques used in the production of chiffon, Bavarian creams, mousses, pastry cream and other fillings, phyllo dough products, cakes and icings. Basic cake decorating techniques also are introduced. Prerequisite: TCI 113 or permission of the instructor.

TCI 116 Safety and Sanitation (3 credits)

This course examines the fundamentals of sanitation in foodservice operations. Techniques of proper sanitation and safety will be studied and practiced. Students will become familiar with HACCP, Federal, State, and local sanitation and safety requirements. Topics studied include the importance of proper sanitation procedures, purchasing and receiving of safe food. Emphasis is placed on the elimination of cross-contamination and harmful pathogens. Management strategies demonstrate the importance of the integration of pest management, employee sanitation and safety training and proper safety and security measures. The NRA Serve Safe Sanitation Exam, a degree requirement, is given to students during the course.

TCI 150 Baking for the Seasons (1.5 credits)

The holiday baking course focuses on the traditional and non-traditional baking of holiday bread and desserts. The course explores basic decorating techniques and enhances creative flair for displaying holiday favorites. Prerequisite: TCI 113 or permission of the instructor.

TCI 167 Nutritional Cooking (3 credits)

Through this course the student will develop knowledge

towards a cohesive concept of health. Because the majority of all diseases and illnesses are directly related to lifestyle, emphasis is on day-to-day living and the individual's responsibility to and for themselves. Contemporary nutritional theories are applied in the production lab where students practice various dietary menus. Prerequisite: TCI 110 or permission of the instructor.

TCI 201 Culinary Competition (1.5 credits)

Culinary competitions allow students a chance to refine and demonstrate their cooking and artistic skills in the hot and cold kitchen. They will explore their creative cooking talents and achieve recognition in the competitive arena. A desire to compete and be receptive to detailed critiques from instructor and classmates and an ambition to refine culinary fundamentals is critical for success in this course. Prerequisite: TCI 111 or permission of the instructor.

TCI 205 The Media of Culinary Artistry (1.5 credits)

This class will explore the various forms of media and their impact on the industry throughout history, focusing on press, radio, film and software applications. The major project in this course is a culinary video. Prerequisite: TCI 111 or permission of the instructor.

TCI 208 New American Cuisine (1.5 credits)

This culinary elective course exposes students to current cooking trends in America. Students will develop an understanding for how recipes and menus are created using a variety of resources. American chefs and their restaurants will be discussed and researched. Creative ways of developing preparing and presenting food will be practiced in class. Prerequisite: TCI 111 or permission of the instructor.

TCI 211 Italian Cuisine (3 credits)

Students will be introduced to the historical and regional implications in the development of the regional cuisines of Italy. Students will hone their cooking skills and techniques by producing food for rotating regional Italian menus to be served in the Hospitality Center Restaurant. Students will rotate through each station of the kitchen applying different cooking methods and working with ingredients indigenous to Italian cuisine. Students will be required to do research, recipe development, menu design, and requisition products in order to create their own regional Italian menu for dining room service. The development and refinement of *mise en place*, cooking techniques, timing and organizational skills are emphasized. Prerequisite: TCI 111.

TCI 217 Classical Cuisine (3 credits)

Students prepare menus using food products and Classical French techniques that have been proven over time. Emphasis is placed on how French cuisine developed and has been influenced over time. Students study classical preparations, historical and contemporary French chefs and regional influences that have helped shape the foods indigenous to French cooking. Food is prepared in this class for a la carte service in the Hospitality Center Restaurant. Prerequisite: TCI 111.

TCI 218 International Cuisine and Service (3 credits)

Students will prepare menus from various world cuisines, including the Near and Middle East, Eastern Europe, Scandinavia, Great Britain, Far East, Southeast Asia, Iberian Peninsula, and Latin America for service in the Hospitality Center Restaurant. The influence history, emigration and immigration, climate, and geography play in the development and evolution of these cultures and their cuisines are discussed. Prerequisite: TCI 111.

TCI 220 Principles of Garde Manger (3 credits)

This course introduces students to all aspects of the cold kitchen. The course begins with an overview of the history of garde manger and the proper selection, care and handling of ingredients. Students are encouraged through their lab work to demonstrate an understanding of classical garde manger techniques. Each lab begins with a class lecture on the day's topic followed by an instructor's demonstration. Students then work on projects based on the lecture and demonstration. Content area includes: cured and smoked foods, charcuterie, terrines and pates, aspic and *chaud froid*, cheese, hors d'oeuvres, appetizers, cold sauces and condiments. Basic ice carving and buffet layout are covered. Required outside study will include French and English terminology associated with garde manger and readings in the textbook. Prerequisite: TCI 111.

TCI 222 Contemporary Sauces (1.5 credits)

This course is based on the broad spectrum of sauce making. The students will study why and how different sauces are created and the building stages necessary to preparing them. Students will have extensive practical experience in making stocks. Classical French sauces will be reviewed and the "mother sauces" will be used to prepare classic as well as contemporary interpretations. The specific function or purpose of sauces and the pairing of sauces with different foods will be emphasized throughout the course. Prerequisite: TCI 111 or permission of the instructor.

TCI 227 Quantity Bakery Production (3 credits)

This course is a production-based lab engaged in large quantity baking for the wholesale market that reinforces skills and competencies from TCI 113 and TCI 114. Students apply culinary math techniques to determine baking formulas for specific yields, and perform yield tests to insure accuracy and consistency of products. Finishing techniques and proper sanitary handling of finished goods will be emphasized. Lectures will reinforce proper procedures in mixing, make-up and baking methods. Students will be required to evaluate and critique each item prepared to enhance the quality, appearance and salability. Prerequisite: TCI 114.

TCI 229 Spa Cuisine (1.5 credits)

This course is designed to build greater awareness and understanding of today's health-conscious and educated food service patron. It addresses the marriage of nutrition and the imaginative, flavorful cuisine demanded by today's consumers. The course emphasizes the use of fresh produce,

lean meats and alternative methods of flavoring. Creativity and nutrient density of foods served are very important components of menu design in this course. The major emphasis of the course is on the preparation, marketing, merchandising and selling of healthy menus. Prerequisite: TCI 111 or permission of the instructor.

TCI 230 Retail Baking (3 credits)

This course combines management theory and the practical application of the responsibilities of bakery owners and operators. Menu development based on market needs, evaluation of labor requirements, requisitioning, and promotion of menu items pricing strategies and production of goods are covered. Students will practice management techniques discussed during lecture in a practical lab setting. Students will develop a menu including promotion and pricing requisitions, and assignment of production duties and tasks to peers for menu service in the Hospitality Center Restaurant. The student supervisor will track weekly sales and write an evaluation of the supervisory experience. Prerequisite: TCI 114.

TCI 233 Classical Baking and Plate Composition (3 credits)

Students in this course will expand on the baking knowledge they attained in TCI 114. Students will become more proficient in baking techniques through lectures, demonstrations and participation in baking labs. More emphasis is placed on classical terms, desserts, terminology, equipment and techniques. Particular emphasis is given to decorative projects. Prerequisite: TCI 114.

TCI 235 American Regional Cuisine (3 credits)

This course explores the historical implications of the development of regional American cuisines. Diverse ethnic backgrounds and regional availability and their roles in the development of truly American dishes are explored. Students will assemble and produce menus for service in the Hospitality Center Restaurant that encompass cuisine from a region's earliest beginnings to a variety of foods that are prepared today. Prerequisite: TCI 111.

TCI 237 Menu and Facilities Planning (3 credits)

Since a menu is the focal point of any food service operation, proper menu planning is vital for success. This class is structured to give students a firm working knowledge of menuwriting techniques. Color, layout, design and merchandising tools as they pertain to different establishments are discussed. Students participate in actual menu design and facilities layout for a food service establishment based on specifications developed as part of a class project.

TCI 240 Advanced Pastry (3 credits)

This practical lab course introduces students to more advanced mediums used for decorative pastry items. Each class session begins with a discussion of a specific medium and the scientific principles governing its manipulation. Students are presented with a basic recipes and techniques and are given lab time to develop their skills with each medium. Ways to incorporate the item of the day into a more elaborate showpiece are taught. Prerequisite: TCI 114.

TCI 245 Catering (1.5 credits)

This elective course emphasizes the many considerations involved in establishing a social catering business. Lectures will focus on culinary and business skills, licensing and insurance requirements, developing a marketing plan, making menus, pricing, contracting catered affairs and creating a memorable event. Although primarily a lecture course, catering students will be involved in the contracting, preparation and service of at least one catered affair during the semester. Lab time outside of the lectures will be required for fulfillment of catering jobs. Prerequisite: TCI 111 or permission of the instructor.

TCI 250 Dining Room Management (3 credits)

This course focuses on the basic principles of supervising a food service operator from a management and operations perspective. Management theories will be explored in the context of a changing service industry. Hiring, training, motivation, directing, delegation and solving problems are emphasized. Traditional service styles, pairing of food and wine, beverage service and liability and tableside cooking are taught. In the Hospitality Center students will practice a variety of service styles and participate in advanced service and supervisory duties as they relate to the operation of public restaurants and banquet facilities. Service periods may include weeknights and Saturdays.

TCI 256 Food and Beverage Cost Control (3 credits)

This course reviews the computational arithmetic skills required for accurate food service preparation, operations and management. The methods used to solve mathematical problems that relate to food service operations are stressed. Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversions, menu pricing, food costs, inventories, break-even analysis and financial statements. Use of a calculator is stressed.

TCI 270 Visiting Chef (1.5 credits)

This elective course offers students exposure to industry chefs who share their knowledge in a variety of culinary mediums. Prerequisite: TCI 111 or 114 or permission of the instructor.

TCI 280 International Baking and Desserts (3 credits)

Students will research and learn how different baking techniques have been applied around the world historically, and how they have evolved into the signature desserts and confections that are identified regionally. There will be lecture and classroom discussion around how immigration, emigration and world colonization have impacted cuisine development globally. Students will explore how climate, terrain, colonization and religion can affect the development and evolutions of cuisines through desserts. The chef will lecture on and demonstrate different international products and techniques and on their use in the appropriate cuisines. Prerequisite: TCI 114.

TCI 285 Artisan Breads (1.5 credits)

This course defines the terminology and techniques utilized in the production of a variety of yeast breads. Emphasis will be placed upon proper mixing, proofing, finishing, and baking techniques. Students will be required to analyze the components of the bread dough at its various stages, and to evaluate the finished product. The sequential steps that are essential to successful bread making will be discussed in lecture and applied in daily production. The course will provide the information, tools and instruction necessary to gain proficiency in the preparation of a variety of rustic breads including: Rustic Black Olive and Pepper Rounds, Country Sourdough Boule, Ciabatta, Crusty Italian, Parisian Baguettes and Vienna Bread. Prerequisite: TCI 114.

TCI 310 Skills of Meat Cutting (3 credits)

This course is designed to study purchasing, receiving, evaluating and proper storage procedures of meats. Emphasis is placed on primal and subprimal cuts, federal inspections, grading yields, and the classifications of meats, poultry and game. Laboratory activities include hands-on fabrication of pork, beef, poultry, lamb and veal.

TCI 320 Baking for the Restricted Diet (3 credits)

The cause, effect and current research attributed to diabetes, heart disease, gluten and other food allergies, Crohn's disease, colitis and IBS will be the focus of lectures. Students will then prepare and evaluate baked goods and desserts in the baking lab that fulfill each restrictive diet criteria. Emphasis is placed on a thorough understanding of the underlying disease and its relationship to diet, and the development of satisfying products that maintain the constraints of a restricted eating plan.

TCI 330 Media of Culinary Artistry (3 credits)

This class will explore the various forms of media and their impact on the industry throughout history. We will focus on press, radio, film and software applications. Topics covered include writing recipes for the print media, identifying leading media figures in the culinary industry, demonstrating techniques necessary for the production of a culinary video, understanding the applications of training videos in the work environment and critiquing cooking shows for content and entertainment value.

TCI 340 Spirits and Mixology Management (3 credits)

This course is designed to teach students the skills of making, pricing, and making a profit from alcoholic beverages. This class has a lab component that emphasizes the importance of the skills of bartending to food service operations. Throughout history alcoholic beverages have played an important role in most cultures. As civilization developed, the inns, alehouses, and taverns were central to the growth of towns, travel, and the communication of ideas. This course is designed to give the student an overview of these topics and also cover mixology and bartending.

TCI 390 Culinary Internship (3-12 credits)

This is a guided internship experience for integrating study and experience. Students are contracted to maintain employment for a minimum of 240 hours over a predetermined length of time with specified starting and ending dates (usually a three- to four-month summer season) working at an approved food service operation. Open to culinary arts students only. Prerequisites: TCI 111, TCI 114, and TCI 116 or permission of the instructor and consent of the department chair.

TCI 410 Cooking Without Recipes (3 credits)

This course is a production and hands on course. Students will be faced with a mystery basket style experience on a weekly basis. This will test their creativity, organization and teamwork abilities. The class will come together to evaluate the product given, look at menu restrictions given for the day by the professor, and create lunch or dinner style dishes. Students are encouraged to enhance their skills of cooking techniques like grilling/broiling, roasting, sauteeing and deep-frying.

TCI 420 Sugarcraft and Cake Design (3 credits)

This course allows students to further develop their ability in creating realistic flowers, leaves, and decorative elements using a variety of sugar pastes, food color painting techniques, and floral arranging concepts. A review of the various types of sugar mediums and their application in cake design will be discussed. The unique tools of the trade will be introduced, and lab time will afford students the opportunity to create a range of floral sprays and practice decorative techniques on sugar paste. Students will create a finished cake for their final project, incorporating a floral design of their choosing.

TCI 430 Dietetics and Spa Cuisine (3 credits)

This course introduces students to the world of spas, taking a comprehensive look at subjects ranging from the history and cultural development of spas to spa terminology and financial realities. The course takes students through a typical day from a spa director's perspective, examines the qualities of outstanding service, and discusses industry trends and future directions. It is also intended to build a greater awareness and understanding of today's health conscious and educated food service patron. It addresses the marriage of nutrition and the imaginative, flavorful cuisine demanded by today's consumer.

TCI 440 Catering and Banquet Management (3 credits)

The classroom portion of this course will focus on the advanced principles of supervising, developing and marketing a food service operation that is either off-site or is served in a separate room. Management theories will be explored in the context of off-site catering or banquet execution. Developing systems and controls, purchasing matrices, targeted marketing plans, client service and problem solving are emphasized as well as regulatory needs, staffing and equipment needs.

TCI 480 Independent Study (3 credits)

This course allows a student to independently study a culinary subject not included in the curriculum or one that is in the curriculum but not offered. Prerequisites: Permission of the instructor, the department chair and the school dean.



University Directory

Trustees of the University

Robert J. DeColfmack '78

Chair of the Board of Trustees
Dover, NH

Paul J. LeBlanc

President and CEO
Southern New Hampshire University

Mark A. Ouellette '77

Vice Chair of the Board of Trustees
Executive VP, Operations
CA Technologies
New York, NY

Bradford E. Cook, Esq.

Secretary to the Board of Trustees
Attorney
Sheehan, Phinney, Bass & Green
Manchester, NH

Kusum Ailawadi

Professor of Marketing
Tuck School, Dartmouth College
Hanover, NH

Aby Alexander

President and Chief Technology Officer
eXstream Solutions
Quincy, MA

Howard Brodsky

Chairperson and CEO
CCA Global
Manchester, NH

Cathy Champagne '88

Owner
Jutras Signs
Bedford, NH

Laurie Chandler

Managing Director
Vigilant Capital Management LLC
Portsmouth, NH

Clayton M. Christensen

Professor of Business Administration
Harvard University
Cambridge, MA

Richard Courtemanche '73

Retired, IBM
Hampton, NH

Theresa Desfosses '72

President
State Manufactured Homes
Scarborough, ME

Thomas Dionisio '76

The Boston Consulting Group, Inc.
Boston, MA

Rob Freese '89

Senior Vice President, Marketing
Globe Manufacturing Company, LLC
Pittsfield, NH

David Lee '87, '93

Administrative Operations Manager
NH Department of Resources and Economic Development
Derry, NH

Robert McDermott '81

Rafferty Capital Markets
Boston, MA

Kyle Nagel

Managing Director
Sit Back & Relax, LLC
Bedford, NH

L. Douglas O'Brien

Retired, President/CEO
Grappone Companies
Bow, NH

June Smith

Retired, Executive Vice President
Houghton Mifflin
New York, NY

Scott Truncellito '93

Associate Director
The Procter and Gamble Company
Cincinnati, OH

Douglas J. Weners

President and General Manager
Anthem Blue Cross and Blue Shield
Manchester, NH

Carol Thurston West

Professor and Electronic Resources Librarian
Shapiro Library
Southern New Hampshire University

Kimon S. Zachos, Esq.

Attorney
Sheehan, Phinney, Bass & Green
Manchester, NH

Trustee Emeriti

Jacqueline Mara

Dean Emerita
Southern New Hampshire University

John Miles

Vice President for Operations and Finance/Treasurer, Retired
Bedford, NH

Raymond Truncellito, C.L.U.

Truncellito Life Insurance Planning
Manchester, NH

Administration of the University

Paul J. LeBlanc

President
B.A., Framingham State College
M.A., Boston College
Ph.D., University of Massachusetts, Amherst

Donald Brezinski

Vice President for Institutional Advancement
B.A., Boston College
M.A., American University

Stephen Hodownes

Senior Vice President for Marketing and Student Recruiting
B.S., Rochester Institute of Technology
M.B.A., University of Rochester

Pamela Hogan

Vice President for Human Resources and Development
B.A., New Hampshire College

John Hollinger

Chief Information Officer
B.S., Southern New Hampshire University

Patricia A. Lynott

Provost and Senior Vice President for Academic Affairs
B.A., Trinity College
M.A., Northern Illinois University
Ph.D., Loyola University of Chicago

William McGarry

Senior Vice President for Finance and Administration
B.S., M.B.A., Fairleigh Dickinson University

Martha Rush-Mueller

Vice President for Marketing and Communications
B.A., Bloomfield College

Yvonne Simon

Chief Executive Officer, COCE
B.A., Bowdoin College
M.Ed., Harvard University

Associate Vice Presidents**Johnson Au-Yeung**

Associate Vice President for Marketing and Student Recruiting
B.S., State University of New York, Buffalo
M.B.A., University of Rochester

Beverly Cotton

Associate Vice President and Enrolled Student Services Director
B.S., New Hampshire College
M.S., M.B.A., M.B.E., Southern New Hampshire University

Timothy J. Dreyer

Associate Vice President of Undergrad Day Admission
B.F.A., University of Connecticut

David Eby

Associate Vice President for Marketing and Student Recruiting
B.S., University of Phoenix

Scott Durand

Associate Vice President for Marketing and Student Recruiting
B.A., Southern New Hampshire University
M.Ed., University of Tennessee

Nicholas Hunt-Bull

Associate Vice President for Academic Affairs
B.A., M.A., University of Western Ontario
M.A., Ph.D., University of North Carolina, Chapel Hill

Darrell J. Krook

Associate Vice President and Controller
A.S., NHVTC, Nashua
B.S., New Hampshire College

Gregg Mazzola

Associate Vice President of Marketing/UC
B.A., University of Dayton
M.S., Southern New Hampshire University

Robert Vachon

Associate Vice President and Director of Facilities
B.A., St. Anselm College

Assistant Vice Presidents**Susan Bogle**

Assistant Vice President for Marketing and Student Recruiting
B.A., Cedar Crest College
M.Ed., Alvernia University

William J. Hartglass

Assistant Vice President for Marketing and Student Recruiting
B.A., Whitman College
M.L.I.R., Michigan State University

Patrick Paterson

Assistant Vice President for Marketing and Student Recruiting
B.A., Saint Louis University

Steve Soba

Assistant Vice President for Student Recruiting
B.A., M.S., Salve Regina University

Administration of Academic Schools**Deans****Karen Erickson**

Dean, School of Arts and Sciences
B.A., Stanford University
M.A., Ph.D., Harvard University

William J. Gillett

Dean, School of Business
B.S., Georgetown University
L.L.B., University of Michigan Law School

Kathryn Gowney

Dean, Shapiro Library
B.A., University of Vermont
M.S., Simmons College

Mary S. Heath

Dean, School of Education
B.A., Notre Dame College
M.Ed., Rivier College
M.Ed., C.A.G.S., University of New Hampshire

Associate Deans**Patricia R. Gerard**

Associate Dean, School of Business
B.S., Franklin Pierce College
M.B.A., New Hampshire College

John Slater

Associate Dean, School of Arts and Sciences
B.A., Alfred University
M.S., Ph.D., University of New Hampshire

Deborah R. Wilcox

Associate Dean of the Faculty
B.A., University of New Hampshire
M.L.S., University of Rhode Island

Assistant Deans

Ashley Liadis

Assistant Dean, School of Business
Director, 3 Year Honors Program
B.S., M.S., Southern New Hampshire University

Administration Emeriti

Richard A. Gustafson

President Emeritus
Southern New Hampshire University

Jacqueline Mara

Dean Emerita
Southern New Hampshire University

Full-Time Faculty

Eklou Amendah

Assistant professor of marketing
B.S., M.S., University of Lome, Togo
M.S., Auburn University
Ph.D., Purdue University
2008

Micheline G. Anstey

Lecturer of marketing
B.A., Saint Anslem College
M.B.A., New Hampshire College
2005

C. Bulent Aybar

Professor of international business
B.S., The Middle East Technical University
M.A., University of Istanbul
M.A., Ph.D., Ohio State University
1998

Andrea Bard

Instructor of Communication
B.S., Northern Michigan University
M.A., Emerson College
2008

Paul A. Barresi

Professor of political science and environmental law
B.S., Cornell University
J.D., The George Washington University National Law Center
M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts
University
Ph.D., Boston University
2001

Robert Begiebing

Professor emeritus of English
B.A., Norwich University
M.A., Boston College
Ph.D., University of New Hampshire
1977

Doug Blais

Professor of sport management
B.S., M.B.A., New Hampshire College
Ph.D., University of Connecticut
1996

Kimberly L. Bogle Jubinville

Associate professor of sport management
B.S., Skidmore College
M.S., Ph.D., Florida State University
2005

Steven O. Booth

Associate professor of business law
B.S., Franklin Pierce College
J.D., Ohio Northern University
2003

Martin J. Bradley

Professor of organizational leadership
B.S., Lyndon State College
M.Ed., Notre Dame College
Ed.D., Vanderbilt University
1990

David R. Bradt

Professor emeritus of English
B.A., State University of New York, Binghamton
M.S., Iona College
Ph. D., Washington State University

Charlotte Broaden

Professor of international business and
organizational leadership
B.A., Marquette University
M.S., D.B.A., Southern New Hampshire University
2006

Gary Carkin

Professor of TESL
B.A., University of New Hampshire
M.A., University of New Mexico
Ph.D., Michigan State University
1982

Karin L. Caruso

Associate professor of accounting and organizational leadership
B.A., Syracuse University
M.S., University at Albany
M.B.A., New Hampshire College
1977

Francis N. Catano

Associate professor of sociology
B.A., St. Anselm College
M.A., Northeastern University
Ph.D., Walden University
2005

Tom S. Chan

Professor of information technology
B.S., M.S., University of Southern California
M.A., HsiLai University
M.B.A., Pepperdine University
D.Ed., Texas Tech University
2000

Nancy N. Charron

Assistant professor of education
B.S., University of Michigan
M.A., Western Michigan University
Ed.D., University of Massachusetts
2010

Christina Clamp

Professor of sociology
B.A., Friends World College
M.A., Ph.D., Boston College
1981

Pamela B. Cohen

Associate professor of mathematics
B.S., Boston University
M.A., Teachers College, Columbia University
1984

J. Stephanie Collins

Professor of information technology
B.B.A., Ph.D., University of Wisconsin, Milwaukee
1996

Vicki Connell

Associate professor of culinary arts
A.A.S., University of New Hampshire
B.S., M.B.A., New Hampshire College,
CHE
1985

Richard Cook

Lecturer of music
B.A., M.A., University of New Hampshire
2008

Susan E. Cook

Assistant professor of English
B.A., M.A., Boston College
Ph.D., University of California, Santa Barbara
2011

Christopher Cooper

Access services librarian
Assistant professor
B.A., Bates College
M.A., University of Massachusetts, Amherst
M.S.L.I.S., Syracuse University
2005

Joseph F. Corbin, III

Assistant professor of environmental studies
B.A., West Virginia University
M.S., Washington State University
Ph.D., Washington State University
2009

Michael P. Cottingham II

Assistant professor of sport management
B.S., University of Arizona
M.S., Ph.D., University of Southern Mississippi
2011

David E. Cox

Associate professor of mathematics
B.A., Southwest Baptist University
M.S., University of Oklahoma
1990

Robert R. Craven

Professor emeritus of English and humanities
B.A., M.A., City College of New York
Ph.D., University of Rhode Island
Diploma (Art History), University of New Hampshire
1977

Patrick Cullen

Assistant professor of justice studies
B.S., Cornell University
J.D., Boston College Law School
2006

Allison M. Cummings

Associate professor of English
B.A., Reed College
M.A., Ph.D., University of Wisconsin, Madison
2002

Susan D'Agostino

Assistant professor of mathematics
B.A., Bard College
M.A., Smith College
Ph.D., Dartmouth College
2009

Edward W. Daniels

Off-campus services librarian
Professor
B.A., University of New Hampshire
M.L.S., University of Rhode Island
1987

Kevin J. Degnan

Professor of science and mathematics
B.S., Manhattan College
M.S., Ph.D., New York University
1995

Tej S. Dhakar

Professor of quantitative studies, operations and
project management
B.S., Indian Institute of Technology
M.B.A., University of Delhi
Ph.D., University of Alabama
1995

Antimo DiMatteo

Associate professor of TESOL
B.A., Butler University
M.Ed., Notre Dame College
1993

Kimberly Donovan

Assistant professor of English
B.A., SUNY Buffalo
M.Ed., Keene State University
2010

Francis "Bob" Doucette

Professor emeritus of psychology
B.A., Holy Apostles College
M.Ed., Northeastern University
Ph.D., Vanderbilt University

Tracy Dow

Lecturer of graphic design
B.A., Notre Dame College
M.B.A., Plymouth State University
2008

David L. Doyon

Assistant professor of accounting
B.S., University of Southern Maine
M.B.A., Southern New Hampshire University
2001

Eleanor Dunfey-Freiburger

University professor of ethics and civic engagement
B.A., Emmanuel College
M.A., University of San Francisco
1984

Euclid A. Dupuis

Professor of accounting
B.A., New Hampshire College
M.S., Bentley College
CPA
1984

John K. Evans

Professor of organizational leadership
B.A., St. Anselm College
M.A., University of New Hampshire
Ed.D., Boston University
1980

David W. Fehr

Associate professor of finance and economics
Director of the Center for Financial Studies
B.S., Lafayette College
M.B.A., University of Rochester
1998

Marilyn Fenton

Associate professor of education
B.A., M.A., University of Rochester
C.A.G.S., Plymouth State College
Ed.D., Argosy University
2007

Aysun Ficici

Associate professor of international business
B.A., University of Massachusetts at Lowell
M.A., Harvard University
M.B.A., New Hampshire College
M.S., M.B.E., Southern New Hampshire University
D.B.A., Southern New Hampshire University
2007

M. Brigid Flanigan

Associate professor of culinary arts
A.A.S., Southern Maine Vocational Technical Institute
M.Ed., Cambridge College
CHE
1998

Robert H. Fleeson

Professor emeritus of English
B.A., Yale University
M.A., University of New Hampshire
1967

Peter Frost

Professor of psychology
B.A., Framingham State College
M.A., Ph.D., Baylor University
2001

Philip H. Funk, Jr.

Associate professor of information technology
B.S., Drexel Institute of Technology
S.M., Massachusetts Institute of Technology
1982

Steven Gallaher

Assistant professor of finance and economics
B.S., M.B.A., Ph.D., University of Texas at Austin
2008

Michele Goldsmith

Associate professor of science
B.A., State University of New York at Plattsburgh
M.S., Bucknell University,
M.A., Ph.D., State University of New York at Stony Brook
2008

Wenjun Gu

Assistant professor of quantitative studies, operations and
project management
B.E., M.S., Shanghai Jiao Tong University
Ph.D., University of Illinois at Urbana-Champaign
2011

Betsy Gunzelmann

Professor of psychology
B.S., M.Ed. Salem State College
Ed.D., Boston University
1996

Denis A. Hall

Associate professor of TESOL
B.A., M.A., University of New Hampshire
1982

Shaikh A. Hamid

Professor of finance and economics
B.A., M.B.A., University of Dhaka
D.B.A., Boston University
1999

Richard O. Hanson

Professor of accounting
A.S., Burdett College
B.S., Bellarmine College
M.B.A., New Hampshire College
D.B.A., Nova Southeastern University
CPA, CFE, CMA, CFM
1983

Gerald I. Harel

Professor of quantitative studies, operations, and
project management
B.S., Hebrew University
M.B.A., State University of New York, Albany
M.A., Ph.D., Temple University
1984

Margaret T. Harris

Associate professor of education
B.S., Boston State College
M.A., Boston University
M.S., Syracuse University
Ed.D., University of Massachusetts
2007

Mahboubul Hassan

Professor of finance and economics
B.A., M.A., M.B.A., University of Dhaka
M.A.P.E., Boston University
D.B.A., Nova Southeastern University
1985

Michael Hendery

Assistant professor of psychology
B.A., Ithaca College
M.A., St. Michael's College
Psy.D., George Washington University
2010

Mark Hecox

Professor of sport management
B.S., M.B.A., University of Miami
D.B.A., Southern New Hampshire University
2004

Carolyn Hollman

Professor emeritus of English and education
A.B., University of Michigan
M.A., University of New Hampshire
Ed.D., Vanderbilt University

Ernest H.S. Holm

Professor emeritus of government
A.B., Dartmouth College
M.A., Boston University
M.A.T., University of New Hampshire
Ph.D., Tufts University

Alec Ingraham

Professor of mathematics
B.A., M.A., University of Massachusetts, Boston
1978

J. Desmond Keefe III

Associate professor of culinary arts
A.S., Johnson & Wales University
M.Ed., Cambridge College
C.E.C., C.C.E.
1996

Fran Kelly

Associate professor of TESOL
B.A., St. John's University
M.A., Boston University
M.A., Notre Dame College
1992

Aušra M. Kubilius

Professor of English
B.A., Boston University
M.A., California State University at Los Angeles
Ed.D., Boston University
1973

Louis B. Lanzillotti

Associate professor of accounting
B.S., M.B.A., Northeastern University
CPA
1975

Diane Les Becquets

Associate professor of English
Director of M.F.A. Program
B.A., Auburn University
M.F.A., University of Southern Maine
2006

Lundy Lewis

Professor of information technology
B.A., B.S., University of South Carolina
M.S., Rensselaer Polytechnic Institute
Ph.D., University of Georgia
2003

Denise Benner Littlefield

Assistant professor of education
B.A., St. Bonaventure University
M.S., University of Massachusetts, Amherst
Ed.D., University of Massachusetts, Lowell
2010

Frederick Lord

Assistant professor of English and creative writing
B.S., M.B.A., New Hampshire College
M.F.A., New England College
2009

Susan N. Losapio

Assistant professor of organizational leadership
B.S., Plymouth State College
M.S., Antioch University New England
2003

Andrew Lynch

Associate professor of marketing
B.S., Southeast Missouri State University
M.S., Southeast Missouri State University
Ph.D., Southern Illinois University
2007

Andrew Martino

Associate professor of English
Director of University Honors Program
B.A., M.A., Ph.D., SUNY Binghamton
2005

John McCannon

Assistant professor of history
B.A., Yale University
M.A., Ph.D., University of Chicago
2011

G. David Miller

Professor emeritus, community economic development
B.A., Brown University
M.S.W., University of Michigan
M.A., Northeastern University

Agata Mirowska

Assistant professor of organizational leadership
B.C., University of Toronto
M.A., Ph.D., McMaster University
2011

Kimberly Monk

Professor of hospitality business
B.S., Florida International University
M.B.A., New Hampshire College
C.A.G.S., Plymouth State College,
Ed.D., Argosy University
CHE
1999

Keith Moon

Associate professor of organizational leadership
Director of the Center for Social Entrepreneurship and
Sustainability
B.S., Niagara University
M.B.A., Southern New Hampshire University
J.D., Franklin Pierce Law Center
2007

Shahriar Movafaghi

Professor of information technology
B.S., Louisiana State University
M.S., Ph.D., Northwestern University
2002

Kenneth Nivison

Assistant professor of history
B.A., St. Anselm College
M.A., The Catholic University of America
Ph.D., The Catholic University of America
2009

Benjamin Nugent

Assistant professor of English
B.A., Reed College
M.F.A., Iowa Writers' Workshop
2011

Nicholas Nugent

Professor of international business
B.A., M.B.A., University of South Florida
Ph.D., Florida State University
1990

Rosemary Orlando

Associate professor of TESOL
B.A., Providence College
M.Ed., Rhode Island College
1994

Stephen D. Owens

Associate professor of culinary arts
B.S., Rochester Institute of Technology
M.S., New Hampshire College
CHE
2000

Megan Paddack

Assistant professor of mathematics
B.A., Plattsburgh State University of New York
M.S., University of New Hampshire
Ph.D., University of New Hampshire
2009

Maria E. M. Painchaud

Associate professor of organizational leadership
B.S., University of New Hampshire
B.S., Franklin Pierce College
M.B.A., New Hampshire College
Ed.D., Argosy University
2003

Steven R. Painchaud

Professor of organizational leadership
B.A., St. Joseph's College
M.S., University of Southern Maine
D.Ed., Boston College
1985

Ravindra V. Pandit

Professor of hospitality business
A.A., Essex Community College
B.A., St. Xavier College, University of Bombay
M.S., Rochester Institute of Technology
Ph.D., Pennsylvania State University
CHE
1999

Lorraine Patusky

Assistant professor of education
B.S., Southern Connecticut State University
M.Ed., Washburn University
2007

Laurence J. Pelletier Jr.

Professor of accounting and business education
B.S., M.B.A., New Hampshire College
Ed.D., Nova Southeastern University
1980

Elise N. Pepin

Associate professor of psychology
B.A., Brandeis University
M.A., M.S.T., Ph.D., University of New Hampshire
2007

Alice Platt

Digital Initiatives Librarian
B.A., University of South Carolina
M.S., Florida State University
2009

Kishore Pochampally

Associate professor of quantitative studies,
operations and project management
B.E., National Institute of Technology
M.S., Ph.D., Northeastern University
2005

Diana H. Polley

Associate professor of English
B.A., Dartmouth College
M. Phil., and Ph.D., Graduate Center of the City of New York
(CUNY)
2006

Greg Randolph

Assistant professor of economics
B.A., Grove City College
M.A., West Virginia University
Ph.D., West Virginia University
2007

Brooke E. Ratto

Information Literacy Librarian and Reference Coordinator
Instructor
B.A., University of New Hampshire
M.L.I.S., Simmons College
2009

Burt C. Reynolds

Assistant professor of organizational leadership
B.S., M.B.A., Golden Gate University
Ed. D., Boston University
2008

Lyra Riabov

Associate professor of TESOL
B.A., M.A., Volgograd University
1982

Steve Robichaud

Technical services librarian
Assistant professor
A.S., Mount Wachusett Community College
B.A., Fitchburg State College
M.L.I.S., Simmons College
2008

Audrey P. Rogers

Assistant professor of education
B.A., Tufts University
M.Ed., University of Massachusetts, Lowell
M.A., University of New Hampshire
2007

Ralph Rojas, Jr.

Assistant professor of justice studies
B.A., Fordham University
M.S., M.P.A., Long Island University
D.P.A., University of Baltimore
2008

Marc A. Rubin

Associate professor of marketing
B.A., Boston University
M.B.A., Northeastern University
1982

Stefan Ryll

Assistant Professor of culinary arts
A.S., Metha Bohnert Culinary Academy, Germany
B.A.S., M.S., Southern New Hampshire University
C.E.C.
2008

Paul Schneiderman

Professor of finance
B.B.A., M.B.A., University of Massachusetts
M.A., Ph.D., Clark University
1976

Massood V. Samii

Professor of international business
B.S., University of Hartford
M.B.A., Western New England College
Ph.D., State University of New York
1988

Susan Schragle-Law

Professor of organizational leadership
B.A., M.Ed., Ed.D., University of Massachusetts, Amherst
1988

Robert Seidman

Professor of information technology
B.S., Rutgers University
M.S., Ph.D., Syracuse University
1981

Dennis Shea

Lecturer of accounting and taxation
B.S., St. Peter's College
A.B.S., C.P.A., McIntosh College
M.S., New Hampshire College
2007

Don W. Sieker

Professor emeritus of English
A.B., M.A., San Francisco State University
Ph.D., University of California

Silvia Spence

Associate professor of TESOL
B.A., Pfeiffer University
M.Ed., Notre Dame College
1989

Pat Spirou

Professor of marketing
B.S., Keene State College
M.B.A., New Hampshire College
D.B.A., Nova Southeastern University
1993

Catherine Stavenger

Associate professor of education
B.A., M.Ed., University of New Hampshire
2007

Karen Curry Stone

Professor of marketing
B.A., Wake Forest University
M.A., University of Kentucky
Ph.D., Boston College
1983

David W. Swain

Associate professor of communication
B.A., Eastern Nazarene College
M.A., Pennsylvania State University
Ph.D., University of Massachusetts
2007

Michael T. Tasto

Assistant professor of economics
B.S., St. John's University
M.A., Georgia State University
Ph.D., Georgia State University
2007

Jeannemarie Thorpe

Assistant professor of marketing
B.S., University of Bridgeport
M.Ed., Rivier College
M.B.A., New Hampshire College
2002

Susan A. Torrey

Associate professor of hospitality business
A.S., Endicott College
B.S., M.S., Lesley University
CHE
1999

Christopher Toy

Professor of mathematics
B.A., M.A., San Francisco State University
1971

Gary P. Tripp

Associate professor of finance and economics
B.S., B.A., Nichols College
M.A., Penn State University
Ph.D., Clark University
1996

Harry Umen

Professor of communication
B.F.A., Temple University
M.F.A., Indiana University, Bloomington
2002

John C. VanSantvoord

Professor of accounting
B.S., New Hampshire College
M.B.A., University of New Hampshire
1980

Deborah S. Varat

Associate professor of art history
B.A., University of Rochester
M.A., Ph.D., Boston University
2004

James D. Walter

Professor of sociology
B.A., Kent State University
M.A., Indiana State University
Ph.D., Ohio State University
1981

Carol Thurston West

Electronic Resources Librarian
Professor
B.S.H.S., New Hampshire College
M.S., Simmons College
1977

Mary Westwater

Assistant professor of education
B.S., Jersey City State College
M.Ed., William Paterson College
2009

Charles V. A. White

Professor of finance and economics
B.A., M.S., University of Connecticut
Ph.D., Ohio State University
1979

Steven Widener

Associate professor of economics
B.A., Xavier University
M.A., Ph.D., University of New Hampshire
1987

Charles L. Wilbert

Professor of English
B.A., University of Pennsylvania
M.A., Ohio University
1968

Katharine York

Lecturer of science
B.S., University of New Hampshire
M.Ed., University of New Hampshire
Ph.D., University of New Hampshire
2010

Susan I. Youngs

Professor of English
B.A., Luther College
M.A., Washington State University
Ph.D., University of Wisconsin
1998

Walter L. Zimmermann

Professor of psychology
B.S., M.Ed., Springfield College
1968

College of Online and Continuing Education

Yvonne Simon

Senior Vice President of Academics, Student Success and
Operations
B.A., Bowdoin College
M.Ed., Harvard University

Meghan Alfano

Academic Advisor
B.A., Nichols College
M.Ed., Springfield College

Lisa Baroody

Graduate Advisor
B.A., Assumption College
M.Ed., University of New Hampshire

Carol Batker

Vice President of Academic Affairs and Dean of COCE
B.A., Pacific Lutheran University
M.A., Ph.D., University of Massachusetts, Amherst

Kevin Bell

Associate Vice President for Learning and Development
B.Sc., Manchester University, England
M.A.T., Marlboro College

Chris Berez

Content Architect
B.A., Marlboro College

Ellen Cady

Academic Advisor
B.A., Plymouth State College
M.Ed., University of New Hampshire

Keri Collins

Academic Advisor
B.S., Plymouth State University
M.S., Southern New Hampshire University

Kevin Coyne

Academic Advisor
B.A., Keene State College
M.P.A., University of New Hampshire

Kimmeth Cusson

Director of Undergraduate Student Advising
A.S., Daytona Beach Community College
B.S., M.B.A., Southern New Hampshire University

Stefanie Deprey

Academic Advisor
B.A., M.S., Southern New Hampshire University

Nitya Dhakar

Academic Advisor
B.A., Saint Anselm College
M.A., State University of New York, Buffalo

Trisha Dionne

Faculty Development and Training Manager
B.S., M.S., Southern New Hampshire University

Autumn Earnshaw

Academic Advisor
B.S., Missouri Southern State University
M.S., Southern New Hampshire University

Kristen Freilich

Director of Online Academic Technology
B.S., Northwestern University
M.Ed., University of Illinois

Dinorah Frutos

Associate Dean of Business
B.S., Louisiana State University
M.S., University of New Mexico
M.B.A., Oxford Brookes University

John Gonsalves

Academic Advisor
B.A., New England College
M.A., Notre Dame College

Karen Goodman

Academic Officer
A.S., University of Maryland
B.S., University of the State of New York-Regents
M.A., University of the Incarnate Word
M.S.L.I.S., Syracuse University

Prakhong (Mawn) Goolbis

Academic Advisor
B.A., Chiangmai University, Thailand
M.Ed., Srinakarinwirot University, Thailand
M.B.A., Southern New Hampshire University
M.S., Southern New Hampshire University

Michelle Gumbrecht

Instructional Designer
B.S., Stony Brook University
M.A., Ph.D., Stanford University

Mary Higgins

Assistant Vice President of Program Launch and Implementation
B.S., Western New England College
M.S., Central Connecticut State University

Ro Hiley

Manager of Student Success

Helene Hinis

Associate Dean of English
B.A., M.A., Ph.D., University of Massachusetts

Brandi Hoyt-Biagiotti

Director of Programing and Scheduling
B.A., Franklin Pierce College
M.A., Antioch New England

Karen James

Graduate Academic Advisor
B.S., Rochester Institute of Technology
M.Ed., Colorado State University
M.B.A., University of Colorado

Tom Leary

Content Architect
B.A., M.A., University of New Hampshire

Christie Lenda

Academic Advisor
A.S., B.S., M.S., Southern New Hampshire University

Denise Littlefield

Instructional Designer
B.S., University of New Hampshire
Graduate Certificate, San Diego State University

Amy MacDonald

Director of Graduate Advising
B.A., M.A., Assumption College

Amelia Manning

Associate Vice President of Non-traditional Advising and Student Support
B.A., Saint Michael's College
M.A., University of New Hampshire

Alexandru Manus

Associate Dean of Business
B.A., American University in Bulgaria
M.B.A., Huron University

Anne F. McCubrey

Academic Advisor
B.S., University of New Hampshire
M.B.A., New Hampshire College

Susan McFadden

Academic Administrator of Recruitment and Support
A.S., University of Southern Maine

Cynthia Migliori

Director of Operations
B.A., M.Ed., University of New Hampshire

Kathryn Mills

Academic Advisor
B.A., Colby-Sawyer College
B.S.N., Remington College of Nursing
M.Ed., Plymouth State University

Alexis Morton

Academic Advisor
B.A., M.Ed., University of New Hampshire

Melissa Nemon

Associate Dean of Community Economic Development
B.A., University of New Hampshire
M.A., University of Massachusetts, Lowell
M.A., Ph.D., Southern New Hampshire University

Tracey Osborne

Director of Online Program Delivery
B.A., Connecticut College
M.B.A., Monterey Institute of International Studies

Stacey Pippenger

Academic Advisor
B.A., Bridgewater State University
M.A., George Washington University

Ana Poore

Academic Advisor
B.S., Esumer University
M.S., Southern New Hampshire University

Sophanith "Nick" Pou

Content Architect
B.A., Salem State University
M.B.A., Southern New Hampshire University

Ronald Poulin

Academic Advisor, SNHU Maine
A.A., B.A., University of Maryland University College
B.A., University of the State of New York-Regents

Linda Ruest

Instructional Designer
B.S., M.S., Southern New Hampshire University

Mamta Saxena

Instructional Designer
B.A., Delhi University
M.A., M.Ed., Maharishi Dayanand University
M.Ed., Lesley University
Ph.D., Capella University

Briony Snowdon

Academic Advisor
B.A.S., M.B.A., M.S., Southern New Hampshire University

Laura Sullivan

Faculty Recruitment Coordinator
B.S., Plymouth State University

Amy Tarallo

Academic Advisor, Education
B.A., Gettysburg College
M.A., Middlebury College
C.A.G.S., University of New Hampshire

Jill Trombley

Academic Advisor, SNHU Seacoast
B.A., Keene State College
M.S., Southern New Hampshire University

Allison Tufts

Director of Faculty Support and Service
B.A., University of Maine
M.S., Southern New Hampshire University

Jennifer Varney

Director of Graduate Student Advising
B.S., University of New Hampshire
M.S., Southern New Hampshire University

Melissa Webb

Academic Advisor
B.A., M.A., University of Rhode Island

Sheila Wenger

Academic Advisor, SNHU Maine
B.S., M.S., Southern New Hampshire University

Georgann Willis

Associate Dean of Psychology
B.A., M.A., Ph.D., The University of Montana

William “Bo” Yerxa

Director, SNHU Maine
B.S., University of Maine
M.R.P., University of Massachusetts
M.S., Southern New Hampshire University

University Administrative Staff

Lauren Andresen

Instructional Technology Specialist
B.S., University of San Francisco
M.Ed., University of New Hampshire

Rebecca Arno

Residence Director
B.S., Southern New Hampshire University

Maria Ashton

Manager, Benefits
B.A., University of New Hampshire

Irina Bailey

Marketing Research Analyst, Marketing and Student Recruiting
B.S., Krasnoyarsk Teachers Training University, Russia
M.S., Minsk Linguistic University, Belarus
M.S., New York University

Christina Banks

Administrative Manager, Office of Academic Affairs
A.S., National College
B.S., M.S., Southern New Hampshire University

Noreen Bausewein

Administrative Manager, Marketing and Student Recruiting

Traci Belanger

Coordinator, Counseling Services
B.A., Duquesne University
M.S., Northeastern University

Thomas F. Beraldi, Jr.

Director of Institutional Research
B.A., Florida State University
M.A., Tufts University

Stephanie Bergeron

Assistant Director of Alumni Communications, Institutional Advancement
B.F.A., New Hampshire Institute of Art
M.S., Southern New Hampshire University

Sara Bimshas

Financial Aid Specialist
B.S., University of Massachusetts, Lowell

Jessica Borey

Assistant Director, Undergraduate Admission
B.A., Southern New Hampshire University

Bryan Bouchard

Business tutoring coordinator, The Learning Center
B.S., M.B.A., M.S., Southern New Hampshire University

Lorraine Boyce

Transfer Credit Specialist
A.S., B.S., M.S., Southern New Hampshire University

Sharen Brady

Colleague Systems Administrator
B.S., Rivier College
M.B.A., New Hampshire College

Ella Brill

Business Analyst, Enrolled Student Services
B.S., Iasi University, Romania

Kris Bristol

Accountant/Financial Analyst
B.S., University of Maine
M.S., M.B.A., Southern New Hampshire University

Linda L. Broome

Manager, Payroll
B.S., M.B.A., New Hampshire College

Jaime Browne

Compliance Coordinator
B.S., St. Francis College
M.A., Adelphi University

Paul Calkins, Jr.

Equipment & Operations Coordinator/Head Men's Lacrosse Coach

Julie Callahan

Associate Director, Undergraduate Admission
B.S., M.S., Southern New Hampshire University

Barry Cardin

Team Leader, Enrolled Student Services
B.A., George Washington University

Frank Caruso

Programmer Analyst
A.S., Southern New Hampshire University

Annamarie Cioffari

Director, Graduate Program in Community Mental Health
B.A., University of Bridgeport
Ph.D., University of Vermont

Anna Clifford

Enrolled Student Services Associate
B.S., Green Mountain College

Chance Clutter

Associate Director, Career Development Center
B.A., Fort Hays State University

Shane Cochran

Admissions Counselor/Culinary Coordinator, Undergraduate Admission
B.S., Southern New Hampshire University

Rev. Bruce W. Collard

Director, Campus Ministry/Catholic Chaplain
 B.A., Providence College
 Master of Divinity, Mt. St. Mary College, Maryland
 Cert. of Philosophy, St. Mary College, Kentucky
 National Certification Campus Ministry
 CCMA

Nicholas Collins

User Liaison
 A.S., Full Sail College

Charles Cook

Assistant Director, Enrollment Operations
 B.S., New Hampshire College
 M.B.A., New Hampshire College
 M.S.O.L., Southern New Hampshire University

Olivia S. Cooper

Financial Aid Specialist
 A.S., New Hampshire Technical Institute
 B.S., University of Maine
 M.S., Southern New Hampshire University

Kyle Copeland

Enrolled Student Service Associate
 B.S., M.B.A., Plymouth State University
 M.Ed., Springfield University

Patricia Cote

Associate Vice President and
 Director of Athletics/Business Manager
 B.S., University of New Hampshire
 M.S., Indiana University

Jennifer Crossett

Senior Project Manager

Christopher DeCloux

Culinary Arts Program Manager
 B.S., University of New Hampshire

Lori DeConinck

Director, The Learning Center
 Assistant professor
 A.S., Notre Dame College
 B.S., New Hampshire College
 M.A.C.P., Rivier College

Chad Detjen

Peer Mentoring Coordinator, The Learning Center
 B.A., M.Ed., Southern New Hampshire University

Christian DeVoe

Director, Centralized Admission
 B.S., M.Ed., University of New Hampshire

Gail Dexter

Director of Development, Institutional Advancement
 B.S., M.B.A., Union College

Jennifer DiStefano

University Registrar
 B.A., Elms College
 M.S., Boston College

Janet Donahue

Enrolled Student Services Associate
 A.S., Middlesex Community College
 B.A., University of Massachusetts, Boston

Deborah Donnelly

Assistant Director of International Student Services
 B.A., Smith College
 M.Ed., Northeastern University

Daryl Dreffs

Director, Computing Resources
 B.S., Michigan State University
 M.B.A., Eastern Michigan University

John Dufour

Assistant Men's Basketball Coach
 B.Ed., Keene State College
 M.Ed., Suffolk University

Michelle E. Dunn

Associate Director, Marketing and Communications
 B.A., University of New Hampshire

Kristi Durette

Associate Director of Development
 B.A., M.A., Michigan State University

Jen D'Urso

Financial Aid Specialist
 A.S., B.S., Southern New Hampshire University

Sharon Dyer

University Nurse, Wellness Center
 L.P.N., Shepard-Gill School of Nursing,
 Massachusetts General Hospital

Frank Eaton

Director, Purchasing/Risk Manager
 B.S., New Hampshire College

Joshua Faile

Enrolled Student Services Associate
 B.S., Plymouth State University

Suzanne Faulkner

Business Analyst, Enrolled Student Services
 A.S., New Hampshire College

Adam Fitzgerald

Graphic Designer
 Marketing and Communications
 B.A., Keene State College

Aaron Flint

Manager, Instructional Support, Computing Resources
 B.A., Saint Anselm College
 M.H.A., University of New Hampshire

Monique Fonner

Director, Database Management
 B.S., New Hampshire College

Laurence Franco

Director, Media Services
 B.S., New Hampshire College

Jared Gabrey

Residence Director
 B.S., M.S., Southern New Hampshire University

Robin Gagnon

Compliance Manager, Enrolled Student Services

Jessica Garcia

Academic Advisor
 B.A., Western New England College
 M.S., Miami University

Trixy Gardner

Residence director
B.S., M.B.A., Quinnipiac University

James Gassman

Equipment and Operations Manager
B.S., Springfield College
M.S., Southern New Hampshire University

Terri Gerlitz

Enrolled Student Services Associate
B.A., St. John's University

Domenic Gioioso

Associate Director, Facilities

Carey W. Glines

Director, Academic Advising
B.A., M.Ed., University of New Hampshire
M.S., Southern New Hampshire University

Jet Goldberg

Director, Wellness Center
B.A., Brandeis University
M.A., Rivier College, L.C.M.H.C.

Micheline Goodno

Transfer Credit Evaluation Coordinator
B.S., M.S., Southern New Hampshire University

Karen A. Gosselin

Assistant Registrar
A.S., B.S., M.S., Southern New Hampshire University

Linda R. Goyette

Assistant Controller
B.S., Plymouth State College

Dennis Green

Assistant Director, Office of Disability Services
B.A., Potsdam College
M.S., OTR/L, Tufts University

Richard Groleau

Assistant director, International Admission
B.A., University of New Hampshire
M.Ed., Notre Dame College

Brad Hachez

User Liaison, Computing Resources
B.S., M.Ed., Plymouth State University

Constance Harvey

Associate director, International Admission
B.S., New Hampshire College

Steven Harvey

Director, International Admission
B.S., University of Maine
M.A., Ph.D., Boston University

Jen Hashem

Enrolled Student Services Associate
B.S., M.B.A., Southern New Hampshire University

Tom Helm

Manager, AV Services
B.S., New Hampshire College

Liz Henley

Associate Director, Office of Disability Services
B.A., M.Ed., Southern New Hampshire University

Pamela Henley

Colleague Training, Documentation coordinator
B.S., Southern New Hampshire University

Tricia Houghton

Team Lead, Centralized Admission Processing

Marc Hubbard

Head Coach, Men's Soccer
B.A., Colgate University
M.S., University of New Hampshire

Kathy Ireland

System administrator, Telecommunications
A.S., Berkshire Community College
B.S., Franklin Pierce College

Sarah Jacobs

Director, Community Involvement
B.S., Fitchburg State College
M.S., Northeastern University

Hyla Jaffe

Director, Office of Disability Services
B.S., Boston University
Certificate in Learning Disabilities, Boston College
M.M.H.S., Brandeis University

Paula James

Enrolled Student Services Associate
A.S., Hesser College

William B. Jenkins

Associate Director, Career Development Center
B.S., Clemson University
M.Ed., University of New Hampshire
O.D., Indiana University

Patricia Jones

Transfer Credit Specialist
B.A., University of Rochester

Arthur Kanaria

Director, Call Center Operations
A.S., St. Patrick's College
B.A., Karachi University

Maureen Kenney

Admission Counselor, Undergraduate Admission
B.A, Saint Anselm College

Curtis Kimball

Director of Web Services, Marketing and Communications
B.S., University of Miami
M.Ed., University of Georgia

Matthew Kronos

Assistant Director of AV Services
B.S., Valparaiso University

Brenda Labrie

Director of Training/Associate Director of Human Resources
B.S., New Hampshire College

Melissa Labrie

Financial Aid Specialist
B.S., Merrimack College
M.B.A., Southern New Hampshire University

Elizabeth LaClair

Assistant Director of Campus Programming and Leadership
B.S., M.S., Southern New Hampshire University

Catherine LaForge

Director, Foundation and Corporate Relations
B.A., Columbia University

Sheila Lambert

Coordinator of Wellness Education
B.S., Plymouth State College
M.S., LaSalle University

Jennifer L. Landon

Director, Career Development Center
B.A., M.Ed., Notre Dame College

Cynthia Levandowski

Data Retrieval Analyst
B.S., Southern New Hampshire University

Sarah Littlefield

Project Manager, Marketing & Communications
B.A., Southern New Hampshire University

Scott Loiseau

Head Men's Baseball Coach
B.S., M.B.A., Franklin Pierce University

Heather Lorenz

Interim Dean of Students
B.S., University of Massachusetts, Lowell
M.B.E., New Hampshire College

Jeanne Lucas

Enrolled Student Services Associate
B.A., Manhattanville College

Tiffany A. Lyon

Director, Campus Programming and Leadership,
Director, Study Abroad
B.S., New Hampshire College
M.B.A., Southern New Hampshire University

Sam A. Mahra

Senior Associate Director, Undergraduate Admission
B.A., University of New Hampshire
M.S., Southern New Hampshire University

Louisa M. Martin

Director, Cultural Outreach and Involvement
B.Th., Teamer School of Religion

Susan Maslack

Graduate Coordinator, Site Development
Graduate Program in Community Mental Health
B.S., University of Vermont
M.S.W., Boston University

Chad Mason

Associate Director, Athletics
B.S., M.S., New Hampshire College

Jason Mayeu

Director of Creative Services
Marketing/UC
B.F.A., The College of Saint Rose

Linda McCabe

Instructional Support Specialist, Academic Computing
B.S., New Hampshire College

Thomas Mersereau

Manager, Systems Administration
A.S., Hesser College
B.S., Daniel Webster College

Nancy Miller

Academic Coordinator, School of Education
B.A., Pennsylvania State University
M.Ed., Rivier College

Kimberly Monical

Manager, Enrolled Student Services
A.S., Kaplan University

Debbie J. Moore

Administrative Manager, Finance and Operations

Jeremy Morel

Colleague Applications Technical Analyst,
Computing Resources

Denise Morin

Conference and Events Manager
A.S., New Hampshire College

Karlyn Morissette

Director of Social Media
B.S., Boston University
M.B.A., Norwich University

Kibar Moussoba

Assistant Director, Undergraduate Admission
B.S., M.S., Southern New Hampshire University

Ann Nicodemi

Writing Tutoring Coordinator, The Learning Center
B.A., State University of New York
M.A., Boston College

Brenda Nolan

Transfer Credit Specialist
B.S., Salem State University

Joanne M. Normand

Associate Director, Justice Studies
B.S., University of New Hampshire
M.Ed., Southern New Hampshire University

James Olkovikas

Assistant Director, Computing Resources
B.S., New Hampshire College

Richard Ouellette

Registrar
B.T., M.A., Appalachian State University
Ed.D., Vanderbilt University

Jasmine Pandit

Director, Enrollment Operations
B. Com., Bombay University
M.S., M.B.A., Southern New Hampshire University

Mark Paradis

Hospitality Center Purchasing Coordinator
A.O.S., Johnson and Wales University

Melinda Parker

Credit Manager
B.S., New Hampshire College

Jeffrey Penta

Communications Manager, Enrolled Student Services
B.S., M.B.A., Southern New Hampshire University

Bethany Perkins

Director, Transfer Recruitment and Transfer Admission
B.A., Georgia Southern University

Matt Petersons

Assistant Director, Residence Life
B.A., University of Maine at Farmington
M.S. Western Illinois University

Karen Pinkos

Head Coach, Women's Basketball
B.S., University of New Hampshire

Karen Plourde

Enrolled Student Services Associate
A.S., B.S., Hesser College

Joseph R. Polak

Director, Athletics
B.A., Fordham University

Raymond Prouty

Budget Manager
B.S., New Hampshire College

Terry M. Prouty

Senior Woman Administrator, Athletics
Head Coach, Women's Soccer
B.S., New Hampshire College

Darleen Ratté

Manager of Financial Aid Operations and Processing
A.S., Northern Essex Community College
B.S., Southern New Hampshire University

Margaret Reed

Credit Advisor
B.A., Southern New Hampshire University

Nancy Richardson

Executive Assistant to the President

Cindy Rickard

Enrolled Student Services Associate
A.A.S., Salvation Army School for Officer Training

Colin Roach

Manager, PC Services
A.S., Wyoming Technical Institute

Deborah Robitaille

Head Softball Coach, Assistant Women's Soccer Coach
A.S., University of New Hampshire

Sheila Roy

Director, Systems Analysis & Planning
A.S., B.S., New Hampshire College

Suzanne Roy

Colleague User Liaison/Software Analyst
B.A., Notre Dame College

Gregory Royce

Director, Sports Information
B.S., Southern New Hampshire University

Robert P. Schiavoni

Director, Residence Life
B.S., New Hampshire College
M.Ed., Springfield College

Phaedra Schmidt

Integrated Marketing Project Manager
Marketing and Communications
B.A., St. Anselm College
M.S., Southern New Hampshire University

Amanda Schmucker

Assistant Payroll Manager
B.A., Castleton State College

Kris Sedita

Enrolled Student Services Associate

Dawn Sedutto

Director, International Student Services
B.S., University of Connecticut
M.S., University of Bridgeport

Paula Shapazian

Assistant Director, Residence Life
A.S., Hesser College
B.S., New Hampshire College
M.S., Southern New Hampshire University

Jody Shaw

Enrolled Student Services Associate
A.A., Northern Essex Community College
B.S., Suffolk University

Beth Sheehan

Director of College Unbound@SNHU
B.A., Mount Saint Mary's College
M.S., Ph.D., University of Massachusetts, Amherst

Mark Skelding

Academic Coordinator
Field-based Graduate Program in Education
B.S., Pennsylvania State University
M.Ed., St. Michael's College

Stanley C. Spirou

Head Coach, Men's Basketball
B.S., Keene State College
M.Ed., Antioch University

Lisa St. Hilaire

Director of Development Operations
B.S., Plymouth State College

Pauline Y. St. Hilaire

Director, Dual Enrollment
B.S., M.S., New Hampshire College

Cindy St. Onge

Student Finance Manager, Enrolled Student Services

Norman H. St. Onge, Jr.

Assistant Director of Public Safety
B.S., New Hampshire College
M.B.A., Southern New Hampshire University

Brendan Stamm

Transfer Admission Counselor, Undergraduate Admission
B.S., Boston College

G. Allen Swisher

Senior Programmer Analyst

Jill Teeters

Marketing and Communications Manager
B.A., Ithaca College
M.A., Emerson College

Gavin Telfer

Assistant Director of Student Life & Student Center
B.S., M.P.A., Northern Michigan University

Corey Tess

Web Developer
A.S., Full Sail

Patricia Thompson

Transfer Credit Assessment Specialist
A.S., New Hampshire Community Technical College
B.A., M.S., Southern New Hampshire University

Kathryn Thorp, RN

Coordinator of Health Services
A.S., St. Joseph School of Nursing
A.S., NH Community Technical College

Scott A. Tierno

Director, Student Life & Student Center
B.S., Plymouth State College
M.Ed., Northeastern University

Leonard Trudo

Associate Director, International Admission
B.S., University of Iowa
M.I.M., American Graduate School of International
Management, Thunderbird

Claire Turner

Enrolled Student Services Associate
B.S., Daniel Webster College

DaVaughn M. Vincent-Bryan

Residence Director
B.A., University of Vermont

Julie Welkowitz

Assistant Academic Coordinator
Graduate Program in Community Mental Health
B.A., Cornell University
Ph.D., University of Vermont

James Whitcher

P.C. Services Specialist/Lab Technician Supervisor

James A. Whitmore

Director, Human Resources
B.A., University of New Hampshire
M.B.A., New Hampshire College

Timothy Whittum

Assistant Director, Undergraduate Admission
B.A., Stetson University

Kara Williamson

Assistant Women's Basketball Coach
B.A., Assumption College
M.S. Springfield College

Kathy Willis

Math Tutoring Coordinator, The Learning Center
B.S., University of Maine
M.Ed., University of New Hampshire

James J. Winn

Director of Public Safety
B.A., Notre Dame College
M.P.A., University of New Hampshire

Robert Witmer

Information Security Officer
A.S., New Hampshire Technical College
B.S., Franklin Pierce College
M.B.A., Southern New Hampshire University

Joseph Zaleski

Lead Systems Programmer, Computing Resources
A.A.S., George Washington University
B.S., University of New Hampshire

Vanessa Zerillo

Program Director, Field-based Graduate Program in Education
B.A., State University College of New York
M.S., University of Vermont
Ed.D., Nova Southeastern University

Jeanne Zimmerman

Recruitment and Admissions Specialist
Graduate Program in Community Mental Health
B.S., Trinity College of Vermont

Vincent J. Zuccala

Head Trainer
B.S., Salem State College
M.S., Eastern Illinois University

Honorary Degree Recipients

1971	Mrs. Gertrude Shapiro, Doctor of Humane Letters	1995	Elizabeth Hanford Dole, Doctor of Laws Norman C. Payson, Doctor of Science Bedrettin Dalan, Doctor of Laws
1972	Col. John H. Glenn, Doctor of Science		
1973	Julian Bond, Doctor of Laws	1996	Kenneth D. Van Kleeck, Doctor of Laws Katharine Delahayne Paine, Doctor of Laws Juan Manuel Santos C., Doctor of Laws
1974	Stewart L. Udall, Doctor of Laws		
1975	Louis Rukeyser, Doctor of Humane Letters	1997	Franklin Abraham Sonn, Doctor of Laws Dean Kamen, Doctor of Science Donald Murray, Doctor of Humane Letters
1976	Nikki Giovanni, Doctor of Humane Letters William S. Green, Doctor of Laws		
1977	Martin Agronsky, Doctor of Laws Rev. Placidus H. Riley, Doctor of Humane Letters	1998	Jacqueline Mara, Doctor of Laws Lewis M. Feldstein, Doctor of Laws Walter Peterson, Doctor of Laws Selma R. Deitch, Doctor of Science
1978	Newell S. Paire, Doctor of Laws		
1979	Eugene S. Mills, Doctor of Laws Charles S. Stanton, Doctor of Laws John F. Sterling, Doctor of Laws	1999	Jeanne Shaheen, Doctor of Laws Malcolm S. Forbes, Jr., Doctor of Laws
1980	Jack L. Bowers, Doctor of Laws Norris Cotton, Doctor of Laws Philip S. Dunlap, Doctor of Laws	2000	Jan C. Scruggs, Doctor of Laws Sr. Carol J. Descoteaux, Doctor of Humane Letters
1981	John A. Beckett, Doctor of Laws Richard A. Fulton, Doctor of Laws	2001	Joan Corcoran, Doctor of Laws J. Bonnie Newman, Doctor of Laws Raymond Wieczorek, Doctor of Laws
1982	Lotte Jacobi, Doctor of Humane Letters Robert Rosenberg, Doctor of Laws	2002	William E. Green, Doctor of Laws Georgie Thomas, Doctor of Laws Seham Razzouqi, Doctor of Laws Ismail Serageldin, Doctor of Science
1983	Henry R. Bloch, Doctor of Laws		
1984	Ralph W. Farmer, Doctor of Laws Victor K. Kiam II, Doctor of Laws Warren B. Rudman, Doctor of Laws	2003	Jules Olitski, Doctor of Humane Letters Dorothy S. Rogers, Doctor of Laws
1985	Curtis L. Carlson, Doctor of Humane Letters	2004	A. A. Moody Awori, Doctor of Laws
1986	Christopher Forbes, Doctor of Humane Letters Sakip Sabanci, Doctor of Laws	2005	Florence Reed, Doctor of Humane Letters Jeffery D. Sachs, Doctor of Humane Letters
1987	Joachim W. Froelich, OSB, Doctor of Humane Letters	2006	John Lynch, Doctor of Laws
1988	Kenneth J. Rowley, Doctor of Laws Thomas V. Vanderslice, Doctor of Science	2007	Barack Obama, Doctor of Laws Richard Gustafson, Doctor of Laws Edward Shapiro, Doctor of Laws
1989	Thomas A. Corcoran, Doctor of Laws		
1990	Raymond F. Truncellito, Doctor of Laws Patricia Gallup, Doctor of Science	2008	Bilger Duruman, Doctor of Laws John Miles, Doctor of Laws Mtangulizi Sanyika, Doctor of Humane Letters William Shore, Doctor of Humane Letters
1991	Christos Papoutsy, Doctor of Laws Hedrick L. Smith, Doctor of Humane Letters Elton See Tan, Doctor of Laws	2009	Dr. Clayton Christensen, Doctor of Humane Letters Rob Finlay, Doctor of Business Wes McNair, Doctor of Humane Letters
1992	Sophia Collier, Doctor of Laws Gary Hirshberg, Doctor of Science Kimon S. Zachos, Doctor of Laws Alirio Parra, Doctor of Laws	2010	Lewis M. Feldstein, Doctor of Humane Letters James B. Smith, Doctor of Humane Letters
1993	Andrew W. Green, Doctor of Laws Yelena Khanga, Doctor of Humane Letters	2011	Jon Meade Huntsman, Doctor of Laws Sy Montgomery, Doctor of Humane Letters
1994	David Van Note, Doctor of Laws John F. Swope, Doctor of Laws		

Distinguished Achievement Citations

Alumni Association Distinguished Service Award

- *1979 Kenneth E. Preve, 1971
- 1980 Christos Papoutsy, 1957
- 1981 Richard Courtemanche, 1973
- 1982 David D. Myler, 1969
- 1983 Maurice Raymond, 1970
- 1984 Robert K. Morine, 1971
- 1985 Michael Brody, 1973
- 1986 Russell Pelletier, 1970
- *1987 Dr. Gertrude Shapiro, Honorary, 1971
- 1988 Thomas Space, 1974
- 1989 William S. Green Esquire, Honorary, 1976
- 1990 Dale (Plavnick) Trombley, 1983
- 1991 Michael DeBlasi, 1970
- 1992 Dr. George Larkin
- *1993 Dorothy S. Rogers
- 1995 Rene LeClerc, 1971
- 1996 Peter Perich, 1976, 1985
- 1997 Doug Blais, 1988, 1990
- 1998 Dr. Richard A. Gustafson
- 1999 Paula Reigel, 1987, 1992
- 2000 Janice (Somers) Fitzpatrick, 1993
- 2001 Bianca Holm
- 2002 Joseph Panaro, 1972
- 2003 Raymond Prouty, 1977
- 2004 Norton (Tuffy) Phelps, 1985
- 2005 Rob Grenus, 1987
- 2006 David H. Bellman 1992
- 2007 Linda Hicks, 1994, 1999
- 2008 Robert P. Schiavoni, 1972
- 2009 C. Richard Erskine
- 2010 John J. Rainone, 1985, 1990

*Deceased

Alumni Hall of Fame Recipients

- *1991 Tony Lambert, 1968
- 1992 Dr. Judith Bouley, 1974, 1979
- 1993 Dr. Christos Papoutsy, 1957
- 1994 Richard Courtemanche, 1973
- 1995 David Myler, 1969
- 1996 Michael DeBlasi, 1970
- 1997 Robert Garneau, 1977
- 1998 Edward Ithier, 1987
- 1999 Thomas Tessier, 1974
- 2000 Bea (Worden) Dalton, 1973
- 2001 Donald Labrie, 1971
- 2002 Rene LeClerc, 1971
- 2003 Doug Blais, 1988, 1990
- 2004 Peter Perich, 1976, 1985
- 2005 Ann Lally, 1979, 1995
- 2006 Andrew W. "Mickey" Greene, 1972
- 2007 Theresa Desfosses, 1972
- 2008 Robert J. Finlay, 1992
- 2009 Michael B. Brody, 1973
- 2010 David H. Bellman, 1992

*Deceased

Young Alumni Award

- 2000 Michelle (Lamontagne) Strout, 1996, 1998
- 2001 Chad Mason, 1998, 2000
- 2002 Robin Sorenson, 1997
- 2004 Meghan (Cotton) Dalesandro, 2000
- 2005 Kristina Kintzer, 2001, 2003
- 2006 Tiffany A. Lyon, 2000, 2002
- 2007 Katherine A. McKenney, 2003, 2007
- 2008 Jason F. DeMarzo, 2003
- 2009 Ashley A. Liadis, 2002, 2005
- 2010 Jeffrey M. Penta, 2005, 2008

Southern New Hampshire University Excellence in Teaching Recipients

1989	Burton S. Kaliski
1990	Robert R. Craven
1991	Marc A. Rubin
1992	Nicholas Nugent
1993	Robert Losik
1994	Aušra M. Kubilius
1994	Camille Biafore
1995	Karen Stone
1995	Beverly Smith
1996	Eleanor Dunfey-Freiburger
1996	Nicholas Cameron
1997	Robert Begiebing
1997	Mary Healey
1998	Patricia Spirou
1998	John Aylard
1999	Jeanette Ritzenthaler
1999	Helen Packey
2000	Mahboubal Hassan
2000	Eva Martel
2001	Martin J. Bradley
2001	Gary Baker
2002	Perrin H. Long
2002	Daniel O'Leary
2003	Doug Blais
2003	Dorothea Hooper
2004	Donald Sieker
2004	John Hayward
2005	Pamela B. Cohen
2005	Micheline Anstey
2006	Helen M. Packey
2006	Robert T. Wheeler
2007	Peter J. Frost
2007	Andrea L. Bard
2008	Catherine Stavenger
2008	Kathy J. Willis
2009	Robert Craven
2009	James Duffy
2009	Irwin Bramson
2010	Doug Blais
2010	Bryan Bouchard
2010	John Blois
2011	Christopher Toy
2011	Patricia Findlen
2011	Micheline West

Index

3Year Honors Program in Business Administration11, 73

A

Academic Advising Office (Undergraduate Day)28
 Academic Advisor Assignment28
 Academic Calendars4
 Academic Complaint115
 Academic Dishonesty110
 Academic Expectations74
 Academic Honesty47, 109
 Academic Honors119
 Academic programs offered through the College of Online
 and Continuing Education (COCE)49
 Academic Progress for Financial Aid (COCE)26
 Academic Renewal116
 Academic Responsibility29
 Academic Review/Scholastic Standing (COCE).....48
 Academic Review/Scholastic Warning109
 Academic Scholarship14
 Academic Support Offices27
 Accelerated Mathematics Sequence34
 Accounting.....94
 Accounting Curriculum77, 92
 Accounting with Forensic Accounting and Fraud Examination
 Concentration77
 Accounting with Forensic Accounting and Fraud Examination
 Concentration Curriculum77
 Accounting/Finance Curriculum78
 Accounting/Information Systems Curriculum.....78
 Accounting/Information Systems78
 Accounting Department77
 Accreditation and Membership7
 Add and Drop113
 Admission Deposit Refund Policy23
 Admission of Adult/Nontraditional Students12
 Admission of Homeschooled Students10
 Advertising Curriculum54, 79
 Alpha Chi Honor Society119
 Alpha Sigma Lambda Foundation Scholarship15, 49
 Alpha Sigma Lambda Society48
 Alteration or fabrication of data110
 Alternative Loans for Parents and Students20
 Alumni Family Scholarship14
 Ambassadors123
 Amendment of Degree Requirements113
 Annually Funded Scholarships18
 Appeal Process for Academic Suspension109
 Application46
 Army and Air Force Reserve Officers Training Corps.....35
 Articulation Agreements12
 Associate Degrees70, 92
 Associate of Arts (A.A.)8
 Associate of Science (A.S.)8
 Athletic Facilities121
 Athletic Scholarship Program15
 Athletics121
 Attendance111
 Audio Visual Center27

Audit109
 Awarding of Credit by Examination114
 Awarding of Credit for Courses Taken in Other Postsecondary
 Settings114

B

B.A.S. Hospitality Administration88
 B.A.S. Hospitality Management88
 B.S. Justice Studies Curriculum64
 Bachelor of Applied Science (B.A.S.)8
 Bachelor of Applied Science in Hospitality Administration
 (BASHA)87
 Bachelor of Applied Science in Hospitality Management (BASHM) 88
 Bachelor of Arts (B.A.)8
 Bachelor of Arts In English Language and Literature and
 English Education58, 102
 Bachelor of Business Administration (B.B.A.)8
 Bachelor of Science (B.S.)8
 Bachelor of Science in Culinary Management.....84
 Bachelor of Science in Culinary Management (2 + 2 degree)84
 Bachelor of Science in Game Design and Development.....85
 Bachelor of Science in Hospitality Business86
 Baking and Pastry Arts Curriculum83
 Baking Certificate84
 Barnes, Frank and Eleanor, Alumni Scholarship16
 Basic Writing Competency Examination117
 Bibliography and In-Text Citation Styles117
 Bickford, Charles and Barbara, International Scholarship16
 Biesek, Helder/Mildred K. Smith Scholarship16
 Bloch, Henry W., Scholarship Fund16
 Boiardi, Hector, Scholarship16
 Business Administration Curriculum79, 92
 Business Core.....73
 Business Information Systems Certificate Program94
 Business Studies Curriculum.....80

C

CAEL, see EdLink.....25
 Campus Ministry122
 Campus Programming & Leadership122
 Campus Tours12
 Career Development Center28
 Career Planning28
 Caswell, Scott, Memorial Scholarship16
 Certificate Programs94
 Certificate Programs – Graduate9
 Certificate Programs – Undergraduate9
 Change of Major113
 Charles & Barbara Bickford International Scholarship.....16
 Cheating110
 Child Development Leadership Curriculum98
 Child Development Programs (Non-certification)98
 Christine Zimmermann Memorial Scholarship Fund.....18
 Civic Engagement-Service Learning Initiative34
 Class Audit47
 Class Cancellations47, 112
 Class Cancellations due to Weather/Emergency112
 College of Online and Continuing Education (COCE)4, 45
 College of Online and Continuing Education Student Payment and
 Deposit Policies24

College Unbound@SNHU	10, 31	Elementary Education Curriculum.....	99
College Unbound@SNHU Tuition and Fees	22	Elementary Education with Special Education Curriculum	100
College Unbound@SNHU – Bachelor of Arts in Integrated Studies	32	Employment, Off-campus	20
Common Application	10	English as a Second Language Program (ESL)	31
Communication Curriculum	53	English Curriculum	59, 103
Communication with Concentrations Curriculum.....	53	English Education Curriculum	57, 102
Communication, Media Arts and Technology.....	53	English Language and Literature	56
Community Sociology Curriculum	61	English Language and Literature and English Education Certification Curriculum	58, 102
Competency in Writing	117	English Language and Literature Curriculum	56
Computer Information Technology Curriculum	55, 82, 93	Environment, Politics, and Society	59
Computer Purchase Program.....	20	Environmental Management Curriculum	59
Computing Resources	30	Ernest Iamundo/Labatt USA Scholarship	17
Continuing Education Scholarship.....	17	F	
Conversion Program	107	Fashion Merchandising Curriculum	93
Cooking Certificate	84	Federal Pell Grant	19
Coordinators of Activities and Programming Events (CAPE)	122	Federal Perkins Loan Program.....	19
Copyright Policy	111	Federal PLUS Loans	20
Counseling Services	126	Federal Stafford Loans	19
Course Drop and Withdrawal Policies	48	Federal Supplemental Educational Opportunity Grant (FSEOG).....	19
Course Drop and Withdrawal Policies (College of Online and Continuing Education Only)	25	Federal Work Study Program (FWSP)	20
Course Load	46	Fiction Writing Specialization	57
Course-By-Arrangement	113	Field Experiences	97
Creative Writing Curriculum	56	Finance Charges	23
Creative Writing with Specializations Curriculum.....	57	Finance/Economics Curriculum	85
Credit for Life Experience	13	Financial Aid	13
Credit for Prior Learning Through Portfolio Assessment	113	Financial Aid Application Process	14
Credit Overload	24	Finlay Family Scholarship	16
Credit Policy.....	24	Fisher Family Scholarship	16
Culinary Arts Curriculum	83	Follett Campus Bookstore	121
Culinary Certificates	83	Foreign Languages	31
Culinary Fees	23	Forensic Accounting and Fraud Examination	77
Culinary Scholarship	16	Frank and Eleanor Barnes Alumni Scholarship.....	16
Cultural Outreach and Involvement	123	Freshman Admission	10
D		Freshman Articulation Scholarship	15
Dean’s List	119	Freshman Course Requirements.....	117
DECA Scholarship	15	Future Business Leaders of America Scholarship (FBLA)	14
Deferred Tuition	25	G	
Delta Mu Delta Honor Society	119	Game Design and Development Curriculum	55, 85
Deposit Policy	23	General Studies in Education Curriculum	107
Dining Center	123	General Studies in Education (Non-certification Program)	106
Disability Services, Office of	29	Gertrude C. Shapiro Scholarship	17
Disciplinary Dismissal	116	Global Marker Courses	127
Distinguished Achievement Citations	213	Goals of the University	6
Doctoral Degrees	9	Gold Key	120
Dorothy S. Rogers Career Development Center.....	28	Governor’s Success Grant	19
Double Major for Secondary Teacher Certification.....	101	Grades and Grading	108
Dow Scholarship	16	Graduation Requirements	117
Dr. Jeannette A. Ritzenthaler Scholarship	17	Graduation with Distinction.....	118
E		Graphic Design and Media Arts Curriculum.....	54
E-Portfolio	33	Greek Life	122
Early Action	11	Green, William S., Scholarship	16
Early Childhood Education Curriculum	98	Grievance Procedure.....	29
EdLink (formerly known as CAEL)	25	H	
Educational Continuum Scholarship	16	Harry A. B. and Gertrude C. Shapiro Library	27
Edward Nassar Memorial Scholarship	17	Health Services.....	126
Eldridge/Tremblay Scholarship Fund	18	Hector Boiardi Scholarship	16

Helder Biesek/Mildred K. Smith Scholarship	16	Minor in Accounting.....	37
Henry W. Bloch Scholarship Fund	16	Minor in Advertising.....	37
History and Social Studies Education Double-Major	63, 104	Minor in American Studies	38
History Curriculum.....	62	Minor in Applied Mathematics	38
History of the University.....	5	Minor in Art History	38
Holy Day Policy	111	Minor in Business (for Liberal Arts majors)	38
Honorary Degree Recipients	212	Minor in Child Development.....	38
Hospitality Business Program	86	Minor in Communication	38
Hotel and Events Management	87	Minor in Computer Information Technology	39
Housing Security Deposit	23	Minor in Creative Writing	39
Human Resource Management Certificate Program	94	Minor in Digital Media and Video Production	39
Humanities and Fine Arts	61	Minor in Economics	39
I		Minor in Education.....	39
Iamundo, Ernest/Labatt USA Scholarship	17	Minor in English Language and Literature	39
Incompletes	108	Minor in Environmental Studies	40
Independent Study	113	Minor in Fashion Merchandising.....	40
Individually Designed Major in Liberal Arts	64	Minor in Finance	40
Institutional Examinations	114	Minor in Game Design and Development.....	40
Internal Transfer	13, 115	Minor in Graphic Design.....	40
International Business Curriculum	89	Minor in History.....	40
International Student Admission	10	Minor in Hospitality Business	41
International Student Services	123	Minor in International Business.....	41
International Students and Financial Aid	20	Minor in International Sport Management	41
Internship	28	Minor in Justice Studies	41
J		Minor in Marketing.....	41
John & Betty Miles Scholarship	17	Minor in Middle School Mathematics.....	41
Justice Studies Certificates	66	Minor in Music.....	42
Justice Studies Concentrations	65	Minor in Organizational Leadership.....	42
Justice Studies Curriculum	71	Minor in Philosophy	42
K		Minor in Political Science	42
Kappa Chi Scholarship Fund	17	Minor in Professional Writing	42
Kappa Delta Phi National Fraternity Scholarship	17	Minor in Project Management	42
L		Minor in Psychology.....	42
Labatt USA, Ernest Iamundo Scholarship.....	17	Minor in Public Relations	43
Lambert, Tony, Memorial Fund	17	Minor in Retailing.....	43
Law and Politics Curriculum	60	Minor in Social Media Marketing.....	43
Learning Center	30	Minor in Sociology	43
Leave of Absence	116	Minor in Sport & Special Event Management	43
Liberal Arts Curriculum	70	Minor in Sport Management	44
Liberal Arts Scholarship	17	Minor in World Language and Culture	44
Library.....	27	Minors	37
M		Mission	5, 121
Marketing Curriculum	90	Music Education Curriculum	105
Martha Van Hyland Scholarship	18	N	
Master of Arts in Teaching (M.A.T)	8, 59, 103	Nassar, Edward, Memorial Scholarship	17
Master of Arts in Teaching in English	58, 103	NBEA Award of Merit	120
Master of Business Administration (M.B.A.)	8	Network Acceptable Use Policy	111
Master of Education (M.Ed.).....	9	New Student Orientation.....	125
Master of Fine Arts (M.F.A.)	9	Nonfiction Writing Specialization	57
Master of Science (M.S.).....	9	O	
Mathematics Curriculum	67	Off-campus Employment.....	20
Merit Based Aid for New Students.....	14	Office of Disability Services	29
Message from the President	1	OneCard	24
Middle School Mathematics Education Curriculum	68, 100	Operations and Project Management Curriculum	90
Middle School Science Education Curriculum	70, 101	Orientation, New Student	125
Miles, John and Betty, Scholarship	17		

P	
Payment of Tuition	24
Payment of University Bills	23
Peer Advising	28
Pell Grant	19
Perkins Loan Program	19
Personal Computer Software	111
Personal Interviews and Campus Tours	12
Phi Delta Psi Fraternity Scholarship	17
Phi Theta Kappa Honor Society	120
Phi Theta Kappa Transfer Scholarship	15
Plagiarism	110
PLUS Loans	20
Policies	109
Pre-Law Certificate Program	37
Pre-MBA Program	37
President's List and Dean's List	119
Presidential Scholarship	14
Privacy of Student Records	108
Psi Chi Honor Society	120
Psychology Curriculum	68
Public Safety	123
Public Service Curriculum	61
Q	
Qualitative Measure	21, 26
Quantitative Measure	21, 26
Quantitative Studies, Operations and Project Management	90
R	
Readmission	13, 116
Records, Privacy of Student	108
Registration	47, 112
Repeating Courses	109
Requirements for Completion	31
Requirements for NH Teacher Certification	97
Reserve Officers Training Corps	35
Residence Life	124
Residency Requirements	118
Residential Learning Communities	125
Restaurant and Beverage Management	87
Retailing Curriculum	91
Ritzenthaler, Dr. Jeannette A., Scholarship	17
Rolling Admission	11
Ronald L. Woodward Memorial Scholarship	18
ROTC	35
ROTC Scholarships	35
Russell, Timothy, Study/Travel Scholarship	17
S	
Satisfactory Academic Progress	26
Scholarships	14
Scholastic Standing	109
School of Business Programs	77
School of Business Scholarship Fund	17
Scott Caswell Memorial Scholarship	16
Secondary Education	101
Section 504 Compliance and ADA Compliance	29
Self-Identification and Documentation of Disabilities	29
Service and Community Involvement	125
Services to Students With Disabilities	29
Shapiro, Gertrude C., Scholarship	17
Shapiro Library	27
Sibling Grant	14
Sigma Tau Delta Honor Society	120
Skills USA Scholarship	15
Smith, Mildred K./Helder Biesek, Scholarship	16
SNHU 101 Details	33
SNHU Advantage Program	32
SNHU Experience	32
Stafford Loans	19
Student ID card	26
Social Studies Education Curriculum	62, 104
Solicitation Policy	125
Special Academic Options	37
Special Academic Programs Admission	11
Special Education Curriculum	106
Special Topics Courses	127
Specialized M.B.A.'s	8
Sport Management Curriculum	91
Standardized Testing Programs	114
State Student Incentive Grant (SSIG)	19
Student Ambassador Fund	17
Student Center	125
Student Exchange Courses	34
Student Government Association	122
Student Initiated Withdrawals	26
Student Life and the Student Center	125
Student Records, Privacy of	108
Student Teaching	97
Study Abroad	34
Supplemental Educational Opportunity Grant (FSEOG)	19
T	
Teacher Certification Program	97
Technical Management Curriculum	92
Teloian Scholarship Fund	18
Test Optional	10
Testing of Students with Disabilities	117
Third Party Direct Billing	25
Three Year Option in Creative Writing	57
Timothy Russell Study/Travel Scholarship	17
Tony Lambert Memorial Fund	17
Transcript Request	109
Transfer Admission	11
Transfer Credit Evaluation Process	12
Transfer Credits	115
Transitional Bridge Program	31
Tremblay/Eldridge Scholarship Fund	18
Trueheart, William, Scholarship	18
U	
Undergraduate Admission Criteria	10
UNIQUE Allocation and Endowment Grants	19
University Honors Program	33
University Honors Program Applicants	11
University Initiated Withdrawals	25
University Wide Fees	23

V

Van Hyland, Martha, Scholarship18
 Vietnam Veterans Fund.....18

W

Wellness126
 Wellness Housing124
 William S. Green Scholarship16
 William Trueheart Scholarship18
 Withdrawal and Proration of Fees Policy(Undergraduate Day)23
 Withdrawal from Class115
 Withdrawal from Southern New Hampshire University115
 Withdrawal Refund Policy.....26
 Women Associates Scholarship18
 Women’s Faculty Scholarship15
 Woodward, Ronald L., Memorial Scholarship.....18
 Work Study Program (FWSP)20

Z

Zimmermann, Christine, Memorial Scholarship Fund18



Building Directory

- | | | |
|---------------------|------------------------|------------------------|
| 1. Athletic Complex | 14. Student Center | 26. Cranmore |
| 2. New Castle Hall | 15. Shapiro Library | 27. Attitash |
| 3. Greely | 16. Belknap | 28. Hillsboro |
| 4. Whittier | 17. Robert Frost Hall | 29. Rockingham |
| 5. Winnepesaukee | 18. Campbell House | 30. Central Receiving |
| 6. Merrimack | 19. Morrissey House | 31. Facilities Complex |
| 7. Ossipee | 20. Ford House | 32. Webster Hall |
| 8. Kearsarge | 21. Dining Center | 33. Webster House |
| 9. Spaulding | 22. Academic Building | 34. Madison House |
| 10. Winnisquam | 23. Hospitality Center | 35. Lincoln |
| 11. Chocorua | 24. Washington Hall | 36. Conway |
| 12. Exeter Hall | 25. Sunapee | 37. Hampton |
| 13. Stark Hall | | 38. Windsor |

Parking Directory

- | | |
|---|---------------------------------|
| W Resident Students Only (West of N. River Road) | SDX Sodexo Employees Only |
| C Commuter Students, Staff/Faculty, Visitors Only | S/F Staff and Faculty Only |
| E Resident Students Only (East of N. River Road) | * No Parking Midnight to 6 a.m. |
| L Handicap and Loading | |
| F Resident Freshmen | |

Points of Interest

- a Campus Store
- b New Hampshire Writer's Project
- c Office of Undergraduate Admission
- d One Stop
- e Post Office
- f Public Safety
- g Residence Life
- h Wellness Center
- i World Affairs Council

How to get to Southern New Hampshire University

From I-93 (Boston area)

Take exit 9N, follow road (US 3/RT 28) to first set of lights. Take a left at the lights onto West Alice Drive, which becomes Donati Drive at the sharp curve. Follow Donati Drive to the end, and then take a right at the stop sign onto Bicentennial Drive. Follow Bicentennial Drive to the stop sign, and then take a right onto North River Road. The university is located 1/4 mile on the left, after the overpass.

From New Jersey and New York City (4-6 hours)

Take the George Washington Bridge in New York City to I-95N to I-91N to I-84E in Hartford, CT. Take I-84E to I-90E to I-290E to I-495N to I-93N. (Follow directions from I-93)

From Bangor, ME (5 hours)

Take I-95S (Maine Turnpike) to exit 2 (Exeter/Hampton) to RT 101W. Pass exit 1 and bear right (toward Concord) onto I-93N. (Follow directions from I-93)

From Hartford, CT (2 1/2 hours)

Take I-84E to I-90E to I-290E to I-495N to I-93N. (Follow directions from I-93)

From Worcester, MA (1 1/4 hours)

Take I-290E to I-495N to I-93N. (Follow directions from I-93)

From the North (I-93)

Take I-93S, bear right after the Hooksett tolls; continue onto I-93S to exit 9N. (Follow directions from I-93)

From the Everett Turnpike/RT 3 (Nashua, NH; Lowell, MA)

Take RT 3N to I-293N to exit 6. Bear right off the exit, go through one set of lights and move to the left lane as you cross over the Amoskeag Bridge. Turn left at next set of lights (Elm Street); turn left at next set of lights (Webster Street); then turn right onto River Road. Follow River Road, which becomes North River Road, for 2 miles to the university.



Southern New Hampshire University
2500 North River Road
Manchester, NH 03106
www.snhu.edu

Bound Printed Matter

snhu.edu
on campus. on location. online.