

# **Southern New Hampshire University 2013-2014 Graduate Catalog**

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**Published August 1, 2013**

# Welcome to Southern New Hampshire University

## Message from the President

It gives me great pleasure to present to you the Southern New Hampshire University catalogs. A university catalog offers a comprehensive overview of the variety of programs and classes offered both on campus and online. I'm particularly excited to present this year's editions to you as they represent the first time that we have moved to a new electronic catalog management system which contains information about our history and mission, our services and outreach, our facilities and the many opportunities we provide students for meeting their life and career goals as well as a new mobile app.

It's certainly an exciting time to be a student at SNHU. This year, Fast Company named us the 12<sup>th</sup> most innovative organization in the world in its World's 50 Most Innovative Companies. We ranked with such heavy-hitters as Apple, Google and HBO and were listed ahead of such industry giants as the National Football League, Starbucks and LinkedIn. We achieved such accolades on the basis of our Center for Online and Continuing Education which is now the largest online-degree provider in New England as well as for carrying out our core mission of providing access. One great example is our campus-based College Unbound program which connects a dozen first-generation students, drawn largely from the Big Picture network of charter schools, to design their own learning plans around internships, spending as much time in the world as in class and earning their bachelor's degree in just three years.

In addition, we are currently in the midst of a project to build a new Library/Learning Commons which will create a vibrant learning space on campus which will not only house the library but also media services, instructional support, IT help desk, faculty development and The Learning Center. A new 300 bed dorm is also in the construction phase.

SNHU continues to give you more options to complete your degree than almost any other institution. You can blend traditional on-campus courses with wholly online courses or take a mix in one of our hybrid courses. With a number of centers besides the main campus, you can access courses in a place most convenient to home or work and at a competitive cost.

We welcome you to explore all that we have to offer. We think that you'll find us to be an exciting institution that is dedicated to helping you make the most of your potential and committed to providing the types of programs that make all of your career aspirations possible. Best wishes and we hope that you can be part of the excitement of an SNHU education soon!

Sincerely,

Paul J. LeBlanc  
President

## Catalog Content Subject to Change

These publications are certified as true and correct in content and policy as of the date of publication. The university, however, reserves the right to make changes of any nature in programs, calendar, or academic schedules whenever these are deemed necessary or desirable, including changes in policies and procedures, course content, class rescheduling, and the cancelling of scheduled classes or other academic activities.

# 2013-2014 Graduate Catalog

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# Academic Calendars

## Academic Calendar - Graduate Programs

### Term 1 - 13TW1

Classes Begin	Mon. Sept. 23, 2013
Holiday	Thanksgiving Break (Nov. 25-Dec. 1)
Classes End	Sun. Dec. 15, 2013

### Term 2 - 14TW2

Classes Begin	Tue. Jan. 7, 2014
Spring Break	Mon.-Fri. Mar 3-7, 2014
Classes End	Sun. Mar. 30, 2014

### Term 3 - 14EW3

Classes Begin	Mon. Mar. 31, 2014
Holiday	Memorial Day (May 26)
Classes End	Sun. June 15, 2014

### Term 4 - 14TW4

Classes Begin	Mon. June 16, 2014
Holiday	Independence Day (July 4)
Classes End	Fri. Aug. 29, 2014

## Academic Calendar – College of Online and Continuing Education (COCE) Undergraduate Programs

### Term 1 - 13EW1 (8 weeks)

Classes Begin	Tue. Sept. 3, 2013
Classes End	Sun. Oct. 27, 2013

### Term 2 - 13EW2 (8 weeks)

Classes Begin	Mon. Oct. 28, 2013
Holidays	Thanksgiving (Nov. 28/29)
Classes End	Sun. Dec. 22, 2013

### Term 3 - 14EW3 (8weeks)

Classes Begin	Tue. Jan. 7, 2014
Classes End	Sun. Mar. 2, 2014

### Term 4 - 14EW4 (8 weeks)

Classes Begin	Mon. Mar. 3, 2014
Holiday	Easter (Apr. 20)
Classes End	Sun. Apr. 27, 2014

### Term 5 - 14EW5 (8 weeks)

Classes Begin	Mon. Apr. 28, 2014
Holiday	Memorial Day (May 26)
Classes End	Sun. June 22, 2014

### Term 6 - 14EW6 (8 weeks)

Classes Begin	Mon. June 23, 2014
Holiday	Independence Day (July 4)
Classes End	Sun. Aug. 17, 2014

### CE Summer Day Term A -

14EW5 (6 weeks)

Classes Begin	Mon. May 12, 2014
Holiday	Memorial Day (May 26)
Classes End	Sun. June 22, 2014

**CE Summer Day Term B -**

14EW6 (6 weeks)

Classes Begin	Mon. June 23, 2014
Holiday	Independence Day (July 4)
Classes End	Sun. Aug. 3, 2014

**ESL Term Dates****Term 1-A**

Classes Begin	Tues. Sept. 3, 2013
Classes End	Fri. Oct. 25, 2013

**Term 1-B**

Classes Begin	Mon. Oct. 28, 2013
Classes End	Tues. Dec. 17, 2013

**Term 2-A**

Classes Begin	Mon. Jan. 6, 2014
Classes End	Fri. Feb. 28, 2014

**Term 2-B**

Classes Begin	Mon. Mar. 10, 2014
Classes End	Tues. Apr. 29, 2014

**Term 3-A**

Classes Begin	Mon. May 5, 2014
Classes End	Fri. June 20, 2014

**Term 3-B**

Classes Begin	Mon. June 23, 2014
Classes End	Fri. Aug. 8, 2014

**Statement Regarding Varied Program Calendars**

*PCMH and Field-based On Location M.Ed. calendars are issued by the VT Center.*

## **General Information**

### **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.

### **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.

### **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.

## 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; Robert Frost Hall, which houses the museum-quality McIninch Art Gallery; 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, Webster Hall, which houses the Trading Room, a simulated stock trading room. 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 80 years. Among its many recent acknowledgements, SNHU was named this spring as the 12th most innovative company in the world on Fast Company's list of World's 50 Most Innovative Companies, and by U.S. News and World Report as a Tier 1 institution. 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 2,500 traditional, full-time undergraduate day students and about 14,000 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 (expires 12/31/2013)
- Association of Collegiate Business Schools and Programs
- 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 is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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. In addition, construction on a new Learning Commons is scheduled to begin in the next 12 months. The Commons will offer a space better suited to students' social and collaborative learning styles.

# Degrees Offered

## Accounting

- Accounting Accelerated Track, B.S. to M.S.
- Accounting Graduate Certificate
- Accounting, M.S.
- Accounting/Finance, M.S.
- Forensic Accounting and Fraud Examination Graduate Certificate

## Business

- Business Administration, M.B.A.

## Communication

- Communication, M.A.

## Community Economic Development

- Community Economic Development, M.S.

## Community Mental Health

- Community Mental Health and Mental Health Counseling Certificate Program
- Community Mental Health and Mental Health Counseling, M.S.

## Education

- 5Year Elementary Education, M.A.T.
- 5Year Special Education, M.A.T.
- Business Education – Certification 7-12
- Child Development, M.Ed.
- Curriculum Administrator Certification
- Curriculum and Instruction, M.Ed.
- Early Childhood Education – Certification PreK–3
- Education Technology Integration Specialist Certification
- Educational Leadership – Principal Certification
- Educational Leadership, Ed.D.
- Educational Studies, M.Ed.
- Elementary Education – Certification K-8
- English for Speakers of Other Languages (ESOL) Education – Certification K-12
- Field-based Graduate Program in Education
- Reading and Writing Specialist, M.Ed.
- School Business Administrator Certification
- Secondary Education – English or Social Studies Certification 5-12
- Special Education, M.Ed.

## English

- Creative Writing in Fiction and Nonfiction, M.F.A.
- English, M.A.T.
- English and Creative Writing, M.A.
- English, M.A.

## Finance/Economics

- Finance Graduate Certificate
- Finance, M.S.
- International Finance Graduate Certificate

## Healthcare/Nursing

- Healthcare Administration, M.S.M
- Nursing, M.S.
- Patient Safety and Quality Graduate Certificate

## Information Technology

- Information Technology Graduate Certificate
- Information Technology, M.S.

## Institute for Language Education

- Teaching English as a Foreign Language, M.S.

## International Business

- International Business Administration, I.M.B.A.
- International Business and Information Technology Graduate Certificate
- International Business Graduate Certificate
- International Business, Ph.D.

## Justice Studies

- Cybersecurity Graduate Certificate
- Justice Studies, M.S.
- Public Administration Graduate Certificate
- Terrorism and Homeland Security Graduate Certificate

## Marketing

- Marketing Graduate Certificate
- Marketing, M.S.
- Social Media Graduate Certificate

## **Organizational Leadership**

- Human Resource Management Graduate Certificate
- Leadership of Non-Profit Organizations Graduate Certificate
- Organizational Leadership, M.S.

## **Psychology**

- Psychology, M.S.

## **Quantitative Studies, Operations and Project Management**

- Operations and Project Management, M.S.
- Operations and Supply Chain Management Graduate Certificate
- Project Management Graduate Certificate
- Quantitative Analysis Graduate Certificate
- Six Sigma Black Belt Graduate Certificate

## **Sport Management**

- Athletic Administration Graduate Certificate
- International Sport Management Graduate Certificate
- Sport Management Graduate Certificate
- Sport Management, M.S.

# Graduate Policies

## Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit to the university registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## Guidelines for Certificate Programs

### Prior Credits

Students may transfer credits from other accredited institutions for courses in which a minimum grade of "C-" was earned. Official transcripts should be submitted for analysis prior to 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 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.

## Grades and Grading

### Level of Achievement Expected

A student must complete the prescribed courses and required credit hours of his or her program of study and earn a minimum overall GPA of 3.0, with no more than two grades of "C+" or lower, to qualify for a graduate degree.



## Grading System

In determining grades at the university at the graduate level, the following grade system is used:

### Common Grading Scales

#### UC-COCE Graduate Grading Scales

Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
F	0-72	0.00

Audit	AU
Courses Still in Progress	X
Credit	CR
Incomplete	I
Incomplete/Failure	IF
Satisfactory	S
Transfer Credit	T
Unsatisfactory	U
Withdraw	W

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 prior to the final day of the term/semester. The petition will specify a deadline by which the course work must be completed.

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.

Grades recorded for all courses completed prior to the awarding of a graduate degree are used to calculate a student's cumulative grade-point average, except in the case of the first grade earned for a course that was repeated. In addition, the policy limiting the number of "C+" or lower grades that may be earned in one's program applies to all courses completed prior to the awarding of a degree.

## Grade Change Policy

Once submitted to the Office of the University Registrar, grades are considered final and may not be changed. Exceptions only apply if the faculty member who submitted the grade determines upon further review that a calculation or numerical error was made in assigning the original grade or if a letter grade is being assigned in place of an incomplete.

## Scholastic Standing

The Graduate Scholastic Standing Committee exists to help Southern New Hampshire University graduate students in their pursuit of scholastic excellence and to help them reach the required standards of achievement as published in this Graduate Catalog. This policy applies to all graduate programs with the exception of the Master of Fine Arts (M.F.A.) that uses a Satisfactory/Unsatisfactory (S/U) grading process. M.F.A. students will be monitored by the program coordinator and School of Arts and Sciences dean. (See M.F.A. policy below.)

To achieve these goals and working closely with each SNHU graduate program, the Graduate Scholastic Standing Committee meets twice a year (during the months of June and January) to review student academic progress. Committee members review and act upon students recommended for academic dismissal. The committee also reviews all petitions for re-admission to the university and recommends action to the VPAA for final dispensation.

**POLICY:** *A student must complete the prescribed courses and required credit hours of his or her current program(s) of study and earn a minimum cumulative grade point average (CGPA) of 3.0, with no more than two grades of "C+" or lower, to qualify for a graduate degree.*

Scholastic standing is generally classified as follows (these are the minimum university standards that apply across all graduate programs):

1. **Scholastic Warning (SW)**

A student is placed on scholastic warning if s/he earns a cumulative GPA of less than 3.0 for two (2) consecutive terms. Students will be expected to increase GPA to 3.0 as soon as possible. Upon achieving a 3.0 GPA, the student will be removed from SW.

2. **Academic Probation (AP)**

Students remaining on SW at the time of the second scholastic standing review will be placed on AP. A student placed on AP is restricted from registering until he/she contacts the appropriate office, as designated by AP letter, to request the registration hold be lifted.

3. **Dismissal**

A student placed on AP who fails to reach a 3.0 after a time determined by the school and program will be academically dismissed.

4. **Re-admission**

Students dismissed from Southern New Hampshire University for academic causes may petition to be readmitted when scholastic evidence can be presented that indicates graduate university work can be successfully resumed.

## Grades and Scholastic Standing (M.F.A. Program Only)

Grades assigned for the residency and correspondence semesters are satisfactory/unsatisfactory. These are recorded by the faculty and available on my.SNHU after each residency and each semester. Students will receive a detailed evaluation from their instructors, via email and shared with the director, narrating the student's progress, identifying strengths and weaknesses, and making recommendations for future study and writing.

A grade of unsatisfactory will be assigned for the following: a second failure, within the same semester to turn in their packet on time; consistently poor quality of work; consistently insufficient quantity of work (i.e., thirty formatted pages per packet); plagiarism; or consistent failure to meet the overall standards for academic performance. A student who receives a grade of unsatisfactory must repeat the semester in order to receive credit for it. The MFA program does not issue grades of "incomplete."

Two grades of unsatisfactory will cause immediate academic dismissal from the program and from Southern New Hampshire University.

## Grading System (Department of Nursing Only)

Students completing a graduate nursing program must earn a minimum of a "B-" grade in all nursing courses. Grades below a "B-" in nursing courses cannot be counted towards a graduate degree in nursing.

## Graduate Academic Warnings and Probation (Department of Nursing Only)

Given the different academic requirements of the nursing program, a distinct system of academic warnings and "probation" has been established for this program. Refer to the Nursing Handbook for the program details.

## Graduate Certificate Requirements

Successful completion of a Certificate Program requires that the student earn a cumulative GPA (CGPA) of at least 3.0; no more than one grade of "C" or "C+" may apply toward program completion.

## Graduate Certificate Requirements (PCMH Program)

Students seeking to complete the PCMH Certificate Program must earn 22 credits, complete a 100-hour practicum, and one approved 300-hour pass/fail internship. The student must earn a cumulative GPA (CGPA) of at least 3.0 and no more than one grade of "C" or "C+" may apply toward certificate completion. Students must complete the program within four calendar years of acceptance.

## Graduate Degree Requirements

To qualify for a graduate degree, a student must complete the prescribed courses and required credit hours of his or her current program(s) of study and earn a minimum cumulative grade point average (CGPA) of 3.0, with no more than two grades of "C" or "C+."

## Academic Renewal

A graduate student may apply for academic renewal after a minimum of a 6-month break in enrollment; and only when the student is changing programs. Any courses that were part of a previously conferred degree or certificate are not eligible for academic renewal.

Academic Renewal is granted at the discretion of the Graduate Scholastic Standing Committee. Academic Renewal will only be granted once in the student's graduate academic career at SNHU and cannot be reversed.

When students are granted Academic Renewal, the credit for courses with grades below "B-" is forfeited and the associated grades are excluded from the grade point average calculation. Courses with grades of "B-" or above will remain intact; their grades and credit will continue to be included in all credit and GPA calculations.

NOTE: Academic Renewal does not nullify policies restricting the age of coursework or time limits on program completion. It also does not affect calculations utilized by financial aid to determine satisfactory academic progress.

## 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 where a student consents to release his or her transcript to another party, the Office of the University 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 on my.SNHU or printed from the university's website and mailed to:

Office of the University Registrar  
Southern New Hampshire University  
2500 North River Road  
Manchester, NH 03106-1045

Transcript requests can be faxed to the Office of the University Registrar at 603.629.4647, however, transcripts **will not** be released over fax lines or through e-mail.

# University Policies

## Academic Honesty

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. The university will not condone such activities as plagiarism and cheating. 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 acknowledgment. For examples of how to correctly document sources, refer to Robert C. Craven's "Citation Styles - An Introduction" at the Guides link on the Shapiro Library web page [libguides.snhu.edu/introduction\\_to\\_citationstyles](http://libguides.snhu.edu/introduction_to_citationstyles).

Cheating includes giving or receiving 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 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 an instructor's office.
- Sharing exam information, including a copy of the exam, with another student who has not taken the exam.
- 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.

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 the report to the Office of the Registrar for placement in the student's personal file. A student who is dissatisfied with the instructor's decision may appeal to the Dean. The Dean will investigate the incident and make a decision within five days of the student's appeal. A student also has the right to appeal the Dean's decision to the Vice President for Academic Affairs. The Vice President will make a final decision regarding the incident within 10 days of the appeal.

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. A third offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

## 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 Policy

It is the responsibility of each student to attend all of the scheduled class meetings in a given course. Faculty members may withdraw a student because of absence from class. In those circumstances when students cannot attend a scheduled class, they must understand that the faculty member is not obligated to excuse the absence, and such absences may result in withdrawal.

## 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, assignments 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 the Vice President for Academic Affairs.

## Academic Complaint

If a student has a complaint about an instructor or course, the student should speak first to the instructor. College of Online and Continuing Education students should then speak to the Center Director. 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 the student is still not satisfied, then he or she should speak to the school Dean.

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.

## Student Initiated Withdrawals

Students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Students may withdraw from courses at any time during the second through sixth week of the graduate term with the course grade of "W". Any withdrawals after the sixth week of the graduate term may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter), and must be approved by the academic advisor. Withdrawals are not permitted, under any circumstance, in the last week of any term.

All withdrawals must be submitted online via the COCE withdrawal form located at [www.snhu.edu/648.asp](http://www.snhu.edu/648.asp).

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.

When you withdraw from a course, a course grade of "W" is issued. The course will show up as 3 credits attempted but zero credits earned in your academic records. This could have implications in terms of your Satisfactory Academic Progress or your Scholastic Standing with SNHU. Students who do not maintain Satisfactory Academic Progress will experience an impact on Financial Aid eligibility. Withdrawal from a course will likely impact your eligibility for financial aid for the current term as well as future terms. Be sure to discuss these concerns with your academic advisor.

## 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.

## Withdrawal from Southern New Hampshire University

Students may withdraw from the university by obtaining a withdrawal form from the student's advisor or in the Graduate Enrollment Office in Webster Hall, and obtaining all necessary signatures. International students may obtain forms and begin the process in International Student Services (ISS) in Belknap Hall. Merely ceasing to attend classes does not constitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the appropriate office 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.

No adjustments to account balances will be made nor will withdrawal disputes be considered after 30 days from the end of the term 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 re-admission. If expelled from the university, the student will not be allowed on campus.

## 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 Information

Prospective graduates must submit a petition to graduate to the Office of the University Registrar in accordance with the following deadlines:

- by January 1 for an April, May or June conferral;
- by April 1 for a July, August or September conferral;
- by July 1 for an October, November or December conferral;
- by October 1 for a January, February or March conferral;

Students may petition to graduate online via my.SNHU. A Petition to Graduate fee will be applied to the student account upon petition submission.

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 to their academic advisors.

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 and all athletic equipment must be returned.

No caps and gowns will be released unless all account charges are paid.

## Participation in the 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:

- All but six credits or fewer of actual coursework are not completed but are expected to be completed by August 31 (or end of Term 4), following the May ceremony.
- All graduation requirements can be completed by August 31 (or end of Term 4), following the May ceremony.
- As of the petition date, the student's cumulative grade point average is 3.0 or higher for graduate students.

Students meeting the aforementioned criteria must submit a Petition to Graduate before March 15. Diplomas are awarded only after all requirements have been met.

**Appeal Procedure:** Exceptions to the policy are handled on a case-by-case basis by the Office of Academic Affairs.



## Support

The university recognizes that effective teaching and personal development go hand-in-hand and therefore champions academic support services and student affairs as integral parts of life in the university community.

To assist in the growth, development and academic success of its students, Southern New Hampshire University has established resources and services that enhance the learning environment and assist students in broadening their educational horizons.

## Harry A. B. and Gertrude C. Shapiro Library

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 120,000 paper and electronic books; online access to theses and dissertations; access to the contents of 53,146 online journals; and more than 139 proprietary databases. In addition, SNHU faculty and student research is now being collected online in the institutional repository, the SNHU Academic Archive.

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. This is facilitated by the Off-Campus Library Services (OCLS) which 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.

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 SNHU Centers and cohort locations and may be introductory or tailored to specific subjects and disciplines.

The Shapiro Library features:

- Twenty-one 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 and scanning machines
- Eighteen laptops available for loan within the library
- The Pantano Art Gallery spotlighting New England artists

The library's online gateway can be accessed from the university's portal at [my.snhu.edu](http://my.snhu.edu).

## 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](http://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

The university makes no pre-admission inquiry about an applicant's disability. 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](http://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), as amended, 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  
c/o Wellness Center  
Southern New Hampshire University  
2500 N. River Road  
Manchester, NH 03106-1045  
603.645.9679 or Fax 603.645.9711

### Grievance Procedure Steps:

1. The university encourages the informal resolution of concerns and will assist any individual with that process. The university is also committed to the prompt investigation and resolution of concerns pertaining to the civil rights of individuals attending the university, employed by the university or participating in university functions, of which it is aware regardless of the filing of an actual complaint. If an individual is dissatisfied with that resolution attempt or wishes to forego an informal resolution, an individual may follow the more formal process below.

2. A complaint must be filed in writing, contain the name and address of the person filing it and describe the alleged violations of the regulations with specific factual information. The Compliance Officer will provide assistance to any person whose disability interferes with filing a grievance in writing.
3. A complaint must be filed within 30 working days of the alleged violation.
4. 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.
5. 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.
6. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.
7. 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. The ADA/504 Compliance Committee will render a final decision within 20 working days of receipt of the complainant's request for reconsideration.

These rules will be construed to protect the substantive rights of interested persons, meet the appropriate due process standards and ensure that Southern New Hampshire University complies with the ADA, as amended, and Section 504 and their implementing regulations. Any of the above time frames for the university may be extended if the university determines there are extenuating circumstances. Examples of extenuating circumstances include university holidays and vacations, witness unavailability and circumstances outside the control of the university. Under such circumstances, the ADA/504 Compliance Officer will notify the complainant in writing as to the delay and a projected date for resolution.

## Media Services Center

A separate but functionally integrated wing of the library contains the Media Services Center. The center provides video recording and streaming of events, sound, lighting, and video post-production for use in classroom instruction and group functions. Computer-edited videos, transparencies and presentations are produced by students and faculty with assistance from the Media Services team.

Included within the center are video editing workstations, recording space, and a media library. The library consists of educational and feature film DVD's, videotapes and audio CD's, which can be reviewed by students and faculty.

## 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 both wired and wireless Internet connections. Every classroom also has access to a wireless network.

Resident students are provided cable TV service and (upon request) telephone and voice-mail service. The my.SNHU system is used by students to search and register for courses, view grades, add/drop courses, view announcements, view their calendars, and perform other procedures. Policies that govern technology use at SNHU can be found in my.SNHU.

The Blackboard™ system is used for many online and hybrid courses to manage and deliver coursework.

A technology 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 Arts and Sciences, 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 Institute for Language Education at 603.668.2211, ext. 3108.

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.

### **ILE Scholastic Standing Committee**

Effective January 1, 2013, a new Scholastic Standing Committee was established by the Institute for Language Education (ILE) to address issues with underperforming students. The committee has the authority to issue Academic Warnings, but will forward recommendations for Academic Suspensions or other sanctions to the appropriate (graduate or undergraduate) University Scholastic Standing Committee which will make a final decision on such cases. As with other scholastic Standing Committees, the ILE-SSC will create its own internal processes, referring periodically to the PAC for guidance.

## **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. Graduate ESL students earn three credits per semester (with a maximum of six credits), but this credit is added onto the degree requirements.

The goal of the ESL Program 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.

## Center for Community Engaged Learning

The Center for Community Engaged Learning received the Carnegie Foundation Community Engagement Classification in January 2011. The Center, created in 2005 largely in response to growing student interest in service, has grown from a staff of one full time professional focused solely on volunteerism to a staff of three full time employees and a student staff of more than 20 who support curricular and co-curricular community engagement. Student leadership is at the core of the Center's management with students coordinating the majority of the initiatives with the guidance of professional staff. The Center's fundamental purpose is to engage and empower students to be active citizens.

Much of the Center's focus is to support curricular engagement through traditional service learning; service addressing real community needs that is reciprocal in nature where community partners are engaged in student learning and includes reflection to help students. In an effort to expand our curricular opportunities for community engagement, in January 2012 we will launch our community based research initiative; research projects using our academic expertise to assist with community challenges and/or assisting community partners with assessing their effectiveness. The Center works with faculty around course redesign to integrate service to meet rigorous course learning objectives. In addition, through student service learning coordinators, the Center provides an infrastructure to support the logistics related to student site placement and reporting.

The Center's co-curricular opportunities vary in commitment and scope focusing on direct service as well as advocacy and awareness. Weekly "one time" service experiences provide easily accessible entry points into service. These are designed as stand-alone service projects offered at varying times to meet a wide range of community needs. Longer term opportunities are available through the community service work study program, alternative breaks, or through taking on a leadership role in the Center. Awareness and advocacy efforts are part of the planning of each of our initiatives, but are also the driving force behind our three annual awareness weeks: Hunger and Homelessness Week, Human Rights Awareness Week and Earth Week. In an effort to continually meet community needs and student interest, our programs and services are continually evolving.

## Transitional Bridge Program

This program consists of GLS 470 GLS 471 GLS 472: Graduate Language Studies. This series of three integrated courses prepares international students for the academic tasks required in American university graduate coursework.

- Students with a qualifying language proficiency test score of TOEFL 550 PBT/79-80 IBT or 6.5 IELTS are not required to take GLS, but it is highly recommended they do so. An advisor can discuss this with the student.
- Conditionally accepted students with a language proficiency test score of TOEFL 530 PBT/71 IBT or 6.0 IELTS are required to take the GLS series of three courses.
- Conditionally accepted students enrolled in our Intensive English Program who have completed the advanced level and have met other department goals are required to take the GLS series of three courses.
- Students who are required to take the GLS series of three courses must remain enrolled in all three courses during the term to maintain full-time study requirements.
- Students who are recommended or choose to take one GLS course and one other grad course must see their advisor for a reduction in course load.
- The GLS series, if required, must be taken during the first term of graduate school.

- If a student required to take to take GLS fails any of the three GLS courses, the student must repeat the failed course(s) in the next term. If a student fails two GLS courses, they must repeat the two failed courses in the next term and only be enrolled in these two courses. If a student fails one GLS course, they must repeat the one failed course and may take only one graduate course in the next term. Again, taking only 2 courses when one is a GLS course requires a reduction in course load. See your advisor about this.
- Only students who have applied and been accepted into graduate school may enroll in the GLS series.

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

## 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/files/pdfs/StudyAbroadDatashheet\\_Final.pdf](http://www.snhu.edu/files/pdfs/StudyAbroadDatashheet_Final.pdf).

# Admissions

## Admissions Requirements

Applicants who have earned a bachelor's degree or a graduate degree at an accredited institution in the United States or the equivalent of this degree from a comparable international postsecondary institution will be eligible for application to the university. The decision to admit an applicant to a program is based on a combination of criteria according to the requirements of the specific graduate program.

While many of our students have work experience in business or professional settings, we also encourage applications from students who are completing their undergraduate studies. Prospective students may apply for admission to the university during or after their final year of undergraduate study, but must supply proof of graduation before the end of the first term at Southern New Hampshire University.

In addition to the information in this section of the catalog, applicants need to refer to admission information that is specific to their chosen school or program of study.

## Non-English Documents

To assure full consideration, all documents not written in English must be accompanied by a literal English translation and submitted along with application materials. Certified copies of all certificates and/or diplomas must be included.

## The Application Process

- **Application Form:** Students are encouraged to apply on-line at [www.snhu.edu](http://www.snhu.edu). Applications may also be found on-line in PDF format suitable for printing.
- **Application Fee:** Application fees are required and may differ by program. See application for specific information regarding your program's application fee.
- **Personal Statement:** A personal statement or résumé as required by program.
- **Official Transcripts:** Official transcripts from all institutions previously and currently attended. This includes transcripts from institutions where credits were transferred. All transcripts are to be submitted in sealed envelopes from the original institutions. International students graduating from non-U.S. institutions may submit certified or attested copies. Southern New Hampshire University will order and pay for domestic transcripts for most programs once an application has been received.
- **Recommendation Forms:** Master of Fine Arts, Master of Science in Community Mental Health and Mental Health Counseling and the Ph.D. program require recommendations as part of the admission requirement. See your specific program for further details regarding the number and scope of recommendations. All recommendations must be submitted in sealed envelopes with the recommender's signature over the seal.
- **Certifications and Licenses:** Students must submit a copy of current teacher certification or other professional licenses held, if applicable.
- **Test Results:** The Ph.D. program requires official GMAT exam scores.
- **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 graduate enrollment whose native language is not English must demonstrate proficiency on a TOEFL test with a score of 80 or higher on the iBT, or a score of 550 or higher on the paper-based test. Equivalent proficiency may be demonstrated by a score of 79-80 on internet-based TOEFL or 6.5 on the IELTS test (7.0 for MS-TEFL students). Graduate students with iBT scores between 71-79 (530-550 on the paper-based test), or with an IELTS score between 6.0-6.5 (6.0-7.0 for MS-TEFL students) will be required to take a special English course. Other measures of English proficiency may be considered on a case-by-case basis.

Graduate students with TOEFL scores between 530- 550 (213 CBT) or IELTS scores between 6.0 and 6.5 will be required to take a special English course. Other measures of English proficiency may be considered on a case-by-case basis.

## Application Deadlines

Masters Degrees	Rolling Admission
Master of Fine Arts	April 7, Dec. 1
Doctoral Degree (Ph.D.)	April 1

## Application Fee

- School of Business Master's Programs require a \$40 application fee and Doctoral Programs require a \$100 application fee.
- School of Education Master's Programs require a \$40 application fee.
- Field-Based Master of Education and Advanced Certificate Programs require a \$40 application fee.
- School of Arts and Sciences M.S. Teaching English as a Foreign Language and Master of Fine Arts require a \$40 application fee.
- School of Arts and Sciences M.S. in Community Mental Health and Mental Health Counseling requires a \$40 application fee.

*Make checks payable to Southern New Hampshire University.*

*All application fees are non-refundable.*

## Required Tests

- Ph.D. applicants must take the Graduate Management Admission Test (GMAT).
- Non-native English language speakers must also submit official results of the Test of English as a Foreign Language (TOEFL). A minimum score of 80 on the iBT (550 on the paper-based test) is required by the university. The SNHU TOEFL code number is 3649.



## Interviews

Although interviews are not required as part of the admission process for all graduate programs at Southern New Hampshire University, we welcome students to visit the campus.

## Program Requirements

**ALL graduate programs require the following:**

- Completed application
- Completed bachelor's degree (master's for doctoral programs) from an accredited institution
- Application fee
- Official transcripts from all institutions of higher learning attended
- IETLS Score and TOEFL (International students only)

Applications are reviewed on a rolling basis unless otherwise noted.

## Additional Admission Materials by School or Program:

### College of Online and Continuing Education (COCE)

**Master of Science in Community Economic Development program only:**

- No minimum GPA
- Completed bachelor's degree
- Resumé
- \$40 application fee
- Two to four page typed personal statement describing work experience, goals and expectations at the master's level
- Two letters of recommendation for M.S. programs

**M.A. in English and Creative Writing**

- A statement of purpose: Essay of 200-500 words on why student is pursuing an M.S. in English and Creative Writing
- A creative writing sample of approximately 5-10 pages, double spaced (Research papers are not acceptable.)
- Writing must be entirely in the same genre (fiction, non-fiction, poetry or screenwriting)
- Genre can be independent of the genre the applicant chooses for his/her concentration
- Completed bachelor's degree
- \$40 application fee
- Professional resume

**School of Business**

- Minimum 2.75 GPA
- Completed bachelor's degree
- Resumé
- \$40 application fee

**Ph.D. in International Business program only:**

- Minimum 3.5 GPA
- Completed master's degree (preferably in business or international business)
- Graduate Management Admission Test (GMAT)
- Department chair/faculty interview
- 3 letters of recommendation
- Personal statement
- \$100 application fee
- Application deadline is April 1st

**School of Education**

- Completed bachelor's degree
- Minimum 2.75 GPA
- \$40 application fee
- Current resumé

*Note: Students who are accepted to one of the Master of Education programs leading to initial certification will subsequently apply to the School of Education Teacher Certification Program (TCP) sometime during their first four classes. At that time they will be required to submit passing Praxis I scores, recommendations from SNHU instructors, and a writing sample. Once accepted into TCP, students will complete the student teaching application process which then leads to the placement of students in their student teaching assignments.*

**Field-Based Graduate Program in Education**

- All applicants must have a teaching certificate, evidence of teaching experience, or access to a teaching situation
- External Critique of Professional Educational Activities
- Successful Completion of ProFile Seminar (first credit of 36 credits required for M.Ed. or 31 credits required for C.A.G.S.)
- \$40 application fee

**Ed.D. in Educational Leadership**

- A completed application form
- A written statement of purpose
- A face-to-face interview
- Two letters of recommendation
- Curriculum Vita/Resume
- Academic transcripts demonstrating evidence of undergraduate and graduate degree attainment
- \$100 application fee

## School of Arts and Sciences

### M.S.-TEFL program

- Resumé
- Completed bachelor's degree
- Minimum GPA 2.75
- \$40 application fee

### M.S. in Justice Studies

- Completed bachelor's degree
- \$40 application fee
- Resumé

### M.F.A. program

- Minimum GPA of 3.0. (preferably a B.A. in a humanities discipline, but all qualified applicants will be reviewed)
- 3 letters of recommendation from those capable of assessing your preparation to succeed in a low-residency M.F.A. program in writing
- 30 pages of manuscript double-spaced and numbered in the genre (fiction/non-fiction) you plan to study
- 800-1000 word personal statement describing your writing experience and your commitment to writing. Please include an assessment of why you are a good candidate for the M.F.A. program at SNHU
- \$40 application fee
- Application deadlines are April 7th and Dec. 1st

### Graduate Program in Community Mental Health and Mental Health Counseling

- \$40 application fee
- Two letters of reference
- An essay responding to items as described on the application form
- Resumé

### Non-Degree Students

Students who have earned baccalaureate degrees are permitted to undertake a maximum of two graduate courses (6 credits) at Southern New Hampshire University. Non-Degree seeking students must file an application with the Graduate Admission office and supply transcripts and other pertinent information in accordance with general graduate admission policies. Non-Degree seeking students must declare a program if wishing to continue graduate studies after completing six graduate credits.

## Transfer Credits

Graduate credits earned at accredited institutions in the last five years may be accepted to satisfy applicable program requirements at Southern New Hampshire University. A maximum of six (6) graduate credits may be transferred into any graduate degree program with a minimum grade of "B" per course, with the exception of the M.F.A. program which allows up to twelve (12) graduate credits. Only three (3) graduate credits may be transferred into any graduate certificate program or specialization. Students must submit official transcripts and a syllabus for each course. Southern New Hampshire University does not accept transfer credit for co-ops, capstones, internships or student teaching at other institutions. Grades earned at other institutions do not appear on Southern New Hampshire University transcripts, nor are they calculated in the student's overall GPA. Final approval of transfer credits rests with the school's associate dean or dean.

## Admission

Students who have met all of Southern New Hampshire University's program specific admission requirements may be admitted to a graduate program at SNHU. Some programs require students to complete graduate exams and/or foundational coursework in addition to graduate program requirements. See your specific program for details.

## Provisional Admissions

Provisional Admission indicates that a student's undergraduate GPA (Grade Point Average) is between 2.25 and 2.749 for Master of Business and Education students. The provisional qualification is lifted if a student achieves a grade of "B" or better in EACH of their first two courses. Not all programs accept provisional admission. See specific program requirements for details.

## Graduate Registration Process

Current graduate students may register for classes online using my.SNHU, Southern New Hampshire University's portal. My.SNHU also allows students to check grades, change address information and view schedules. Students may also register in person at each center location or via fax, or e-mail.

New students will work with an admission representative for guidance through the admission process and initial course enrollment. Following first term enrollment, students will be assigned an academic advisor for further program guidance.

## Full-time Status for Graduate and Doctoral Students

A graduate student is considered to be in full-time status when registered in at least six graduate credits in a term.

For students in doctoral programs, once they have reached dissertation status as determined by their respective program, they will be considered to be in full-time status as long as they are actively enrolled at SNHU.

## International students full-time study requirement and limitation of online courses

International students in F-1 and J-1 student status must be enrolled full time to maintain lawful presence in the U.S. For most graduate programs at SNHU, this means a minimum of six credits per term. Online classes are limited to one class per term counting toward your minimum full-time course load. Any classes taken over the minimum full-time course load may be in-class or online format. Because some graduate programs offered at SNHU may require more or less than six credits per term for a full course load, all students are strongly encouraged to meet with an academic advisor to determine the specific requirements of their program. NOTE: All reductions in a full course load for academic or medical reasons, as well as terms off, must be approved by the Center for International Exchange prior to the start of the term or class load reduction.

## Degree Requirements

### Ph.D. in International Business:

Students must:

- a. Complete a minimum of 36 credit hours of required doctoral level courses, and possibly up to 15 credit hours of master's level international business courses as prerequisites for the doctoral level courses
- b. Complete and satisfactorily pass all written/oral comprehensive examinations
- c. Submit and receive approval of dissertation topic
- d. Finalize and receive approval of dissertation research
- e. Complete with a GPA of 3.0 or higher

### Community Economic Development (CED):

#### M.S. in CED

Students must:

- a. Complete 36 credit hours, including all required courses and all needs for specializations if applicable
- b. Complete with a GPA of 3.0 or higher

## Time Limitations

All graduate and doctoral programs offered at Southern New Hampshire University must be completed within eight years, with the exception of the Manchester-based M.Ed. programs, which have a four-year time limit. M.Ed. students who require longer than four years to complete their degrees or combined program requirements will be required to accept the program plans in the graduate catalog in place at such time. Leaves of absence or requests for program changes do not extend the time limit. Students who require additional time to complete their degrees or combined program requirements will have their programs updated to the graduate catalog in place at the time of the extension.

## Initial Enrollment

An accepted student must enroll within one year of the date of acceptance. Those who fail to do so will be required to resubmit application materials and be readmitted. Readmission would require the student to satisfy program and degree requirements implemented after the original acceptance date.

## Leave of Absence and Reactivation

Students are not required to be enrolled in classes every term.

The time limit for completing degree requirements includes the terms during which students have not enrolled in courses.

For more information, contact your academic advisor if you plan to miss more than two consecutive terms.

## Academic Renewal

A graduate student may apply for academic renewal after a minimum of a 6-month break in enrollment; and only when the student is changing programs. Any courses that were part of a previously conferred degree or certificate are not eligible for academic renewal.

Academic Renewal is granted at the discretion of the graduate Scholastic Standing Committee. Academic Renewal will only be granted once in the student's graduate academic career at SNHU and cannot be reversed.

When students are granted Academic Renewal, the credit for courses with grades below "B-" is forfeited and the associated grades are excluded from the grade point average calculation. Courses with grades of "B-" or above will remain intact; their grades and credit will continue to be included in all credit and GPA calculations.

NOTE: Academic Renewal does not nullify policies restricting the age of coursework or time limits on program completion. It also does not affect calculations utilized by financial aid to determine satisfactory academic progress.

## Second Degrees

A student who wishes to earn a second master's degree through Southern New Hampshire University is required to take a minimum number of graduate courses beyond the first degree. The minimum number depends on the degrees being pursued. All other requirements in the second degree program also must be satisfied. Students considering this option should meet with an advisor to determine specific additional requirements.

International students seeking a second degree also must obtain a new visa eligibility certificate (I-20 or DS-2019). This ordinarily will require new statements of financial responsibility and a letter that authorizes the program change. Students should contact International Student Services for more details and specific requirements.

## Internships

Internships for graduate credit are available in selected programs to full-time and part-time graduate students who have completed at least 18 graduate credits. Internships must be started and completed within a single academic term. Each candidate must submit a formal internship application, a resume, and a letter of intent to the COCE Advising Office during the first two weeks of the term prior to the internship term to set the placement process in motion.

International students in F-1 status must have authorization from International Student Services prior to beginning their work experiences and must have completed nine consecutive months as full-time students. J-1 students must have recommendations and descriptions of training objectives from the school dean or their advisors in order to obtain sponsor approval for specific employment. J-1 students whose DS-2019s were issued by Southern New Hampshire University should contact International Student Services; other J-1 students should contact their sponsors.

## Student Teaching

Master of Education programs leading to initial certification culminate in a 16 week student teaching practicum and corresponding seminar. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from the teaching personnel at the participating school and by the Southern New Hampshire University faculty.

## **Practicum**

Students enrolled in non-certification Master of Education programs complete an action research practicum as a capstone experience. During the practicums students develop two educational products related to their field of study as a culminating application of the theories examined during the program.

# Financial Information

## One Stop

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

## Tuition and Expenses

### Master's Programs

(Unless otherwise listed)	\$1,881/3-credit course
SNHU Maine	\$1,125/3-credit course

### Doctoral Programs

Ph.D. in International Business	
(Full-time and Part-time)	\$4,596/800-level course
SNHU Online	\$1,881/course
PCMH	\$489/credit hour
Dissertation Colloquium	\$2,295/term

### Institute for Language Education applicable per ILE terms

English Second Language Tuition and Fees	
Tuition	\$2,880/term
Room & Board	\$3,725/term
Fees	\$96/term
Insurance	\$107/month

### Transitional Bridge Program Tuition and Fees

Tuition	\$2,967
Room & Board Fall & Spring terms	\$7,450
Room & Board Summer term	\$1,995
Insurance Fall & Spring terms	\$492
Insurance Summer term	\$246

### Graduate Language Studies

Tuition	\$1,881/term
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### Ed.D. in Educational Leadership

*Doctoral candidates will be admitted as part of a cohort.*

*Tuition and fees for the 2012 cohort are as follows:*

Year 1 Summer Intensive Fees	\$1,945
Year 1 Tuition	\$16,000



Year 2 Summer Intensive Fees	\$945
Year 2 Tuition	\$16,000
Year 3 Summer Intensive Fees	\$945
Year 3 Tuition	\$16,000
Dissertation Colloquium Fee (beyond year 3)	\$2,163

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

Summer Residency (2013)	\$1,095
Writing Intensive Sessions (2-5 months)	\$6,897 each
Winter Residency (2014)	\$1,095

**Room & Board***Campus Housing*

Dormitory	
Single:	\$5,006/term
Double:	
Winnisquam, Chocorua	\$3,410/term
Washington, New Castle, Hampton, Windsor	\$3,976/term
Apartments	
Eastside	\$5,006/term
Westside	\$4,044/term
Townhouses	\$4,044/term

*Campus Dining Plan*

Townhouse	\$735 to \$995/term
Residence Hall	\$1,155 to \$1,950/term

**Other**

Books & Materials	\$500-\$1,500/year
International Support Fee (Manchester Grad – first term only)	\$350
Activity Fee (One time, for Grad ESL only)	\$300
Activity Fee (ILE Term)	\$96
ILE Orientation Fee	\$50
PCMH Orientation Fee	\$486
Library Technology Fee (Vermont Center)	\$250
Parking Fees (depending on resident or commuter student status, Manchester Center)	\$100 to \$150/year
Master's Graduation Fee	\$150
Doctoral Graduation Fee	\$150*
Doctoral Dissertation Fee	\$412

\* Additional fees may be incurred for graduation gowns.

## Payment Policy

### 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](http://my.snhu.edu). Please log into my.SNHU 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](http://www.snhu.edu/9461.asp).

- Students who carry a balance past the start of the term will be charged 1.5% interest each month (18% annually) on the unpaid amount and will have their registration access put on hold, until their account balance is 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 account have not been paid in full.
- Students sent to an external collection agency will have significant additional fees as determined by the collection agency added to their account balance, will be responsible for all legal fees and/or costs; and the account delinquency status may be reported to the major credit bureaus.
- The Institutional Promissory Note will be used in the event of default of any payments and/or unpaid balance owed to the university.
- All former collections and bankrupt accounts 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 One Stop the necessary authorization and inform the office how the tuition payment will be handled.

### Finance Charges

Payment of all account charges is due by the term's official start date. However, if you choose to defer payment as outlined above or fail to make payment as required any outstanding balance will be subject to a finance charge of 18 percent annual rate, assessed monthly. Finance charges will be accrued on the daily outstanding balance as of the term's official start date and posted to the student account on the last day of the month. If the account balance is zero at the close of business on the last day of the month, any accrued finance charges will not be assessed to the student account for that month. Note: If you make account payments by mail, SNHU recommends that payment be sent no later than the 25th of the month to ensure timely payment processing before the end of the month.

### Full-time Students

Full-time students are subject to all SNHU payment policies. At the sole discretion of the university, Manchester students may enroll in a payment plan through Tuition Management Systems (TMS) at [www.afford.com](http://www.afford.com).

### Active Duty Military

First time students using tuition assistance must present a tuition assistance form from their military branch in which they are enlisted.

Continuing students may enroll in successive terms without making initial payments but must submit tuition assistance forms to allow direct billing and payment from the military. If a tuition assistance form is not provided, your account will be placed on financial hold, which will prevent future registration, and you will be responsible for the unpaid balance.

## College of Online and Continuing Education Online Enrollment – International Students

Students residing outside of the United States who are enrolling in courses online are required to pay their full charges for each term at the time of registration.

### 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 30 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.

**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.*

## 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.

Student 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. The majority of financial aid for graduate students comes in the form of federal student loan programs. All scholarship and assistance programs are subject to prevailing 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.

All students are encouraged to seek assistance from sources outside the university in addition to applying for aid through One Stop.

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](http://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](http://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.

Normal processing time for the FAFSA is approximately seven days if submitted electronically with a PIN; two to three weeks for mailed submissions. Students transferring to SNHU 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 your lender.

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.

## Southern New Hampshire University Endowed Scholarships

The following endowed scholarships are awarded to students who best meet the listed eligibility requirements. Separate applications for these scholarships are available from One Stop or online at [www.snhu.edu](http://www.snhu.edu).

### CED Fund

This fund was established by an anonymous donor to support the Community Economic Development program through scholarships, faculty exchanges, partial endowment of a chair and other scholastic program needs.

## **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.

## **Morton E. Goulder Fund for Community Economic Development**

Established by long-time supporter Morton E. Goulder, this fund supports scholarships for CED graduate students and provides capital resources to support new CED ventures.

## **Hassa Jadvani Memorial Scholarship**

This scholarship supports students enrolled in the Graduate School of Business. Preference will be given to Sikh or Hindu students of Indian descent enrolled in the International Business or Finance curriculum using standard need and academic criteria. In a year when there are no deserving needy students majoring in the indicated subject areas, the awards may be presented to other students enrolled in School of Business graduate programs.

## **Jane's Trust Scholarship Fund**

This fund supports scholarships for community development practitioners from New Hampshire, Maine, Vermont, Massachusetts and Florida who are enrolled in academic programs in Community Economic Development.

## **Stephen F. Knapp Scholarship Fund**

This scholarship fund supports students in the Community Economic Development program. The purpose of the fund is to create resources for students who want to learn how to expand or build economic opportunities for people with disabilities using the principles of universal access. Special consideration will be given to students who demonstrate a sustained and practical interest in promoting progressive policies and practices resulting in an increased employment rate of people with disabilities in their home communities, as well as those who are involved in cutting-edge thinking related to the economics of employment in communities of people with disabilities.

## **Dr. Jacqueline Mara Scholarship**

Established by former Dean and Trustee emeritus, Dr. Jacqueline Mara, this scholarship supports full-time day graduate students of U.S. citizenship with preference given to those enrolled in traditional business disciplines; based on academic merit and need.

## **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.

## **Michael Swack Scholarship**

Established in honor of the CED program founder, Michael Swack, this scholarship supports Community Economic Development students based on documented financial need and merit. Preference is given to New Hampshire residents.

## Matthew Stuart Van Kleeck Memorial Scholarship

This memorial fund was established by parents Kenneth and Jeanne Van Kleeck. This fund provides scholarship support to students enrolled in the Community Economic Development program.

## Other Scholarship Opportunities

### 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](mailto:p.cohen@snhu.edu).

## 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.

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

The difference between a student's cost of education and the estimated family contribution and 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. Required paperwork must be completed before or during the student's 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. The university also reserves the right to cancel awards and re-bill the student and/or parents in cases where awards were authorized on the basis of incorrect or incomplete information.

## Loans and Employment

### Federal Stafford Loans

The Federal Direct Stafford Loan program offers unsubsidized loans. Maximum loans for graduate students are \$20,500 depending upon financial eligibility as determined through the FAFSA application process (see below for explanation).

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 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. First time Direct Loan borrowers will also need to complete Entrance Loan Counseling.

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. Recent interest rates have been well below the maximum rate.

Additional terms and limitations are printed on the Master Promissory Note.

### PLUS Loans for Graduate Students

Graduate students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance in the Direct Loan Program. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 7.9 percent in the PLUS program. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate PLUS loan.

### Private Student Loans

There are several alternative loan programs available for 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](http://www.snhu.edu/1212.asp).

### Southern New Hampshire University Student Part-time Payroll

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 not available to international students. International students may work on campus up to 20 hours per week with potential earnings of up to \$5,000 per year. 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 the International Admission Office.

## Veterans' Benefits

Southern New Hampshire University is approved for the education of veterans and the dependents 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 their certificate of eligibility 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 at 1.888.442.4551 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. The student also is required to file Form 22-1995 with the Veteran Affairs Office.

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. 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.

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.



## Satisfactory Academic Progress for Financial Aid

Academic progress is 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 the qualitative and the quantitative standards in order to continue to receive Federal Financial Aid (Title IV).

### Qualitative Standard

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

### Quantitative Standard

A student must have successfully completed at least 67 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.

- All grades earned are considered toward cumulative GPA except for developmental and non-degree courses.
- For the purposes of financial aid, a student may attempt a maximum number of credit hours based on his or her program of study, less the total number of credits accepted for transfer from other institutions. All credits attempted will count toward maximum time frame except for remedial and non-degree courses.
- 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 Satisfactory Academic Progress (SAP) review shows that a student is at 110% of maximum time frame and cannot complete his/her program within 150 percent of allowable credits, all Federal Financial Aid (Title IV) must stop.
  - *Associate degree candidates* may attempt a maximum of 90 credits (150%).
  - *Bachelor degree candidates* may attempt a maximum of 180 credits (150%).
  - *Graduate degree candidates* may attempt a maximum of eight years of study in a specific graduate program.
- Credits attempted are those for which the student has enrolled at the end of the add/drop or standard registration period.
- 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.**
- Repeated coursework:
  - Previously passed courses can be repeated once and be eligible for financial aid. Failed courses that are repeated will be counted in the calculation of credits attempted.
  - Calculation of SAP GPA will follow the method used by SNHU to calculate academic GPA, specifically with reference to repeating of the same course to improve a grade. The first course grade will not be computed into the GPA; instead, the most recent grade will be used. Multiple course attempts do, however, count towards the number of credits attempted used to calculate a student's completion rate.
- Withdrawals:
  - In the SAP calculation withdrawals are considered to be credits attempted but not earned.
- Incompletes:
  - In the SAP calculation incompletes are considered to be credits attempted but not earned until the course is completed and the student receives a passing grade.
- Transfer credits from other schools:
  - In the SAP calculation transfer credits are considered to be credits attempted and completed toward the completion of the student's program and counted toward the maximum time frame.

## Review of Satisfactory Academic Progress:

Individual student records will be reviewed annually. 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 while they are 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:
  - Reason why they failed to make SAP.
  - What has/will change that will allow the student to make SAP at the next evaluation period.
  - As appropriate, an academic plan developed and in place with their academic advisor and signed by the 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 Federal Financial Aid (Title IV) has been reinstated.
- d. **Financial Aid Appeal Approval:**
  - Student has an academic plan in place that will ensure they are able to meet SAP standards by a specific point in time.
  - Students with an approved appeal who are placed on SAP probation (with or without an academic plan) will have their status reviewed after the first payment period (term) following their successful appeal. **Students who are not meeting the requirements will be suspended and all current and future aid must be canceled immediately, regardless of current enrollment.** Students meeting SAP and/or the requirements of their academic plan will not be reviewed again until the next annual SAP review. Students who are suspended as part of this process may appeal this decision.

## 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. 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 in the Bursar's Office 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](http://penmencash.com). Penmen Cash can also be used in the bookstore, cafeteria and various outside locations posted on the [penmencash.com](http://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 we shut off all access and functions of the lost or stolen card.

## **Credit Balance Refunds/Overpayment on your Account**

A credit balance will accrue on your student account when a payment to cover charges exceeds the total amount owed to the university. Many times, this is due to receiving an additional federal or alternative loan that is not needed to cover direct educational expenses. Although you are eligible to receive this additional loan money, SNHU advises you to borrow only if necessary as a supplement to indirect educational expenses (books, supplemental living expenses, etc.).

## **How to Reduce or Decline your Federal Student Loans**

To cancel or reduce this loan disbursement (and subsequent disbursements), write a statement indicating the amount you wish to reduce or decline, sign it, and upload it to the secure Financial Aid Dropbox on my.SNHU. If your parent is reducing a Parent PLUS Loan, please have your parent indicate the amount they wish to reduce or decline and have them sign it.

## **SNHU OneCard through Higher One**

Southern New Hampshire University has partnered with Higher One, a financial services company focused solely on higher education, to offer faster delivery of refunds to students. Upon enrollment, you will be sent a SNHU One Card through HigherOne. To receive money that is owed to you due to an overpayment on your account, you must activate this card. With Higher One you have the option to have a potential refund available through your SNHU OneCard or have it sent to an existing bank account through an ACH transfer.

If you have lost or misplaced your SNHU OneCard please contact the One Stop at 1.877.455.7648 or email [onestop@snhu.edu](mailto:onestop@snhu.edu) to order a replacement card.

# 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.

## Student Handbook

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 discipline system, expectations, and university conduct policies.

Students may access the handbook by going to [my.snhu.edu](http://my.snhu.edu), or the university's website [www.snhu.edu](http://www.snhu.edu) under the section entitled "Resources." 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, cheerleading, cross-country, golf, lacrosse, soccer, softball, tennis and volleyball. Field hockey will be offered in the fall of 2014, while women's bowling and track are slated to begin competition in 2015-16. Southern New Hampshire University is a member of the National Collegiate Athletic Association and the Northeast-10 Conference. The university sponsors a varied intramural program known as "Rec Sports," aimed at active student involvement in athletic activities.

Rec Sports offered by SNHU include Flag Football ("Pro & Rec" - 2 levels of competition), Basketball ("Pro & Rec" - 2 levels of competition), Outdoor Soccer, Softball, Indoor Wiffleball and Volleyball. Mini-tournaments include 3-on-3 Basketball, Racquetball, Tennis, Table Tennis, 3-Point Shootout and Badminton.

The Rec Sports department offers a variety of Fitness Classes including: Zumba, Cardio Dance, Cardio Kickboxing, Yoga, YoPi Pump, and Water Fitness Classes. The Athletic Department also offers wall-climbing, swimming, cross-country skiing and biking.

## 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, lighted baseball and softball diamonds, a lighted artificial turf varsity game field and several practice fields.

## Barnes & Noble Bookstore

The SNHU Bookstore welcomes all students, parent, faculty, staff, and alumni to shop our large selection of textbooks, general reading books, school supplies, school clothing and gifts, as well as convenience items. The bookstore is located in the Robert A. Freese 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.

To shop our website or to check any changes to the hours, please visit us at [www.shnu.bncollege.com](http://www.shnu.bncollege.com).

Contact Information:

Southern New Hampshire University Bookstore

2500 N. River Rd

Manchester NH 03106-1045

ph: 603.645.9618

fax: 603.645.9755

email: [sm8075@bncollege.com](mailto:sm8075@bncollege.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.

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. The office hours are posted outside the Campus Ministry Office in the Robert A. Freese Student Center.

## Student Involvement

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 Student Involvement strives 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 Student Involvement 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, and the Coordinators for Activities and Programming Events (CAPE). Additionally, the office oversees the Student Government Association and its related organizations, which include the Student Senate, the election Committee and the Budget & Finance Committee. It provides information and guidance on planning and presenting events and programs, prepares an activities calendar and keeps the roster 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 students at Southern New Hampshire University who pay an activities fee.

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 many 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 Involvement 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. By working with other clubs and organizations, CAPE provides 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 Penmen Press* 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.

Radio SNHU (<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.

## Dining Center

The Southern New Hampshire University dining center offers a wide range of choices. From a made to order flat-bread pizza at LaTrattoria to a sandwich, wrap or Panini made your way at the Ultimate Deli, one can always find something satisfying. In addition, one can find many great options at the Mill City Grill, quesadillas at the Fiesta Zone, and stir fry at Global Cuisine which features a Mongolian grill. The Toss Around salad bar is there for those salad lovers, and anyone in a hurry can swing by the Simply To Go area to grab a meal or snack on the run.

The dining facility has many great features, whether it's the food, multipurpose room, atmosphere, or a quick cup of Seattle's Best coffee and a tempting dessert. The staff looks forward to serving you. One can also find a coffee, breakfast sandwich, snack or a quick grab and go lunch at the Penmen Place in the Robert A. Freese Student Center or at the River Rd. Cafe in the Academic Center.

## Disability Services

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 Advisory Panel 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](http://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 Advisory Panel, which endeavors to ensure that reasonable accommodations are made to provide program and physical access.

### 2. Self-Identification and Documentation of Disabilities

The University makes no pre-admission inquiry about an applicant's disability. We recognize that to disclose any disability is a personal choice that every student may exercise. We respect that choice; however, we encourage students 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 student 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](http://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), as amended, 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  
c/o Wellness Center  
Southern New Hampshire University  
2500 N. River Road  
Manchester, NH 03106-1045  
603.645.9679 or Fax 603.645.9711

#### **Grievance Procedure Steps:**

1. The University encourages the informal resolution of concerns and will assist any individual with that process. The University is also committed to the prompt investigation and resolution of concerns pertaining to the civil rights of individuals attending the university, employed by the university or participating in university functions, of which it is aware regardless of the filing of an actual complaint. If an individual is dissatisfied with that resolution attempt or wishes to forego an informal resolution, an individual may follow the more formal process below.
2. A complaint must be filed in writing, contain the name and address of the person filing it and describe the alleged violations of the regulations with specific factual information. The Compliance Officer will provide assistance to any person whose disability interferes with filing a grievance in writing.
3. A complaint must be filed within 30 working days of the alleged violation.
4. 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.
5. 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.
6. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.
7. 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 Advisory Panel, which will involve other university officials as deemed necessary. The ADA/504 Advisory Panel will render a final decision within 20 working days of receipt of the complainant's request for reconsideration.

These rules will be construed to protect the substantive rights of interested persons, meet the appropriate due process standards and ensure that Southern New Hampshire University complies with the ADA, as amended, and Section 504 and their implementing regulations. Any of the above time frames for the university may be extended if the university determines there are extenuating circumstances. Examples of extenuating circumstances include university holidays and vacations, witness unavailability and circumstances outside the control of the University. Under such circumstances, the ADA/504 Compliance Officer will notify the complainant in writing as to the delay and a projected date for resolution.

## Diversity and LGBTQ Initiatives

### Diversity@SNHU

Southern New Hampshire University is a multi-cultural, multi-ethnic, multi-generational, and multi-gender university.

We believe diversity is integral to our university culture. Research has shown that a diverse population – in terms of background, talent and perspective – enhances the educational environment for all.

Our campus environment encourages and empowers students to develop priorities, values, critical thinking, and behaviors appropriate to positive personal and professional lives. The ideas, cultures practices and religions brought by each student enhance the entire college experience, from the classroom to the residence halls and athletics to campus organizations.

The Office of Diversity & LGBTQ Initiatives works with students, faculty and staff from across the university to create a welcoming and supportive campus environment. The office is committed to building a supportive community for underrepresented students as expressed through ethnicity, gender/gender identity, race, culture and sexual orientation. For more information, go to [www.snhu.edu/11580.asp](http://www.snhu.edu/11580.asp).

## International Student Services (ISS)

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 also offers programs such as the Thanksgiving Hosts, International Friendship Families, and Conversation Partners programs to connect SNHU international students with local American families for occasional meals or activities, and English practice.

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, the Cousins program, and the Conversational English tutoring program are three initiatives aimed at accomplishing this work. ISS staff also work with the student-led International Students' Association to sponsor intercultural events such as the International Gala, 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, on 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 member 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 Morrissey House.

## Residence Life

The Office of Residence Life 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.

The Office of Residence Life, located in Chocorua Hall, Suite 3, offers referral information for non-university off-campus housing. For questions, contact us at 603-645-9758 or email us at [housingquestions@snhu.edu](mailto:housingquestions@snhu.edu).

The University does not provide housing to graduate or married students.

## Robert A. Freese Student Center

The Student Center 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.

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), SGA (Student Government Association) and the student radio station (RadioSNHU). Several offices are also housed in the Student Center which offer numerous services, including Postal Services, the Campus Store/Bookstore, Diversity and LGBTQ Initiatives, Campus Ministry, Student Involvement, the Wellness Center, Copies Plus (a student-run copy center), the Last Chapter Pub, and the Student Center Operations. Other services offered in the facility include pool tables, a 24-hour ATM, TVs, a convenience store/coffee shop, a veteran's lounge, an Interfaith Prayer Room, and plenty of places to hang out.

## Solicitation Policy

The Student Center Operations 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 Student Center Executive Director.

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 Involvement as well as the Executive Director of the Student Center.

## DeColfmacker Veteran's Lounge

The DeColfmacker Veteran's Lounge, located in Room 113 in the Robert A. Freese Student Center, is the place to meet and socialize with other veterans on campus. At the lounge, student veterans can study or relax before or after classes while enjoying a complimentary cup of coffee or soda. The lounge provides access to the benefits, resources, and services available to veterans. Additional lounge amenities include cable television, movies, and PlayStation 3 games.

## Wellness

The mission of the SNHU Wellness Center is to provide students with the skills to resolve problems, improve relationships, and attain optimum health in support of the achievement of lifelong academic and personal success. 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. The Wellness Center is comprised of three functional areas. They are the Counseling Services, the Health Services and the Educational Services.

## 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 may 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 confidential and can be arranged by contacting the Wellness Center. Counseling services are offered at no additional charge to students.

## Health Services

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. We are staffed by licensed, experienced nurses who collaborate with our off-site Medical Director as needed. Nurses provide education related to the treatment and symptom management of common acute illnesses and injuries (e.g. colds, flu, sore throat, burns, cuts, urinary tract infections, minor sprains and strains). If a greater level of care is required, students will be referred to a local urgent care, emergency room, or other health care provider as appropriate. The cost of services received in the local community is the responsibility of the student. Nurses also provide personal health counseling and education related to chronic illness, healthy lifestyle, illness prevention, and birth control. Staff members are available to assist students with processing insurance claims covered by the University sponsored health insurance plans.

To be eligible for health services at the Wellness Center on campus, students must submit a completed SNHU medical record form. This medical record form (available at <http://www.snhu.edu/files/pdfs/medicalform.pdf>) requires a student's signature (or parent's consent to treat if the student is a minor), emergency contact information, a brief health history and a health physical within the past twelve months. Also required is an 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.

## 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  
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. 9499

## 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 an established club that is advised by the Wellness Center. REACH students receive training and are supported in attending conferences in order to increase their learning and develop skills to be able to teach their peers about Wellness topics. REACH peer educators provide fun and interactive trainings in residence halls and in larger campus-wide awareness events. REACH is affiliated with the BACCHUS Network 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.

# Academic Programs

## College of Online and Continuing Education

**Chief Executive Officer: Stephen Hodownes**

**VP of Academic Administration for COCE:  
Dr. Gregory W. Fowler**

**33 South Commercial St., Suite 203  
Manchester, NH 03101  
866.860.0449  
603.645.9766**

### Mission

The College of Online and Continuing Education exists to make high quality education accessible and affordable for all. Through our innovative culture and unwavering commitment to student success, we empower students to transform their lives and the lives of those around them.

## Communication, Media Arts and Technology

**Department Chair: Prof. Tracy Dow**

The Department of Communication, Media Arts and Technology offers several majors, including Communication, Graphic Design and Media Arts, Game Art and Animation, and Game Programming and Development. 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 internships and many receive hands-on training with real-world clients. The majors all combine theory and practical skills with a thorough grounding in the liberal arts.

### Communication, M.A.

**Associate Dean: Anthony Siciliano**

*Only offered Online*

Technological advances present an exciting opportunity for a new type of communication professional that can effectively convey messages in a globalized society. The Master of Arts in Communication seeks to prepare students with the knowledge and skills that are most relevant to a wide variety of professions and organizations. Instead of focusing on particular technological tools, students will become self-directed learners that are fluent in the language of technology, thereby preparing them for the next major innovation—and, the one after that. In this way, the M.A. in Communications positions one as a “value add” to a range of employers within and outside of the traditional communication field. Graduates of the degree program could potentially pursue careers in public relations, business, writing, journalism, marketing, health, entertainment, politics, education, and many other fields.

#### Required Course

##### Major Courses

- COM 500 - Communication, Media & Society Minimum Credits: 3
- COM 510 - The Vantage Point: Knowledge & New Media Minimum Credits: 3
- COM 530 - Law & Ethics: A Line in the Sand Minimum Credits: 3
- COM 540 - Second Self: Identity & Personal Brands Minimum Credits: 3
- COM 600 - Communication for Leadership Minimum Credits: 3
- COM 610 - More Than Words: Communication by Design Minimum Credits: 3
- COM 620 - Strategic Communication in a New Age Minimum Credits: 3
- COM 690 - Communication Capstone Minimum Credits: 3

**Choose four Graduate COM courses or choose one concentration**

##### Health Communication Concentration

- COM 575 - eHealth and Technology Minimum Credits: 3
- COM 576 - Health Communication & Culture Minimum Credits: 3
- COM 577 - Healthcare Ethics Minimum Credits: 3
- COM 578 - Contemporary Public Policy and Strategy Minimum Credits: 3



### **Public Relations Concentration**

- COM 555 - Reputation Management: Building a Brand Minimum Credits: 3
- COM 556 - Spread the Word: Social Media Practices Minimum Credits: 3
- COM 557 - Crisis Communication in a 24/7 World Minimum Credits: 3
- COM 558 - Integrated PR Campaigns & Measurement Minimum Credits: 3

### **New Media and Marketing Concentration**

- COM 565 - Communication with Media Technology Minimum Credits: 3
- COM 566 - Pen to Platform Minimum Credits: 3
- COM 567 - Digital Tools and Teams Minimum Credits: 3
- COM 568 - New Media Campaign Design & Marketing Minimum Credits: 3

**Total Credits: 36**

## **Community Economic Development, M.S.**

**\*\* Only offered Online \*\***

Grow your career in community economic development by earning your degree from the oldest program of its kind in the country. Learn proven techniques and strategies you can use in your position right now. Discover how to design, implement, measure and lead a successful project in your community. Collaborate with peers from around the world and learn new ideas you can use to tackle similar challenges in your community.

Learn from professors who are actively involved in economic development programs across the U.S. and across the globe. SNHU's M.S. in Community Economic Development is an accredited online program designed for professionals with at least two years' experience working in the field. With roots that stretch back to 1982, SNHU's Community Economic Development Master's program was the first such program in the United States.

The online Master's in Community Economic Development is a 36-credit hour online program (12 courses) offered throughout the year during three terms. You can earn your degree in just 20 months by taking two classes per term. And you are not required to take the GRE or GMAT to be considered for admission.

### **Out From Your Computer, Into Your Community**

Designed to provide practitioners with the skills and knowledge you'll need to help marginalized communities improve quality of life, the CED program offers a holistic view of problem-solving—addressing some of the social, political, cultural and other influences that can impact the success or failure of economic development programs. As part of the curriculum, you will have the opportunity to design, implement, monitor and evaluate a real economic development project in your community. While you don't necessarily have to address economic problems—for example, you can tackle social problems such as drug abuse or childhood literacy—your program must be driven by economic outcomes. Your professors and classmates will help you throughout the project, offering suggestions and feedback for improvement so you can hit your target goals.

## Join a World-Wide Network of Alumni

Because we have the oldest Masters of Community Economic Development program in the country - now offered exclusively online - SNHU has a strong network of 1,400 alumni located around the world which you can tap into for contacts and advice. These are professionals who work at nonprofits, grassroots organizations, community development corporations and governmental agencies, who share your passion for making their communities better. In fact, CED alumni not only continue to stay engaged with the university, they continue to collaborate on new volunteer projects each year.

### Required Courses

- ACC 500 - Managerial Accounting Minimum Credits: 3
- CED 601 - Intro to CED in the U.S. Minimum Credits: 3  
*or*
- CED 602 - Intro to International CED Minimum Credits: 3
- CED 611 - Research Methods in CED Minimum Credits: 3
- CED 613 - Organizational Management in CED Minimum Credits: 3
- CED 621 - Project Design in CED Minimum Credits: 3
- CED 622 - Project Planning in CED Minimum Credits: 3
- CED 623 - Project Management in CED Minimum Credits: 3
- CED 624 - Project Evaluation in CED Minimum Credits: 3

### Elective Courses (choose 4)

- CED 631 - Housing Policy and Development Minimum Credits: 3
- CED 632 - Urban Neighborhood Revitalization Minimum Credits: 3
- CED 634 - Financing CED Minimum Credits: 3
- CED 635 - Legal Framework in CED Minimum Credits: 3
- CED 636 - Foundations of Community Action Minimum Credits: 3 \*
- CED 651 - Co-Op Development and Management Minimum Credits: 3
- CED 652 - Community Building and Organizing Minimum Credits: 3
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3 \*\*
- OL 630 - Entrepreneurship and Small Business Management Minimum Credits: 3
- OL 665 - Leading/Managing Not-For-Profit Orgs Minimum Credits: 3

### Courses that count toward the International Specialization

- CED 641 - Economics Minimum Credits: 3
- CED 642 - Economics and Development Minimum Credits: 3
- CED 644 - Microenterprise Development Minimum Credits: 3
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3 \*\*

### Specializations

For an International specialization, students must complete:

- All eight (8) required courses, with CED 602 as the introductory course
- Four (4) elective courses, where at least three (3) are "Courses that count toward the International Specialization" (above)

**Note:**

\* Required Elective for Community Action students

\*\*Required elective if student does not have prior accounting background

## Healthcare Administration, M.S.M

**Associate Dean: Kathleen Polley-Payne**

Developed according to standards within The Healthcare Leadership Alliance and **American College of Healthcare Executives (ACHE)**, Healthcare Executive Competencies Assessment Tool (2010), the MSM in Healthcare Administration degree curriculum provides essential learning to meet the requirements within the 'Business Skills and Knowledge' competency:

- General Management
- Financial Management
- Human Resource Management
- Organizational Dynamics and Governance
- Strategic Planning and Marketing
- Information Management
- Risk Management
- Quality Improvement

With the core business foundation courses, students will have the ability to apply business principles, including systems thinking to the healthcare environment. To address the fourth competency, 'Knowledge of the Healthcare Environment,' Southern New Hampshire University's MSM in Healthcare Administration degree provides students with a solid understanding of the healthcare system and the environment in which healthcare managers and providers function. These healthcare competencies considered an essential competency according to The Healthcare Leadership Alliance and ACHE include:

- Healthcare Systems and Organizations
- Healthcare Personnel
- The Patient's Perspective
- The Community and the Environment

### Required Courses

#### Foundation Course (as needed)

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3

#### Management Core Courses

- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3
- MKT 668 - Services Marketing Minimum Credits: 3
- CSR 610 - Business Ethics and Culture Minimum Credits: 3
- MGT 700 - Critical Issues in Management Capstone Minimum Credits: 3

## Specialty Healthcare Courses

- HCM 500 - Healthcare Informatics Minimum Credits: 3
- IHP 504 - Healthcare Policy and Financing Minimum Credits: 3
- IHP 505 - Leadership in Clinical Microsystems and Process Minimum Credits: 3
- IHP 605 - Error Science, Risk Assess & Disclosure Minimum Credits: 3
- IHP 610 - Health, Policy, Law, Ethics, and Regulation Minimum Credits: 3

## Choose two electives

- CSR 510 - Strategic Corporate Social Responsibility Minimum Credits: 3
- HCM 525 - Inferential Statistics Minimum Credits: 3
- HCM 600 - Social & Organizational Issues in Healthcare Minimum Credits: 3
- IHP 501 - Global Health and Diversity Minimum Credits: 3
- MKT 660 - Marketing Strategies for Not-For-Profit Organizations Minimum Credits: 3
- MKT 690 - Corporate Communications Minimum Credits: 3
- QSO 610 - Management of Service Operations Minimum Credits: 3
- WCM 610 - Intro Org Conflict Management Minimum Credits: 3
- Any one 600 level OL Course
- Any one 600 level PAD Course
- Any one 600 level PSY Course

**Total Credits: 36**

## English and Creative Writing, M.A.

**Associate Dean: Anthony Siciliano**

**Only offered Online**

The Master of Arts in English and Creative Writing at Southern New Hampshire University emphasizes the study of literature and how literacy study informs creative work. Additionally, it offers students the opportunity to produce a professionally-competent manuscript in a chosen genre – fiction, nonfiction, poetry, or screenwriting. Weighted slightly toward the traditional study of literature in English, the program provides graduates a credible background for teaching responsibilities in both literature and genre-specific creative writing. Too, this combined M.A. degree prepares graduates for either a Ph.D. track or an M.F.A. track in further studies toward a terminal degree.

### Required Courses

- LIT 500 - Graduate Studies in Literary Theory Minimum Credits: 3
  - ENG 550 - Graduate Studies in English Language Minimum Credits: 3
  - ENG 670 - Seminar in Writing Instruction Minimum Credits: 3
- or
- ENG 675 - Online Teaching Experience Minimum Credits: 3

**Choose three of the following:**

- LIT 650 - Graduate Seminar in American Literature Minimum Credits: 3
- LIT 651 - Graduate Seminar in British Literature Minimum Credits: 3
- LIT 652 - Graduate Seminar in Global Literature Minimum Credits: 3
- LIT 506 - Graduate Studies in Medieval Literature Minimum Credits: 3
- LIT 514 - Graduate Studies in American Realism and Naturalism Minimum Credits: 3
- LIT 555 - American Modernism Minimum Credits: 3

**Choose two of the following:**

- ENG 523 - Screenwriting Fundamentals Minimum Credits: 3
- ENG 528 - Poetry Fundamentals Minimum Credits: 3
- ENG 529 - Fiction Fundamentals Minimum Credits: 3
- ENG 530 - Non-Fiction Fundamentals Minimum Credits: 3

**Choose two of the following:**

- ENG 531 - Fiction and Film Minimum Credits: 3
- ENG 532 - Studies in Place & Setting Minimum Credits: 3
- ENG 540 - Contemporary Writers and Publishing Minimum Credits: 3

**Choose either one concentration or the non-concentration option:****Non-concentration option:**

Choose one additional English Fundamentals course:

- ENG 523 - Screenwriting Fundamentals Minimum Credits: 3
- ENG 528 - Poetry Fundamentals Minimum Credits: 3
- ENG 529 - Fiction Fundamentals Minimum Credits: 3
- ENG 530 - Non-Fiction Fundamentals Minimum Credits: 3

**Capstone Requirement:**

Students who choose the non-concentration option, must also take the English and Creative Writing Capstone:

- ENG 690 - English and Creative Writing Capstone Minimum Credits: 3

**Fiction**

- ENG 529 - Fiction Fundamentals Minimum Credits: 3
- ENG 549 - Fiction Thesis Writing Minimum Credits: 3
- ENG 559 - Fiction Thesis Completion Minimum Credits: 3

**Non-Fiction**

- ENG 530 - Non-Fiction Fundamentals Minimum Credits: 3
- ENG 541 - Non-Fiction Thesis Writing Minimum Credits: 3
- ENG 551 - Nonfiction Thesis Writing II Minimum Credits: 3

**Poetry**

- ENG 528 - Poetry Fundamentals Minimum Credits: 3
- ENG 548 - Poetry Writing Thesis Minimum Credits: 3

- ENG 558 - Poetry Thesis Completion Minimum Credits: 3

### Screenwriting

- ENG 523 - Screenwriting Fundamentals Minimum Credits: 3
- ENG 547 - Screenwriting Thesis Minimum Credits: 3
- ENG 557 - Screenwriting Thesis Part II Minimum Credits: 3

**Total Credits: 36**

## Nursing, M.S.

**Contact: Judy Pare**

This graduate nursing program addresses the recommendations of the Institutes of Medicine (IOM), that nurses engage in life-long learning and that nurses have the authority to work to their educational capacity. The Master of Nursing program expands the partnership between the Community Colleges of Southern New Hampshire and SNHU to offer a seamless transition from an ADN to BSN with continuation of a graduate program that meets the competencies for the Clinical Leader and Nursing Leadership in Patient Safety and Quality.

In the Institute of Medicines, The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. The Institute for Healthcare Improvement has set a 5-year goal of focusing patient safety on patient-centered care. Nurses are uniquely positioned to contribute to the development of systems and processes to achieve that goal.

Recommendations included in the IOM text for the redesign of nursing education include: competencies necessary for continuous improvement of the quality and safety of healthcare systems- patient-centered care, teamwork and collaboration, evidence-based practice, along with the skills and methods for leadership and management for continual process improvement. The proposed graduate curriculum speaks to the above competencies.

### Master of Science in Nursing Program Outcomes:

1. Conduct comprehensive and focused assessments of health and illness parameters in individuals, groups, and vulnerable populations.
2. Incorporate concepts of patient safety, clinical management, and quality improvement to improve patient outcomes.
3. Incorporate evidence-based practice interventions (e.g., information systems, patient care technologies) as appropriate for managing the acute and chronic care of patients promoting health across the lifespan.
4. Understand the scope and role of policy, finance, and regulatory environments in relationship to individual and population outcomes.
5. Communicate effectively with all members of the healthcare team, including interdepartmental and interdisciplinary collaboration for quality outcomes.
6. Apply knowledge of organizational behavior, nursing theory, and systems (micro and macro) as appropriate for the scope and role of one's own practice.
7. Apply and incorporate a basic understanding of the concepts of health promotion and disease as a means of improving health at the individual, population, and community level.

8. Incorporate a holistic, caring, culturally appropriate nursing approach that contributes to the wellness and the health of individuals, groups, and vulnerable populations.
9. Incorporate the qualities, skills, behaviors, and knowledge required to function as a patient advocate, practice high quality care, assess and evaluate patient outcomes, and provide leadership in improving care into one's own professional practice.

## **M.S Nursing Curriculum**

### **Foundation Requirement (as needed):**

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3

### **Required Courses: 30 credits**

- NUR 500 - Advanced Nursing Concepts Minimum Credits: 3
- NUR 501 - Global Health and Diversity Minimum Credits: 3
- NUR 502 - Teaching and Learning in Nursing Minimum Credits: 3
- NUR 503 - Nursing Informatics Minimum Credits: 3
- NUR 504 - Healthcare Policy and Financing Minimum Credits: 3
- NUR 505 - Leadership in Clinical Microsystems Minimum Credits: 3
- NUR 506 - Evidence-Based Practice Minimum Credits: 3
- NUR 680 - Nursing Capstone Seminar Minimum Credits: 3
- NUR 681 - Nursing Capstone Project Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3

### **Choose one (1) specialization:**

#### **Patient Quality and Safety: 9 credits**

- NUR 604 - Healthcare Quality and Improvement Minimum Credits: 3
- NUR 605 - Error Science, Risk Assessment and Disclosures Minimum Credits: 3
- NUR 606 - Communications and Collaboration Minimum Credits: 3

#### **Clinical Leader: 9 credits**

- NUR 601 - Advanced Pathophysiology Minimum Credits: 3
- NUR 602 - Advanced Pharmacology Across the Life Span Minimum Credits: 3
- NUR 603 - Epidemiology Minimum Credits: 3

### **Total Credits: 36**

## Patient Safety and Quality Graduate Certificate

**Associate Dean: Kathleen Polley-Payne**

**Only offered Online**

The Graduate Certificate in Patient Safety and Quality, provide health care professionals ways to design quality patient care practices and to develop an organizational culture of patient safety. Students will focus on inter-professional teamwork, communication and collaboration, medical error science, and organizational change. Graduates of the program will have the skills to design, implement, and lead a broad range of patient safety activities.

### Required Courses:

- HCM 500 - Healthcare Informatics Minimum Credits: 3
- NUR 604 - Healthcare Quality and Improvement Minimum Credits: 3
- IHP 605 - Error Science, Risk Assess & Disclosure Minimum Credits: 3
- NUR 606 - Communications and Collaboration Minimum Credits: 3

**Total Credits: 12**

## Public Administration Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate degrees and wish to enhance or update their skills in specific justice disciplines. Students who hold Bachelor degrees and have the necessary educational background and/or professional experience may also pursue the Certificate Programs. The M.S. in Justice Studies degree and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a Graduate Degree Program.

Students pursuing Graduate Certificates only may be required to satisfy foundational course work as specified by each course required to complete the Graduate Certificate of choice. Please refer to the official course descriptions listed in this Graduate Catalog.

**\*\* Only offered Online**

This optional 12-credit Graduate Certificate is designed for students interested in careers or continued graduate study in public administration. Students will study related topics including foundations of public administration, public policy, strategic management, and intergovernmental relations.

### Required Courses

- PAD 630 - Foundations of Public Administration Minimum Credits: 3
- PAD 631 - Strategic Management in Public Service Minimum Credits: 3
- PAD 632 - Foundations of Public Policy Minimum Credits: 3
- PAD 633 - Intergovernmental Relations Minimum Credits: 3



## 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. These are noted as “required SAS courses” for each major. Thus, Arts and Sciences majors are able to explore the relevant disciplines in depth as well as broader implications to prepare students for any number of career choices.

### School of Arts and Sciences Graduate Programs

The School of Arts and Sciences offers graduate programs in Community Mental Health and Mental Health Counseling, Teaching English as a Foreign Language and a Master of Fine Arts in Fiction and Nonfiction Writing. Our graduate programs reflect a commitment to the essential role that the liberal arts play in education at all levels.

Our master’s degrees introduce concepts and methods of critically analyzing knowledge, and teach students how to connect and integrate knowledge. We are dedicated to preparing students to become well-equipped professionals. In addition, we enable our degree candidates to explore and fulfill the promise of their talents and to contribute meaningfully to the world in which we live.

The graduate program in Community Mental Health and Mental Health Counseling offers a Master of Science degree which prepares students to be licensed as Mental Health Counselors, and certificates/specializations in Integrated Community Mental Health and Substance Abuse Services for Children, Youth and Families and for Adults. The program is offered on-location, in a weekend format, for practicing professionals in New Hampshire, Maine, Vermont, Wisconsin and Alaska.

All of us in the School of Arts and Sciences welcome you to our graduate programs and invite you to join in an exciting exploration of the ways in which our faculty and curricula can help you fulfill both professional and personal aspirations.

We hope to meet you in classes and through the many other activities connected with the School of Arts and Sciences. We look forward to helping provide you with a rewarding educational experience at Southern New Hampshire University that prepares you for an enriched life and a successful career.

## English, M.A.

The Master of Arts in English at Southern New Hampshire University emphasizes the study of traditional and non-traditional literature and helps strengthen the students' critical interpretation skills. This program prepares students for a wide range of career choices: studies toward a doctoral degree in literature or an M.F.A.; professional degrees in law or business administration; careers in teaching on the college or secondary level; publishing, editing, public relations, research, and a variety of other industries and professions.

### English M.A. graduates should be able to:

- Evaluate, synthesize, and incorporate various theoretical arguments into original interpretations of literary texts;
- Demonstrate expertise in a literary subject and articulate new potential connections between language/literature and social and cultural history;
- Articulate several theoretical approaches to literature and apply both theory and form to primary texts, for purposes of informed, original interpretations that contribute to the field of study;
- Compose essays of significant depth that involve researching, evaluating, and integrating a variety of literary sources into scholarly papers, each containing an extended, cohesive and original literary argument that contributes to the field of study;
- Produce scholarship that adds to others' aesthetic appreciation for literature and articulates the critical role it plays in culture and society.

### M.A. in English Required Courses

- ENG 550 - Graduate Studies in English Language Minimum Credits: 3
- ENG 555 - Composition Theory & Teaching of Writing Minimum Credits: 3
- LIT 500 - Graduate Studies in Literary Theory Minimum Credits: 3
- LIT 502 - Topics in American Literature Minimum Credits: 3 \*
- LIT 503 - Topics in British Literature Minimum Credits: 3 \*
- LIT 652 - Graduate Seminar in Global Literature Minimum Credits: 3

### Choose one of the following

- LIT 650 - Graduate Seminar in American Literature Minimum Credits: 3
- LIT 651 - Graduate Seminar in British Literature Minimum Credits: 3

### Note(s):

*\* If waived, replace with LIT electives*

### Literature Electives

Choose one course from each section:

## American Literature

- LIT 512 - Graduate Studies in Early American Literature Minimum Credits: 3
- LIT 513 - Graduate Studies in the American Renaissance Minimum Credits: 3
- LIT 514 - Graduate Studies in American Realism and Naturalism Minimum Credits: 3
- LIT 515 - Graduate Studies in 20th Century American Literature Minimum Credits: 3
- LIT 555 - American Modernism Minimum Credits: 3

## British Literature before 1800

- LIT 506 - Graduate Studies in Medieval Literature Minimum Credits: 3
- LIT 507 - Graduate Studies in Renaissance and Restoration Literature Minimum Credits: 3
- LIT 508 - Graduate Studies in 18th Century British Literature Minimum Credits: 3
- LIT 519 - Graduate Studies in Shakespeare Minimum Credits: 3

## British Literature after 1800

- LIT 509 - Graduate Studies in Romantic Literature Minimum Credits: 3
- LIT 510 - Graduate Studies in Victorian Literature Minimum Credits: 3
- LIT 511 - Graduate Studies in Modern British Literature Minimum Credits: 3

## Alternative perspective/new-traditions

- LIT 528 - Graduate Studies in Multi-Ethnic Literature Minimum Credits: 3
- LIT 530 - Graduate Studies in Gender and Text Minimum Credits: 3
- LIT 545 - Graduate Studies Postcolonial Encounters Minimum Credits: 3
- LIT 550 - Graduate Studies in the Black Literary Tradition Minimum Credits: 3

## Required Capstone

- LIT 690 - MA in English Capstone Minimum Credits: 3

## English, M.A.T.

Students may access the Master of Arts in Teaching (M.A.T.) in English as a 5-year undergraduate student (see the Undergraduate Catalog). Students may also enter this program as an adult who has attained an undergraduate degree. Prospective and current teachers can enhance their value as subject experts and educational leaders by seeking a M.A.T., with or without NH state certification in English Language Arts grades 5-12.

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. M.A.T. candidates in English must complete the following specialized courses:

### **M.A.T. in English Certification Option Required Courses**

Students with a degree in English, or who have completed substantial coursework in English, are eligible for the M.A.T. in English. After an analysis of the student's transcript is completed by the School of Education, an individualized program will be proposed that fulfills the competencies expected in the degree, including all competencies for certification in New Hampshire for those students who wish to seek certification. Candidates should be aware of reciprocal agreements between states for certification outside New Hampshire.

- EDU 511 - Methods of Teaching in Secondary Schools Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3
- EDU 560 - Methods of Teaching English in Middle and High Schools Minimum Credits: 3
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 750 - Seminar in Teaching Writing Minimum Credits: 3
- ENG 550 - Graduate Studies in English Language Minimum Credits: 3
- LIT 500 - Graduate Studies in Literary Theory Minimum Credits: 3

#### **Select two of the following:**

- LIT 650 - Graduate Seminar in American Literature Minimum Credits: 3
- LIT 651 - Graduate Seminar in British Literature Minimum Credits: 3
- LIT 652 - Graduate Seminar in Global Literature Minimum Credits: 3
- LIT 685 - Graduate Thesis in Literature Minimum Credits: 6 (3 Credits required in Fall semester and 3 Credits required in Spring semester)
- Field experiences are embedded in courses.
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor.

### **M.A.T. in English Non-Certification Option Required Courses**

Teachers currently certified in English Language Arts grades 5-12 are eligible for the M.A.T. in English non-certification program. After an analysis of the student's transcript is completed by the School of Education, an individualized program will be proposed that fulfills the competencies expected in the degree. Candidates should be aware of reciprocal agreements between states for certification outside New Hampshire.

- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 750 - Seminar in Teaching Writing Minimum Credits: 3
- ENG 550 - Graduate Studies in English Language Minimum Credits: 3
- LIT 500 - Graduate Studies in Literary Theory Minimum Credits: 3

#### **Select two of the following:**

- LIT 650 - Graduate Seminar in American Literature Minimum Credits: 3
- LIT 651 - Graduate Seminar in British Literature Minimum Credits: 3
- LIT 652 - Graduate Seminar in Global Literature Minimum Credits: 3
- LIT 685 - Graduate Thesis in Literature Minimum Credits: 6 (3 Credits required in Fall semester and 3 Credits required in Spring semester)

### **Advisor-approved electives**

- Select 3 electives from EDU, EFL, LIT, and/or RDG.
- Exit Evaluation: Completion of action research

## Creative Writing in Fiction and Nonfiction, M.F.A.

**Contact: Prof. Diane Les Becquets**

The School of Arts and Sciences offers a low-residency graduate program in writing fiction and nonfiction. A highly focused course of study, the M.F.A. prepares students to write in their chosen genre at a professional level. The M.F.A. is also a terminal degree that provides students a foundation from which to prepare (through internships, work experience, and/or allied areas of study) for employment in the fields of teaching and publishing.

With four writing residencies held at the Mountain View Grand Resort in Whitefield, New Hampshire during four semesters of mentored correspondence study, the low-residency M.F.A. at Southern New Hampshire University is also convenient and affordable for working adults. Students study with mentoring faculty who are accomplished writers and teachers; participate in lectures, readings, and master classes with visiting writers of national reputation; hone their work through mentor and peer review; read publicly from their own work; and meet with publishing professionals in a community dedicated to creative endeavor.

Workshop courses run five months and are tailored to students' needs and creative goals. Students work closely with mentoring faculty members. Individualized study is then complemented by residency periods (ten consecutive days in June and five in January) during which mentors and their students meet to review the students' long-term writing projects and to build a community of writers. The second year of the program is devoted to the completion of a book-length manuscript of professional quality, suitable for submission to editors, and a critical essay suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student's fourth semester. Students who have completed their degree work are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

### Required Courses

*(five-month mentored semester/courses)*

#### For the fiction sequence

- MFA 510 - MFA Workshop: Fiction Writing I Minimum Credits: 12
- MFA 511 - MFA Workshop: Fiction Writing II Minimum Credits: 12
- MFA 512 - Graduate Fiction Workshop III Minimum Credits: 12
- MFA 513 - Graduate Fiction Workshop IV Minimum Credits: 12

#### For the nonfiction sequence

- MFA 520 - MFA Workshop: Non-Fiction Writing I Minimum Credits: 12
- MFA 521 - MFA Workshop: Non-Fiction Writing II Minimum Credits: 12
- MFA 522 - Graduate Non-Fiction Workshop III Minimum Credits: 12
- MFA 523 - Graduate Non-Fiction Workshop IV Minimum Credits: 12

### Residency requirements

2 Summer – 3 credits each, on site

2 Winter – 3 credits each, online and on site

- MFA 501 - Summer Residency I Minimum Credits: 3

- MFA 502 - Winter Residency I Minimum Credits: 3
- MFA 503 - Summer Residency II Minimum Credits: 3
- MFA 504 - Winter Residency II Minimum Credits: 3

## Justice Studies, M.S.

**Contact: Prof. Patrick Cullen**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

A professionally oriented program taught by faculty who work in the field, SNHU's online Justice Studies program provides students with the skills to analyze and critique operational and public policy from social, administrative, judicial, philosophical and managerial perspectives. Total credits required will be between 36-37 credit hours depending upon a thesis option. The program will consist of a core of 15 credits with the remainder being a series of elective choices. Students may select optional 12 credit concentrations in specific justice fields, including Terrorism and Homeland Security.

The M.S. in Justice Studies will deliver a knowledge base in a unique way. First, its curricular emphasis will be operational and applied. Working professionals will tackle subject matter that is cutting edge, professional, and of utility and meaning in the justice marketplace. As a result, Justice Studies majors will analyze and assess broad based, systematic courses in police, courts and corrections; master legal and justice research techniques and delve into a series of applications including but not limited to:

- Homeland Security
- Leadership and Management
- Employment and Benefits
- Finance and Accounting
- Law and Public Policy Analysis
- Private Sector Partnerships
- Ethical Issues in Justice Studies
- Planning and Strategic Vision

The program's underpinning is primarily operational—learning how to run and improve organizations, to compose policy and budget, to assess legal implications on departmental programs, and evaluate and measure the efficacy of operational policies. This is a program for experienced practitioners seeking personal, professional and intellectual growth. While some of its graduates may eventually pursue graduate or law school, the program focuses on ambitious agency heads, staff and managerial personnel, business leaders, community activists, and a host of other advanced players with much to gain from this type of instruction. By design, the MSJS allows seasoned practitioners and scholarly graduate students the opportunity to address, analyze and critique operational policy from a social, administrative, judicial, philosophical and managerial perspective. Special emphasis will be given to the ethical considerations common to justice practice. The program stresses critical inquiry in a wide assortment of justice dilemmas, troublesome perennial questions for justice and public service practitioners, and expects its majors to engage in a sophisticated dialogue and research regimen, which provides solutions and suggestions for repetitive problems. In this sense, the program will serve the public by scholarly examination and assessment of community based issues in need of resolution.

The Justice Studies faculty are committed to the art of teaching, scholarship and service. They understand 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. With its emphasis on legal reasoning, justice studies students engage in the Socratic dialogue as the Academy demands. Justice Studies frowns upon empty occupationalism. A cursory review of the curriculum reflects the depth and breadth of content which delivers greater levels of conceptual inquiry than the functionalism of task or role. Teaching, learning and critical inquiry are rooted in the foundation of Southern New Hampshire University.

### Required Courses

- JUS 600 - Police in the American Experience Minimum Credits: 3
- JUS 601 - Correctional Policy and Practice Minimum Credits: 3
- JUS 602 - Courts and Judicial Process Minimum Credits: 3
- JUS 603 - Law, Ethics, and Justice System Minimum Credits: 3
- JUS 604 - Legal and Justice Research Minimum Credits: 3

### Justice Studies Electives: 21 credits

With a minimum of 2 JUS or PAD courses.

- ACC 500 - Managerial Accounting Minimum Credits: 3
- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3
- IT 500 - Information Technology Minimum Credits: 3
- IT 548 - Information Security Minimum Credits: 3
- IT 641 - Telecommunications for Business Minimum Credits: 3
- JUS 605 - Organized Crime Minimum Credits: 3
- JUS 606 - Planning/Tactics: Homeland and WMD Minimum Credits: 3
- JUS 607 - Terrorism and Strategic Response Minimum Credits: 3
- JUS 608 - Employment Law Minimum Credits: 3
- JUS 609 - Private Sector Justice Minimum Credits: 3
- JUS 620 - Emergency Management Minimum Credits: 3
- JUS 621 - Cont Issues/Homeland Security Minimum Credits: 3
- JUS 699 - Practicum in Justice Studies Minimum Credits: 3
- JUS 700 - Justice Studies Thesis Minimum Credits: 3
- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- OL 670 - Organizational Leadership Minimum Credits: 3
- OL 750 - Contemporary Issues in Organizational Leadership Minimum Credits: 3
- PAD 630 - Foundations of Public Administration Minimum Credits: 3
- PAD 631 - Strategic Management in Public Service Minimum Credits: 3
- PAD 632 - Foundations of Public Policy Minimum Credits: 3
- PAD 633 - Intergovernmental Relations Minimum Credits: 3
- SPT 610 - Sport Law Minimum Credits: 3

## Justice Studies Graduate Concentrations (optional)

*Note: some electives are not allowed in some concentrations. See your advisor for details.*

## Cybersecurity

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

This optional 9 credit graduate concentration is designed for students interested in careers in public or private sector cybersecurity or continued graduate study in crime and technology. Students will study related topics including information technology, information security, and telecommunications.

### Required courses

- IT 500 - Information Technology Minimum Credits: 3
- IT 548 - Information Security Minimum Credits: 3
- IT 641 - Telecommunications for Business Minimum Credits: 3

## Public Administration

*\*\* Only Offered Online*

This optional 12 credit graduate concentration is designed for students interested in careers or continued graduate study in public administration. Students will explore related topics including foundations of public administration, public policy, strategic management, and intergovernmental relations.

### Required courses

- PAD 630 - Foundations of Public Administration Minimum Credits: 3
- PAD 631 - Strategic Management in Public Service Minimum Credits: 3
- PAD 632 - Foundations of Public Policy Minimum Credits: 3
- PAD 633 - Intergovernmental Relations Minimum Credits: 3

## Terrorism and Homeland Security

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

This optional 9 credit graduate concentration is designed for students interested in careers or continued graduate study in the area of terrorism, homeland security, or intelligence. Students will explore related topics including terrorism and strategic response, planning and tactics in homeland defense, and emergency response.

### Required courses

- JUS 606 - Planning/Tactics: Homeland and WMD Minimum Credits: 3
- JUS 607 - Terrorism and Strategic Response Minimum Credits: 3

### Select one (1) of the following courses:

- JUS 620 - Emergency Management Minimum Credits: 3
- JUS 621 - Cont Issues/Homeland Security Minimum Credits: 3



## Cybersecurity Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate degrees and wish to enhance or update their skills in specific justice disciplines. Students who hold Bachelor degrees and have the necessary educational background and/or professional experience may also pursue the Certificate Programs. The M.S. in Justice Studies degree and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a Graduate Degree Program.

Students pursuing Graduate Certificates only may be required to satisfy foundational course work as specified by each course required to complete the Graduate Certificate of choice. Please refer to the official course descriptions listed in this Graduate Catalog.

**\*\* Only offered Online**

This optional 12-credit Graduate Certificate is designed for students interested in careers in public or private sector cybersecurity or continued graduate study in crime and technology. Students will study related topics including information technology, information security, and telecommunications.

### Required Courses

- IT 500 - Information Technology Minimum Credits: 3
- IT 548 - Information Security Minimum Credits: 3
- IT 641 - Telecommunications for Business Minimum Credits: 3

### Select one (1) of the following courses:

- JUS 605 - Organized Crime Minimum Credits: 3
- JUS 606 - Planning/Tactics: Homeland and WMD Minimum Credits: 3
- JUS 607 - Terrorism and Strategic Response Minimum Credits: 3
- JUS 609 - Private Sector Justice Minimum Credits: 3

## Terrorism and Homeland Security Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate degrees and wish to enhance or update their skills in specific justice disciplines. Students who hold Bachelor degrees and have the necessary educational background and/or professional experience may also pursue the Certificate Programs. The M.S. in Justice Studies degree and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a Graduate Degree Program.

Students pursuing Graduate Certificates only may be required to satisfy foundational course work as specified by each course required to complete the Graduate Certificate of choice. Please refer to the official course descriptions listed in this Graduate Catalog.

**\*\* Only offered Online**

This optional 12-credit Graduate Certificate is designed for students interested in careers or continued graduate study in the area of terrorism, homeland security, or intelligence. Students will explore related topics including terrorism and strategic response, planning and tactics in homeland defense, and emergency response.

## Required Courses

- JUS 606 - Planning/Tactics: Homeland and WMD Minimum Credits: 3
- JUS 607 - Terrorism and Strategic Response Minimum Credits: 3
- JUS 620 - Emergency Management Minimum Credits: 3
- JUS 621 - Cont Issues/Homeland Security Minimum Credits: 3

## Teaching English as a Foreign Language, M.S.

### Contact: Prof. Denis Hall

The M.S. TEFL degree at SNHU is designed for people teaching or intending to teach English in foreign school systems, language schools, corporations, etc., but is also appropriate for those who wish to teach in similar situations here in the United States. Opportunities for teaching English in other countries are numerous and increasing yearly as English continues to be the preferred language for many professions and a requirement in many foreign school systems, beginning as early as primary school. A master's degree in teaching English as a foreign language is the degree of choice for overseas employment.

Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching learners of all ages. Twelve courses are required (including supervised practice teaching) for a total of 36 credits. The degree program is offered over four terms and can be completed within 12 months (full-time), though most students take longer (up to 18 months).

Participants in the M.S. TEFL program have the opportunity to observe classes throughout the Greater Manchester area and in the year-round Intensive English Program offered by The Institute for Language Education.

### Admission Requirements:

- Completion of the equivalent of a U.S. bachelor's degree with the equivalent of a 2.75 grade point average (GPA).
- For native speakers of English, at least two semesters of college-level study of a foreign language (or equivalent ability).
- For non-native speakers of English, a TOEFL score of 80 on the iBT with a minimum score of 19 in any skill area; or a paper-based TOEFL score of 550 with a writing score of 5.0 on a scale of 6.0; or an IELTS score of 7.0 with a minimum score of 6.5 in any skill area.

## Required Courses

- EFL 501 - Language Learning and Acquisition Minimum Credits: 3
- EFL 502 - Evaluation and Assessment Minimum Credits: 3
- EFL 503 - Descriptive Linguistics of American English Minimum Credits: 3
- EFL 504 - Introduction to Curriculum Development, Design and Implementation Minimum Credits: 3
- EFL 505 - Overview of TESOL Methodology Minimum Credits: 3
- EFL 540 - Socio-Cultural Context of Language Teaching Minimum Credits: 3
- EFL 599 - Supervised Practice Teaching Minimum Credits: 3

### Choose 5 of the following electives:

- EFL 523 - Listening and Speaking Techniques Minimum Credits: 3
- EFL 525 - Reading and Writing Techniques Minimum Credits: 3
- EFL 526 - Aspects of Literacy/Multilingual Learner Minimum Credits: 3

- EFL 527 - Strategies/Techniques for Teaching Grammar Minimum Credits: 3
- EFL 530 - Methods of Teaching English through Drama Minimum Credits: 3
- EFL 531 - Pronunciation Techniques Minimum Credits: 3
- EFL 536 - Content-Based Instruction Minimum Credits: 3
- EFL 537 - Computer-Assisted Language Learning Minimum Credits: 3

## Community Mental Health

### Graduate Program in Community Mental Health and Mental Health Counseling

**Contact: Dr. Annamarie Cioffari**

#### Mission

The Graduate Program in Community Mental Health and Mental Health Counseling is a competency-based, multidisciplinary program which offers state-of-the-art graduate education in integrated community mental health and substance abuse services and mental health counseling. The program combines face-to-face instruction and distance-learning activities geared to adult learners. Intensive weekend instruction (classes meet one weekend per month) is provided for cohorts “on location” in several states across the country, including New Hampshire, Maine, Vermont, Wisconsin, and Alaska.

The program offers three options for those seeking advanced studies in community mental health and mental health counseling. Students completing the first year of the program (22 credits) receive a Graduate Certificate in integrated community mental health and substance abuse services with a specialization in either children, youth, and families or in adults. Students desiring a Master’s Degree may continue on to complete a minimum 48-credit or minimum 60-credit master of science degree program. The program offers a unique emphasis in both mental health and substance abuse counseling and also emphasizes clinical and leadership skills in community-based behavioral health care. Students intending to pursue licensure as mental health or professional counselors are encouraged to enroll in the minimum 60- credit option within the Master of Science degree. Within the minimum 60-credit M.S., the last 12 to 18 credits are tailored to the educational requirements for licensure within the individual states in which the program is offered, and prepare students for a variety of counseling roles in community settings. The program is designed to be accessible to practicing professionals, as well as service recipients, family members, and others who wish to develop careers in the field. Faculty are scholar/practitioners who bring national and local expertise in counseling, integrated service delivery, research and administration to the program.

The curriculum in the Graduate Program in Community Mental Health and Mental Health Counseling is based on a set of core competencies that have been drawn from research literature, practices in model programs and input from professionals, service users and their families. The program has been recognized as an Innovative Practice by the Annapolis Coalition, and its competencies and curriculum have been cited as national models in studies supported by the federal Center for Mental Health Services. Program competencies emphasize clinical and management skills and core values for service delivery in rural and urban settings, including: integrated mental health and addictions counseling, recovery orientated approaches, integration with physical health care, wrap-around and strength-based approaches and intervention, community-based support, evidence-based practice, family partnership and family preservation, developmentally appropriate practice (from infancy through adulthood and the challenges of aging) and cultural relevance.

The Graduate Program in Community Mental Health and Mental Health Counseling has been offered at Southern New Hampshire University since 2001. The program was founded at Trinity College of Vermont in 1995 as a collaborative effort among the Center for Community Change through Housing and Support, Trinity College of Vermont, and the Vermont Department of Developmental and Mental Health Services. The program received significant financial support from the Van Ameringen Foundation.

## Format

The master's program begins with an Orientation Weekend, during which students develop individual professional development plans. Subsequent classes meet one weekend per month, for 12 months of the year. Three-credit courses typically last two months and involve two full weekends of instruction. Students continue their learning at home through readings, written assignments, other course materials, and application in their internship and work settings.

Students complete a 100-hour Practicum that runs concurrent with courses in Helping Relationships, Diagnosis, Assessment and Psychopathology. Students also complete a minimum of two, typically three 300-hour internships that are taken concurrently with other course work. Students complete an integrative Masters Project as a culminating learning experience on a topic of their choice, toward the end of the course sequence.

The program works with licensing boards, in the states in which it is offered, to meet the educational requirements for licensure as a mental health or professional counselor. The program also works with state substance abuse certification boards. Additional course work and internships may be offered. The university does not guarantee that students who complete the program will become licensed.

### Options:

- Certificate in Community Mental Health (22 graduate credits).
- Master's Degree in Community Mental Health (minimum 48 graduate credits: Certificate + 26 credits) with a focus on effective clinical & leadership skills in community-based behavioral health care.
- Mental Health Counseling Option, within the Master of Science degree, for students pursuing licensure as mental health counselors (minimum 60 graduate credits).
- Continuing Education Credits in individual coursework for non-degree students, including those seeking specialized content and/or licensure preparation. In some states, supplemental coursework totaling less than 60 credits is sufficient for licensure as a mental health counselor; in others, the 60-credit M.S. plus additional course work may be required for that licensure. The program works with individual state licensing boards to meet the educational requirements. SNHU does not guarantee licensure, as students must meet additional requirements (such as passing a national exam and post-master's practice requirements) after graduation.

### Specializations:

Integrated Community Mental Health and Substance Abuse Services for:

- Children, Youth, and Families
- Adults

## Community Mental Health and Mental Health Counseling Certificate Program

The Certificate Program consists of 22 credits and includes seven three-credit courses and one one-credit course. All students complete five foundation courses, two three-credit courses in their clinical specializations and a 300-hour internship.

## Foundation Courses

- Orientation and Immersion Weekend Minimum Credits: 0
- PCMH 600 - Overview of Behavioral Health Services Minimum Credits: 3
- PCMH 610 - Helping Relationships Minimum Credits: 3
- PCMH 615 - Practicum Minimum Credits: 1
- PCMH 621 - Community Resources and Rehabilitation Minimum Credits: 3
- PCMH 680 - Diagnosis, Assessment & Psychopathology Minimum Credits: 3

## Clinical Core

Students must complete:

- PCMH 650 - Internship I Minimum Credits: 3  
*and*  
One of the following two sets of courses:
- PCMH 635 - Clinical Skills I: Integrated Community Mental Health Treatment for Children, Youth and Families Minimum Credits: 3  
*and*
- PCMH 636 - Clinical Skills II: Integrated Community Mental Health Treatment for Children, Youth and Families Minimum Credits: 3  
or
- PCMH 645 - Clinical Skills I: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities Minimum Credits: 3  
*and*
- PCMH 646 - Clinical Skills II: Integrated Community Mental Health and Substance Abuse for Adults with Psychiatric Disabilities Minimum Credits: 3

## Community Mental Health and Mental Health Counseling, M.S.

The Master of Science Program in Community Mental Health consists of a minimum of 48 credits, including the 22-credit certificate course sequence and 26 credits of advanced coursework. The minimum 60-credit, mental health counseling track, within the master of science, requires four to six additional courses.

### Advanced Core

- PCMH 662 - Internship II Minimum Credits: 3
- PCMH 665 - Program Evaluation and Systems Research Minimum Credits: 3
- PCMH 666 - Professional Affairs and Ethics Minimum Credits: 3
- PCMH 667 - Community and Systems: Analysis, Consultation and Change Minimum Credits: 3
- PCMH 682 - Human Development Minimum Credits: 3
- PCMH 690 - Master's Project Minimum Credits: 2

### Additional Course Work

Three of the following courses are required, depending on the specialization, as noted.

- PCMH 672 - Management of Behavioral Health Services Minimum Credits: 3 \*
- PCMH 675 - Co-Occurring Issues for Children and Families Minimum Credits: 3 \*\*

- PCMH 689 - Early Childhood and Infant Mental Health Minimum Credits: 3 \*\*
- PCMH 676 - Physiology of Addictions and Psycho- Pharmacology Minimum Credits: 3 \*\*\*
- PCMH 692 - Elders: Mental Health/Substance Abuse Minimum Credits: 3 \*\*\*

### Note(s):

\* *Required for students in both the child and adult specializations*

\*\* *Required for students in the child specialization*

\*\*\* *Required for students in the adult specialization*

### Mental Health Counseling Option

For the minimum 60-credit, Mental Health Counseling track, four to six additional courses are required, often including Internship III, from the list below. These courses may be offered for continuing education credit in states that do not require 60 credits for licensure as a mental health counselor. Additional electives may be recommended.

- PCMH 605 - Measurement & Advanced Assessment Minimum Credits: 3
- PCMH 663 - Internship III Minimum Credits: 3
- PCMH 683 - Group Process Minimum Credits: 3
- PCMH 685 - Social and Cultural Foundations Minimum Credits: 3
- PCMH 686 - Career and Lifestyle Development Minimum Credits: 3
- PCMH 688 - Counseling Theory Minimum Credits: 3

### Application Review Process - PCMH

The admission review for the Program in Community Mental Health and Mental Health Counseling is based on a careful comparison of applicants' qualifications. Particular attention is paid to past accomplishments and future promise in the field. Selected faculty members review applications and consider personal and professional experiences in addition to academic achievements.

To be eligible for admission into the Certificate or Master of Science Programs in Community Mental Health, prospective students are expected to:

- have earned a baccalaureate degree at an accredited college or university
- present an official transcript showing at least a 2.5 cumulative grade-point average for undergraduate studies
- submit a completed application and a nonrefundable, \$40 application fee
- submit an essay responding to items described on the application form
- furnish two letters of reference (forms are provided)
- furnish an up-to-date resumé
- Submit application materials to:

Southern New Hampshire University  
 Vermont Programs – PCMH Admissions  
 463 Mountain View Drive, Suite 101  
 Colchester, VT 05446  
 1.800.730.5542  
[www.snhu.edu/pcmh](http://www.snhu.edu/pcmh)

## Application Deadlines - PCMH

Admission application deadlines are determined for each cohort site in accordance with the schedule for course delivery. These deadlines are published with the application form and admission materials that are distributed to potential students. Generally, applicants are asked to submit materials at least one month prior to the beginning of the term in which they intend to enroll.

## Conditional Acceptance - PCMH

Conditional acceptance may be offered when the university is uncertain whether an applicant has provided evidence that he or she will be successful in the program. The student will be advised of the conditions that must be met in order for him or her to be formally accepted into the program. The student will be formally admitted when the conditions have been met. Students will be subject to administrative withdrawal if they fail to meet the conditions.

## Non-degree Students

Non-degree students who have earned baccalaureate degrees are permitted to undertake limited graduate coursework in the Community Mental Health Program for purposes other than that of earning a degree. Such students may enroll for a maximum of nine credits. Non-degree students may register for courses by submitting a non-degree registration form at times specified in the current course schedule. Selections are subject to university approval. Students matriculated in the degree program will receive priority during course registration. Non-degree students who later decide to seek a degree through the Program in Community Mental Health must follow the regular admission procedures.

## The Certificate Program

Students seeking to complete the Certificate Program must earn 22 credits with a GPA of 3.0 on a 4.0 scale, complete a 100-hour practicum and one approved 300-hour pass/fail internship. No grades below a "C" will be accepted for graduation and no more than one grade of "C+" or below. Students must complete the program within four calendar years of acceptance.

## The Master of Science Degree Program

Students seeking the Master of Science options must earn a minimum of 48 or 60 credits with a GPA of 3.0 or better on the 4.0 scale and complete an approved 100 hours of practicum and two to three 300-hour pass/fail internships. No grades below a "C" will be accepted for graduation and no more than two grades of "C+" or below. Students must complete the program within eight calendar years of acceptance. No more than six graduate credits may be transferred from another accredited college or university; transfer credits are subject to approval by the program.

## Psychology, M.S.

**Associate Dean: Anthony Siciliano**

### Only offered Online

The rapidly changing professional landscape of the 21st century has led to a growing demand for individuals with a formal psychology background. Industries such as business, marketing, education, health services, criminal justice, sports

management, and information technology are increasingly seeking out individuals with these credentials to help improve performance, motivation, and general well-being within organizations.

The Master of Science in Psychology degree extends students' knowledge and expertise in the discipline, effectively preparing them to apply their skills in a wide variety of professions and contexts. Students deepen their understanding in critical areas such as research methods, cognitive psychology, social psychology, personality, learning theory, and ethical practice in psychology. Emphasis is placed on the practical application of psychological research to real world contexts. Students will sharpen and hone their skills as they work through ill-structured case studies relevant to psychological theories and methods.

While the Master of Science in Psychology degree does not lead to licensure or certification, students will find both the general psychology program and the concentrations well-aligned with industry standards and expectations. In addition, students will graduate with all of the knowledge and skill necessary for doctoral level coursework.

## Required Courses:

### Foundational Courses (as needed)

*This coursework may be exempt based on undergraduate coursework.*

- SCS 501 - Foundations in Statistics Minimum Credits: 3
- SCS 502 - Foundations in Research Methods Minimum Credits: 3

### Major Courses

- PSY 510 - Research Methods in Psychology I Minimum Credits: 3
- PSY 520 - Research Methods in Psychology II Minimum Credits: 3
- PSY 530 - Advanced Social Psychology Minimum Credits: 3
- PSY 540 - Advanced Cognitive Psychology Minimum Credits: 3
- PSY 550 - Measurement and Assessment Minimum Credits: 3
- PSY 560 - Theories of Personality Minimum Credits: 3
- PSY 570 - Ethical Practice in Psychology Minimum Credits: 3
- PSY 790 - Capstone in Psychology Minimum Credits: 3

## Choose either one concentration or the non-concentration option

### Non-concentration option:

*Choose four courses from the list (at least two of which must be 600-level courses):*

- EDU 543 - Learning Theories and Instruction Minimum Credits: 3
- JUS 603 - Law, Ethics, and Justice System Minimum Credits: 3
- JUS 621 - Cont Issues/Homeland Security Minimum Credits: 3
- OL 675 - Leadership and Ethics Minimum Credits: 3
- OL 676 - Women in Leadership Minimum Credits: 3
- SPT 510 - Sport and Society Minimum Credits: 3
- WCM 510 - Negotiation/Advocacy in the Workplace Minimum Credits: 3
- WCM 610 - Intro Org Conflict Management Minimum Credits: 3
- WCM 620 - Managing Difficult Conversations at Work Minimum Credits: 3
- Any 500 or 600 level PSY course



**Industrial and Organizational Psychology Concentration:**

- PSY 612 - Motivation in the Workplace Minimum Credits: 3
- PSY 614 - Psychology of Leadership Minimum Credits: 3
- PSY 616 - Organizational Consulting Minimum Credits: 3
- PSY 618 - Seminar in Industrial & Organizational Psychology Minimum Credits: 3

**Child and Developmental Psychology Concentration:**

- PSY 632 - Advanced Developmental Psychology Minimum Credits: 3
- PSY 634 - Cognitive Neuropsychology Minimum Credits: 3
- PSY 636 - Intervention Strategies Minimum Credits: 3
- PSY 638 - Child and Developmental Psychology Seminar Minimum Credits: 3

**Total Credits: 36**

## School of Business

**Dean: Dr. 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.

### School of Business Graduate Programs

Southern New Hampshire University's School of Business is widely regarded as a leader in preparing managers for the business challenges they will confront in the ever-changing global economy.

School of Business programs reflect the changing needs of professionals and help them thrive in the domestic and international economies. We provide students with links to the global business community and access to innovative learning systems and advanced technologies that showcase our cutting-edge position in education.

Our educational approach and diverse student body provide students with an international view that will enable them to integrate business across cultures and markets. The curricula provide students with varied perspectives on the myriad forces that influence global and domestic marketplaces.

This global outlook is especially evident in our inventive International Business program, which is available at the undergraduate, graduate and doctoral levels. The program is recognized as an international leader and has been awarded multiple grants that allowed for the creation of extensive research and internship and travel opportunities for students and faculty. Our Ph.D. in International Business trains highly qualified individuals for careers in research, academia, consulting and multinational corporations.

The key to programs offered through the School of Business is flexibility, allowing students to make their degree programs fit their educational and professional aspirations, as well as their schedules. The University has long held to the tenet that the changing needs of the marketplace and those seeking professional degrees require a broad scope of choices.

The School of Business offers Master of Business Administration, Master of Science and Certificate Programs in many business disciplines, including organizational leadership, international business, finance, accounting, marketing, information technology, sport administration, taxation and others.

Students can tailor their M.B.A. degrees to include focuses in marketing, international business or finance information technology, to name a few options. Or they can choose to combine a Master of Science degree with the M.B.A. program. M.B.A. and other business courses and electives may also be taken through the College of Online and Continuing Education. These are just a few examples of the choices available to our students.

Our business programs feature a clear blend of theory and practice. Students not only master academic concepts and theories, they learn how to use them immediately. For example, students learn to work in teams with diverse members, just as they would in the business world. They often are assigned work-based projects that they can use immediately in their careers. Many of the region's leading corporations realize their employees will improve their skills and capacity for growth immediately by enrolling here and will underwrite tuition, fees and other expenses.

Graduates of our business programs have gone on to work for such industry leaders as American Express, AT&T, Coca-Cola, General Electric, General Motors, IBM and Fidelity Investments.

## Guiding Principles

The School of Business is committed to a learning environment that encourages intellectual curiosity, ethical behavior, creative and critical thinking and decision-making and prepares the student to be a partner in a lifelong learning process.

The School of Business is committed to preparing students for leadership in business, industry and the community through development of business knowledge and skills, social and ethical values and an international perspective.

The School of Business, as a learning institution, is committed to excellence in teaching, research and other professional activities that lead to the intellectual development of the school and the community.

The School of Business is committed to design, develop, evaluate, implement and financially support programs and activities that add value to the School of Business and the academic experiences of the students.

The School of Business is committed to high-quality, innovative, competency-based educational programs that engage its students as partners and active participants in the learning process.

The School of Business is committed to establishing and maintaining learning partnerships among faculty, students, businesses and other educational and community organizations.

The School of Business is committed to an innovative curriculum that integrates cutting-edge technology to support the educational mission and deliver a competitive professional education.

The School of Business respects and supports diversity in the university's communities and beyond.

The School of Business is committed to creating an environment to foster scholarship leading to knowledge generation and dissemination.

The School of Business is committed to a strategic management process.

## School of Business Master Degree Programs

Students may be admitted to a School of Business graduate program under the following categories:

Unconditional acceptance in the Global M.B.A. or a specialized M.B.A. program and the M.S. programs requires that the student has earned a U.S. or equivalent bachelor's degree from an accredited institution with a cumulative GPA of 2.75 or better. Student is subject to program availability at the time of matriculation.

Provisional Admission may be granted to applicants with an undergraduate GPA within the 2.25 to 2.74 range. Under this status, a student is allowed to enroll in a maximum of two graduate courses and must earn grades of "B" (3.0) or better in both courses prior to matriculating into a graduate program of choice. Student is subject to program availability at the time of matriculation.

Course Work Only (CWO) Admission is granted to applicants meeting other admissions criteria, but not planning to matriculate into a graduate certificate or degree program. Under this admission status, a student is considered a non-matriculated student, and is limited to enrollment in a maximum of six graduate credits (2 courses).

### Application to School of Business Degree or Graduate Certificate Programs

Applicants are required to submit the following materials:

- A completed School of Business application with \$40 application fee.
- Official undergraduate transcripts from the institution that awarded your degree. Note: In some cases transcripts from transfer institutions may also be needed.
- A copy of your personal resume or employment history.

Application decisions are made on a rolling basis, normally within one week of the completion of applicant's file.

## Foundation Courses

Students who did not major in business at the undergraduate level, and/or did not earn grades of "C" or better (2.0 +) in equivalent undergraduate course work, may be required to satisfy foundational business course work in the areas of Financial Reporting and Analysis (Accounting), Macroeconomics and Microeconomics, and Mathematics and Statistics.

Requirement of this foundational business course work is graduate degree specific. Specifically, the following depicts the foundation requirements of each graduate degree program offered by the School of Business.

### SNHU M.B.A.

#### Foundational Course Requirements

- Business Law
- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics

- Organizational Behavior

## Specialized M.B.A.

### Foundational Course Requirements

- Undergraduate (B.S./B.A.) degree in a business discipline.
- Students without an undergraduate degree in a business discipline will be assessed for satisfaction of the following foundational courses:
  - Financial Reporting and Analysis
  - Macroeconomics and Microeconomics
  - Mathematics and Statistics
  - Business Law
  - Organizational Behavior

## M.S. in Accounting

### Foundational Course Requirements

- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics

## M.S. in Finance and M.S. in Accounting/Finance

### Foundational Course Requirements

- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics\*

\* *Note: Student must have earned a grade of "B" or better in undergraduate Statistics within the past 5 years to meet foundational degree requirements for M.S. in Finance.*

## M.S. in Marketing

### Foundational Course Requirement

- Mathematics and Statistics

## M.S. in Operations and Project Management

### Foundational Course Requirement

- Mathematics and Statistics

## M.S. in Organizational Leadership

### Foundational Course Requirements

- Mathematics and Statistics
- Macroeconomics and Microeconomics

## M.S. in Sport Management

### Foundational Course Requirement

- Financial Reporting and Analysis

*Note: The M.S. in Information Technology does not have foundation course requirements.*

## Doctoral Program

### International Business, Ph.D.

The Ph.D. in International Business trains highly qualified individuals for careers in academics, consulting environments and multinational corporations. Such positions require a theoretical understanding of global business operations and a strong interest in applied research. The program strives to meet the interests and needs of full- and part-time students and is flexible enough to accommodate the professional life circumstances of the adult learner. The program also is geared toward international students who are interested in teaching and researching in their own countries.

Program requirements for entering the dissertation stage:

1. Students must complete prerequisite courses at the Master degree level prior to taking the doctoral seminars (800-level course work). These courses include the following SNHU courses: INT 610, INT 620, INT 640, INT 700 and QSO 510, or the equivalent.
2. Doctoral students must complete two advanced research methods in international business courses, INT 880 - Advanced Quant Methods/Int'l Bus I and INT 881 - Advanced Quant Methods/Int'l Bus II.

#### Required Doctoral Courses

- INT 800 - Foreign Direct Investment Minimum Credits: 3
  - INT 810 - Privatization Minimum Credits: 3
  - INT 820 - Seminar in Multinational Finance Minimum Credits: 3
  - INT 830 - Theories of Globalization Minimum Credits: 3
  - INT 840 - Seminar in Multinational Marketing Minimum Credits: 3
  - INT 850 - Seminar in Global Business Strategy Minimum Credits: 3
  - INT 880 - Advanced Quant Methods/Int'l Bus I Minimum Credits: 3
  - INT 881 - Advanced Quant Methods/Int'l Bus II Minimum Credits: 3
3. Minor field of specialization: Students and faculty mentors design a minor area of specialization that must include at least four upper-level courses. These could include such fields as finance, information technology, marketing, leadership, or business strategy.
  4. Comprehensive examinations: Upon the completion of all course work, doctoral students must sit for a series of comprehensive examinations in international business, research methodology and their minor fields of specialization.

### Dissertation Stage

Students enroll each term in the Doctoral Dissertation Colloquium. The dissertation is based on a student's research and is expected to make a contribution to his or her field of study. Each student is assigned a committee, which normally is comprised of two faculty members from the international business area, one from the second field of specialization and one who specializes in research methodology.

### Doctoral Colloquiums

Doctoral colloquiums provide a forum for students to discuss their dissertation research and help monitor their progress in completing their dissertations. Once a student completes the research and the final draft and receives approval from his or her dissertation committee chair, he or she will give an oral presentation to the committee and any other interested individuals. Students must receive approval from all members of their dissertation committees in order to successfully complete the doctoral program.

For more information about the Ph.D. in International Business, please contact:

Dr. Massood Samii, International Business Chair  
Webster Hall  
Southern New Hampshire University School of Business  
2500 North River Road  
Manchester, N.H. 03106-1045  
603.644.3102 • Fax 603.644.3150  
[www.snhu.edu](http://www.snhu.edu)

## School of Business Master Degree Programs

### Master of Business Administration

#### Business Administration, M.B.A.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

With a SNHU M.B.A., you're preparing yourself to navigate between the ups and downs of a volatile business world. The SNHU M.B.A. is built around the principal areas that are necessary to acquire the specific knowledge base and skill sets that will guide you in your business career. You can also tailor the program around your interests, thus being able to acquire the specific knowledge base and skill sets you'll need to achieve your personal career goals. Regardless of what you ultimately plan to do, when you graduate with a SNHU M.B.A., you'll leave with:

**Knowledge of a Specific Discipline:** Whether you're interested in finance, marketing, accounting or another discipline, because you're able to customize your SNHU M.B.A. program around your interests, you'll gain a fundamental understanding of that subject matter — which you can then build on through further studies or career experiences.

**Effective Research Strategies:** As is the case with all SNHU M.B.A. programs, you'll learn how to effectively gather and analyze data and information from a variety of new media resources.

**Interpersonal Communication Skills:** Through written and oral presentations, you'll sharpen your ability to connect with people from different cultures and with different perspectives.

**Greater Business Awareness:** By learning about customs and practices, you'll expand your understanding of the business arena and you will be better equipped to compete in the local and global marketplace.

**Thorough Understanding of Critical Business Areas:** You'll discover how to take a holistic view of business areas by factoring in internal and external influences on decision making such as politics, ethics, law, economic policies and cultural beliefs, etc.

#### Foundational Courses (as needed)

*This coursework may be exempt based on undergraduate coursework.*

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3

### Required Courses

Specialization Courses (3 required), or Foundational courses (as required) and business electives of choice (3 required).

- ACC 500 - Managerial Accounting Minimum Credits: 3
  - ECO 500 - Managerial Economics Minimum Credits: 3
  - FIN 500 - Financial Management Minimum Credits: 3
  - INT 610 - Multinational Corporate Environment Minimum Credits: 3
  - IT 500 - Information Technology Minimum Credits: 3
  - MKT 500 - Marketing Strategies Minimum Credits: 3
  - OL 690 - Responsible Corporate Leadership Minimum Credits: 3
  - QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
  - QSO 600 - Operations Management Minimum Credits: 3
  - MBA 700 - Strategic Management Minimum Credits: 3
- Nine (9) credits of Business electives or declare a specialization.

### Total Credits: 39

## Specialized Master of Business Administration Degree Programs Curriculum

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

Students interested in a Specialized M.B.A. whose undergraduate degree is in a non-business discipline with a 2.75 GPA or higher will have their files individually assessed and will require foundational coursework to satisfy core business competencies in addition to the 39 credit Specialized M.B.A.

### Specialization Courses (3 required)

- |   |   |
|---|---|
| • M.B.A. in Accounting                        | • M.B.A. in Justice Studies                             |
| • M.B.A. in Athletic Administration           | • M.B.A. in Marketing                                   |
| • M.B.A. in Corporate Social Responsibility   | • M.B.A. in Operations and Supply Chain Management      |
| • M.B.A. in Entrepreneurship                  | • M.B.A. in Project Management                          |
| • M.B.A. in Finance                           | • M.B.A. in Quantitative Analysis                       |
| • M.B.A. in Forensic Accounting               | • M.B.A. in Six Sigma Quality                           |
| • M.B.A. in Healthcare Informatics            | • M.B.A. in Social Media Marketing                      |
| • M.B.A. in Healthcare Management             | • M.B.A. in Sport Management                            |
| • M.B.A. in Human Resources                   | • M.B.A. in Sustainability and Environmental Compliance |
| • M.B.A. in Information Technology Management | • M.B.A. in Workplace Conflict Management               |
| • M.B.A. in Internet Marketing                |   |



**M.B.A. in Accounting – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- ACC 610 - Financial Reporting I Minimum Credits: 3
- ACC 620 - Financial Reporting II Minimum Credits: 3
- TAX 660 - Tax Factors in Business Decisions Minimum Credits: 3

**M.B.A. in Athletic Administration – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- SPT 608 - Sport Marketing and Media Minimum Credits: 3 (replaces MKT 500)
- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 512 - Principles in Athletic Administration Minimum Credits: 3
- SPT 612 - Advanced Topics/Athletic Administration Minimum Credits: 3

**M.B.A. in Corporate Social Responsibility – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- CSR 510 - Strategic Corporate Social Responsibility Minimum Credits: 3
- CSR 610 - Business Ethics and Culture Minimum Credits: 3
- CSR 620 - Corporate Governance and Accountability Minimum Credits: 3

**M.B.A. in Entrepreneurship – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- OL 630 - Entrepreneurship and Small Business Management Minimum Credits: 3
- OL 635 - Consulting Minimum Credits: 3
- OL 640 - Franchising Minimum Credits: 3

**M.B.A. in Finance – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 630 - Capital Budgeting & Financing Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3

**M.B.A. in Forensic Accounting – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

For this specialization, ACC 500 is a foundation course. Students must take ACC 646 as a required core course.

- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

### **M.B.A. in Healthcare Informatics – Required Specialization Courses**

**\*\* Only Offered Online**

- HCM 500 - Healthcare Informatics Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3
- HCM 600 - Social & Organizational Issues in Healthcare Minimum Credits: 3

### **M.B.A. in Healthcare Management – Required Specialization Courses**

**\*\* Only Offered Online**

- HCM 500 - Healthcare Informatics Minimum Credits: 3
- HCM 600 - Social & Organizational Issues in Healthcare Minimum Credits: 3
- HRM 630 - Topics in Health Administration Minimum Credits: 3

### **M.B.A. in Human Resources – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- OL 620 - Total Rewards Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3

### **M.B.A. in Information Technology Management – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- IT 503 - Digital Commerce and eBusiness Minimum Credits: 3 (replaces IT 500)
- IT 550 - Management of Information Technology Minimum Credits: 3
- IT 641 - Telecommunications for Business Minimum Credits: 3

### **M.B.A. in Internet Marketing – Required Specialization Courses**

**\*\* Only Offered Online**

- MKT 625 - Strategic Internet Marketing Minimum Credits: 3
- MKT 635 - Websites and SEM/SEO Minimum Credits: 3
- MKT 645 - Online Marketing Channels Minimum Credits: 3

### **M.B.A. in Justice Studies – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

Choose three (3) of the following

- JUS 600 - Police in the American Experience Minimum Credits: 3

- JUS 601 - Correctional Policy and Practice Minimum Credits: 3
- JUS 602 - Courts and Judicial Process Minimum Credits: 3
- JUS 603 - Law, Ethics, and Justice System Minimum Credits: 3
- JUS 604 - Legal and Justice Research Minimum Credits: 3
- JUS 608 - Employment Law Minimum Credits: 3

### **M.B.A. in Marketing – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

Choose any three (3) of the following:

- MKT 610 - Promotions Management Minimum Credits: 3
- MKT 615 - Relationship Selling Strategies Minimum Credits: 3
- MKT 620 - Consumer Behavior Minimum Credits: 3
- MKT 675 - Ethical and Legal Issues in Marketing Minimum Credits: 3
- MKT 678 - Brand Management Minimum Credits: 3
- MKT 690 - Corporate Communications Minimum Credits: 3

### **M.B.A. in Operations and Supply Chain Management – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- QSO 630 - Supply Chain Management Minimum Credits: 3

Choose two (2) of the following:

- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 610 - Management of Service Operations Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 635 - International Supply Chain Management Minimum Credits: 3
- QSO 690 - Topics in Operations Management Minimum Credits: 3

### **IMBA in Operations and Supply Chain Management**

*Students enrolled in the IMBA will complete the following:*

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3  
Select two of the following:
- QSO 610 - Management of Service Operations Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 690 - Topics in Operations Management Minimum Credits: 3

### **M.B.A. in Project Management – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- QSO 640 - Project Management Minimum Credits: 3

- QSO 680 - Seminar in Project Management Minimum Credits: 3

Choose one (1) of the following:

- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3
- QSO 645 - Project Management for PMP® Certification Minimum Credits: 3

### **IMBA in Project Management**

*Students enrolled in the IMBA will complete the following:*

- QSO 640 - Project Management Minimum Credits: 3
- QSO 680 - Seminar in Project Management Minimum Credits: 3  
Select one of the following:
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 645 - Project Management for PMP® Certification Minimum Credits: 3

### **M.B.A. in Quantitative Analysis – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

As the world of business is becoming more complex and data driven, application of quantitative tools and techniques is becoming more important. Businesses value managers who can combine the use of data and facts with experience and judgment in making decisions. Recommendations based on analysis of hard data are always more easily accepted by the top management. Being able to handle quantitative information as well as qualitative information is a powerful combination for success in the business world. This concentration would prepare you to make more scientific and optimal decisions based on the application of quantitative tools and techniques.

- QSO 500 - Business Research Minimum Credits: 3
- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 530 - Applied Statistics for Managers Minimum Credits: 3

### **IMBA in Quantitative Analysis**

*Students enrolled in the IMBA will take QSO 510 in place of QSO-500.*

### **M.B.A. in Six Sigma Quality – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 625 - Six Sigma for Black Belt Certification Minimum Credits: 3

### **M.B.A. in Social Media Marketing – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- MKT 555 - Social Media Minimum Credits: 3
- MKT 655 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 666 - Social Media Marketing Campaigns Minimum Credits: 3

### **M.B.A. in Sport Management – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- SPT 608 - Sport Marketing and Media Minimum Credits: 3 (replaces MKT 500)
- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 565 - Internationalization of Sport Business Minimum Credits: 3
- SPT 600 - Management of Sport Organizations Minimum Credits: 3

### **M.B.A. in Sustainability and Environmental Compliance – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- SEC 510 - Environmental Issues Minimum Credits: 3
- SEC 610 - Energy and Society Minimum Credits: 3
- SEC 620 - Environment Compliance/Sustainability Minimum Credits: 3

### **M.B.A. in Workplace Conflict Management – Required Specialization Courses**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

- WCM 510 - Negotiation/Advocacy in the Workplace Minimum Credits: 3
- WCM 610 - Intro Org Conflict Management Minimum Credits: 3
- WCM 620 - Managing Difficult Conversations at Work Minimum Credits: 3

## **International Business Administration, I.M.B.A.**

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

With an International M.B.A. from SNHU, you're preparing yourself to compete in the increasingly global 21st century. Since we allow you to tailor your International M.B.A. program around your interests, you're able to acquire the specific knowledge base and skill sets you'll need to achieve your career goals. Regardless of what you ultimately plan to do, when you graduate with an International M.B.A. from SNHU, you'll leave with:

**Greater Cultural Awareness:** By learning about foreign cultures, customs and practices, you'll expand your worldview and be better equipped to compete in the global marketplace.

**Thorough Understanding of International Business:** You'll discover how to take a holistic view of business by factoring in external influences on decision making such as politics, international law, economic policies and cultural beliefs.

**Knowledge of a Specific Discipline:** Whether you're interested in finance, marketing, accounting or another discipline, because you're able to customize your International M.B.A. program around your interests, you'll gain a fundamental understanding that subject matter — which you can then build on through further studies or career experiences.

**Effective Research Strategies:** As is the case with all SNHU M.B.A. programs, you'll learn how to effectively gather and analyze data and information from a variety of new media resources.

**Interpersonal Communication Skills:** Through written and oral presentations, you'll sharpen your ability to connect with people from different cultures and with different perspectives.

You will have an in-depth understanding of:

- the impact of international economic, social, and political relationships on corporations
- risk and funding strategies in international monetary relationships
- key issues in identifying developing relationships within international markets
- international trade, commercial policies, and how to improve international competitiveness
- effective negotiation skills for working with people from different cultures and societies
- how to formulate an international business strategy

### Foundational Courses (as needed)

*This coursework may be exempt based on undergraduate coursework.*

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3

### Required Courses

- ACC 500 - Managerial Accounting Minimum Credits: 3
- FIN 500 - Financial Management Minimum Credits: 3
- QSO 635 - International Supply Chain Management Minimum Credits: 3
- INT 601 - Global Entrepreneurship Minimum Credits: 3
- INT 610 - Multinational Corporate Environment Minimum Credits: 3
- INT 620 - Multinational Corporate Finance Minimum Credits: 3
- INT 640 - Multinational Market Strategies Minimum Credits: 3
- INT 650 - International Trade and Competitiveness Minimum Credits: 3
- INT 660 - International Negotiations Minimum Credits: 3
- INT 700 - Multinational Business Strategy Minimum Credits: 3
- Specialization Courses (3 required)

**Total Credits: 39**

## MBA and IMBA Specializations

### Specialization Courses (3 required)

- M.B.A. in Accounting
- M.B.A. in Athletic Administration
- 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 Healthcare Informatics
- M.B.A. in Healthcare Management
- M.B.A. in Human Resources
- M.B.A. in Information Technology Management
- M.B.A. in Internet Marketing
- 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 Quantitative Analysis
- M.B.A. in Six Sigma Quality
- 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 Science Programs

### Bachelor of Science / Master of Science

#### Accounting Accelerated Track, B.S. to M.S.

##### Program Contact: Alexandru Manus

*Only offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

The M.S. in Accounting curriculum offers concentrated studies in accounting as preparation for academic qualifications required for becoming a Certified Public Accountant and for a broader-based study of management related to the application of accounting theory. The M.S. in Accounting requires a minimum of 12 and a maximum of 17 graduate courses (3 credits each) as determined by a student's undergraduate background in business and undergraduate major. Students with 6 or more college-level credits in the disciplines of mathematics, economics, and accounting are exempt from "Level I Courses." Other courses are eligible for exemptions or waivers if a student has an undergraduate major or concentration in accounting or accounting/finance. A list of courses, including those eligible for exemption (followed by an asterisk) or waivers, is presented below.

##### Accounting Accelerated B.S. Online Curriculum:

##### General Education Program: 45 credits

The General Education Program

Note: Required Courses may differ based on program

##### Business Core: 24 credits

The Business Core

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- FIN 320 - Principles of Finance Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 421 - Strategic Management and Policy Minimum Credits: 3

*Note: The courses INT 113 and QSO 300 are not included in this program's business core.*

### **B.S. Accounting Major Courses: 18 credits**

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 309 - Intermediate Accounting III Minimum Credits: 3
- ACC 345 - Financial Statement Analysis/ Business Valuation Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 3

### **Allied Courses: 3 credits**

- BUS 307 - Business Law II Minimum Credits: 3

### **Accounting 4+1 Accelerated Track: 18 credits**

- ACC 312 - International Managerial Accounting Minimum Credits: 3
- ACC 315 - Accounting Systems Applications Minimum Credits: 3
- ACC 322 - Governmental and Non-Profit Accounting Minimum Credits: 3
- ACC 411 - Auditing Principles Minimum Credits: 3
- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3 \*
- INT 600 - Multinational Corporate Management Minimum Credits: 3 \*

### **Free Electives: 12 credits**

### **Total Undergraduate Credits: 120 credits**

### **Accounting Accelerated M.S. Online Curriculum:**

Students must complete SNHU's BS in Accounting - Accelerated Track with a 2.75 GPA for admission to this degree.

- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3 \*
- ACC 675 - Control/Audit of Accounting Info System Minimum Credits: 3
- ACC 680 - International Accounting Minimum Credits: 3
- ACC 696 - Situational Ethics in Accounting Minimum Credits: 3
- ACC 700 - Seminar in Accounting Topics Minimum Credits: 3
- FIN 500 - Financial Management Minimum Credits: 3
- INT 600 - Multinational Corporate Management Minimum Credits: 3 \*
- TAX 650 - Federal Taxation of Individuals Minimum Credits: 3



- TAX 655 - Fed Income Tax of Corp & Partnerships Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3

**Select two (2) of the following:**

- ACC 660 - Controllership Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

**Total Graduate Credits: 36****Total BS+MS Accounting Accelerated Track Completed Credits: 150\***

## Accounting, M.S.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

The M.S. in Accounting curriculum offers concentrated studies in accounting as preparation for academic qualifications required for becoming a Certified Public Accountant and for a broader-based study of management related to the application of accounting theory. The M.S. in Accounting requires a minimum of 12 and a maximum of 17 graduate courses (3 credits each) as determined by a student's undergraduate background in business and undergraduate major. Students with 6 or more college-level credits in the disciplines of mathematics, economics, and accounting are exempt from "Level I Courses." Other courses are eligible for exemptions or waivers if a student has an undergraduate major or concentration in accounting or accounting/finance. A list of courses, including those eligible for exemption (followed by an asterisk) or waivers, is presented below.

### Foundation Courses

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3 \*
- MBA 502 - Economics for Business Minimum Credits: 3 \*
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3 \*

### Major Courses

- ACC 550 - Cost Accounting Minimum Credits: 3  
*If waived – replace with ACC 660 - Controllership*
- ACC 610 - Financial Reporting I Minimum Credits: 3  
*If waived – replace with ACC 680 - International Accounting*
- ACC 620 - Financial Reporting II Minimum Credits: 3
- ACC 630 - Financial Reporting III Minimum Credits: 3
- ACC 640 - Auditing Minimum Credits: 3

*If waived – replace with ACC 646 - Intro to Forensic Accounting/Fraud Exam*

- ACC 675 - Control/Audit of Accounting Info System Minimum Credits: 3  
*If waived – replace with a free elective*
- ACC 690 - Advanced Topics in Financial Reporting Minimum Credits: 3
- ACC 700 - Seminar in Accounting Topics Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3 \*
- TAX 650 - Federal Taxation of Individuals Minimum Credits: 3 \*
- TAX 655 - Fed Income Tax of Corp & Partnerships Minimum Credits: 3  
*If waived – replace with TAX 665 - Estate and Gift Taxation*

### Allied Courses

- FIN 500 - Financial Management Minimum Credits: 3  
*If waived – replace with another FIN course*
- INT 600 - Multinational Corporate Management Minimum Credits: 3  
*If waived – replace with another INT course*
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3  
*If waived – replace with another QSO course*

### Note(s):

This M.S. in Accounting meets the 150-credit-hour requirement adopted by most states for the Certified Public Accountant (CPA) exam.

*\* Course is eligible for exemption*

### Concentrations

*\*\* Only Offered Online*

#### M.S. Accounting/Auditing – Required Concentration Courses

*Replace ACC-700 in major courses with one of the following:*

- ACC 645 - Advanced Auditing Minimum Credits: 3
- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 695 - Seminar in Audit/Information Assurance Minimum Credits: 3

#### M.S. Accounting/Forensic Accounting – Required Concentration Courses

*Replace ACC-675 in major courses with one of the following:*

- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

#### M.S. Accounting/Taxation – Required Concentration Courses

- TAX 665 - Estate and Gift Taxation Minimum Credits: 3
- TAX 670 - Tax Research Methodology/Practice & Procedures Minimum Credits: 3
- TAX 700 - Special Topics in Taxation Minimum Credits: 3

## Accounting/Finance, M.S.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The M.S. in Accounting/Finance is an inter-disciplinary degree program intended to provide students with a blend of knowledge and skills required of career professionals in these highly complementary fields. The fourteen course program (beyond program prerequisites) requires a near equal mix of accounting and finance coursework and prepares students for management positions in a wide range of organizations which require a working knowledge of budget analysis, accounting theory, financial decision making, and corporate finance.

### Foundation Courses

Courses are 3 credits unless otherwise indicated.

- MBA 501 - Mathematics and Statistics for Business Minimum Credits: 3 \*
- MBA 502 - Economics for Business Minimum Credits: 3 \*
- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3 \*

### Required Courses

#### Accounting Core

- ACC 550 - Cost Accounting Minimum Credits: 3  
*If waived, replace with ACC 660 - Controllership*
- ACC 610 - Financial Reporting I Minimum Credits: 3  
*If waived, replace with ACC 680 - International Accounting*
- ACC 620 - Financial Reporting II Minimum Credits: 3
- ACC 630 - Financial Reporting III Minimum Credits: 3
- ACC 640 - Auditing Minimum Credits: 3  
*If waived, replace with ACC 646 - Intro to Forensic Accounting/Fraud Exam*
- ACC 690 - Advanced Topics in Financial Reporting Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3 \*
- TAX 660 - Tax Factors in Business Decisions Minimum Credits: 3

#### Finance Core

- FIN 500 - Financial Management Minimum Credits: 3
- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 620 - Money and Capital Markets Minimum Credits: 3
- FIN 630 - Capital Budgeting & Financing Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3
- FIN 660 - Creating Value: Merger/Acquisition Minimum Credits: 3

#### Note:

\* Course is eligible for exemption

## Finance, M.S.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

The M.S. program in Finance is designed for professionals seeking the tools and knowledge needed for effective business analysis, decision-making and management in a wide variety of organizations, including non-financial corporations, banks, insurance companies, investment firms and government units. NOTE: A maximum of one (1) course may be exempted by students meeting the appropriate education criteria. As required of all M.S. degree programs offered in the School of Business, a minimum of twelve (12) courses (36 credits) are required to complete the M.S. in Finance degree. M.S. Finance students are required to fulfill the 36 credit minimum by taking finance electives as needed.

### Required Courses

- ACC 500 - Managerial Accounting Minimum Credits: 3
- ECO 500 - Managerial Economics Minimum Credits: 3
- ECO 610 - Fiscal & Monetary Policies & Practices Minimum Credits: 3
- FIN 500 - Financial Management Minimum Credits: 3
- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 620 - Money and Capital Markets Minimum Credits: 3
- FIN 630 - Capital Budgeting & Financing Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3
- FIN 670 - Option Analysis & Financial Derivatives Minimum Credits: 3
- FIN 690 - Financial Econometrics Minimum Credits: 3
- FIN 700 - Seminar in Finance Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- Select one FIN or ECO elective or INT 620 \*

### Note(s):

*\* Elective credits may be satisfied with a thesis or internship option, up to a maximum of 3 credits for internships.*

### Concentrations

*\*\* Only Offered Online*

#### M.S. Finance/Corporate Finance – Required Concentration Courses

- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 660 - Creating Value: Merger/Acquisition Minimum Credits: 3
- FIN 665 - Long-Term Financing & Capital Structure Theory Minimum Credits: 3

#### M.S. Finance/Investment and Securities – Choose three Concentration Courses

- FIN 645 - Analytical Tools in Portfolio Management Minimum Credits: 3
- FIN 670 - Option Analysis & Financial Derivatives Minimum Credits: 3
- FIN 655 - International Investments/Portfolio Mgmt Minimum Credits: 3
- INT 620 - Multinational Corporate Finance Minimum Credits: 3

## Information Technology, M.S.

The M.S. in Information Technology program is designed for students who wish to pursue careers in the analysis, design, creation and management of information technology systems. The 12-course (36-credit) program will meet the needs of students in IT-related occupations and those who wish to move into the field from another career specialty.

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 but hard to find, and the demand for this new breed of IT professional is growing. The U.S. Bureau of Labor Statistics' projection is that IT will add 1.15 million jobs by 2012, an annual growth rate of 3.1 percent, compared to a projected overall US job growth rate of 1.4 percent over that same period. The M.S. in IT prepares students for just these kinds of positions.

The IT faculty has extensive business experience and professional connections, has published fourteen books, holds twenty-eight patents, publishes in professional literature, and serves in editorial positions for three scholarly journals. Our students benefit by receiving leading edge knowledge and skills in both the classroom and through internship and job placements. Usually after one term of successful enrollment, qualified students are encouraged to apply for a limited number of Research Assistantships, Lab Assistantships, and Scholarships.

### The goals of the M.S. program in IT are to:

- establish a firm foundation in the theory and practice of information technology systems analysis, design, creation and management.
- expose students to the most current tools and approaches.
- enable students to develop additional technical competency through internships and concentrated studies within the curriculum.

In addition to the core requirements for the graduate M.S. in IT program, the department encourages students to work with advisors to shape their courses of study to fit their academic and professional interests.

We provide a pool of electives and independent study arrangements for the greatest flexibility in customizing each student's curriculum. We encourage interdisciplinary studies.

Faculty advisors are available to guide and encourage students to actively participate in designing and customizing their programs of study beyond the core courses by selecting an integrated set of courses that match their interests.

Beyond the defined programs, topical seminars are offered within the context of special topics courses and through ongoing seminar programs on campus that facilitate the introduction of emerging technology and other new topics.

*Notebook computers are required of all M.S. in information technology majors for use in graduate IT courses.*

### Information Technology Core Courses

- IT 501 - Object Oriented Application Development Minimum Credits: 3
- IT 510 - Advanced Information Technology Minimum Credits: 3
- IT 600 - Operating Systems Minimum Credits: 3
- IT 610 - Object-Oriented Systems Analysis Minimum Credits: 3
- IT 625 - Information Technology Project and Team Management Minimum Credits: 3
- IT 630 - Computer Simulation and Modeling Minimum Credits: 3
- IT 640 - Telecommunications and Networking Minimum Credits: 3
- IT 650 - Principles of Database Design Minimum Credits: 3
- IT 700 - Information Technology Strategy & Policy Minimum Credits: 3

- IT Elective
- IT Elective
- IT Elective

**Note(s):**

*Students who qualify to waive a required IT course in the M.S. in Information Technology degree program are required to replace the waived course with a graduate IT elective.*

**Concentrations**

*\*\* Only Offered Online*

**M.S. Information Technology/Database Design – Required Concentration Courses**

- IT 560 - Database Application for Data Analysis Minimum Credits: 3
- IT 655 - Database Application Development Minimum Credits: 3
- IT 665 - Client/Server Systems Minimum Credits: 3

**M.S. Information Technology/Game Design and Development – Required Concentration Courses**

- IT 518 - Game Design and Development Minimum Credits: 3
- IT 620 - Object-Oriented Systems Design Minimum Credits: 3
- IT 660 - Artificial Intelligence Minimum Credits: 3

**M.S. Information Technology/Internet Security – Required Concentration Courses**

Choose three of the following:

- IT 548 - Information Security Minimum Credits: 3
- IT 549 - Foundation in Information Assurance Minimum Credits: 3
- IT 642 - Information Security Management Minimum Credits: 3
- IT 643 - Network Assessment and Defense Minimum Credits: 3

**M.S. Information Technology/Web Design – Required Concentration Courses**

- IT 647 - Web Site Construction and Management Minimum Credits: 3
- IT 503 - Digital Commerce and eBusiness Minimum Credits: 3
- IT 665 - Client/Server Systems Minimum Credits: 3

## M.S. Information Technology/Healthcare Informatics – Required Concentration Courses

- HCM 500 - Healthcare Informatics Minimum Credits: 3
- HCM 600 - Social & Organizational Issues in Healthcare Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3

## Marketing, M.S.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

The Master of Science in Marketing curriculum includes an in-depth program of marketing study, while at the same time providing a broad range of elective courses that facilitate and support students' success in the workplace. Marketing Core Requirements provide a general marketing context while Marketing elective offerings provide more detailed study of specific areas within the marketing discipline. In addition, involvement with a variety of other disciplines, such as international business, information technology, sport management, is possible through related elective courses, allowing students to investigate and apply marketing theory and perspective in specific areas of interest.

A minimum of twelve courses are required to complete the M.S. in Marketing degree, including a minimum of 10 courses with an MKT designation.

### Business Core Requirements: (2 courses/6 credits)

- MKT 500 - Marketing Strategies Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3

### Marketing Core Requirements

- MKT 620 - Consumer Behavior Minimum Credits: 3
- MKT 630 - Market Research Minimum Credits: 3
- INT 640 - Multinational Market Strategies Minimum Credits: 3
- MKT 675 - Ethical and Legal Issues in Marketing Minimum Credits: 3

### Marketing Electives

Choose six (6) courses with MKT prefix or a combination of four (4) MKT and two (2) of the following: IT 655, IT 503, QSO 600, QSO 630, and SPT 608 also approved.

## Organizational Leadership, M.S.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

The M.S. in Organizational Leadership focuses on providing students with the opportunity to develop skills in leadership, communication, problem-solving and teamwork. These skills are critical for successfully managing and leading organizations in

today's chaotic environment. The 12-course (36-credit) program is designed for both experienced professionals who are seeking to advance in their careers, and for individuals with limited professional experience who are seeking to develop skills that will prepare them to successfully manage and lead teams, departments, areas and organizations.

### Required Courses

- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3
- OL 670 - Organizational Leadership Minimum Credits: 3
- OL 690 - Responsible Corporate Leadership Minimum Credits: 3
- OL 750 - Contemporary Issues in Organizational Leadership Minimum Credits: 3
- Select three graduate OL electives
- Select three graduate business electives

## Operations and Project Management, M.S.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

The Master of Science in Operations and Project Management (MSOPM) is a 36-credit program that gives students the knowledge, skills, and education necessary to pursue or accelerate careers in Operations Management and Project Management. This program provides a market-relevant combination of a comprehensive business education with real-world applications.

### Program Requirements

#### Required Courses

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 600 - Operations Management Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3
- QSO 680 - Seminar in Project Management Minimum Credits: 3
- QSO 690 - Topics in Operations Management Minimum Credits: 3

#### Select five of the following and two business electives:

- ACC 500 - Managerial Accounting Minimum Credits: 3
- IT 630 - Computer Simulation and Modeling Minimum Credits: 3
- MKT 500 - Marketing Strategies Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- QSO 500 - Business Research Minimum Credits: 3
- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 610 - Management of Service Operations Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3



- QSO 625 - Six Sigma for Black Belt Certification Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3
- QSO 635 - International Supply Chain Management Minimum Credits: 3
- QSO 645 - Project Management for PMP® Certification Minimum Credits: 3
- QSO 710 - Internship in Operations/Project Management Minimum Credits: 3
- Select any two graduate business electives

**Note(s):**

*At least 21 credit hours must be QSO.*

## Sport Management, M.S

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

The growth of sports as a major industry has increased the need and opportunity for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field. The M.S. in Sport Management requires 12 courses totaling 36 credits. Students will participate in a supervised internship program. The Sport Management programs have Program Approval from the North American Association of Sport Management & the National Association of Physical Education for both the Undergraduate and Graduate degrees; and are in the Candidacy Process for accreditation with the Commission of Sport Management Accreditation. The requirements of the major in Sport Management include:

**Required Courses**

- SPT 501 - Research Methods in Sport Management Minimum Credits: 3
- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 565 - Internationalization of Sport Business Minimum Credits: 3
- SPT 600 - Management of Sport Organizations Minimum Credits: 3
- SPT 608 - Sport Marketing and Media Minimum Credits: 3
- SPT 700 - Seminar in Sport Management Minimum Credits: 3
- SPT 710 - Internship Minimum Credits: 6
- Select three graduate SPT electives.
- Select two graduate SPT or business electives.

## Graduate Certificate Programs

### School of Business Graduate Certificate Programs

Students pursuing Graduate Certificates only, may be required to satisfy foundational business course work as specified by each course required to complete the Graduate Certificate of choice. Please refer to the official course descriptions listed in this Graduate Catalog.

### Accounting Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

Demand for individuals with accounting expertise is on the rise in the business world. This Graduate Certificate is a first step toward a variety of professional certifications such as a Certified Public Accountant (CPA), Certified Internal Auditor (CIA) or Certified Management Accountant (CMA). Completion of the certificate may lead to new career opportunities in public and private accounting. All courses taken in the certificate program could be applied toward an M.S. in Accounting for those students who decide to continue their graduate education.

#### Courses required for the certificate-only option

- ACC 550 - Cost Accounting Minimum Credits: 3
- ACC 610 - Financial Reporting I Minimum Credits: 3
- ACC 620 - Financial Reporting II Minimum Credits: 3
- ACC 630 - Financial Reporting III Minimum Credits: 3
- ACC 640 - Auditing Minimum Credits: 3
- ACC 690 - Advanced Topics in Financial Reporting Minimum Credits: 3
- TAX 650 - Federal Taxation of Individuals Minimum Credits: 3

## Athletic Administration Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

The growth of sports as a major industry has increased the need and opportunity for well-trained professional managers. Students who complete the Graduate Certificate in Athletic Administration will be prepared to work in the sport industry and the administration of interscholastic and recreational athletics. The Sport Management programs have Program Approval from the North American Association of Physical Education for both the Undergraduate and Graduate degrees; and are in the Candidacy Process for accreditation with the Commission of Sport Management Accreditation. The requirements of the major in Sport Management include:

### Required Courses

- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 512 - Principles in Athletic Administration Minimum Credits: 3
- SPT 608 - Sport Marketing and Media Minimum Credits: 3
- SPT 612 - Advanced Topics/Athletic Administration Minimum Credits: 3
- SPT - Choose one SPT elective

## Finance Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

This program provides students pursuing the Global M.B.A. or other master of science degree with focused study in finance theory to enable them to pursue management positions in the financial services industry, including corporations, insurance companies, banks, investment firms and government agencies. All courses taken in the Certificate Program could be applied toward an M.S. in Finance for those students who decide to continue their graduate education.

## Required Courses

- ACC 500 - Managerial Accounting Minimum Credits: 3
- FIN 500 - Financial Management Minimum Credits: 3
- FIN 610 - Short-Term Financial Management Minimum Credits: 3
- FIN 630 - Capital Budgeting & Financing Minimum Credits: 3
- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- FIN - One FIN elective at the 500, 600, or 700 level.

## Forensic Accounting and Fraud Examination Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online.*

## Required Courses

- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

## Human Resource Management Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

This Certificate Program prepares students to manage compensation and employee relations and administer employee benefits. It equips M.B.A.-degree holders with the skills needed for managerial positions in human resources across industries.

### Foundation Requirements

- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- OL 600 - Strategic Human Resource Management Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3

### Required Courses

#### Select two of the following required courses:

- OL 610 - Employee and Labor Relations Minimum Credits: 3
- OL 620 - Total Rewards Minimum Credits: 3
- OL 665 - Leading/Managing Not-For-Profit Orgs Minimum Credits: 3
- OL 675 - Leadership and Ethics Minimum Credits: 3

## Information Technology Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

### Technical Track

*Courses required for the technical track certificate-only option:*

- IT 510 - Advanced Information Technology Minimum Credits: 3
- IT 610 - Object-Oriented Systems Analysis Minimum Credits: 3
- IT 625 - Information Technology Project and Team Management Minimum Credits: 3
- IT 641 - Telecommunications for Business Minimum Credits: 3
- IT 650 - Principles of Database Design Minimum Credits: 3

### Management Track

*Courses required for the management track certificate-only option:*

- IT 500 - Information Technology Minimum Credits: 3
- IT 503 - Digital Commerce and eBusiness Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3
- IT 641 - Telecommunications for Business Minimum Credits: 3
- IT 647 - Web Site Construction and Management Minimum Credits: 3

**Note(s):**

*Notebook computer required.*

## International Business Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online.*

This Certificate Program provides students pursuing the M.B.A. or other master of science degree with focused study in international business theory to enable them to pursue management positions within organizations with foreign and/or multinational strategic interests. All courses taken in the Certificate Program could be applied toward an M.S. in International Business for those students who decide to continue their graduate education.

*This is a 5 course (15 credits) program.*

### Courses required for the certificate-only option

- INT 610 - Multinational Corporate Environment Minimum Credits: 3
- INT 700 - Multinational Business Strategy Minimum Credits: 3
- INT - Select any three INT courses

## International Business and Information Technology Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

The International Business and Information Technology Certificate (IB/IT) is designed to combine the principles of International Business operations and knowledge about Information Technology to enable global trade and operations. For those students who are pursuing an M.S. in International Business, most of the International Business courses that are required as part of the certificate are already part of their degree. For those students, the additional courses that will help them obtain the IB/IT Certificate are courses in the IT area.

### **Required Courses**

For International Business Majors, the additional courses are:

- INT 605 - Introduction to International Business & Information Technology Minimum Credits: 3
- INT 695 - Seminar in International Business and Information Technology Minimum Credits: 3
- IT 500 - Information Technology Minimum Credits: 3
- IT 550 - Management of Information Technology Minimum Credits: 3
- IT 641 - Telecommunications for Business Minimum Credits: 3
- IT 647 - Web Site Construction and Management Minimum Credits: 3

### **For Information Technology majors, the additional courses are:**

- INT 605 - Introduction to International Business & Information Technology Minimum Credits: 3
- INT 610 - Multinational Corporate Environment Minimum Credits: 3
- INT 640 - Multinational Market Strategies Minimum Credits: 3
- INT 660 - International Negotiations Minimum Credits: 3
- INT 695 - Seminar in International Business and Information Technology Minimum Credits: 3

### **Note(s):**

The courses common to both groups are the introduction (INT 605) and the capstone (INT 695) to the IB/IT Certificate.

Those students who are earning an M.B.A., and are not working toward an M.S. in either International Business or Information Technology, must take all courses in order to complete the Certificate.

Students who are not in the M.B.A. program, and who fulfill the prerequisite requirements for the courses, may earn the IB/IT Certificate by completing all the courses above.

## **International Finance Graduate Certificate**

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

A joint program offered by the International Business and Finance and Economics departments: the Graduate Certificate in International Finance is an inter-disciplinary program intended to build upon the global context of our Global M.B.A. degree program.

### Foundation Requirements

- ACC 500 - Managerial Accounting Minimum Credits: 3
- FIN 500 - Financial Management Minimum Credits: 3
- INT 610 - Multinational Corporate Environment Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3

### Required Courses

- FIN 640 - Investment Analysis & Portfolio Management Minimum Credits: 3
- FIN 655 - International Investments/Portfolio Mgmt Minimum Credits: 3
- INT 620 - Multinational Corporate Finance Minimum Credits: 3
- INT 621 - Advanced Multinational Financial Management Minimum Credits: 3

## International Sport Management Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online.*

### Required Courses

#### Foundation Requirements

- INT 640 - Multinational Market Strategies Minimum Credits: 3
- SPT 525 - Sport Licensing and Strategic Alliances Minimum Credits: 3
- SPT 565 - Internationalization of Sport Business Minimum Credits: 3
- SPT 608 - Sport Marketing and Media Minimum Credits: 3
- SPT 700 - Seminar in Sport Management Minimum Credits: 3

#### Select one of the following:

- INT 600 - Multinational Corporate Management Minimum Credits: 3
- INT 610 - Multinational Corporate Environment Minimum Credits: 3



## Leadership of Non-Profit Organizations Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

### Required Courses

#### Foundation Requirements

- MKT 500 - Marketing Strategies Minimum Credits: 3
- MKT 660 - Marketing Strategies for Not-For-Profit Organizations Minimum Credits: 3
- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- OL 663 - Leading Change Minimum Credits: 3
- OL 665 - Leading/Managing Not-For-Profit Orgs Minimum Credits: 3
- OL 670 - Organizational Leadership Minimum Credits: 3

## Marketing Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.*

Marketing is a valuable and exciting complement to any program of graduate study. The Graduate Certificate in Marketing program is designed to offer either an in-depth focus on a particular area of marketing, or a broad exposure to the range of the marketing discipline, depending upon the courses selected. Coursework engages students with current theories and the application of those theories to real world classic and contemporary challenges and issues.

### Required Courses

- MKT 500 - Marketing Strategies Minimum Credits: 3  
*Select an additional four (4) courses with a prefix of MKT.*

## Operations and Supply Chain Management Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online.*

Operations Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. Supply Chain Management is a set of strategies, concepts, and techniques for integrating suppliers, manufacturers, warehouses, transportation providers, and retailers. This Certificate Program is designed to expose students to Operations and Supply Chain Management concepts and techniques necessary for a business to provide the right product at the right time in the right quantity to meet customer requirements.

### Required Courses

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 600 - Operations Management Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3
- QSO 690 - Topics in Operations Management Minimum Credits: 3

### Choose two from the following

- IT 630 - Computer Simulation and Modeling Minimum Credits: 3
- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 610 - Management of Service Operations Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 635 - International Supply Chain Management Minimum Credits: 3
- QSO 710 - Internship in Operations/Project Management Minimum Credits: 3

## Project Management Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online.*

Project Management knowledge and skills are highly sought after by today's project-driven companies operating in the global market. The Project Management body of knowledge, tools and practices has grown over the years. This Certificate Program will prepare you to effectively manage the projects from start to finish.

### **Required Courses**

- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3
- QSO 680 - Seminar in Project Management Minimum Credits: 3

### **Choose two from the following:**

- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 630 - Supply Chain Management Minimum Credits: 3
- QSO 645 - Project Management for PMP® Certification Minimum Credits: 3
- QSO 710 - Internship in Operations/Project Management Minimum Credits: 3

## **Quantitative Analysis Graduate Certificate**

As the world of business is becoming more complex and data driven, application of quantitative tools and techniques is becoming more important. Businesses value managers who can combine the use of data and facts with experience and judgment in making decisions. Recommendations based on analysis of hard data are always more easily accepted by the top management. Being able to handle quantitative information as well as qualitative information is a powerful combination for success in the business world. This graduate certificate would prepare you to make more scientific and optimal decisions based on the application of quantitative tools and techniques.

### **Required Courses: 12 credits**

- QSO 500 - Business Research Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3
- QSO 520 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 530 - Applied Statistics for Managers Minimum Credits: 3

### **Choose one: 3 credits**

- FIN 690 - Financial Econometrics Minimum Credits: 3
- IT 630 - Computer Simulation and Modeling Minimum Credits: 3
- MKT 630 - Market Research Minimum Credits: 3
- Any QSO course

## Six Sigma Black Belt Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online.*

Six Sigma is one of the most widely used quality management approaches in today's business world. Six Sigma skills and certifications are highly sought after by business and supply chains competing in the global economy. This concentration will prepare you to effectively implement the Define-Measure-Analyze-Improve-Control (DMAIC) approach to identify the root causes of process inefficiencies and eliminate the same. It will also help you in preparing for Six Sigma Green Belt and Black Belt certification exams.

### Required Courses

- QSO 530 - Applied Statistics for Managers Minimum Credits: 3
- QSO 620 - Six Sigma Quality Management Minimum Credits: 3
- QSO 625 - Six Sigma for Black Belt Certification Minimum Credits: 3
- QSO 640 - Project Management Minimum Credits: 3

## Social Media Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online.*

The rapid growth of social media usage across all industries has increased the need and opportunity for trained social media professionals. Students who complete the Graduate Certificate in Social Media will be prepared to work within marketing departments, social media departments and a variety of other positions throughout small to large organizations. This program better prepares students to develop social media marketing strategies and campaigns that include the right use of technology.

### Required Courses

- MKT 500 - Marketing Strategies Minimum Credits: 3
- MKT 555 - Social Media Minimum Credits: 3

- MKT 655 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 666 - Social Media Marketing Campaigns Minimum Credits: 3
- MKT - Choose one MKT elective

## Sport Management Graduate Certificate

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. M.B.A. degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program.

Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

*Also offered Online.*

This unique Certificate Program complements the Global M.B.A. and other master of science degrees for individuals interested in entering or advancing careers in the sport and entertainment industry. All courses taken in the Certificate Program could be applied toward an M.S. in Sport Management for those students who decide to continue their graduate education.

### Courses required for the certificate-only option

- SPT 510 - Sport and Society Minimum Credits: 3
- SPT 565 - Internationalization of Sport Business Minimum Credits: 3
- SPT 600 - Management of Sport Organizations Minimum Credits: 3
- SPT 608 - Sport Marketing and Media Minimum Credits: 3
- Select one graduate SPT elective.

## SNHU Center for Co-operatives and Community Economic Development (CCCED)

CCCED provides training to co-op members and people working in the field; carries out research that engages communities as collaborators, producing both new knowledge and useful information for the organizations involved; and provides consulting services to help organizations apply the cooperative model in community economic development. In 2008, the Center led a study trip to the Italian co-operatives; prepared a Directory of Worker Cooperatives published by the US Federation of Worker Cooperatives, and conducted research on worker co-op entrepreneurs. The Center collaborates with other cooperative organizations including the Cooperative Development Institute, Cabot Creamery, St. Mary's Bank, the National Cooperative Business Association, and the National Cooperative Bank. For further information contact Dr. Christina A. Clamp at [c.clamp@snhu.edu](mailto:c.clamp@snhu.edu).

## Institute for International Business of Southern New Hampshire University

### Mission

The mission of the Institute for International Business (IIB) is to offer the intellectual assets of the International Business Department to the business community and other constituencies in the United States and abroad to create value for our institution, faculty, students, and the business community at large. The IIB will primarily focus on programs and services that will eventually contribute to the global competitiveness of its constituencies at all levels and generate revenue for SNHU.

### Objective

The overall objective of the Institute for International Business is to be the arm of the International Business Department to fill the gap between academic education and research, and its application. Much of the research and courses being taught in the International Business Department of Southern New Hampshire University focus on the development and application of theoretical concepts with an academic focus. The Institute will attempt to bring together the academic strength of the IB department, and the research and training needs of the business community, both in the United States and overseas.

#### 1. Research Objective

The International Business Department has accumulated considerable research capabilities as part of being a research oriented department to service the doctoral students. The numerous publications by faculty and doctoral students show the depth of the research capacity of the department. In addition, we have built research infrastructure, including the International Business Modeling Laboratory (IBML), numerous databases, and advanced software which is unique in the region. We believe that these assets could be a valuable resource for the business community and other interested organizations. In addressing long term and fundamental business issues, it would also be a vehicle in making research to our faculty and doctoral students more relevant.

#### 2. Training Objective

Executive training in specialized topics has emerged as an important area of contribution by universities to executive development. In the area of International Business, a number of such specialized training and non-credit courses can be identified. The Institute for International Business at SNHU will offer short non-credit courses for executives. These courses will also be offered overseas for executives in other countries.

3. **Speaker Series and Conferences**

The Institute hosts conferences and speaker series throughout the year to encourage interaction between academia and the business community with a focus on global business issues.

## Partners

- New Hampshire Governor Office of International Commerce
- New Hampshire International Trade Association
- U.S. Department of Education Title VI B
- International Business Modeling Lab: IBML

## Delta Mu Delta Honor Society

The Southern New Hampshire University business master's degree 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 master's degrees are eligible for membership. A candidate must have completed at least one half of the credits required for his or her master's degree, possess a cumulative grade point average of 3.6 or higher and reside in the top 20% of his or her respective class.

## 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.

## School of Education

**Dean: Dr. Mark K. McQuillan**

**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 necessary 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 Graduate Programs

Graduate programs in the School of Education at Southern New Hampshire University have expanded to meet the diverse challenges of preparing educators for 21st century classrooms with a commitment to provide cradle to career educational opportunities.

The programs provide opportunities for professional growth necessary for teachers, future teachers and educational administrators in today's society. It is our aim to have graduates possess the habits of mind and character that will make them role models and mentors for their students and their profession. We expect our graduates to demonstrate a commitment to excellence by raising standards and by improving practices in educational institutions and environments.

### Graduate Applicant Information

The following items are required for application to all School of Education programs:

- Completed application form, including \$40 fee
- Current resumé
- Official transcripts from all institutions attended, including current institution(s), in sealed envelopes
- Copy of current teacher certification, if applicable

## Programs

### Bachelor of Arts / Master of Arts

- 5Year Elementary Education, M.A.T.

### Certificates

- Business Education – Certification 7-12
- Curriculum Administrator Certification
- Early Childhood Education – Certification PreK–3
- Education Technology Integration Specialist Certification
- Educational Leadership – Principal Certification
- Elementary Education – Certification K-8
- English for Speakers of Other Languages (ESOL) Education – Certification K-12
- School Business Administrator Certification
- Secondary Education – English or Social Studies Certification 5-12

### Master of Education

- Child Development, M.Ed.
- Curriculum and Instruction, M.Ed.
- Educational Studies, M.Ed.
- Reading and Writing Specialist, M.Ed.
- Special Education, M.Ed.

**Master of Education /Certificate of Advanced Graduate Study**

- Field-based Graduate Program in Education

**Doctor of Education**

- Educational Leadership, Ed.D.

**Doctor of Education****Educational Leadership, Ed.D.**

The Ed.D. in Educational Leadership program is designed for PreK-12 leaders, higher education administrators, curriculum specialists, and executive directors seeking to lead in a variety of system-level organizations such as school districts, state departments of education, policy organizations, nonprofits, foundations, or institutions of higher education. All candidates will be prepared to shape education policy, build public-private partnerships, and understand the steps necessary to lead 21st century schools, colleges, universities, or community organizations. The program seeks to produce a new generation of transformational leaders, focused on student learning and able to engage with and lead others in large-scale systemic change. The dissertation will support this focus and contribute important research to the scholarship on organizational behavior, leadership, and school reform.

To support candidates in their development as educational leaders, the program is built upon the national standards found in the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium Standards (ISLLC) 2008 and the revised Interstate New Teacher Assessment and Support Consortium (INTASC) Model Teacher Standards.

Experienced candidates from various fields in education are encouraged to apply. SNHU is committed to enrolling talented individuals who reflect the full spectrum of society, with respect to race, ethnicity, gender identity, religion, political beliefs, and other personal characteristics. Most importantly, all candidates must show evidence of having the moral, emotional, and ethical dispositions necessary to become effective 21st century leaders.

**Applicant Information**

Admission will be based on a yearly cohort size of 10 to 15 candidates. All candidates will hold a minimum master's degree, and some may hold advanced degrees.

**Cohort Model:** The cohort model is a vital part of the program. It is core pedagogical strategy, which will bring together doctoral candidates with diverse career experiences and backgrounds. The cohort model will employ action based frameworks, innovative strategies, scholarly readings, and collaborative conversations to engage all candidates in the analysis of and reflection on contemporary educational issues. Cohort members will become a source of support and encouragement to one another. Within the model, the program will encourage a highly individualized approach to research and study. Each candidate's program and dissertation will be based on his or her scholarly interests, coupled with review and analysis of the candidate's mastery of the program competencies targeted for the three-year course of study.

**Application:** The application process will include the following:

- A completed application form;
- A written statement of purpose;
- A face-to-face interview;
- Two letters of recommendation;
- Curriculum Vita/Resume;
- Academic transcripts demonstrating evidence of undergraduate and graduate degree attainment.

The application review team will consist of full-time faculty members and the program director. The review team will evaluate each application, looking for evidence of professional and academic success and for the candidate's potential contributions to the cohort and the program as a whole. The review team will seek individuals with demonstrated abilities to think critically, work effectively in groups, conduct research, and engage thoughtfully in discussions, seminars, and activities surrounding the transformational issues explored in class and on-line.

## **Program Plan**

### **Phase I: Initial Summer Residency and Six Foundational Courses**

- EDU 910 - Theory into Practice I Minimum Credits: 3
- EDU 911 - Educational Scholarship Minimum Credits: 3
- EDU 913 - Sociocultural Analysis of Education Syst Minimum Credits: 3
- EDU 914 - Reflection and Evaluation I Minimum Credits: 3
- EDU 916 - Applied Research I Minimum Credits: 3
- EDU 918 - Applied Research II Minimum Credits: 3
- EDU 919 - Decision Making in Education Systems I Minimum Credits: 3

### **Phase II: Summer Residency, Six Foundational Courses, and Qualifying Questions**

- EDU 920 - Theory into Practice II Minimum Credits: 3
- EDU 921 - Reflection and Evaluation II Minimum Credits: 3
- EDU 923 - Decision Making in Education Systems II Minimum Credits: 3
- EDU 924 - Case Study I Minimum Credits: 3
- EDU 928 - Research-Based Independent Study I Minimum Credits: 3
- EDU 926 - Case Study II Minimum Credits: 3
- EDU 929 - Research-Based Independent Study II Minimum Credits: 3

### **Phase III: Final Summer Residency, Defense of Qualifying Questions, and Dissertation**

#### **Proposal**

- EDU 930 - Theory into Practice III Minimum Credits: 3
- EDU 943 - Dissertation I Minimum Credits: 1
- EDU 944 - Dissertation II Minimum Credits: 1
- EDU 945 - Dissertation III Minimum Credits: 1

## **Programs Leading to New Hampshire State Certification**

The Master of Education programs have been created for college graduates with a degree in another discipline who wish to become certified teachers. Graduates earn a master's degree and teaching certification in early childhood education, elementary education, English for speakers of other languages, secondary education (English, Social Studies and Business Education), special education or technology integration specialist. Prior to acceptance to a teacher certification program, a candidate's undergraduate transcripts are evaluated to determine if general education standards were met in their undergraduate program (Ed 609 NH State Competencies for Teacher Preparation). Students must fulfill unmet standards as they complete their program. Students who are accepted to one of the Master of Education programs leading to initial certification will subsequently apply to the School of Education Teacher Certification Program (TCP) sometime during their first

4 classes. At that time they will be required to submit passing Praxis I scores, recommendations from SNHU instructors, and a writing sample. Once accepted into TCP, students must pass the Praxis II in their chosen subject area and complete the student teaching application process which then leads to the placement of students in their student teaching assignments. The initial certification masters programs culminate in a 16-week student teaching practicum and corresponding seminar. This valuable experience requires that teacher candidates intern full-time under the direct supervision of a cooperating teacher. During this placement, the student teacher gradually takes on the role of the classroom teacher. All coursework must be complete prior to beginning the student teaching placement. These certifications can be obtained independently or as part of a Masters degree.

## Business Education – Certification 7-12

The Masters of Education in Business Education provides students with 21st century knowledge and skills that will lead to eligibility for certification as a business education teacher in grades 7-12.

### Required Courses

#### Foundation courses:

- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3 (waived if competency is demonstrated)

#### Required courses:

- EDU 511 - Methods of Teaching in Secondary Schools Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533 - Learning through Technology Minimum Credits: 3
- EDU 552 - Assessment for and of Learning Minimum Credits: 3
- EDU 642 - Integration Specialist Toolbox Minimum Credits: 3
- EDU 650 - Work-Based Learning Minimum Credits: 3
- EDU 685 - Global Educational Technology Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6
- Or
- EDU 770 - Certification Internship Minimum Credits: 3
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

If courses are waived, graduate electives will be determined with advisor. EDU 543 must replace the first waived course.

\* *Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

## Curriculum Administrator Certification

Certified teachers seeking leadership roles in the area of curriculum (curriculum coordinators, department chairs, lead teachers, etc.) will be eligible to receive Curriculum Administrator Certification through the State of New Hampshire.

## Required Courses

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 555 - Student Centered Curriculum/Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 775 - Practicum in Curriculum and Instruction Minimum Credits: 1
- Also choose three electives
- Exit Evaluation - ePortfolio

## Early Childhood Education – Certification PreK–3

The Early Childhood Program is designed for professional practitioners working in education, policy, administration and research. This program leads to New Hampshire teacher certification in pre-kindergarten through grade 3. M.Ed. candidates in early childhood education must complete the following specialized courses:

### Required Courses

- DEV 560 - Family and Culture Minimum Credits: 3
- DEV 565 - Play Minimum Credits: 3
- EDU 503 - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 535 - Early Childhood Health and Science Minimum Credits: 3
- EDU 537 - Social Studies/Arts for Young Children Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 552 - Assessment for and of Learning Minimum Credits: 3
- RDG 503 - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 531 - Literature for Children Pre-K-8 Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
  
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6  
*or*
- EDU 770 - Certification Internship Minimum Credits: 3
  
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

\* Required for Teacher Certification Program (TCP) Acceptance

Field Experiences are embedded in courses.

**Total Credits: 39-42 (dependent on student teaching)**

## Education Technology Integration Specialist Certification

The Master of Education for Technology Integration Specialist may be an initial certification or be pursued by students who already hold an initial certification in another area. This program is for students who wish to become certified to become an integration specialist in grades K-12 with a special focus on integrating digital and emerging technologies into the curriculum.

### Required Courses

- EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 640 - Integrating Digital Technology I K-12 Minimum Credits: 3
- EDU 641 - Integrating Digital Technology K-12 II Minimum Credits: 3
- EDU 642 - Integration Specialist Toolbox Minimum Credits: 3
- EDU 685 - Global Educational Technology Minimum Credits: 3
  
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6  
*or*
- EDU 770 - Certification Internship Minimum Credits: 3
  
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

*\* Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

## Educational Leadership – Principal Certification

*Also offered Online.*

This program is designed for individuals who wish to become certified building principals. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Prerequisite: Three years of teaching experience.

### Required Courses

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3

- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 555 - Student Centered Curriculum/Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 760 - School Facilities and Finance Minimum Credits: 3
- EDU 765 - School and Community Relations Minimum Credits: 3
- EDU 780 - School Organizational Leadership Minimum Credits: 3
- EDU 790 - Practicum in School Leadership Minimum Credits: 3
- Elective
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

## Elementary Education – Certification K-8

The Elementary Education Program leads to New Hampshire teacher certification for grades K–8. M.Ed. candidates in elementary education must complete the following specialized courses:

### Required Courses

- EDU 503 - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 535 - Early Childhood Health and Science Minimum Credits: 3
- EDU 537 - Social Studies/Arts for Young Children Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 552 - Assessment for and of Learning Minimum Credits: 3
  
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6  
*or*
- EDU 770 - Certification Internship Minimum Credits: 3
  
- RDG 503 - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 504 - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 531 - Literature for Children Pre-K-8 Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

*\*Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

## English for Speakers of Other Languages (ESOL) Education – Certification K-12

English Language Learners are among the fastest growing segment of students in New Hampshire public schools. The Master of Education in English for Speakers of Other Languages (ESOL) Education prepares students for a career as an ESOL teacher in the United States or overseas. This program enables students to put theory into practice, through extensive field experience opportunities and formal coursework. This program provides a thorough foundation in pedagogy, assessment, literacy, language acquisition, and linguistics. Successful graduates will meet the NH Department of Education requirements for certification in ESOL grades K-12. M.Ed. candidates in ESOL Education must complete the following specialized courses:

### Required Courses

- EDU 521 - Exploring the Principles of Education Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 506 - Teaching English Learners Minimum Credits: 3
- EFL 501 - Language Learning and Acquisition Minimum Credits: 3
- EFL 502 - Evaluation and Assessment Minimum Credits: 3
- EFL 503 - Descriptive Linguistics of American English Minimum Credits: 3
- EFL 504 - Introduction to Curriculum Development, Design and Implementation Minimum Credits: 3
- EFL 526 - Aspects of Literacy/Multilingual Learner Minimum Credits: 3
- EFL 536 - Content-Based Instruction Minimum Credits: 3
- EFL 540 - Socio-Cultural Context of Language Teaching Minimum Credits: 3
  
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6  
*or*
- EDU 770 - Certification Internship Minimum Credits: 3
  
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

*\*Required for Teacher Certification Program (TCP) Acceptance*

Field experiences are embedded in courses.

## School Business Administrator Certification

The School Business Administrator Program is designed for individuals who wish to become certified business administrators or managers in New Hampshire school districts. The following courses are required for certification in business administration:

### Required Courses

- OL 500 - Human Behavior in Organizations Minimum Credits: 3
- OL 610 - Employee and Labor Relations Minimum Credits: 3



## Secondary Education – English or Social Studies Certification 5-12

Secondary certification for grades 5–12 is available in English or Social Studies Education. Students are required to complete an undergraduate major in their area of specialization or the equivalent coursework. Teacher candidates in secondary education must complete the following specialized courses.

### Required Courses

- DEV 515 - Adolescent Psychology Minimum Credits: 3
- EDU 511 - Methods of Teaching in Secondary Schools Minimum Credits: 3
- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 552 - Assessment for and of Learning Minimum Credits: 3
  
- EDU 560 - Methods of Teaching English in Middle and High Schools Minimum Credits: 3  
*or*
- EDU 565 - Methods of Teaching Social Studies: in Middle/High School Minimum Credits: 3
  
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6
- RDG 532 - Adolescent Literature Minimum Credits: 3
- RDG 535 - Content Area Literacy Grades 5-12 Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

*\*Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

## Bachelor of Arts / Master of Arts

### 5Year Elementary Education, M.A.T.

The five year M.A.T in Elementary Education grants a bachelor of arts degree in Special Education with certification in General Special Education grades K-12 and a Master of Arts degree in Elementary Education with certification in Elementary Education grades K-8. The program provides graduates with a comprehensive knowledge of instructional theory and practice. Students examine traditional and innovative research-based approaches to teaching a diverse population of students. Upon completion of the required courses for the undergraduate degree in Special Education, students will attain a Bachelor of Arts degree. After the completion of another year of study, students will attain a Master of Education in Elementary Education. During their 5

years of study, these students will spend extensive time in the field in both the elementary and special education environment. This 5 year program will also allow students to apply for dual certification in Elementary Education, grades K-8, and General Special Education, grades K-12. Students with dual certification are highly marketable for both elementary and special education positions.

## **Bachelor of Arts**

### **General Education Program: 45 credits**

The General Education Program

*MAT 106 and MAT 206 are required for Teacher Certification.*

### **Major Courses: 54 credits**

- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- EDU 335 - Methods of Teaching Elementary Mathematics Minimum Credits: 3
- EDU 361 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 3
- SPED 210 - Early Childhood Issues/Disabilities Minimum Credits: 3
- SPED 230 - Implications of Special Education Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- SPED 314 - Consultation and Collaboration Minimum Credits: 3
- SPED 324 - The Inclusive Classroom Minimum Credits: 3
- SPED 350 - Special Education Assessment Minimum Credits: 3
- SPED 499 - Internship Minimum Credits: 3

### **Allied Course: 3 credits**

- PSY 211 - Lifespan Development Minimum Credits: 3

### **Free Elective Credits: 6**

### **Content Area Concentration: 12 credits**

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 General Education 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

## Total Bachelor of Arts Credits: 120

### Master of Arts in Teaching Elementary Education

- EDU 506 - Teaching English Learners Minimum Credits: 3
- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 535 - Early Childhood Health and Science Minimum Credits: 3
- EDU 537 - Social Studies/Arts for Young Children Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 701 - Elementary Ed Internship K-4 Minimum Credits: 3
- EDU 702 - Elementary Ed Internship 5-8 Minimum Credits: 3
- RDG 504 - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 531 - Literature for Children Pre-K-8 Minimum Credits: 3
- One EDU or SPED elective - 3 credits

## Total Graduate Degree Credits: 36

## 5Year Special Education, M.A.T.

The five year M.A.T in Special Education grants a bachelor of arts degree in Elementary Education with certification in grades K-8 and a master of arts degree in Special Education with certification in General Special Education grades K-12. The program provides graduates with a comprehensive knowledge of instructional theory and practice. Students examine traditional and innovative research-based approaches to teaching a diverse population of students. Upon completion of the required courses for the undergraduate degree in Elementary Education, students will attain a Bachelor of Arts degree. After the completion of another year of study, students will attain a Master of Education in Special Education. During their 5 years of study, these students will spend extensive time in the field in both the elementary and special education environment. This 5 year program will also allow students to apply for dual certification in Elementary Education, grades K-8, and General Special Education, grades K-12. Students with dual certification are highly marketable for both elementary and special education positions.

### Bachelor of Arts

#### General Education Program: 45 credits

The General Education Program

*Note: MAT 106 and MAT 206 are required for Teacher Certification.*

**Major Courses: 54 credits**

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 245 - Lit for Children and Young Adolescents Minimum Credits: 3
- EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- EDU 335 - Methods of Teaching Elementary Mathematics Minimum Credits: 3
- EDU 361 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 362 - Literacy in the Content Areas: 4-8 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 370 - Science for Early Learners Minimum Credits: 3
- EDU 419 - Int Soc Stdy/Arts in Elem Schools Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- SPED 324 - The Inclusive Classroom Minimum Credits: 3

**Allied Course: 3 credits**

- PSY 211 - Lifespan Development Minimum Credits: 3

**Free Elective Credits: 6****Content Area Concentration: 12 credits**

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 General Education Program).

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

**Total Bachelor of Arts credits: 120**

### **Master of Arts in Teaching General Special Education**

- EDU 506 - Teaching English Learners Minimum Credits: 3
- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 555 - Student Centered Curriculum/Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- SPED 525 - Critical Issues/Students w/Disabilities Minimum Credits: 3
- SPED 561 - Consultation and Collaboration Minimum Credits: 3
- SPED 701 - SPED Internship grades K-4 Minimum Credits: 3
- SPED 702 - SPED internship grades 7-12 Minimum Credits: 3

**Total Graduate Degree credits: 36**

## **Child Development, M.Ed.**

Graduate programming in child development prepares practitioners to work with children and families in diverse settings. Offering comprehensive programs, the School of Education provides a rich interdisciplinary approach to the study of children firmly rooted in cultural and relational approaches. Graduate students can select from two concentrations.

The Child Development program is designed for professional practitioners working in education, policy, administration and research. M.Ed. candidates in child development must complete the following specialized courses.

### **Required Courses**

- DEV 520 - History and Philosophy of Child Study Movement Minimum Credits: 3
- DEV 540 - Language and Cognitive Development Minimum Credits: 3
- DEV 545 - Psychosocial Development Minimum Credits: 3
- DEV 560 - Family and Culture Minimum Credits: 3
- DEV 565 - Play Minimum Credits: 3
- DEV 601 - Child Assessment Minimum Credits: 3
- DEV 699 - Child Development Practicum Minimum Credits: 3
- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 601 - Research Seminar Minimum Credits: 3

**Nine credits of coursework in one of the following concentration areas must also be completed.**

### **Child Development Student Designed Program**

- Select 3 electives from EDU, RDG, or SPED
- Exit Evaluation: ePortfolio

## Administration Program

- DEV 550 - Administration of Child Development Programs Minimum Credits: 3
- Business Electives: Select two business electives with advisor
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

## Curriculum and Instruction, M.Ed.

*Also offered Online.*

The program in curriculum and instruction is designed for the certified teacher who seeks an in-depth study of teaching and learning. The program does not lead to initial early childhood, elementary or secondary certification.

This 33-semester hour program consists of a core of eight courses plus an individually designed sequence of three courses chosen by the student or one of four concentration options. The flexible program allows for a plan of study designed to meet each student's interests and professional needs.

### Curriculum Administrator

Certified teachers seeking leadership roles in the area of curriculum (curriculum coordinators, department chairs, lead teachers, etc.) will be eligible to receive Curriculum Administrator certification through the State of New Hampshire.

### Core Courses

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 555 - Student Centered Curriculum/Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 775 - Practicum in Curriculum and Instruction Minimum Credits: 1

### Educational Leadership Concentration

*Also offered Online.*

- EDU 760 - School Facilities and Finance Minimum Credits: 3
- EDU 765 - School and Community Relations Minimum Credits: 3
- EDU 780 - School Organizational Leadership Minimum Credits: 3

### Reading Specialist Concentration

*Also offered Online.*

- RDG 503 - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 504 - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 582 - Assessing and Instructing Students with Literacy Difficulty Minimum Credits: 3

## Special Education Concentration

*Also offered Online.*

- SPED 521 - Effective Learning Environments Minimum Credits: 3
- SPED 525 - Critical Issues/Students w/Disabilities Minimum Credits: 3
- SPED 561 - Consultation and Collaboration Minimum Credits: 3

## Technology Integration Specialist Concentration

*Also offered Online.*

- EDU 640 - Integrating Digital Technology I K-12 Minimum Credits: 3
- EDU 641 - Integrating Digital Technology K-12 II Minimum Credits: 3
- EDU 642 - Integration Specialist Toolbox Minimum Credits: 3

## Individualized Sequence of Study

The student's individualized sequence of study consists of three courses chosen from graduate electives.

- Exit Evaluation ePortfolio

## Educational Studies, M.Ed.

The M.Ed. in Educational Studies is appropriate for non-certified teachers working under the NH State Certification, Alternative IV and students that want a degree in education but do not want to acquire New Hampshire Teacher Certification.

### Required Courses

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3
- Graduate Electives - Select six (6) electives with advisor including one in each of the following areas: curriculum, reading and assessment.
- Exit Evaluation - ePortfolio

# Master of Education/Certificate of Advanced Graduate Study - Field-based Graduate Program in Education

(On location at regional sites in Vermont, New Hampshire and internationally)

## Master of Education (M.Ed.) and Certificate of Advanced Graduate Study (C.A.G.S.)

The Field-based Graduate Programs in Education offer a master of education degree as well as a certificate of advanced study (post master's degree). Its graduate degree and advanced certificates are centered on excellence in teaching and promote intellectual development, empowerment and social responsibility in a supportive environment.

This is a part-time program designed for educators working in the field who wish to improve their professional practices.

The program takes place off campus in school communities, often in rural settings, based on the belief that the professional educator's working environment is a vital center of learning. Graduate courses are taught in condensed weekend formats during the school year by faculty members who are known for their expertise in a variety of professional positions in the field of education. Students must be practicing educators to be admitted to the program.

The program's constructivist philosophy allows students the flexibility to create a focus and develop greater expertise at any level, from early childhood to high school and beyond. Program instructors provide the most current and best research and practice for students, who may immediately apply them to their classroom and school needs. This individualization allows educators to match the program's content to school-specific needs and cultures.

All courses and program activities occur off-site on location in cohort models, where area professional educators work together over a period of several years. The networking and collegial support for ensuring ongoing culture-specific change and improvement often continues even after the graduate degree or certificate is completed. An Action Research Practicum replaces the traditional graduate thesis.

The Field-based Graduate Program in Education currently has locations in Springfield, Milton, Lyndon, St. Albans, St. Johnsbury, Barre, and South Royalton, all currently in Vermont and at Colegio Euroamericano, a private English-inclusion school in Monterrey, Nuevo Leon (Mexico). A new site or cohort is created when a need is identified in a particular geographic location. A minimum of 15 educators interested in pursuing their graduate work is required for the creation of a new graduate face-to-face education cohort group. Although the program's original roots are in Vermont, there are several New Hampshire educators attending current sites in Vermont.

## Admission – Field-based Graduate Programs in Education

The Master of Education (M.Ed.) program is intended for educators who hold bachelor's degrees that can be verified by official transcripts. The Certificate of Advanced Graduate Study (C.A.G.S.) is intended for educators who hold a master's degree. When a new regional field-based graduate education site has been identified and confirmed, interested applicants should submit the following materials for the designated site to:

Southern New Hampshire University-Vermont Programs  
Field-based Graduate Programs in Education  
463 Mountain View Drive, Suite 101  
Colchester, VT 05446  
1.800.730.5542  
info@actioneducation.com  
<http://www.actioneducation.com>



**Admission Materials Include:**

- Field-based Graduate Program in Education application
- Official transcripts from previous undergraduate and/or graduate course work
- A teaching certificate or evidence of teaching experience
- Evidence of access to a teaching situation
- Three letters of professional reference
- Successful completion of EDGR 600 *ProFile Seminar*
- Non-refundable \$40 application fee

This graduate degree and/or advanced graduate certificate is not intended for initial certification/licensure.

Individual admission decisions will be based upon the evaluation of the submitted application materials. Faculty members will look for evidence that an applicant is likely to contribute to an understanding of important issues about educational practice and research, has earned a bachelor's degree (for a M.Ed.) or a Master's degree (for a C.A.G.S.), has at least one year of full-time teaching experience in grades preschool-12 and possesses good communication skills. The applicant's previous academic record also will be considered. Each candidate must take the 1-credit EDGR 600 *ProFile Seminar*, one credit of the 36-credit requirement for the master of education or the 31-credit requirement for the certificate of advanced graduate study, to explore and reflect upon personal and professional goals as part of the admissions process.

**Time Limits**

The Field-based Graduate Program in Education is designed for practicing educators who would like to participate on a part-time basis. By taking courses during the fall, spring and summer terms, students may complete the 36-credit Master of Education (M.Ed.) degree in approximately three and a half years or the 31-credit Certificate of Advanced Graduate Study (C.A.G.S.) in two to three years. Program completion time for the Master of Education is flexible and depends upon each program cohort's preferences and needs; however, the program must be completed within seven years, unless determined otherwise. Course enrollment or acceptance into the program may occur during the fall, spring or summer terms, dependent upon each individual community site's schedule.

**Transfer Credit**

Applicants for the Field-based Graduate Program in Education are notified that credits earned at any college are transferable only at the discretion of Southern New Hampshire University.

A maximum of six credits of graduate work may be approved for transfer, provided that:

- The institution from which the work is to be transferred is authorized to grant graduate degrees by the regional accrediting agency.
- The credits to be transferred are graduate-level.
- The course to be transferred is comparable to and may serve as a substitute for course requirements in Southern New Hampshire University's field-based graduate programs in education.
- The course must have been taken within the last five years, with the exception of technology classes, which must have been taken within the last two years.
- The applicant earned a grade of "B" or better in the course being considered for transfer credit.

Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide the program director with this information on official transcripts.

Grades do not transfer. A student's GPA is based solely on courses completed at Southern New Hampshire University.

**Core Courses**

The Master of Education (M.Ed.) program requires completion of 36 semester credit hours.

- EDGR 610 - Dimensions of Curriculum and Management Minimum Credits: 3
- EDGR 620 - Dimensions of Teaching/Instructional Technology Minimum Credits: 3
- EDGR 630 - Dimensions of Assessment and Evaluation Minimum Credits: 3
- EDGR 640 - Dimensions of Leadership & Organization Minimum Credits: 3
- EDGR 650 - Dimensions in Learning and Development Minimum Credits: 3

### **Applications Courses**

The second level of course work is distributed over the same five strands of learning as the previous Dimensions courses. Students can actively shape their studies to reflect personal, professional or district goals.

- EDGR 615 - Curriculum and Management Decision Making Minimum Credits: 3
- EDGR 625 - Teaching and Instructional Technology Applications Minimum Credits: 3
- EDGR 635 - Applications in Assessment/Evaluation Minimum Credits: 3
- EDGR 645 - Challenges in Leadership Minimum Credits: 3
- EDGR 655 - Learning and Development Applications Minimum Credits: 3

### **Integrating Activities**

Students further personalize their degree or advanced certificate through a series of seminars that continue to chart professional growth and development. These courses are the keystone of the program.

- EDGR 600 - Profile Seminar Minimum Credits: 1
- EDGR 601 - Action Research Practicum I Minimum Credits: 1
- EDGR 602 - Action Research Practicum II Minimum Credits: 1
- EDGR 603 - Action Research Practicum III Minimum Credits: 1
- EDGR 604 - Action Research Practicum IV Minimum Credits: 1
- EDGR 690 - Capstone Seminar Minimum Credits: 1

### **The Certificate of Advanced Graduate Study (C.A.G.S.)**

The Certificate of Advanced Graduate Study (C.A.G.S.) is designed to allow educators to pursue specific education topics through the coursework that is offered at each on-location cohort site. A student must have earned a master's degree from an accredited institution before applying for a C.A.G.S. Thirty-one credits are required and selected from the Master of Education curriculum. Students work with faculty members and the academic program director to construct a meaningful and cohesive theme.

Six transfer credits can be accepted for the C.A.G.S. Additional course work beyond the 31 required credits may be transferred to supplement a student's theme.

### **Reading and Writing Specialist, M.Ed.**

The Reading and Writing Specialist Program is for students who wish to become certified as reading and writing specialists in grades K-12. Certified classroom teachers with 2 years of classroom teaching experience can apply during their third year of teaching.

## Required Courses

- EDU 501 - Methods of Teaching Reading Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 750 - Seminar in Teaching Writing Minimum Credits: 3
- EFL 501 - Language Learning and Acquisition Minimum Credits: 3
- RDG 503 - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 504 - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 531 - Literature for Children Pre-K-8 Minimum Credits: 3
- RDG 582 - Assessing and Instructing Students with Literacy Difficulty Minimum Credits: 3
- RDG 701 - Reading Internship: K-4 Minimum Credits: 1
- RDG 702 - Reading Internship: 5-8 Minimum Credits: 1
- RDG 703 - Reading Internship: 9-12 Minimum Credits: 1
- SPED 525 - Critical Issues/Students w/Disabilities Minimum Credits: 3
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

Internship courses will be undertaken as the culminating experience upon completion of all coursework. Field Experiences are embedded in courses.

## Special Education, M.Ed.

The program in Special Education prepares candidates for certification in General Special Education (K-12). Teachers with this certification are qualified to teach children with disabilities in resource room environments and to support the learning of students with disabilities in the regular education curriculum. Candidates who are not currently certified are required to enroll in student teaching for one semester under the supervision of a Special Education Teacher. Teachers who have an initial certification, are currently teaching, and are seeking general special education certification must complete an internship and an ePortfolio that demonstrates evidence of the designated competencies.

### Required Courses

- EDU 501 - Methods of Teaching Reading Minimum Credits: 3
- EDU 503 - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
  
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6  
*or*
- EDU 770 - Certification Internship Minimum Credits: 3
  
- RDG 582 - Assessing and Instructing Students with Literacy Difficulty Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- SPED 520 - Assessment of Student Performance Minimum Credits: 3

- SPED 526 - Multisensory Literacy Strategies Minimum Credits: 3
- SPED 540 - Classroom and Behavior Management Minimum Credits: 3
- SPED 580 - Special Education Assessment Minimum Credits: 3
- SPED 601 - Content-Based Literacy Minimum Credits: 3
- SPED 624 - Professional Collaboration Minimum Credits: 3
- SPED 680 - IEP Development Minimum Credits: 3
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

**Note(s):**

*\*Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

## Conversion Programs

These programs are designed for college graduates seeking teaching certification. After a thorough transcript review, the student completes only the courses needed to fulfill the New Hampshire State Standards for teacher certification, including supervised student teaching. The number of credits required for certification varies according to the applicant's background. The program does not lead to a degree.

# University Directory

## On Campus

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## On Location

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### SNHU Maine at Naval Air Station

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Fax 207.798.5419

### SNHU Manchester

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### SNHU Vermont

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## Admission

### Undergraduate Day Office

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Professor of international business  
B.S., The Middle East Technical University  
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M.A., Ph.D., Ohio State University  
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Instructor of Communication  
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M.A., Emerson College  
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Head Coach, Women's Soccer  
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 M.S., Southern New Hampshire University

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 M.Ed., Antioch University

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 B.S., University of Lowell

**Norman H. St. Onge, Jr.**

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 M.B.A., Southern New Hampshire University

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 M.S., Miami University

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 M.Ed., Northeastern University  
 D.A., Franklin Pierce University

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**DaVaughn M. Vincent-Bryan**

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 B.A., University of Vermont

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P.C. Services Specialist/Lab Technician Supervisor

**James A. Whitmore**

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 M.B.A., New Hampshire College

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M.S., Eastern Illinois University

## 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 (Plavnicky) 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
2011	Burton Kaliski
*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
2011	Mark A. Ouellette, 1977
*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
2011	Alan "Jared" Gabrey, 2006, 2009



## Southern New Hampshire University Excellence in Teaching Recipients

1989	Burton S. Kaliski	2003	Dorothea Hooper
1990	Robert R. Craven	2004	Donald Sieker
1991	Marc A. Rubin	2004	John Hayward
1992	Nicholas Nugent	2005	Pamela B. Cohen
1993	Robert Losik	2005	Micheline Anstey
1994	Ausra M. Kubilius	2006	Helen M. Packey
1994	Camille Biafore	2006	Robert T. Wheeler
1995	Karen Stone	2007	Peter J. Frost
1995	Beverly Smith	2007	Andrea L. Bard
1996	Eleanor Dunfey-Freiburger	2008	Catherine Stavenger
1996	Nicholas Cameron	2008	Kathy J. Willis
1997	Robert Begiebing	2009	Robert Craven
1997	Mary Healey	2009	James Duffy
1998	Patricia Spirou	2009	Irwin Bramson
1998	John Aylard	2010	Doug Blais
1999	Jeanette Ritzenthaler	2010	Bryan Bouchard
1999	Helen Packey	2010	John Blois
2000	Mahboubal Hassan	2011	Christopher Toy
2000	Eva Martel	2011	Patricia Findlen
2001	Martin J. Bradley	2011	Micheline West
2001	Gary Baker	2012	Megan Paddack
2002	Perrin H. Long	2012	Lori DeConinck
2002	Daniel O'Leary	2012	William Barter
2003	Doug Blais	2013	Michael Hendery
		2013	Kathy Willis
		2013	Mark F. Hobson

# SNHU Course Inventory – Graduate-Level Courses

## Accounting

### **ACC 500 - Managerial Accounting**

Students in this course study the accumulation of accounting information. The internal use of accounting for management planning, control and decision-making is emphasized. Background preparation: 6 credit hours of accounting or equivalent.

Prerequisite(s): MBA 503

Minimum Credits: 3

### **ACC 550 - Cost Accounting**

This course provides a comprehensive study of the concepts, procedures, and practices of accounting systems that record, classify, and report cost data. These systems are designed to aid in the cost-effective operation of for-profit and non-profit organizations. This course focuses on cost behaviors, alternative cost systems, and accounting tools for planning and control. Additional topics studied would include relevant cost analysis for management decisions, cost/ revenue allocation methods, inventory management, and transfer pricing.

Prerequisite(s): MBA 503

Minimum Credits: 3

### **ACC 610 - Financial Reporting I**

This course examines financial accounting theories and practices and emphasizes asset and liability, measurement and reporting.

Prerequisite(s): MBA 503

Minimum Credits: 3

### **ACC 620 - Financial Reporting II**

This course is a continuation of ACC 610. Topics include stockholders' equity, income measurement, income taxes, pensions, leases and statements of changes in financial positions.

Prerequisite(s): ACC 610

Minimum Credits: 3

### **ACC 630 - Financial Reporting III**

This course examines such advanced accounting topics as partnerships, consolidations, insolvencies, estates and trusts.

Prerequisite(s): ACC 620

Minimum Credits: 3

### **ACC 640 - Auditing**

This course is a study of the concepts and methods of professional auditing.

Prerequisite(s): ACC 620

Minimum Credits: 3

### **ACC 645 - Advanced Auditing**

This course is designed to introduce the student who is familiar with financial auditing principles to advanced auditing topics including 1) beyond the financial audit, 2) when audits go wrong, and 3) behavioral and ethical concerns for auditors. The course utilizes a combination of case studies, student presentations, and reviews of current auditing research and professional materials to assist students in increasing their knowledge of auditing. This is a reading intensive course.

Prerequisite(s): ACC 620, ACC 640, and ACC 691

Minimum Credits: 3

### **ACC 646 - Intro to Forensic Accounting/Fraud Exam**

This course will develop the student's understanding of what forensic accounting and fraud examination is and how it pertains to both civil and criminal matters. The student will gain a basic understanding of the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recovery, and the use of information technology in this interesting and growing profession.

Prerequisite(s): ACC 620 and ACC 640; or UG Accounting degree; or 2 years accounting experience in the field

Minimum Credits: 3

### **ACC 660 - Controllership**

This comprehensive course is designed to help financial managers master the technical, financial, accounting and people management skills necessary for the job of a corporate controller.

Prerequisite(s): ACC 550 or ACC 600 and ACC 620

Minimum Credits: 3

### **ACC 675 - Control/Audit of Accounting Info System**

New auditing and quality control standards adopted by the PCAOB and the AICPA require auditors to have adequate technical training and must understand the role information technologies play in the maintenance and effective internal control of financial information. Knowledge of EDP auditing and control is particularly important in complying with Section 404 of Sarbanes-Oxley (SOX), which requires auditors to attest to the standards of internal control and any material weaknesses disclosed by senior management. This course will give auditors the knowledge they need to comply with SOX Section 404 by allowing them to test the process rather than just the product of the financial information system. Select curricular standards set by ISACA will be addressed to assess and to improve auditing and internal control practices.

Prerequisite(s): ACC 620 and ACC 640

Minimum Credits: 3

### **ACC 680 - International Accounting**

This course focuses on accounting in the global marketplace and reviews international accounting standards for financial reporting and introduces and compares taxation and financial and managerial accounting issues in the international environment. NOTE: ACC 680 can be used as an international business elective.

Prerequisite(s): ACC 500

Minimum Credits: 3

### **ACC 690 - Advanced Topics in Financial Reporting**

This course is an examination of advanced topics in accounting, including SEC reporting, corporations in financial difficulty, multinational accounting and additional consolidation reporting issues not covered in Financial Reporting II.

Prerequisite(s): ACC 630

Minimum Credits: 3

### **ACC 691 - Detection/Prevention of Fraudulent Financial Statements**

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. The objective of this course is to identify common fraud schemes and scams. Participants in this course will learn how to review, detect, and investigate possible financial statement fraud by addressing such topics as income smoothing, off balance sheet financing, fictitious sales/revenue, and understatement of liabilities, just to name a few. Various techniques will be used to explore substantive analytical procedures to assess the risks of financial statement fraud.

Prerequisite(s): ACC 646

Minimum Credits: 3

**ACC 692 - Interview Techniques/Legal Aspects of Fraud**

This third course in forensic accounting and fraud examination will acquaint the participant with interview principles and techniques. Additionally, the participant will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud.

Prerequisite(s): ACC 691

Minimum Credits: 3

**ACC 693 - Investigating with Computers**

This fourth course in the Graduate Certificate will provide guidance and knowledge for conducting investigations via machine. The skills of the participant in this course will be strengthened in such areas as identification of the types of public records available to investigate; how to access the public records through databases; navigation of the Internet to find useful material; the use of fraud-related software packages to detect and investigate possible fraudulent activities; and the use of data analysis programs and spreadsheets to detect fraud.

Prerequisite(s): ACC 646, ACC 691, and ACC 692

Minimum Credits: 3

**ACC 695 - Seminar in Audit/Information Assurance**

This course is designed to deepen your conceptual understanding of the function of auditing and information assurance and provide you with a framework for analyzing contemporary accounting issues.

Prerequisite(s): ACC 645, ACC 689 and ACC 691

Minimum Credits: 3

**ACC 696 - Situational Ethics in Accounting**

See Dean in COCE for course description

Minimum Credits: 3

**ACC 700 - Seminar in Accounting Topics**

This is the capstone course for the master of science in accounting program. It surveys topics and controversies in accounting literature to help students appreciate the development and status of generally accepted accounting principles. The course requires a research project and a presentation on issues related to the practical application of accounting principles.

Prerequisite(s): ACC 630 or ACC 640

Minimum Credits: 3

**Child Development**

*(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)*

**DEV 515 - Adolescent Psychology**

This course is a study of developmental growth that is focused on the transition to adolescence and processes of physiological, cognitive, social and emotional changes that occur during the teen years. Middle/secondary education majors are required to do field experience in appropriate grade levels and subject areas.

Minimum Credits: 3

**DEV 520 - History and Philosophy of Child Study Movement**

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, among others is 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.

Minimum Credits: 3

### **DEV 540 - Language and Cognitive Development**

The purpose of this course is to provide students with an understanding and working knowledge of both the content and processes of cognitive and language development in children from birth through eight years of age. The primary foci of the course are understanding different theoretical frameworks: (1) examining sequences and variations in the processes of cognitive change; (2) the interaction between the child and the social context; (3) the interaction of cognitive development with children's symbolic representation of knowledge 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.

Minimum Credits: 3

### **DEV 545 - Psychosocial Development**

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, care-givers, 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.

Minimum Credits: 3

### **DEV 550 - Administration of Child Development Programs**

This course provides students with skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding and grant writing.

Minimum Credits: 3

### **DEV 560 - Family and Culture**

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. Ten hours of field experience is included.

Prerequisite(s): DEV 545

Minimum Credits: 3

### **DEV 565 - Play**

This course provides students with an understanding of the critical role play has in a child's life. Play is the primary means for learning and development, an important method of assessment and a tool for intervention. Students learn how to assess play between a child and parent/adult, a child within a group, and a child's solitary play.

Minimum Credits: 3

**DEV 601 - Child Assessment**

This course provides students with a basic understanding of the assessment of young children from birth to eight years of age. The primary goals for the course are (1) the purposes and processes of a variety of assessment methods currently used to evaluate learning and development of young children and (2) challenges in assessing young children from developmental, educational, psychological, and cultural perspectives. Students will learn principles of appropriate assessment, acquire a working knowledge of basic measurement concepts, and gain testing, and alternative assessment approaches for young children.

Minimum Credits: 3

**DEV 699 - Child Development Practicum**

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.

Minimum Credits: 3

**Communication****COM 500 - Communication, Media & Society**

Communication, Media, and Society serves as an introduction to key concepts and theories in the study of communication and media. In this course, students will examine the foundations of the discipline of communication focusing particularly on the ways in which media and technology have impacted the study of culture, relationships, and messages. The course will explore the impact of communication on various arenas, including families, relationships, culture and the changes in communication and media over time. Students will analyze their own skills, communication patterns, networks, and resources and articulate a plan for future studies and career plans in communication.

Minimum Credits: 3

**COM 510 - The Vantage Point: Knowledge & New Media**

This course contends with the evolving concept of "knowledge production" in the new media environment. It focuses on strategies for independent online research, including processes for identifying, vetting, and citing appropriate sources of information, as well as best practices for writing in the online environment. Issues of copyright, plagiarism, and ethics related to the creation of online content will be evaluated. Finally, students will explore their role as producers of mediated communication, including primary authorship and the curating of content.

Minimum Credits: 3

**COM 530 - Law & Ethics: A Line in the Sand**

Legal issues related to communication and media in the U.S. are rapidly changing in an age where technology and the distribution of mediated messages are ubiquitous. Thus, this course contends with the major legal, ethical, and policy issues related to mass media communication particularly focusing on those issues that impact digital and public communication. Concepts related to the First Amendment to the U.S. Constitution, libel, obscenity, censorship, right to privacy, intellectual property, and the governance of media and digital technology will be explored. Additionally, this course asks students to contend with many ethical issues and philosophies pertinent to media and communication in the interest of articulating a personal ethical framework as a graduate communication student and practitioner.

Minimum Credits: 3

**COM 540 - Second Self: Identity & Personal Brands**

Interactive and social media have opened up myriad opportunities for individuals to create, manage, re-create, and even fabricate their identity online. This course contends with the idea of a virtual or "second" self and the ways in which one navigates identities in a highly networked environment. Students will explore the relationship between professional and

personal identities, privacy and security in online environments, and the creation of personal brands in various media. Students will have the opportunity to explore and experiment with various types of social media tools to develop an effective and active online brand.

Prerequisite(s): COM 500

Minimum Credits: 3

### **COM 555 - Reputation Management: Building a Brand**

The ease of self-publishing using blogs, the dedication of entire mainstream news segments to the "conversation" on Twitter, the use of RSS feeds to immediately deliver customized messages, and other personalizations of communication all hail the dawn of a new era that is at once global and highly individualistic. For a public relations professional, social media technologies present unique challenges and opportunities to develop and protect one's brand. In this course, students will engage in thorough investigation and practical applications of the specific technologies, outlets, platforms, networks, and mediums that will populate their professional tool kit. Students will gain proficiency in particular, relevant tools, as well as add to their general fluency in the language of technology.

Prerequisite(s): COM 620

Minimum Credits: 3

### **COM 556 - Spread the Word: Social Media Practices**

The public relations field distinguishes itself through its emphasis on capturing hearts and minds. Above and beyond the marketing goal of persuading target consumers to the desired economic end, it is the task of the public relations professional to persuade individuals and groups to accept a certain belief or opinion. In this way, the topics of messaging and branding take on new meaning within the context of public relations. In this course, students will make that transition in to the world of public relations by re-examining and building upon core principles to build a foundation for the public relations concentration.

Prerequisite(s): COM 620

Minimum Credits: 3

### **COM 557 - Crisis Communication in a 24/7 World**

The pervasive integration of our personal lives in to our online presence presents serious challenges and potential ethical pitfalls, if not treated responsibly. There are few public figures left that have not tasted public outrage as a result of published poor choices, documented social faux pas, or photographed improprieties. Protecting one's brand and controlling one's message in the maelstrom of broadcasted opinions is certainly more difficult than ever before. This course addresses the topics of public relations ethics and crisis management through the investigation of landmark cases and hypothetical crisis scenarios.

Prerequisite(s): COM 620

Minimum Credits: 3

### **COM 558 - Integrated PR Campaigns & Measurement**

Developing and executing a public relations campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of public relations campaigns in order to prepare for the critical task in the capstone course.

Prerequisite(s): COM 620

Minimum Credits: 3

### **COM 565 - Communication with Media Technology**

Media technologies are changing so rapidly that those currently designated as 'new' could become obsolete before the impact to the communication field is even fully understood. Communication professionals must seek to understand the catalysts of technological changes by conceiving of them as products of the values and assumptions held by the societies that create them. This course is focused on how new media technologies have developed, how they might modify previous understandings of the

relationship between technology and culture, and how they have shaped industries (particularly media industries) today. Students will investigate the practical aspect of various technologies of interest in order to become more savvy consumers and critics of emerging media tools and resources.

Prerequisite(s): COM 540

Minimum Credits: 3

### **COM 566 - Pen to Platform**

A corollary to and resulting challenge of new media technology is the need for messages that are applicable and effective in a myriad of different contexts. In this course, students will craft and structure written work so that it may be more easily translated to different platforms. Different writing processes, such as information mapping, will be employed to demonstrate new ways of thinking about information. Students will apply best practices for effectively communicating across different media and actualizing varied communication in their writing.

Prerequisite(s): COM 540

Minimum Credits: 3

### **COM 567 - Digital Tools and Teams**

Although modern technology empowers the individual to do far more with limited resources than ever before, it is certainly impossible to live and work in a vacuum in today's globalized society. Striking the balance between DIY, collaboration, and contracting help requires adept decision-making and project management that must be rooted in the overall strategy and mission of the communication plan. In this course, students will explore and employ the practical resources, tools, economics, and logistics of new media and marketing. Additionally, students will determine and practice effective means for utilizing diverse networks of colleagues, mentors, clients, and critics to shape their media strategies.

Prerequisite(s): COM 540

Minimum Credits: 3

### **COM 568 - New Media Campaign Design & Marketing**

Developing and executing a new media campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of new media campaigns in order to prepare for the critical task in the capstone course.

Prerequisite(s): COM 540

Minimum Credits: 3

### **COM 575 - eHealth and Technology**

eHealth, telemedicine, and cybermedicine are quickly becoming the new 'face' of medicine in today's world. Patients and consumers are looking for ease of access to healthcare information and are met with an abundance of electronic resources. This course provides an introduction to the role of electronically-mediated communication in health communication and campaigns and asks students to engage with how technology can improve, hinder, and/or evolve health literacy and health communication practices.

Minimum Credits: 3

### **COM 576 - Health Communication & Culture**

Health literacy is an increasingly important component of any health care system as patients and communities struggle to integrate appropriate interventions, and these interventions are always shaped by the cultural and social contexts of the communities affected. This course provides an advanced investigation into relevant cultural concepts that shape health care and health communication, focusing on strategies to improve health literacy ethically and empathically.

Minimum Credits: 3



**COM 577 - Healthcare Ethics**

Certainly ethics is important in every branch of communication. But when conveying messages about subject matter as sensitive, high-stakes, and emotionally-charged as health care, ethics takes on a new level of significance. In this course, students will re-examine general principles of responsible communication in the new context of health communication. Through investigation of relevant case studies, students will logically extend and add definition to their existing moral frameworks. The course will emphasize the nuance and complexity of health-related ethical issues, including the impacts of technology on health privacy, stigma surrounding controversial health issues, illnesses, and treatment options, and one's moral responsibility to ensure accuracy in disseminating public health information.

Prerequisite(s): COM 530

Minimum Credits: 3

**COM 578 - Contemporary Public Policy and Strategy**

Particular to the field of health communication is the significant role governmental policies, initiatives, and practices will play - from the content of one's messages to the way in which they are conveyed. Additionally, as a health communication professional, it is likely that one may be called upon to draft, disseminate, and promote health legislation and associated initiatives. In this course, students will examine contemporary legislation and health care policy trends, so as to adeptly devise strategies and craft messages for effectively communicating this essential information. Attention will be paid to best practices for responsibly addressing controversial political issues in one's health communications.

Prerequisite(s): COM 530

Minimum Credits: 3

**COM 600 - Communication for Leadership**

This course aims to prepare students for a variety of leadership roles in dynamic organizations and environments. Students will analyze key aspects of leadership, relationships, and organizations such as: organizational culture, conflict in interpersonal and organizational settings, organizational roles and socialization, power in personal and professional relationships, and group communication theories. Students will contend with these concepts from a personal standpoint by using examples from their own relationships and workplaces to apply best practices and improve their own communication and leadership skills. Additionally, this course takes a systems theory approach to organizations and teams, looking at the interrelationship of events, people, and ideas and the systemic impact of small and large changes.

Minimum Credits: 3

**COM 610 - More than Words: Communication by Design**

Illustrations, photos, infographics, videos, animations, and dynamic interfaces often tell a consumer more about a brand or product than the product itself. It is increasingly important that media consumers and creators be fluent visual communicators. This course presents fundamentals of good visual design and presentation in media focusing on the best practices for a variety of design tools. Students will engage with key concepts related to visual production and consumption, media and web design, storytelling and narrative in visual formats, and accessibility of content for diverse audiences.

Prerequisite(s): COM 500

Minimum Credits: 3

**COM 620 - Strategic Communication in a New Age**

In today's public climate, political rhetoric is no longer just a tool of the immensely powerful or those who have access to a podium and speakers. The dissemination of mass messages can occur in any number of avenues and can reach audiences that were previously inaccessible or disinterested. Communication professionals today are in a powerful position to shape messaging and distribution strategies for many contexts: politics, popular culture, business, nonprofit advocacy, social movements, advertising, and marketing. In this course, students should develop the perspective and skill sets necessary to respond effectively and creatively to complex social problems and opportunities in written, verbal, and visual communication mediums.

Prerequisite(s): COM 510 and COM 610

Minimum Credits: 3

**COM 690 - Communication Capstone**

This capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competency in the student's chosen specialization in communication. Instead of introducing new concepts, students will synthesize prior learning to design, develop, and execute a communication campaign on their chosen subject as a culmination of their studies. The course will be structured around this critical task, so that students have the appropriate support and resources required to be successful.

Minimum Credits: 3

**Community Economic Development**

\*\* CED courses are only offered Online

*Southern New Hampshire University offered a Ph.D. in Community Economic Development from 1998 until 2008, when the last doctoral students matriculated. The courses below are offered only to continuing students in the Ph.D. program as needed for them to conclude their studies.*

**CED 523 - Topics in CED**

Community economic development emerging policy and topics of current interest are discussed extensively in this seminar. This seminar course is designed for emerging topics and policy in the field of CED. It is not intended for topics routinely covered in the curriculum.

Minimum Credits: 1

Maximum Credits: 3

**CED 523A - Topics in CED**

Community economic development emerging policy and topics of current interest are discussed in summary in this seminar. This course provides students an opportunity to be exposed to emerging policy and issues in the field of CED.

Minimum Credits: 1

**CED 601 - Intro to CED in the U.S.**

This is a foundation course in which we will examine the values, issues, models and policy underlying the theory and practice of community economic development (CED). The course starts with an examination of the theoretical and conceptual framework for community economic development. Participants will examine the range of economic challenges confronted daily by residents of underserved communities. The class will examine the practices, policies and strategies of CED. We will look at how CED approaches the challenges of job creation and retention, and community revitalization. An overview of strategies such as asset building with individual development accounts and self-employment: and community building with community loan funds, cooperatives, employment and training initiatives will be provided. Project examples and participants' own experiences will serve as course materials along with the required readings. Finally, we will review issues and challenges facing the field.

Minimum Credits: 3

**CED 602 - Intro to International CED**

This course will examine the evolution of thinking that has shaped the practice of community-based international development. Students explore development, projects, programs, and policies that blend social practice and economic principles. The course exposes members of the class to some of the major scholars in the field through their writings. The first class in the series focuses on three substantive themes: definitions of development; ethics of development; and lastly, hunger, famine and food policy. Students will learn methods of policy analysis to analyze these themes from an ICED perspective.

Minimum Credits: 3

**CED 611 - Research Methods in CED**

The objectives of this Term One course include literature reviews; research designs; stakeholder analyses and FSs; survey, sampling and questionnaire designs; and descriptive statistics procedures.

Minimum Credits: 3

**CED 613 - Organizational Management in CED**

This course provides the underpinnings of public/nonprofit management. This course covers the basic principle of Organizational Management, leadership, human aspects of organizations and organizational life, and the functions that managers must perform to be successful. The primary goal of the course is to provide students with the tools needed to perform more effectively as managers. The course begins with an individual focus (Organizational Behavior) that rapidly progresses to the higher social dimensions (group, organizational). The course also attends to Organizational Management with an emphasis on public/nonprofit practice. This course is intended to add to students' knowledge base of management theories and practices, and to develop skills through the application of knowledge to real life. By the end of the course, students will have a better understanding of themselves as managers, other players, and of the socio-technical systems of organizations and management.

Minimum Credits: 3

**CED 621 - Project Design in CED**

This course is the first in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. In this course, students identify a community problem or issue, conduct relevant research, analyze the issue in conjunction with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include word processing and spreadsheet programs, presentation and graphics programs and online research tools and search engines.

Prerequisite(s): CED 611

Minimum Credits: 3

**CED 622 - Project Planning in CED**

This is the second in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. Students in this course refine their project design skills through preparation and presentation of a formal proposal for their project. Students continue to review the literature, particularly to review best practices relevant to the issue being addressed. Each student creates a logic model that details the underlying theory of change and the project's inputs, outputs, and outcomes. Students learn to plan for implementation of the project, including information management, monitoring and evaluation, employing tools such as Gantt charts.

Prerequisite(s): CED 621

Minimum Credits: 3

**CED 623 - Project Management in CED**

Following CED-622, students implement the projects they have designed, applying the tools learned in prior classes. Regular progress reports and class presentations are required to monitor and track project implementation and management. Emphasis is on the many pitfalls of project implementation and how to analyze and deal with them. Projects implemented by the class are used as case studies and supplemented by relevant readings.

Prerequisite(s): CED 622

Minimum Credits: 3

**CED 624 - Project Evaluation in CED**

This course, the final one in the Project sequence, focuses on assessment of what did and did not happen throughout the project, and comparison of actual to expected outcomes. Students conduct a project evaluation, and prepare and present a final report that describes the project, its outcomes, methodology and actual activities. The report includes analysis of the project, conclusions, and recommendations for future work and serves as the student's master's thesis.

Prerequisite(s): CED 601, CED 602, CED 611, CED 621, CED 622, and CED 623

Minimum Credits: 3

### **CED 631 - Housing Policy and Development**

This course covers market analysis and housing needs assessments, site selection and control, financial feasibility reports, the selection of a development team, methods of obtaining approval from various government entities, identification of private and public funding and subsidies, and various forms of ownership, including cooperatives and land trusts. Students also learn about the policy framework for affordable housing development, and the legal, institutional, economic, political and environmental factors that shape that framework.

Minimum Credits: 3

### **CED 632 - Urban Neighborhood Revitalization**

This course looks at CED in urban (mostly United States) settings. Following a review of urban geography and changes in cities over time, the course examines strategies of business development, job creation, and neighborhood revitalization that are particularly relevant to cities. Students will gain an understanding of the roles of development partners, methods for fostering stakeholder involvement, and understanding the relationship between critical demographic, socio-economic cultural and capital investment/infrastructure related trends and priorities. Students explore case studies and identify best practices.

Prerequisite(s): ACC 500

Minimum Credits: 3

### **CED 634 - Financing CED**

This course looks at how CED projects and organizations are financed, including the traditional and non-traditional and financial institutions involved; the various forms of financing that are possible; the factors involved in choosing the financing for a particular project; and the ways in which the choice of financing may influence a project's outcome.

Prerequisite(s): ACC 500

Minimum Credits: 3

### **CED 635 - Legal Framework in CED**

This course provides an overview of the relationship between law and the community economic development (CED) movement and some of the basic legal issues facing CED practitioners. The course will touch on the historical use and impact of the law, aspects of property and corporations law, and some basic issues of urban planning law. The course will also focus on general tax law issues; economic development policy including the Community Reinvestment Act, credit issues and micro lending; and constitutional issues in community control of benefits. Case studies, in-class exercises and breakout sessions may be used.

Prerequisite(s): CED 601

Minimum Credits: 3

### **CED 636 - Foundations of Community Action**

This course provides a historical and conceptual understanding of Community Action as an approach and framework employed by agencies that serve low-income clients and communities by promoting self-sufficiency. The course equips students with knowledge to relate personalities and agendas of key individuals to the decisions and policies implemented; chart the ebb and flow of government involvement (support) in assisting the poor from pre-Great Depression forward; compare and contrast past methods of assisting the poor historically with methods today and projected methods (to answer the question: What role does political will play in addressing poverty?); explain the role of leadership at the community, Federal and political level and analyze the role of political leadership and its effect on fighting poverty; and track the measurements of poverty (to answer the following questions: How do we measure poverty historically? Who is defined as "poor"? How should we measure it today and who is for or against the government taking on this role?).

Minimum Credits: 3

**CED 641 - Economics**

This economics course covers both microeconomics and macroeconomics principles and issues. This introductory course will give students a working understanding of the principles of economics as it applies to individuals, community, and the economy as a whole. The microeconomics topics will touch upon factors of production, consumer behavior, behavior of firms, and the market structure. The macroeconomic topics will familiarize the students with economic performance measures, fiscal and monetary policy, market and government failure, and economic growth.

Minimum Credits: 3

**CED 642 - Economics and Development**

This course allows students to examine the domestic and international economic problems countries face and to explore community approaches to solving them. A variety of economic development paradigms, ranging from traditional to community-based, are examined. The course will introduce students to the importance of economics as it relates to community economic development (CED) and cover basic concepts in micro and macroeconomics. The economic concepts learned will then be applied to gain an understanding of the development process, as seen through an economic lens. Specifically, students will use their knowledge in economics to better understand domestic and international development issues such as poverty and inequality, population growth, migration, human capital development, rural development and agricultural transformation, environment, and trade.

Minimum Credits: 3

**CED 644 - Microenterprise Development**

This course looks at the characteristics of the informal sector businesses that crowd the lowest rung of the economic ladder and examines ways of assisting these income-generating activities to the poor. Students study ways to design and manage a financial and technical assistance intermediary to provide credit, management and organization assistance to micro scale economic enterprises.

Minimum Credits: 3

**CED 651 - Co-Op Development and Management**

A cooperative is a flexible model for creating community-owned institutions. This course covers the start-up of a cooperative, membership issues, legal issues, tax and security issues, cooperative management systems and the educational components of cooperative development. Students review various types of cooperatives, including worker, consumer, credit and housing cooperatives.

Minimum Credits: 3

**CED 652 - Community Building and Organizing**

Community economic development often requires an understanding of community organizing to successfully involve the community in the development process. This course acquaints participants with different models of community organizing. It also trains participants in specific organizing skills that can be used in their work as CED practitioners, including negotiation techniques.

Minimum Credits: 3

**CED 702 - Law and Community Development**

Topics covered include legal structures and ways they clash with cultures, the American legal system, selecting a legal structure, the nonprofit corporation, taxation and organizational issues of unincorporated associations, and for-profit and nonprofit corporations and their relationship to subsidiaries.

Minimum Credits: 1

**CED 705 - Financial Management for CED**

This course will assist students in develop the understanding and skills they need to be effective financial managers or advisors for small businesses, cooperatives or nonprofit organizations. Students will learn to use a variety of financial analysis techniques

to assess the financial condition and performance of small businesses and nonprofit organizations. This course will give students an opportunity to apply the financial analysis techniques that were introduced in Managerial Accounting. Students also will develop skills in budgeting, cash management and financial planning for those businesses.

Prerequisite(s): CED 703

Minimum Credits: 2

### **CED 706 - Business Development**

The planning and development of small business ventures is a core element of CED strategy. This course covers the preparation of business plans, market analyses, financing sources, basic financial statements in business planning and the impact of business development on community needs.

Prerequisite(s): CED 705

Minimum Credits: 2

### **CED 707A - Organizational Management for Community Organization**

This course covers the skills required for effective management in democratically controlled, community-based organizations. Students undergo a self-analysis of their management styles and study models to be used to diagnose organizations. Topics include strategic planning, personnel management and board/staff responsibilities.

Minimum Credits: 2

### **CED 707B - Management and Leadership in CED**

This course covers the skills required for effective management in democratically controlled, community-based organizations. Students undergo a self-analysis of their management styles and study models to be used to diagnose organizations. Topics include strategic planning, personnel management and board/staff responsibilities.

Minimum Credits: 2

### **CED 708 - Fundamentals of Co-Ops and Credit Unions**

A cooperative is a flexible model for creating community-owned institutions. This course covers the start-up of a cooperative, membership issues, legal issues, tax and security issues, cooperative management systems and the educational components of cooperative development. Students review various types of cooperatives, including worker, consumer, credit and housing cooperatives.

Minimum Credits: 2

### **CED 709 - Marketing, Fundraising and Promotion**

Nonprofit organizations must become more competitive to survive. Students learn how to analyze their communities and organizations in order to develop fundraising plans to make them more self-sufficient. The focus is on fund-raising strategies.

Minimum Credits: 2

### **CED 710 - Housing Development**

This course includes market analysis and housing needs assessments, site selection and control, financial feasibility reports, the selection of a development team, methods of obtaining approval from various government entities, the identification of public and private subsidies, and various forms of ownership, including cooperatives and land trusts.

Minimum Credits: 2

### **CED 717 - Independent Study**

Independent Study must be approved in writing by academic advisors prior to registration. This course is open to students who entered the program in 2009 and prior years.

Minimum Credits: 1 to 2

**CED 717A - Independent Study**

Independent Study must be approved in writing by academic advisors prior to registration.

Minimum Credits: 1

Maximum Credits: 3

**CED 717B - Independent Study**

Independent Study must be approved in writing by academic advisors prior to registration.

Minimum Credits: 1

Maximum Credits: 3

**CED 722 - Negotiation Strategies**

This course covers negotiation techniques and strategies for CED organizations and practitioners.

Minimum Credits: 1

**CED 723 - Training of Trainers**

This course covers the principles and methods of adult education. Equipping participants with the ability to become effective trainers in their communities is emphasized.

Minimum Credits: 2

**CED 724 - Marketing Strategies**

The purpose of this course is to provide students with a detailed understanding of marketing as a total system of interactive business activities. The focus is marketing strategies as they relate to the planning, promoting, pricing and distribution of goods and services in a market economy.

Minimum Credits: 2

**CED 730 - Community Organizing and CED**

Community economic development often requires an understanding of community organizing to successfully involve the community in the development process. This course acquaints participants with different models of community organizing. It also trains participants in specific organizing skills that can be used in their work as CED practitioners.

Minimum Credits: 2

**CED 780 - Thesis**

This is a required registration for MA students doing their thesis. This seminar helps students integrate the content of courses, and organize their work for a policy or management thesis, which includes: thesis policy and expectations, analysis of trends, critical literature review, framing feasible problems and the thesis question, effective design, rigorous analysis, the mechanics of reporting findings, and a policy or management thesis to coincide with completion of their course work.

Minimum Credits: 3

**CED 791 - Project Design in CED**

Community economic development practice relies on effective project planning and management. CED791 is the first in a 4-course Projects sequence. Over two years, students will define community needs objectively, design a CED project, implement it, document their experience, evaluate impact, and present their work to the academy as a Master's thesis. Throughout, students will remain in contact with peers and faculty online, post and review their work using distance education software; peer learning is a key element of the Projects curriculum. This semester, students will identify a community problem or issue, research the issue online and through library methods, analyze the issue in consultation with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include Blackboard, word processing, spreadsheets for budgets and proformas, and graphics programs, library and Internet search engines.

Minimum Credits: 4

**CED 792 - Project Planning in CED**

CED792 is the second in a 4-course Projects sequence. This semester students refine their project design skills, and prepare a formal proposal as if to a national foundation or intermediary, and present it to the Academy. Students will objectively identify community needs, set forth a problem statement, propose an intervention strategy objectively supported by analyses and relevant literature on best practices, detail project goals and objectives, set forth the methods and timeline the activities for achieving objectives. Students learn how to incorporate MIS, monitoring and evaluation tools into a project plan. All work is regularly posted and reviewed online by peers. Added computer software competencies include data graphics, organizational charting, Gantt charting, and PowerPoint presentations.

Prerequisite(s): CED 791

Minimum Credits: 4

**CED 793 - Project Management in CED**

CED793 is the third in a 4-course Projects sequence. This second year participants will implement their project in a community, document their experiences and evaluate their impact. This semester addresses the project implementation phase of the sequence, which starts in the summer and extends through the 3rd and 4th terms. Implementation will follow the project goals, objectives and activity timeline set forth in the proposal. Regular progress reports and class presentations are required to monitor and track project implementation and management. All work is regularly posted and reviewed online by peers. Added computer software competencies include project tracking and Gantt charting using Microsoft Project.

Prerequisite(s): CED 792

Minimum Credits: 4

**CED 803 - Qualitative Research Methods**

This course is designed to familiarize advanced graduate students with a range of qualitative research methods, and prepare them to use these methods in writing dissertations, articles, and funding applications. Qualitative methods are an important tool in community economic development and serve to illustrate best practices, policy, estimate community impact or needs, and evaluate community-based organizations. This course will emphasize the use of qualitative methods, data collection and analysis, and cover topics on case studies, use of secondary sources, focus groups and in-depth interviewing, observational field research, and writing qualitative research reports.

Prerequisite(s): CED 801

Minimum Credits: 3

**CED 804 - Evaluation Research Methods**

ERM covers 2 core models with broad application to CED theory, policy, and practice: Scientific-experimental: experimental & quasi-experimental designs, objectives based research, econometric cost-benefit & cost-effectiveness analysis, and theory-driven evaluation. Participant-oriented: client, stakeholder, consumer-oriented evaluation. Other models are introduced: Management-oriented systems: PERT (Program Evaluation & Review Technique), CPM (Critical Path Method), Logical Framework (Logframe developed by USAID), General Systems Theory, Operations Research, applied Program Review (used by NRC). Qualitative/ anthropological: observation, naturalistic evaluation (aka Fourth Generation evaluation), qualitative analysis, critical theory, and Grounded Theory.

Prerequisite(s): CED 801

Minimum Credits: 3

**CED 805 - Demography/GIS in CED Policy/Planning**

Demography & Geographic Information Systems (DGIS) target secondary analyses of large data sets in CED planning and policy development. DGIS supports community needs assessments, development planning, policy analysis, research and evaluation. Demography topics include: Population analysis (growth, mortality, fertility, age structure, migration, settlement, density, forecasting techniques); population Issues (causes/consequences of population change, assessing population needs); economic demography (economic consequences of demographic change in developing/developed countries); population & CED (poverty, inequality, stratification, mobility). GIS topics include: Research Techniques (data capture, index creation, analysis,



presentation); CED mapping (analytical exercises using Census and Labor Statistics data to create maps blending layers of information with cartographic boundaries).

Prerequisite(s): CED 801 and CED 802

Minimum Credits: 3

### **CED 811 - Political and Economic Theory**

This course surveys the history of social development as a background of social theory. It introduces students to the historical and theoretical political economy background to graduate studies in community economic development. Topics include the expansion of markets in Europe, agricultural transformation, discoveries, European domination of world trade, colonization, industrialization and urbanization, the church and the community, the state and the nation, and treatment of poverty and related institutions in different periods in history.

Minimum Credits: 3

### **CED 812 - Social Theory**

This course establishes a foundation in critical theory for exploring the interdisciplinary theoretical domains relevant to the study of community economic development. Drawing on the dualities of agency and structure, micro and macro, and the individual and society, we examine theories of poverty, social capital, democratic organization and civil society, globalization and the social economy. The understanding of theory and its role in the development of policy is also considered.

Prerequisite(s): CED 811

Minimum Credits: 3

### **CED 813 - Community Economic Development Theory**

This course builds on the previous theory courses. Participants will begin to formulate a basic theory of community economic development (CED). As part of developing a theory we will define a series of questions that must be addressed in the theory. We will also examine those theories that most closely relate to issues raised in community economic development, including: market theory, theories of poverty, location and space theories, political theories and 147organic148 theories based on the observation of practice. Given that CED draws on a wide variety of disciplines, the field is not suffering from a lack of theory. Many theories may apply to the field of Community Economic Development. The goal of this course is examine a variety of theories related to CED and better understand their relationship to the practice of CED.

Prerequisite(s): CED 812

Minimum Credits: 3

### **CED 814 - Contemporary Economic Theory**

This is an introductory survey course on economic theory, economic principles, and their application to community economic development policy and strategy. It is designed to equip advanced students with an understanding of applied economics. Students will examine the economic problems faced by communities and explore analysis, policy and practice strategies to address them. Emphasis is given to domestic and international economic development issues affecting underdeveloped and developing countries. Students with a strong graduate-level background in economics and CED may request waiver of this course.

Minimum Credits: 3

### **CED 815 - Social Inequality**

Social inequality is at the core of community economic development policy and practice. The basic premise of this course is that any doctoral dissertation or thesis in CED must address, at some level, social inequality. This course is designed to lead doctoral and advanced MA students through an examination of how social scientists, policy makers, and practitioners conceptualize and address (or fail to address) social inequality. As a wide-ranging examination of diverse perspectives on social inequality and of its diverse empirical manifestations (race, gender, ethnicity, among others), this course will lead each student to produce a comprehensive literature review on a topic directly pertinent to his or her dissertation or thesis interests. While many required readings are US-based, emphasis will also be placed on global perspectives. Students will be actively involved in shaping

optional readings and the specific content of some sessions.

Minimum Credits: 3

### **CED 851 - Seminar in CED**

A seminar course on contemporary CED issues, taught by members of the SCED faculty.

Minimum Credits: 3

### **CED 858 - Policy Analysis and CED**

Policy Analysis and CED addresses linkages among public, social and economic policies constituting the policy environment of CED. The course covers theory, practice, and policy design, with an emphasis on the practice of policy analysis. A review of theoretical approaches to policy analysis includes case studies of environmental, health, educational, urban and poverty policies. The government's role in the main domains of social programs, social regulation in consumer protection and protection of civil rights are analyzed, along with the influence of grassroots politics, social movements and organizations on the policymaking process and policy outcomes.

Minimum Credits: 3

### **CED 859 - Advanced Policy Analysis in CED**

This is the second of a two-part sequence on policy analysis. This sequence aims to provide a solid theoretical foundation for policy analysis from a CED perspective at national and international levels, and an applied foundation based on the skills for conducting policy analysis and sharpening the analysis of policy choices. It will present a framework that locates policy design within the larger study of politics, policy making and democracy. Students will analyze the role that social constructions have in determining the characteristics of policy designs. Students will also examine rationales for public policy, including market failure, and complementary analysis of government failure. Methods for identifying policy problems, establishing evaluation criteria, and review theory and policy models introduced in CED 858.

Prerequisite(s): CED 858

Minimum Credits: 3

### **CED 860 - Transformation of Development Organizations**

This is a foundations course in nonprofit planning for experienced nonprofit managers. This course provides the underpinnings of nonprofit strategic planning and strategic management. It addresses the theory and practice of strategic planning, planned change, and strategic management in the organizational development of nonprofit development organizations, with a particular focus on community-based development organizations (CBOs) in the United States and nongovernmental organizations (NGOs) in the international arena. The connections between political and managerial approaches to organizational development and planned change will be considered. Participants are expected to engage in a strategic planning or planned change program in their work organizations or to support such work in other development organizations.

Minimum Credits: 3

### **CED 861 - Nonprofit Management**

This is a foundations course in nonprofit management for experienced nonprofit managers. It approaches nonprofit management from the perspective of what effective community-based development organizations (CBOs, CDCs) and nongovernmental organizations (NGOs) should do well. The course is designed as an integrative experience for advanced graduate students to enhance both theoretical and practical knowledge. It presumes familiarity with nonprofit management, public administration, program planning, and the role of volunteer boards, staff and community stakeholders.

Minimum Credits: 3

### **CED 863 - Civil Society, Social Capital and Participation**

This course focuses on the theme of "civil society" and how it relates to social capital and participation in the CED policy and practice arena. The purpose is to locate the concept of civil society in Smith, Marx and Weber, and make extended incursions into their respective studies of civil society. Armed with a familiarity with their original writings, students will be able to evaluate these references as well as draw their own. The course also seeks to historicize the concept of civil society to further the

analysis of its current conceptualizations and practice.

Minimum Credits: 3

### **CED 864 - Advanced Financial Analysis for CED**

This course helps managers to perform sophisticated analysis and interpret financial information for decision making and financial planning from a CED perspective. It includes detailed analysis of the budgeting process, including relating budget to organizational goals, and the accounting and financial methods employed by management for evaluating the health and overall performance of an enterprise (analysis of financial statements, ratios, trends, funding and capital structure, asset management, performance forecasts, calculations of financial positions), allocating capital resources (types of costs, cost analysis, cost of capital, time value of money, net present value, rate of return), cash management and cash flow analysis including long-term planning and variance analysis, profitability liquidity and solvency (ability to meet short-term obligations through revenue, long-term obligations through future revenue, and to attract and retain financing). This course is taught from the perspective of a CED nonprofit or for-profit subsidiary, and includes recent trends in mergers and acquisitions.

Minimum Credits: 3

### **CED 866 - Globalization, States and Community**

The ever-changing relationship between globalization, states and communities is addressed in this course, and framed in terms of CED policy and practice.

Minimum Credits: 3

### **CED 881 - Independent Study**

Enrollment in this course requires permission of the Doctoral Program Chair.

Minimum Credits: 3

### **CED 890A - CED Dissertation Sem I: Research Question**

This is the first in a four-course sequence designed to prepare students for the culmination of the doctoral program: the dissertation. The course is designed to help students start thinking about a dissertation and understand the dissertation process. Over four semesters students are guided to develop a draft dissertation proposal (pre-dissertation proposal) to coincide with completion of their work. First year students have separate course work designed to help them frame their ideas into research plans. Second year students are required to submit a brief 10-page pre-dissertation proposal (dissertation pre-proposal 10pp) in order to pass CED 893. Once students complete the seminars and comprehensive exams, they use their 10-page pre-dissertation proposal and work with a Dissertation Committee Chair to craft a full dissertation proposal.

Minimum Credits: 3

### **CED 891 - Doctoral Continuation**

CED891 is a required doctoral continuation registration for all doctoral students who have completed comprehensives, and are supervised by a dissertation committee chair. CED891 registration is under the student's dissertation committee chair, who monitors timely progress of dissertation research. Students generally register for doctoral continuation prior to their dissertation defense.

Minimum Credits: 3

### **CED 892 - Advanced Dissertation Seminar I**

This is the third course designed to prepare students for the doctoral dissertation proposal. These seminars help students integrate the content of methods courses, and acquire the tools for a dissertation proposal: dissertation policy and expectations, analysis of research trends, critical literature review, framing feasible problems and the research question, effective research design, rigorous analysis, the mechanics of reporting research findings, and a 10-page dissertation pre-proposal to coincide with completion of their course work. CED892 is designed to help students refine their research ideas by developing a research methodology to address their theory, research questions and hypotheses. It includes readings, presentations and active participation.

Minimum Credits: 3

**CED 893 - Advanced Dissertation Seminar II**

This is the fourth course designed to prepare students for the doctoral dissertation proposal. It also includes a fourth and final Lab in SPSS/Statistics with a focus on multivariate procedures. This seminar helps students integrate the content of methods courses with an emphasis on effective research design, a rigorous analysis plan, the mechanics of reporting research findings, and a 10-page dissertation pre-proposal. Once students complete comprehensive exams, they use the 10-page dissertation pre-proposal to work with a Dissertation Committee Chair and Committee to craft a full dissertation proposal. It includes readings, presentations and active participation.

Prerequisite(s): CED 892

Minimum Credits: 3

**CED 894 - Dissertation Proposal**

CED 894 is a doctoral dissertation proposal hearing registration the semester that the PhD candidate plans to schedule a hearing to present and defend a dissertation proposal. It acts as a doctoral continuation registration for PhD candidates who are supervised by a Dissertation Committee Chair, working with an approved Dissertation Committee, and ready to present and defend a dissertation proposal. CED 894 is registered under the student's Dissertation Committee Chair in lieu of CED 891.

Prerequisite(s): CED 890A, CED 890B, CED 892, and CED 893

Minimum Credits: 0

**CED 895 - Doctoral Dissertation**

CED 895 is the final required doctoral dissertation defense registration. PhD candidates registering for CED 895 have substantially completed their dissertation research supervised by a Dissertation Committee Chair, and are deemed ready to present and defend their dissertation by their Dissertation Committee. CED 895 is registered under the PhD candidate's Dissertation Committee Chair the semester that the dissertation defense hearing is planned.

Prerequisite(s): CED 890A, CED 890B, CED 892, and CED 893

Minimum Credits: 3

## Community Mental Health

**PCMH 600 - Overview of Behavioral Health Services**

In this course, students gain an understanding of co-occurring psychiatric disabilities and psychoactive substance abuse disorders, severe emotional disturbances affecting children and adolescents and their impact on the lives of people diagnosed with these disabling conditions. This course also provides an overview of emerging policy and practice in behavioral health care, including the historical context in which service systems organize, finance and deliver care; the current approaches to comprehensive treatment and support; the impact of managed care; and community-building, advocacy and systems change. Topics are addressed from multiple perspectives, with a strong emphasis on the perspective of service recipients and their families, as well as service providers, policy makers and the community at large.

Minimum Credits: 3

**PCMH 605 - Measurement & Advanced Assessment**

This course will provide students with an overview of the principles and practice of measurement and advanced assessment in the helping professions. Students in this course will gain an understanding of the major theories underlying different approaches to psychological measurement, and the ethical and psychosocial issues involved in measurement. This course will focus on selecting instruments for gathering data and information, evaluating the utility of these instruments in terms of their psychometric properties including reliability and validity, and understanding and interpreting the results of clinical measures. Students will gain familiarity with the major measurement techniques for children and adults in the following areas: intelligence and educational testing, personality assessment, vocational and aptitude testing, strength based assessments, substance abuse,

and other clinical issues such as mood, eating disorders, adaptive behavior and trauma.

Minimum Credits: 3

### **PCMH 610 - Helping Relationships**

Students gain an understanding of the clinical process, from engagement to assessment, intervention, and evaluation. The focus is on the development of communication and consultation skills, in the context of major counseling theories. Skills are practiced in relation to working with individuals with significant mental health and substance abuse problems, their families, and other professionals. Skills covered include values clarification, establishing effective relationships, listening skills, team building, working with natural supports, mediation, negotiation and conflict resolution.

Minimum Credits: 3

### **PCMH 615 - Practicum**

Students complete a 100-hour practicum involving skills-based practice and experience, primarily in the areas of introductory counseling and diagnosis and assessment.

Minimum Credits: 1

### **PCMH 621 - Community Resources and Rehabilitation**

This course explores the concept of the whole community as a resource. It begins by exploring state-of-the-art approaches to community support services and treatment planning. Within the treatment planning process, it looks at how a wraparound approach to service delivery individualizes and strengthens outcomes in community-based services, by addressing both client skill and support needs. "Traditional" community resources such as entitlement programs, housing, education, vocational rehabilitation, legal, medical and social services are covered. However, the course emphasizes the need for practitioners to go beyond 'traditional' resources and to help individuals identify and access non-agency oriented community supports and services in order to promote community integration and membership.

Minimum Credits: 3

### **PCMH 635 - Clinical Skills I: Integrated Community Mental Health Treatment for Children, Youth and Families**

This is the first of two courses designed to develop student knowledge and skills in community-based service approaches for children and adolescents experiencing severe emotional disturbances and their families. The course focuses on the applications of the values of integration, family integrity, child and family centeredness, choice and unconditional care. Students explore the principles of and develop the essential skills to provide wrap-around services, including individualized and flexible supports, outreach, collaborative teaming and the use of natural supports. Approaches to in-home support; case management; educational and school-based services; foster care; crisis, housing and respite services; peer support and self-help; and medication management are covered. Students develop skills in individual needs and preference assessment, futures planning, skill teaching and resource development.

Minimum Credits: 3

### **PCMH 636 - Clinical Skills II: Integrated Community Mental Health Treatment for Children, Youth and Families**

Students refine skills learned in PCMH 635. This course emphasizes involving family members, working with schools and other social service agencies, designing culturally relevant services, designing services relevant to children in different developmental periods and designing services for children and adolescents with multiple and complex needs. Students develop skills in crisis prevention and intervention. Ethical and relationship boundary issues in outreach support services are discussed.

Minimum Credits: 3

**PCMH 645 - Clinical Skills I: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities**

This course provides a clinical and practical foundation for intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Essential epidemiological, etiological, assessment and intervention areas are covered. Students explore a variety of motivational and contextual dimensions, including empowerment, hope, recovery education and symptom self-management, self-help and therapeutic interventions. Family support, involuntary interventions, intervention networks and integrated clinical services will be addressed using a general systems theory approach.

Minimum Credits: 3

**PCMH 646 - Clinical Skills II: Integrated Community Mental Health and Substance Abuse for Adults with Psychiatric Disabilities**

This course integrates empirical and functional aspects of the therapeutic process when intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Students learn to employ core clinical interventions and treatments modalities. Students must demonstrate a high level of competence in clinical and psychosocial interventions used with co-occurring disorders will be examined closely. Ways an individual's experience of trauma complicates clinical work will be stressed. Unique ethical and boundary issues will be addressed.

Minimum Credits: 3

**PCMH 650 - Internship I**

Students complete a 300-hour clinical internship, in a relevant program or agency, under the supervision of a qualified field instructor. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Minimum Credits: 3

**PCMH 662 - Internship II**

Students in the master's program complete a second 300 to 400-hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Minimum Credits: 3

**PCMH 663 - Internship III**

Students in the master's program may complete a third 100 to 400-hour internship (one credit requires a minimum of 100 hours of internship; two credits equals 200 hours, 3 credits equals 300 hours, 4 credits equals 400 hours) that focuses on the development of advanced clinical and counseling skills. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Minimum Credits: 3

**PCMH 665 - Program Evaluation and Systems Research**

This course introduces students to the principles and practices of program evaluation and systems research, including quantitative and qualitative research methodologies. Students become informed readers of research literature, develop a research proposal on a topic of interest and learn how to use data to evaluate individual clinical practice and program/agency outcomes. Methods for gathering information from and for key constituencies are emphasized.

Minimum Credits: 3

**PCMH 666 - Professional Affairs and Ethics**

This course covers significant practice-based challenges for the mental health professional. The course includes a review of ethical standards and guidelines that have been developed by various professions (e.g., mental health counseling, substance abuse counseling, human services, marriage and family counseling, psychology, and social work) and their practical application to day-to-day decision-making. It examines common tensions, polarities, and moral conflicts within which the counselor must exercise discretion and judgment, and explores the legal and ethical frameworks through which these decisions must be considered. Through discussion, role play, real-time case examples and guest speakers, this class provides students with the opportunity to deepen their understanding and commitment to professional standards and ethical guidelines for competent practice as a mental health counselor or program manager. This course will also introduce students to licensure standards, licensing process and legal issues in their respective states.

Minimum Credits: 3

**PCMH 667 - Community and Systems: Analysis, Consultation and Change**

Students examine the research on community systems and change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches being used in the field. Students learn the consultation skills critical to promoting collaboration and change in systems and communities and complete a project that integrates the research literature with practical applications and action strategies in this area.

Minimum Credits: 3

**PCMH 671 - Special Topics, Mental Health Counseling for Children and Families**

This course covers emerging issues and trends in mental health counseling for children and families. It has clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

Minimum Credits: 3

**PCMH 672 - Management of Behavioral Health Services**

This course explores aspects of leadership and management roles with behavioral health organizations. It provides an introduction to such topics as personal management and self-awareness, managed care, and organizational dynamics, change and leadership. Students also learn about basic aspects of managing organizations, including financial management, risk management and strategic affiliations.

Minimum Credits: 3

**PCMH 673 - Mental Health Counseling for Adults**

This course covers the emerging issues and trends in mental health counseling for adults with mental health issues. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

Minimum Credits: 3

**PCMH 674 - Special Topics, Mental Health Substance Use Counseling**

This course covers emerging issues and trends in mental health counseling for persons with substance use disorders. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

Minimum Credits: 3

**PCMH 675 - Co-Occurring Issues for Children and Families**

This course focuses on three issues. The first is understanding families with a member who abuses substances. This includes an understanding of family systems, issues related to culture and ethnicity, the impact of domestic violence and effects specific to very young children. The second, specific interventions for youth who are abusing substances, includes strategies for providing intensive treatment options in the community, developing pro-social behaviors and legal issues that affect minors. The third, system and community issues, includes ways to address cross-social service system treatment barriers and community

education and mobilization.

Minimum Credits: 3

### **PCMH 676 - Physiology of Addictions and Psycho- Pharmacology**

This course covers the physiology of addictions and the effects and prevalence of major addictive and abused substances. Students develop an understanding of withdrawal symptoms and detoxification protocols. Students also gain a working knowledge of major medications used to treat psychiatric, substance use and co-occurring disorders and basic medical problems for which referrals should be made. Educating individuals and their families on medication benefits and side effects is emphasized.

Minimum Credits: 3

### **PCMH 677 - Special Topics, Management and Policy**

This course covers national policy issues (e.g. health care reform) and emerging issues and trends in behavioral health management (e.g. managed care, quality improvement, risk management, and customer and stakeholder involvement) that affect mental health counselors and managers in behavioral health settings.

Minimum Credits: 3

### **PCMH 680 - Diagnosis, Assessment & Psychopathology**

This course provides an overview of standard assessment and diagnostic methods in mental health counseling, which includes the classification, description and differential diagnosis of mental health and substance use disorders. Students will develop the capacity to use a systematic inquiry process for obtaining and evaluating important and accurate information during assessment. Students will gain a practical, working knowledge of the DSM-5, as well as skills to assess strengths, mental status, and trauma. The role of hypothesis formulation and hypothesis testing will be considered, along with the etiology and treatment indications for various disorders. Ethical, cultural and other issues and biases related to assessment and psychopathology are discussed.

Minimum Credits: 3

### **PCMH 682 - Human Development**

This course reviews significant research findings and theory about human development. Building a multidimensional framework for understanding development process and dynamics and for predicting challenges associated with life transitions is emphasized. The interplay of the biological, cognitive, social and cultural influences of each aspect of development also is stressed.

Minimum Credits: 3

### **PCMH 683 - Group Process**

This course enables participants to acquire knowledge about theory and a way of thinking about and working with small groups. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. The course combines presentations of various theoretical issues related to group work with structured learning experiences that enable the application of newly acquired content in familiar contexts.

Minimum Credits: 3

### **PCMH 685 - Social and Cultural Foundations**

This course focuses on the interaction between society and the individual. Students gain an understanding of issues related to race, gender, age, disability, sexual orientation, ethnicity, culture and religious preferences and develop the knowledge and skills for culturally competent practice in behavioral health services.

Minimum Credits: 3



**PCMH 686 - Career and Lifestyle Development**

This course reviews the major theories of career counseling. It explores life factors and roles that influence decision-making and reviews community and informational resources for career development. It also covers major career- counseling techniques and programs for the general population and for people with disabilities.

Minimum Credits: 3

**PCMH 687 - Marriage and Family Therapy**

This course offers an overview of prominent approaches for working with couples and families, including psychodynamic, behavioral, communication-based, experiential, multi- generational, structural, systemic and strategic approaches. Special attention is given to research-based strategies for working with families in which one or more members have a long-standing disabling condition.

Minimum Credits: 3

**PCMH 688 - Counseling Theory**

This course will provide students with an overview of several formal theories of counseling and psychotherapy. Many of the major theories will be explored. Among the theories to be covered are RET, TA, Gestalt, Person-centered, Psychoanalytic, Bowen Systems Theory, Adlerian, Narrative Brief-Treatment approaches. We will consider the key concepts of each theory, and application practices. A wide range of teaching and learning methods will be used to facilitate learning. Most importantly, this will include case study review and skill-based practice.

Minimum Credits: 3

**PCMH 689 - Early Childhood and Infant Mental Health**

This innovative new course provides an overview of the latest assessment and intervention techniques used with infants, very young children and their families, with a strong emphasis on social and emotional development and mental health. Students will gain an understanding of the impact that early trauma, family violence, poverty and development disabilities can have on young children. Students will establish a context for working with young children in various community settings.

Minimum Credits: 3

**PCMH 690 - Master's Project**

Students must write a significant paper that is a literature review in an emerging area of clinical practice; a review and analysis of a policy issue or trend; a program design, development or evaluation; a system change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

Minimum Credits: 2

**PCMH 692 - Elders: Mental Health/Substance Abuse**

Americans over the age of 65 are a fast growing segment of the population. A significant percentage of elders have mental health or substance abuse concerns. This course is designed to better prepare mental health and substance abuse counselors and other related professionals for the treatment and support of elders. Students will gain knowledge of specific strategies for screening, assessment, and treatment of elders, including attention to: situational concerns such a loss, grief and social isolation; issues of trauma and elder care; differential diagnosis of new vs. existing conditions; symptoms related to dementia and Alzheimer's; mental health issues related to depression, mental illness and changes in executive function; substance use issues, including interactions with medications, and other related medical conditions. Students also will gain an understanding of the larger service systems and community resources available to elders.

Minimum Credits: 3

**PCMH 710 - Independent Study**

This course is intended to be designed independently by a Program in Community Mental Health graduate student, in concert with an instructor, and with program approval. The independent study may address a clinical, management or research topic, either to meet a specific course category needed for licensure that is not otherwise covered within the curriculum or to allow

the student advanced study in an area of interest.

Minimum Credits: 3

## Corporate Social Responsibility

### CSR 510 - Strategic Corporate Social Responsibility

Businesses are increasingly integrating corporate social responsibility strategies into every functional domain. Financial, social, ethical and environmental issues are all part of a proactive approach to corporate social responsibility management. This course focuses on strategic CSR, defined as corporate strategy that is integrated with core business objectives and competencies to create positive social change and business value. Students will leave this class armed with a tool set of best strategic practices and the skills to analyze, develop, and make recommendations for implementing strategic CSR in their own companies and industries.

Minimum Credits: 3

### CSR 610 - Business Ethics and Culture

Business Ethics and Culture explores the main concepts and theories in the business ethics field and provides students with decision-making frameworks and practical tools. It aims to develop the capacity of students to critically engage with issues of human rights, environmentalism and sustainable development, consumerism, and the role that corporations play in politics, and places these within different philosophical and cultural perspectives.

Minimum Credits: 3

### CSR 620 - Corporate Governance and Accountability

A proper governance framework is fundamentally important in enhancing the economic performance not only in individual firms but also in promoting welfare in society. Companies need to be accountable to wider stakeholder interests and within the context of corporate social responsibility. The number of stakeholders involved in governance systems is constantly increasing. Government and other regulatory agencies provide the platform through legislation, and boards of directors, auditors, shareholders, accounting professionals, company secretaries and employees all play their individual roles. The goal of this course is to introduce students to a wide range of accountability issues and governance procedures in the context of social contact.

Minimum Credits: 3

## Economics

### ECO 500 - Managerial Economics

Managerial economics involves applying economic theory and using the tools of decision science to examine how an organization can achieve its objectives most efficiently in the face of constraints. Background preparation: 6 credit hours in mathematics and 3 credit hours in microeconomics, macroeconomics and statistics or equivalent.

Prerequisite(s): QSO 510, MBA 501 and MBA 502

Minimum Credits: 3

### ECO 610 - Fiscal & Monetary Policies & Practices

Students in this course examine the performance of the national economy and its impact on a firm. Students analyze the formulation and impact of monetary and fiscal policies and their relationships with money and capital markets. Background preparation: 6 credit hours in economics.

Prerequisite(s): MBA 502 and QSO 510, or equivalent

Minimum Credits: 3

## Education

*(All DEV and EDU courses may require students to complete off-campus field experience.)*

### **EDU 7ST1 - Leading Curriculum**

This course is a special topics course designed to help curriculum leaders, master teachers and administrators lead curriculum, instruction, and assessment initiatives in a school district or administrative unit. Curriculum leaders design research-based professional development programs; effectively communicate knowledge and skills to peers and other staff; help determine curriculum priorities, and evaluate progress toward curriculum goals. Leaders demonstrate the interpersonal skills necessary to work cooperatively and effectively with individuals and groups.

Minimum Credits: 3

### **EDU 501 - Methods of Teaching Reading**

This course is an overview of reading and writing processes. The course addresses current trends for teaching literacy including basal programs, whole language, language experience, thematic teaching, literature-based instruction, and technology-based instruction. Students will learn about the components of balanced literacy instruction that includes word attack, word identification, vocabulary development, fluency, comprehension and writing.

Minimum Credits: 3

### **EDU 503 - Methods of Teaching Elementary Math**

This course focuses on the concepts of mathematics that are taught in grades K-6 and the current methods of teaching that content, including experience with manipulative materials. TCP acceptance is required.

Minimum Credits: 3

### **EDU 506 - Teaching English Learners**

In this course students will study the history, pedagogy and techniques for specific ESL/EFL methods and approaches used to teach in culturally diverse classrooms. The course intends to equip mainstream classroom teachers with background, introduction and understanding necessary to teach EL students. The course will include clarification of issues such as the differences between bilingual instruction and teaching English Learners in the classroom. The course will enable teachers to learn how to modify content and scaffold learning for ELs.

Minimum Credits: 3

### **EDU 511 - Methods of Teaching in Secondary Schools**

This course teaches students how to develop effective strategies and lesson plans for delivering content knowledge consistent with standards based learning. Using each student's primary content area as the context, this course investigates developmentally appropriate teaching and classroom management for adolescent learners. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum.

Minimum Credits: 3

### **EDU 520 - The Educator Researcher**

This course provides an introduction to methods of educational research. These methods encourage educators to be action researchers in their own classrooms, school districts, and/or communities to improve teaching and learning practice. Students will become familiar with purposeful quantitative and qualitative research designs to develop an increased understanding of the issues, both theoretical and practical, arising through the research process. An emphasis will be placed on understanding,

interpreting, and critiquing educational research and developing research proposals.

Minimum Credits: 3

### **EDU 521 - Exploring the Principles of Education**

This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America.

Minimum Credits: 3

### **EDU 533 - Learning through Technology**

In this course, students will develop the knowledge and skills to use 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.

Minimum Credits: 3

### **EDU 535 - Early Childhood Health and Science**

This course applies developmental theory to the teaching of science literacy in the early grades. Students will focus on preparing developmentally appropriate experiences 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 science literacy standards.

Minimum Credits: 3

### **EDU 537 - Social Studies/Arts for Young Children**

This course will explore the concepts, methods, techniques, and material necessary to effectively teach social studies and fine arts in early childhood. Using national and state standards and frameworks, students will develop learning experiences that meet curriculum objectives in both social studies and the fine arts. Strategies for integrating social studies and fine arts across all curriculum areas will be addressed.

Minimum Credits: 3

### **EDU 543 - Learning Theories and Instruction**

This course studies the role of contemporary learning theories and their application to educational practice, including issues of readiness, motivation, problem solving, and the social context of learning. Students will understand how to apply scientifically based instructional strategies to promote learning.

Minimum Credits: 3

### **EDU 547 - Curriculum Development**

This course is a comprehensive, practical basis for preparing school administrators and teachers to be knowledgeable, creative and effective curriculum designers. Readings will provide students information about the importance and relevance of good curriculum design. The primary focus of the course will be on the study and use of UBD (Understanding by Design). Students will develop a working model of a curriculum unit using the UBD framework.

Minimum Credits: 3

### **EDU 550 - Educational Assessment**

This course builds assessment competency by analyzing recent trends in assessment for evaluating and documenting student performance and progress toward desired outcomes. Students examine the uses of assessment at the individual, class and school levels; including New England Common Assessment Data. Students will select and design assessments suitable for instructional decisions that support planning developing curriculum, and making recommendations for instructional improvement. Students will interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences. Students will describe valid grading procedures and discuss ethical issues linked to

assessment methods and uses of assessment information.

Minimum Credits: 3

### **EDU 552 - Assessment for and of Learning**

This course is an introduction to assessment for teaching and learning content in grades K-12. Topics include the types, benefits, and uses of formal and informal assessment. Ethical issues of assessment and grading will be discussed. Students will create assessments aligned with standards-based content.

Minimum Credits: 3

### **EDU 555 - Student Centered Curriculum/Instruction**

The course will emphasize the teacher's critical role as a designer of student learning and will address how a curriculum built on the goal of student understanding using differentiated instruction can provide teachers with more specific teaching targets. The focus of this course is on the connections between Understanding by Design (UBD) and Differentiated Instruction (DI) as well as the use of standards of Universal Design for Learning (UDL) in the planning and delivery of curriculum for all types of learners.

Prerequisite(s): EDU 547

Minimum Credits: 3

### **EDU 560 - Methods of Teaching English in Middle and High Schools**

This course helps prepare students to teach English in middle and high schools. It emphasizes integration of reading and literature, speaking, listening, and writing. Students will learn how to select appropriate reading materials, prepare mini, daily, and unit lessons; organize collaborative learning; and design writing assessments. Students who prepare an action research proposal in this course.

Prerequisite(s): EDU 511

Minimum Credits: 3

### **EDU 565 - Methods of Teaching Social Studies: in Middle/High School**

This course helps to prepare students to teach history, geography, civics, and social science areas in grades 5 through 12. A variety of teaching methods prepare students to write lessons and prepare units that include other disciplines; differentiated instruction; and formative and summative assessments. Students also prepare an action research proposal in the course.

Prerequisite(s): EDU 511

Minimum Credits: 3

### **EDU 571 - Student Teaching and Seminar**

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.

Minimum Credits: 6

### **EDU 582 - Educational Factors of Diversity**

This course examines a variety of factors that affect academic achievement for today's students from birth through the high school level. Students will examine diversity through the lens of race/ethnicity, language, economics, and academics. Culturally responsive teaching practices, including issues such as gender, ability, class, socio-economic status, sexual orientation, and cultural pluralism will be examined.

Minimum Credits: 3

### **EDU 601 - Research Seminar**

This course is an examination of the various research methods used in psychology and education. Students will become familiar with resources, terms and techniques necessary to understand, interpret, conduct and appreciate research. Limited enrollment.

Only for students accepted into the program.

Prerequisite(s): EDU 520 and EDU 533

Minimum Credits: 3

### **EDU 610 - Ethics and School Law**

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

Minimum Credits: 3

### **EDU 640 - Integrating Digital Technology I K-12**

This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for teachers and students.

Minimum Credits: 3

### **EDU 641 - Integrating Digital Technology K-12 II**

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for administrators.

Minimum Credits: 3

### **EDU 642 - Integration Specialist Toolbox**

Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.

Minimum Credits: 3

### **EDU 650 - Work-Based Learning**

Students investigate and discuss current issues in business and vocational education. Topics include the effective employment of youth organizations in a program and the efficient operation of a cooperative work experience program. Class members apply the principles discussed in the course by helping to administer the New Hampshire State DECA Career Development Conference.

Minimum Credits: 3

### **EDU 685 - Global Educational Technology**

This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacy. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.

Minimum Credits: 3

**EDU 699 - Advanced Field Experience**

This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior coursework and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor.

This course may be taken for three or six credits.

Minimum Credits: 3

Maximum Credits: 6

**EDU 701 - Elementary Ed Internship K-4**

Internship course for Elementary Education for grades K-4.

Minimum Credits: 3

**EDU 702 - Elementary Ed Internship 5-8**

Internship course for Elementary Education for grades 5-8.

Minimum Credits: 3

**EDU 750 - Seminar in Teaching Writing**

This course is designed to help educators who work with middle and secondary school students to design and plan programs and courses that promote improved literacy practices, especially improvement of student writing. By investigating and practicing a variety of writing exercises, processes, and approaches to improve their own writing skills, students will create a portfolio of ideas and options for teaching others.

Prerequisite(s): EDU 521

Minimum Credits: 3

**EDU 760 - School Facilities and Finance**

This course offers a study of the management and operation of a school facility and an understanding of school finance as it relates to the teaching and learning process. Students will learn how to engage school board members in a discussion about how school finance and facility relate to student achievement. Students will examine various tools and methodologies that support the school process and how to connect with community members in the budget building process. This course aims to make students better managers and consumers of financial information rather than budget officers; students will better understand the real-world implications and consequences of their decisions and allocations.

Minimum Credits: 3

**EDU 765 - School and Community Relations**

This course explores relationships with the broader community to foster learning. Students learn how to engage stakeholders, create and communicate a school vision of learning, develop community collaboration skills, capitalize on the diversity of the school community and use the cultural context of the larger community to develop activities and policies that benefit students and their families. This course makes use of individualized programs of study and experience.

Minimum Credits: 3

**EDU 770 - Certification Internship**

This is the capstone course for certified teachers seeking an additional certification. Students complete a full-time, competency-based internship at a site appropriate to the area of certification being sought. During this internship, the student is mentored by like-credentialed site personnel as well as by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar held on campus.

Minimum Credits: 3

**EDU 775 - Practicum in Curriculum and Instruction**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the teacher as researcher and leader in curriculum development and encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a school district administrator and the student's advisor.

Prerequisite(s): EDU 547

Minimum Credits: 1

Maximum Credits: 3

**EDU 780 - School Organizational Leadership**

The course explores the dynamics of transformational leadership that looks beyond traditional school environments and welcomes non-traditional thinking. Students will consider themselves "architects" of the teaching and learning environments within their schools wherein there is a culture of continuous improvement. Future school leaders will: explore technology that supports teachers and administrators decision-making; learn how to develop policies and practices that support learning; explore how extended learning time can advantage underachieving students; investigate the benefits and challenges of risk taking and transparency; and look at models of professional learning communities.

Prerequisite(s): EDU 765

Minimum Credits: 3

**EDU 790 - Practicum in School Leadership**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's advisor. This course is the capstone of Educational Leadership.

Prerequisite(s): EDU 765

Minimum Credits: 3

**EDU 910 - Theory into Practice I**

This course is the first summer intensive/summer residency experience at the beginning of the Ed.D. program. Students meet for eight days for self-assessment, introduction to the program and to SNHU's educational and technological expectations, and to develop their personal educational plan for the following three years.

Minimum Credits: 3

**EDU 911 - Educational Scholarship**

This course aims to fuse the practice of twenty-first century education with scholarship which is thought-provoking, relevant, and practical. Candidates will investigate both current educational scholarship and the ways in which that scholarship is disseminated and put into practice.

Minimum Credits: 3

**EDU 913 - Sociocultural Analysis of Education Syst**

This course investigates the social and cultural factors that influence academic achievement and the teaching practices that promote diversity and inclusion. Candidates will examine the approaches to addressing the many challenges of social justice.

Minimum Credits: 3



**EDU 914 - Reflection and Evaluation I**

This course engages candidates in assessing their reflection and evaluation skills and competencies in a number of areas, such as: data analysis, teaching and learning practice, and approaches to both change and social justice.

Minimum Credits: 3

**EDU 916 - Applied Research I**

This course introduces techniques and approaches of applied research. Topics addressed include: Qualitative and quantitative methods, ethical and legal responsibilities of the researcher, development of problem statements relevant to candidates own teaching/employment circumstances.

Minimum Credits: 3

**EDU 918 - Applied Research II**

This course builds upon EDU 916. Candidates will use qualitative, quantitative or mixed methods to investigate a research question.

Minimum Credits: 3

**EDU 919 - Decision Making in Education Systems I**

This course investigates multiple approaches to decision-making in various educational contexts. Decision-making models are introduced and applied to a variety of case studies.

Minimum Credits: 3

**EDU 920 - Theory into Practice II**

This course follows the first year of the Ed.D. program and allows students to meet as a group to discuss their progress, to meet with faculty to choose a dissertation chair, to develop their literature review, and to identify their qualifying exam questions.

Minimum Credits: 3

**EDU 921 - Reflection and Evaluation II**

This course focuses on reflection and the development of collaborative learning organizations which support creativity and innovation.

Minimum Credits: 3

**EDU 923 - Decision Making in Education Systems II**

This course builds upon EDU 919. Candidates apply the techniques introduced in Decision Making I to their own educational contexts.

Minimum Credits: 3

**EDU 924 - Case Study I**

This course will explore the various case study methodologies and perspectives used in educational research. Candidates will develop an understanding of the various components of case study research and its application to educational settings.

Minimum Credits: 3

**EDU 926 - Case Study II**

This course builds on EDU 924. Candidates will use case study methodology to investigate a research question related to their research interests.

Minimum Credits: 3

**EDU 928 - Research-Based Independent Study I**

This course provides the opportunity for candidates to develop their research questions and frame their research ideas into research plans. Candidates will complete a draft of their dissertation proposal, including a well-developed literature review.  
Minimum Credits: 3

**EDU 929 - Research-Based Independent Study II**

This course provides the opportunity for candidates to develop the research design and methodology that will be employed in their dissertation research. Candidates will complete a well-developed dissertation proposal.  
Minimum Credits: 3

**EDU 930 - Theory into Practice III**

This course follows the second year of the Ed.D. program. Students defend their qualifying exam questions, present their dissertation proposals, and complete the IRB process.  
Minimum Credits: 3

**EDU 943 - Dissertation I**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.  
Minimum Credits: 1

**EDU 944 - Dissertation II**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.  
Minimum Credits: 1

**EDU 945 - Dissertation III**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.  
Minimum Credits: 1

**EDU 950 - Dissertation Colloquium**

The Doctoral Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each year beyond the third year of the program.  
Minimum Credits: 3

**MBE 710 - Seminar for Business Administrators I**

This course focuses on the management skills required in the complex environment of school business administration. Students develop the skills that school business administrators need. This serves as a prelude to the field experience in the second semester course.  
Minimum Credits: 3

**MBE 715 - Seminar for School Business Administrators II**

This course focuses on the school law and accounting content needs of the school business administrator. Particular attention is paid to the financial accounting records and procedures that are critical to the performance of the job of business administrator. Background preparation: 6 credits of accounting.

Prerequisite(s): MBE 710 and GSB 400

Minimum Credits: 3

**MBE 720 - Seminar for School Business Administrators III**

This course focuses on the practical application of the skills required for certification as a school business administrator. The major focus of the course is on gaining field experience with a practicing school business administrator. Areas of emphasis include budget development, contract bidding, information processing, human resource management and financial reporting.

Prerequisite(s): HRM 610 or OL 610 and OL 610 and MBE 715

Minimum Credits: 3

## English

**ENG 523 - Screenwriting Fundamentals**

In this course, writers will learn the essential elements of screenwriting, including plot structure, character, scene, dialogue, and the craft of visual storytelling. Beginning with the mechanics of scripts for television and film and the process of script outline and written synopses ("treatments"), attention is then given to storytelling through script structure with a focus on feature-length film. Existing movie scripts and films will be examined as writers create and build on scenes and dialogue in preparation for the course's final project a short one-act screenplay.

Prerequisite(s): ENG 550

Minimum Credits: 3

**ENG 528 - Poetry Fundamentals**

This course is designed to deepen writers' understanding and mastery of elements of poetry (including tone of voice; traditional, formal, and "informal" structure; imagery; meter and rhythm; and use of sound and diction) and to introduce major movements in English and American poetry. In addition to producing their own poems, writers will read poetry and also prose about poetry by major poets.

Prerequisite(s): ENG 550

Minimum Credits: 3

**ENG 529 - Fiction Fundamentals**

This course is designed to deepen writers' understanding and mastery of elements of fiction, including voice, point-of-view, theme, characterization, structure, reflexivity, symbolism, imagery, rhythm, and tone. Writers practice a variety of fiction writing, reading, and workshop skills. They also study major examples of the novel, novella, short story and representative critical texts.

Prerequisite(s): ENG 550

Minimum Credits: 3

**ENG 530 - Non-Fiction Fundamentals**

In this course, writers study several genres of creative nonfiction, including reportage and memoir, personal essay and biography, travel writing and science writing, literary journalism, and biography. Writers explore and master structure and technique through critical reading of modern and contemporary sources in these subgenres and through writing workshops in

which they revise their own work and comment on classmates' writing. In addition to becoming better critical readers, writers begin to develop their own unique writing voices.

Prerequisite(s): ENG 550

Minimum Credits: 3

### **ENG 531 - Fiction and Film**

This course provides students with the opportunity to explore storytelling through two of its most popular mediums: film and literature. Students will examine basic principles of storytelling; point of view, voice, rhythm, character and plot development, theme, symbols and how those principles are represented differently or correspondingly in each form. Students will be expected to use analytical skills to dissect stories and recreate their essence through a number of creative writing exercises. They will also be expected to read their peers' writing and use constructive criticism to provide supportive feedback.

Prerequisite(s): ENG 529

Minimum Credits: 3

### **ENG 532 - Studies in Place & Setting**

What is place? How does it impact storytelling? In this course, students explore the concept of place as both an internal and external factor that influences writing. Students will examine the importance of the writer's identity, or place, and how it can shape the physical space and characters within a story. Students will be expected to represent elements of voice, tone, atmosphere, point of view, and time through creative writing exercises that emphasize descriptive environments. They will also be expected to read their peers' writing, and use constructive criticism to provide supportive feedback.

Prerequisite(s): ENG 523, ENG 528, ENG 529 or ENG 530

Minimum Credits: 3

### **ENG 540 - Contemporary Writers and Publishing**

This is a seminar in the historical and contemporary development of literary cultures. Students will examine the driving influences of the literary market, looking at the history and evolution of the publishing industry, book review, literary organizations, literary awards, such as the Pulitzer Prize, the National Book Award, and others, and how these factors influence literary productions and careers. They 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 prepare for current trends in publishing and learn how to submit their own work for publication.

Minimum Credits: 3

### **ENG 541 - Non-Fiction Thesis Writing**

In this course, writers produce and revise work to include in their theses, continue to offer constructive feedback on class members' writing, and read and discuss major texts of creative nonfiction. Writers also reflect on their creation and revision processes, and begin to draft a preface that not only describes their own craft, influences, and intentions, but also provides an overview of the thesis.

Prerequisite(s): ENG 530

Minimum Credits: 3

### **ENG 547 - Screenwriting Thesis**

This workshop-oriented course is designed for writers who seek to write a feature-length screenplay for their theses. Writers will share script treatments (plot summaries), outlines, and written script pages, and offer constructive feedback on other class members' scripts, as well as watch films, read scripts, and discuss screenplays. Through the writing and revision process, writers will submit final feature-length script treatments, outlines, and the first act of their feature-length screenplay theses.

Prerequisite(s): ENG 523

Minimum Credits: 3

**ENG 548 - Poetry Writing Thesis**

In this course, writers will produce work to include in their theses and offer constructive feedback on class members' writing. Writers will also read and discuss seminal poems in the English and American traditions. In addition, writers will reflect on their creation and revision processes, and begin to draft a preface that articulates their own poetic and provides an overview of the thesis.

Prerequisite(s): ENG 528

Minimum Credits: 3

**ENG 549 - Fiction Thesis Writing**

In this course, writers produce work to include in their thesis and offer constructive feedback on class members' writing. They also continue to read and discuss major texts of fiction in the English and American traditions. In addition, writers reflect on their creation and revision processes, and begin to draft a preface that not only describes their own craft, influences, and intentions, but also provides an overview of the thesis.

Prerequisite(s): ENG 529

Minimum Credits: 3

**ENG 550 - Graduate Studies in English Language**

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 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 propaganda.

Minimum Credits: 3

**ENG 551 - Nonfiction Thesis Writing II**

Writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the thesis.

Prerequisite(s): ENG 541

Minimum Credits: 3

**ENG 555 - Composition Theory & Teaching of Writing**

Students in this course will study key histories, theories, and technologies on which we ground composition pedagogies. They will research, discuss, and write about how theoretical concepts impact the teaching of writing; they will reflect on, develop, and share their own pedagogical practices.

Minimum Credits: 3

**ENG 557 - Screenwriting Thesis Part II**

In this course, writers will work on their screenplay theses through rewrites and group feedback, and offer constructive feedback on other class members' scripts. Focus at this stage will be given to examining character development, motivation, and subtext through visual storytelling, and in identifying plot inconsistencies and weaknesses. Writers will complete their feature-length screenplay theses.

Prerequisite(s): ENG 547

Minimum Credits: 3

**ENG 558 - Poetry Thesis Completion**

In this course, writers will select the work they will include in their theses, continue to revise them, and offer constructive feedback on class members' writing. Writers will complete the preface they began in their previous coursework, in which they

will articulate their own poetic choices, identify the major works in the thesis, and explain why they included these works, and why they sequenced them as they did.

Prerequisite(s): ENG 548

Minimum Credits: 3

### **ENG 559 - Fiction Thesis Completion**

In this course, writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the theses.

Prerequisite(s): ENG 549

Minimum Credits: 3

### **ENG 670 - Seminar in Writing Instruction**

This course is designed to provide writers with an insight into pedagogical approaches to teaching. Students design and plan instruction that promotes improved literacy practices. By investigating and practicing a variety of writing exercises, processes, and approaches to improve writing skills, students will create a portfolio of ideas and options for teaching others.

Minimum Credits: 3

### **ENG 675 - Online Teaching Experience**

This course is designed to provide students with practical, hands-on experience as online classroom facilitators. Through institutional support, each student will be paired with an undergraduate instructor to assist with the daily and weekly responsibilities that come with teaching. Students will learn directly from experienced professionals best practices toward identifying struggling students, fostering motivation and student engagement, determining appropriate feedback for various assignments, and grading towards established rubrics. In addition to their assistance in the undergraduate course, students in ENG 675 will be enrolled in this graduate course where they complete assignments and activities that support a variety of writing exercises, processes, and approaches to improve writing skills.

Prerequisite(s): ENG 550 and GPA 3.5 or higher

Minimum Credits: 3

### **ENG 690 - English and Creative Writing Capstone**

Students register for this course in their final term, as a culmination of their creative writing work in their chosen genres. They satisfy the requirement by completing a creative thesis, or by submitting a portfolio of their creative writing along with a retrospective evaluative essay.

Minimum Credits: 3

## **English as a Foreign Language**

### **EFL 501 - Language Learning and Acquisition**

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and learner language and inter-language.

Minimum Credits: 3

### **EFL 502 - Evaluation and Assessment**

The first part of this course is an introduction to proficiency, achievement, diagnostic and placement testing. The use of student portfolios in the EFL classroom and self-evaluation and observation techniques, including checklists and anecdotal reports, also

are covered.

Minimum Credits: 3

### **EFL 503 - Descriptive Linguistics of American English**

This course covers the American English sound system and American English grammar. Students learn the basics of AE phonetics and phonology; including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of AE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure and transformational process.

Minimum Credits: 3

### **EFL 504 - Introduction to Curriculum Development, Design and Implementation**

Topics include curriculum, syllabus and lesson planning. with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes.

Minimum Credits: 3

### **EFL 505 - Overview of TESOL Methodology**

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical responses, natural approach, language experience approach, literature-based approach, phonics, whole language, community language learning, Suggestopedia, Silent Way, cognitive academic language learning, content- and theme-based instruction and computer-assisted language learning.

Minimum Credits: 3

### **EFL 523 - Listening and Speaking Techniques**

This course explains and describes listening and speaking actively and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

Minimum Credits: 3

### **EFL 525 - Reading and Writing Techniques**

This course explains and describes reading and writing activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

Minimum Credits: 3

### **EFL 526 - Aspects of Literacy/Multilingual Learner**

This course will examine the role of literacy in the public school classroom (K-Adult) for linguistically and culturally diverse students. A careful analysis will be conducted of the reading process as it applies to both young English Language Learners (ELLs) and older ELLs who come to the classroom with varying degrees of literacy. The influences of the first language on reading in the second language classroom will also be examined.

Minimum Credits: 3

### **EFL 527 - Strategies/Techniques for Teaching Grammar**

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants.

Minimum Credits: 3

**EFL 530 - Methods of Teaching English through Drama**

This innovative new course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, and readers' theatre for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing, and development, dramatic reading, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners.

Minimum Credits: 3

**EFL 531 - Pronunciation Techniques**

This course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula.

Minimum Credits: 3

**EFL 536 - Content-Based Instruction**

This course explains how to develop theme- and content-based lessons and classes using US cultural topics and adapting and controlling material for various proficiency levels.

Minimum Credits: 3

**EFL 537 - Computer-Assisted Language Learning**

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other EFL/ESL professionals in learning about the theory, pedagogy, and application of CALL.

Minimum Credits: 3

**EFL 540 - Socio-Cultural Context of Language Teaching**

Topics include sociolinguistics, regional variation and cultural diversity as they apply to TESL/TEFL. A unit on the history of the English language is also included.

Minimum Credits: 3

**EFL 580 - Thesis**

Students in the MS-TEFL Program may choose EFL 580: Thesis as an elective course. This research project must be supervised by a full-time faculty member of ILE and must be approved by the Chair of the MS-TEFL Program. Students may substitute up to six credit hours of thesis in lieu of two elective courses in the MS-TEFL Program. Thesis may not be taken until the final term of study, except by permission of the MS-TEFL Chair.

Minimum Credits: 3

Maximum Credits: 6

**EFL 599 - Supervised Practice Teaching**

Participants have the opportunity to teach a wide variety of courses in the Manchester area. Options include teaching children and adults and teaching life skills and academic English, among others. Participants first will meet to design, develop and prepare for lessons.

Minimum Credits: 3



## Field-Based Graduate Program in Education

### **EDGR 600 - Profile Seminar**

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

Minimum Credits: 1

### **EDGR 601 - Action Research Practicum I**

This seminar reviews the entire Action Research process and sequence. Students are expected to begin to conceptualizing their practicum topics and developing research questions specific to their work environments.

Minimum Credits: 1

### **EDGR 602 - Action Research Practicum II**

This seminar continues the Action Research process through collegial networking and discussion. Students address literature and research reviews and develop data collectors for researching their environments. The concept of triangulation to maximize the reliability of developed assessment tools is stressed as part of the research design.

Minimum Credits: 1

### **EDGR 603 - Action Research Practicum III**

Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the "collective genius" of the cohort is part of the process.

Minimum Credits: 1

### **EDGR 604 - Action Research Practicum IV**

Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.

Minimum Credits: 1

### **EDGR 610 - Dimensions of Curriculum and Management**

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

Minimum Credits: 3

### **EDGR 615 - Curriculum and Management Decision Making**

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

Minimum Credits: 3

### **EDGR 620 - Dimensions of Teaching/Instructional Technology**

Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

Minimum Credits: 3

**EDGR 625 - Teaching and Instructional Technology Applications**

This second-level course intensifies the effort to determine the best processes to integrate the varying forms of instructional technology into different disciplines and environments on behalf of students.

Minimum Credits: 3

**EDGR 630 - Dimensions of Assessment and Evaluation**

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

Minimum Credits: 3

**EDGR 635 - Applications in Assessment/Evaluation**

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

Minimum Credits: 3

**EDGR 640 - Dimensions of Leadership & Organization**

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

Minimum Credits: 3

**EDGR 645 - Challenges in Leadership**

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

Minimum Credits: 3

**EDGR 650 - Dimensions in Learning and Development**

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

Minimum Credits: 3

**EDGR 655 - Learning and Development Applications**

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

Minimum Credits: 3

**EDGR 690 - Capstone Seminar**

This seminar is taken at the final stage of the program. It provides an opportunity for students to celebrate the professional milestones that they have achieved as they complete the master of education program. This also is the occasion for extending and celebrating professional growth by sharing key insights or research results from the practicum with the professional community.

Minimum Credits: 1

## Fine Arts

### **MFA 501 - Summer Residency I**

Minimum Credits: 3

### **MFA 502 - Winter Residency I**

Minimum Credits: 3

### **MFA 503 - Summer Residency II**

Minimum Credits: 3

### **MFA 504 - Winter Residency II**

Minimum Credits: 3

### **MFA 510 - MFA Workshop: Fiction Writing I**

Fiction Writing I is a course designed to provide the student entering the MFA program in fiction a grasp of the central principles of writing professional quality fiction. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal covering the reading assignments accomplished during the period. By the end of the course the student should have completed between 60 and 120 pages of polished fictional prose (prose well beyond the first or second draft).

Minimum Credits: 12

### **MFA 511 - MFA Workshop: Fiction Writing II**

Fiction Writing II is designed to extend a student's grasp of the essential principles of writing profession-quality fiction. During the second semester students also prepare to do a substantial critical analysis in their genre through a series of brief critical papers in addition to developing creative manuscripts. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination, read the month due. In addition, and on a schedule established with the instructor, students will submit a reading journal on the two assigned books and brief critical papers on selected stories and novels they are reading during the semester.

Prerequisite(s): MFA 510

Minimum Credits: 12

### **MFA 512 - Graduate Fiction Workshop III**

Fiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty- mentored courses, MFA 510 and 511). In this course, students will write and extend critical essay on a contemporary author or authors, continue work on their book-length thesis project in fiction, and develop critical literacy by continuing to read in prose fiction genres.

Prerequisite(s): MFA 511

Minimum Credits: 12

### **MFA 513 - Graduate Fiction Workshop IV**

Fiction Writing Workshop IV complete the sequence of four residencies and four mentored semester of reading, critical analysis, writing and participation in workshops, lectures, and public readings.

Prerequisite(s): MFA 512

Minimum Credits: 12

**MFA 520 - MFA Workshop: Non-Fiction Writing I**

Non-fiction Writing I is a course designed to provide the student entering the MFA program in nonfiction a grasp of the central principles of writing professional-quality nonfiction. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12-point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal covering the reading assignments accomplished during that period.  
Minimum Credits: 12

**MFA 521 - MFA Workshop: Non-Fiction Writing II**

Nonfiction Writing II is designed to extend a student's grasp of the essential principles of writing professional quality nonfiction. During the second semester students also prepare to do a substantial critical analysis in their genre through a series of brief critical papers in addition to developing creative manuscripts. By the end of the course the student should have completed a series of short critical essays and between 60 and 120 additional pages of polished nonfiction prose.

Prerequisite(s): MFA 520

Minimum Credits: 12

**MFA 522 - Graduate Non-Fiction Workshop III**

Non Fiction Writing Workshop III builds on the foundations laid in the previous year. In this course, students will research and write an extended critical essay (suitable for publication) on a contemporary author or authors, continue working on a book-length thesis project in nonfiction, and develop critical literacy by continuing to read in prose nonfiction genres.

Prerequisite(s): MFA 521

Minimum Credits: 12

**MFA 523 - Graduate Non-Fiction Workshop IV**

Non-fiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing, and participation in workshops, lectures, and public readings. By the end of the course, students should have a manuscript of prose polished to a level of professional quality to be suitable for submission to agents and editors.

Prerequisite(s): MFA 522

Minimum Credits: 12

**MFA 710 - Internship**

Minimum Credits: 3

Maximum Credits: 12

**Finance****FIN 500 - Financial Management**

This course is a study of financial decision-making in a firm, including its relationship to financial markets and institutions.

Background preparation: 6 credit hours in economics.

Prerequisite(s): ACC 500, ACC 510 or ACC 550 and MBA 502

Minimum Credits: 3

**FIN 610 - Short-Term Financial Management**

The course covers traditional working capital topics, including liquidity analysis and management, inventory, and receivables and payables management. Additional emphasis is given to core cash management, payment systems and banking relationships. Other topics include cash forecasting, short-term borrowing and risk management.

Prerequisite(s): FIN 500

Minimum Credits: 3

### **FIN 620 - Money and Capital Markets**

This course analyzes processes within the U.S. financial system. Students study the nature of its major participants and their objectives and procedures for assessing opportunities and pricing risk. Students also analyze the role of the financial system in the allocation of credit to different sectors, its responsiveness to economic activity and its continuous adaptation to changing needs. Emphasis is placed on the role and functions of the Federal Reserve System.

Prerequisite(s): FIN 500

Minimum Credits: 3

### **FIN 630 - Capital Budgeting & Financing**

This course first addresses advanced topics in capital investment, including determination of cash flows, capital budgeting under risk, replacement decisions, and inflation and capital decisions. The second half of the course focuses on capital financing and structure and includes topics in financial leverage, financing sources, dividend policy, cost of capital and valuation.

Prerequisite(s): FIN 500

Minimum Credits: 3

### **FIN 640 - Investment Analysis & Portfolio Management**

Students study the techniques used to assess the value of securities and the methods used in the management of investment portfolios. Stocks and bonds are discussed in terms of valuation, risk- return measurement, diversification and other aspects of portfolio theory.

Prerequisite(s): FIN 500

Minimum Credits: 3

### **FIN 645 - Analytical Tools in Portfolio Management**

This course is an application-oriented review of the finance theory, techniques and strategies that are essential to portfolio management. Topics include optimization procedure, currency risk hedging, asset allocation and others.

Prerequisite(s): FIN 640

Minimum Credits: 3

### **FIN 655 - International Investments/Portfolio Mgmt**

This course will expose money managers to the complexities of a multicultural, multicurrency environment. In a complex global environment they have to be familiar with foreign cultures, traditions, markets, institutions, instruments, regulations, taxes, and costs. They need to be familiar with the forces of globalization as they affect international investing. This course seeks to impart some of the concepts, techniques, and skills the money manager should be equipped with to operate effectively in complex global environment.

Prerequisite(s): FIN 640

Minimum Credits: 3

### **FIN 660 - Creating Value: Merger/Acquisition**

This course is a corporate finance elective intended to extend and further develop the long- term investment and financing topics introduced in FIN 500 Financial Management. The course focuses on applied managerial decision-making, and is designed for students seeking a more thorough understanding of the economic analysis of mergers and acquisitions and the effect capital structure decisions have on firm value. Topics addressed include advanced techniques in capital budgeting, firm (division) valuation, capital structure, firm (division) cost of capital, and quantitative risk assessment.

Prerequisite(s): FIN 500 and FIN 630

Minimum Credits: 3

**FIN 665 - Long-Term Financing & Capital Structure Theory**

This course is an application-oriented review of modern capital structure theories and long-term financing approaches. Students learn how to make value-maximizing capital structure and financing decisions as a manager. Students also are introduced to the analysis of capital structure and financial policy in the perspectives of investors, shareholders, debtors and other stakeholders using case method, and their implication on how a firm can maximize its value by making optimal capital structure and financing decisions. Topics include theories of capital structure decision, capital structure determinants, capital structure and cost of capital corporate strategy, sources of financing and financial markets, the financing of mergers and acquisitions and others.

Prerequisite(s): FIN 500

Minimum Credits: 3

**FIN 670 - Option Analysis & Financial Derivatives**

Modern option valuation and analysis is applied to equity options and fixed-income derivatives in this course. Applications and related topics include the term structure of interest rates, forward contracts, future contracts, interest rate caps, floors and swaps and convertible bonds.

Prerequisite(s): FIN 500

Minimum Credits: 3

**FIN 680 - Personal Financial Planning**

This course covers aspects of financial planning including historical development, personal financial statements, household budgeting, income tax planning, insurances, investment tools, retirement planning and estate planning. Emphasis is placed on ethical and responsible completion of fiduciary duties of a financial planner as well as skills and behaviors necessary for a duly beneficial relationship between client and planner. Other topics include current financial events, behavioral finance and international investing.

Minimum Credits: 3

**FIN 685 - Risk Management and Insurance**

See program chair for course description.

Minimum Credits: 3

**FIN 687 - Estate Planning and Tax Factors**

See program chair for course description.

Minimum Credits: 3

**FIN 690 - Financial Econometrics**

This course focuses upon the fundamental statistical tools used in contemporary financial analysis both in academia and in the real world of finance itself. The course will involve both a theoretical development of the techniques as well as empirical applications. The applications will involve computer printouts with an emphasis on the SPSS statistical package and the EViews statistical package. The course will begin with a review and extension for the classical linear regression model, including its development in matrix form. The remainder of the course will then explore modern time-series econometrics, which is especially relevant for finance.

Prerequisite(s): FIN 500 and ECO 500

Minimum Credits: 3

**FIN 700 - Seminar in Finance**

This is an extensive survey of historic and contemporary finance literature to foster in students an appreciation of the development and current status of finance theory and issues relating to the current financial environment, application and practice. Students will have the opportunity to research topics of interest. This seminar should be taken as one of the final courses in the M.S. program.

Prerequisite(s): FIN 630 or FIN 660 and FIN 640 and FIN 690

Minimum Credits: 3

## Healthcare Management

### HCM 500 - Healthcare Informatics

Students will learn the history and current state of healthcare and how the industry uses information systems. Throughout the course students will discuss types of information systems, such as the electronic medical record (EMR), laboratory and radiology systems and more. Students will also study trends in new practices, such as telemedicine and home healthcare, and how they function in various healthcare settings. Finally, students will explore how these and other industry trends, with the use of technology, can improve patient care.

Minimum Credits: 3

### HCM 525 - Inferential Statistics

This course covers descriptive and inferential statistics needed by practitioners and healthcare administrators for evidence-based decision-making. This course focuses on the understanding and application of basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Particular emphasis is on data processing, data analysis, appropriate use and interpretation of statistical tests, drawing conclusions from data, validity of conclusions, reporting results, discussion of results, and critiquing research.

Minimum Credits: 3

### HCM 600 - Social & Organizational Issues in Healthcare

Students will learn the social, ethical and organizational challenges healthcare workers at all levels face with the incorporation of technology into the healthcare setting. Students will study change management strategies, current in the Healthcare Industry, including the impact of introducing or enhancing clinical information systems, while providing quality care, and the effect of these systems on patients and on interdisciplinary teams within the healthcare setting.

Minimum Credits: 3

## Hospitality Business

### HOS 550 - Managerial Role in Hospitality, Tourism, Leisure, and Recreation

Students are introduced to managerial roles in the fields of hospitality, tourism, leisure and recreation, and will create a personal portfolio of knowledge and skills that focuses on a management career in one of these industries

Minimum Credits: 3

### HOS 640 - International Hospitality Operations

The global nature of the hospitality industry continues to expand due to the development of technology, communication, transportation, deregulation, free markets and the growing world economy. The course expands on competencies and previous experience in hospitality operations through the application of competitive strategies, corporate structures, planning, systems and analysis to international hospitality operations.

Minimum Credits: 3

**HOS 700 - Seminar in Services Management**

Past, present and future trends in the lodging, food service and the travel and tourism industry are identified and analyzed.

Current research in the hospitality and tourism industry and related disciplines, is presented, reviewed and discussed.

Prerequisite(s): HOS 550 and MBA 500 or QSO 510

Minimum Credits: 3

**HOS 730 - Thesis**

Minimum Credits: 6

**Information Technology****IT 500 - Information Technology**

This course focuses on the many ways information technology is incorporated within contemporary organizations and used to achieve a competitive advantage in the national and international marketplace. The interrelationships between information technology, management and organizations are emphasized. Management of the system development process and the tools and methods used to produce quality information systems also are studied. Background preparation: 3 credit hours in information technology or equivalent. IT 500 cannot be taken for credit or as an elective if IT 510 has been completed.

Minimum Credits: 3

**IT 501 - Object Oriented Application Development**

This course provides a comprehensive introduction to the principles and practices of object-oriented software development and provides a foundation for developing quality software. Students develop skills in applying object-oriented concepts to solve software problems and implement solutions. The course also teaches the concepts and design of algorithms for problem solving and includes the topics of data structures as they are related to the algorithms that use them. The course provides the technical foundation necessary to handle the material covered in the subsequent IT courses.

Minimum Credits: 3

**IT 503 - Digital Commerce and eBusiness**

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. Important areas such as e-business models, security, privacy and ethics are covered along with the major Internet tools and architecture behind digital commerce. Students use a Web development tool to build and post a site and learn what an organization must do to effectively use e-commerce to achieve a competitive advantage.

Prerequisite(s): IT 500 or IT 510 or permission of instructor

Minimum Credits: 3

**IT 510 - Advanced Information Technology**

This course focuses on the principles and practices underlying the analysis, design, implementation and management of information technology systems. Topics include information system development methodologies, systems planning, requirements analysis, systems implementation, software engineering, project management, and interface, database and process design.

Prerequisite(s): IT 501

Minimum Credits: 3



**IT 518 - Game Design and Development**

An introduction to tools and techniques used in computer game design and development, and applications for entertainment games, serious games, and business simulations. Includes an analysis of the concepts and tools used computer game artificial intelligence, interaction of three-dimensional objects, story-boarding, and other areas. Students will have the opportunity to work with computer game engines, editors, and programming languages used in the professional game development community.

Minimum Credits: 3

**IT 548 - Information Security**

This course provides students hands-on information security training as future executives, network professionals, system administrators and consultants. It explores the basic concepts in information security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include approaches in an organization to prevent, detect and recover from the loss of information; cryptography and its applications; and security in computer networks and distributed systems.

Minimum Credits: 3

**IT 549 - Foundation in Information Assurance**

This course explores the basic concepts and prepares students with the foundation skills for the protection of networks, communication, and data, as well as the knowledge base for planning, implementing, and managing enterprise level security and system integrity. Topics include approaches in an organization to prevent, detect and recover from the loss of information, cryptography and its applications, security in networks and distributed environments. This course is Lab Intensive.

Prerequisite(s): IT 500 or IT 510

Minimum Credits: 3

**IT 550 - Management of Information Technology**

This course is a detailed introduction to the major issues underlying the successful management of information technology in contemporary organizations. The course covers three major areas: (1) The interrelations between organizational structure and process, and the adoption of new information systems technologies; (2) The actual management of the IT function within the organization (3) IT project management which focuses on the operational steps in designing and carrying out specific IT projects. The course makes extensive use of case studies. The focus is on both national and global perspectives. Students write a research paper on the business impacts of emerging IT trends.

Prerequisite(s): IT 500 or IT 510

Minimum Credits: 3

**IT 560 - Database Application for Data Analysis**

This course focuses on business problem analysis to determine data needs, and focuses on developing problem solutions. Solutions consist of creating databases and using software tools to manipulate them in order to extract useful information for business decision support. Students learn how to construct interfaces to enter and retrieve data from large databases. Various types of data analyses are covered as well as database security issues from the user perspective.

Prerequisite(s): IT 500 and IT 510

Minimum Credits: 3

**IT 600 - Operating Systems**

This course focuses on computer architecture and the operating systems of digital computers. Students learn about the operational methods of hardware; the services provided by operating systems' software; acquisition, processing, storage and output data; and the interaction between computers. Topics include widely used operating systems such as DOS, Windows, and UNIX.

Prerequisite(s): IT 501 and IT 510

Minimum Credits: 3

**IT 610 - Object-Oriented Systems Analysis**

This course focuses on the systems analysis tools and techniques that underlie the development of information systems. Object-oriented analysis is emphasized. The course examines approaches for establishing the scope of a system, capturing and modeling information gathered during analysis, and managing and controlling project development. Students will get a working understanding of the methods for developing and specifying application system requirements. CASE tools will be used to develop system models.

Prerequisite(s): IT 501 and IT 510 or permission of instructor

Minimum Credits: 3

**IT 618 - System Design and Analysis**

Throughout this course students will learn concepts around systems analysis and design theory, data modeling and process modeling theory. Students will learn how to effectively gather data, examine workflows and processes and work toward achieving a balance of process, efficiency, technology and quality care. This course includes a group project.

Minimum Credits: 3

**IT 620 - Object-Oriented Systems Design**

This course focuses on the principles required for developing object-oriented information systems. Topics include the principles of object orientation, including objects and classes, encapsulation, inheritance, polymorphism and communication with messages. Also covered are class hierarchies, abstract and concrete classes, model and view separation, design patterns and visual development. This course provides hands-on experience with object-oriented development environments.

Prerequisite(s): IT 501 and IT 510 or permission of instructor

Minimum Credits: 3

**IT 625 - Information Technology Project and Team Management**

This course introduces the students to the principles and practices necessary to be an effective IT project manager. The course covers project scope, time, cost, quality and human resource management techniques as applied to the kinds of project management problems and issues unique to the IT environment. Students learn how to design an actual IT project structure and will obtain hands-on experience using project management software. Emphasis is on the techniques of project management, leadership, teamwork and project risk management as applied to the IT environment. Case work is an important part of this course.

Prerequisite(s): IT 501 and IT 510 or permission of instructor

Minimum Credits: 3

**IT 630 - Computer Simulation and Modeling**

This course focuses on the theory and practice of discrete system simulation. Topics include simulation/modeling techniques and methodologies illustrated by business and industrial applications such as computer and network modeling, manufacturing simulation and queuing systems. Queuing theory and input/output statistical analysis are included. Modeling software is used.

Prerequisite(s): IT 501 and IT 510 or permission of instructor

Minimum Credits: 3

**IT 640 - Telecommunications and Networking**

Telecommunications is a business resource that must be well managed. This includes the technical aspects and the application of telecommunications technology to solve specific business problems and enhance the strategic position of a business enterprise. Topics include the importance of telecommunication in today's business environment, the analysis, design and implementation of telecommunications systems, the scope of the telecommunications industry and current trends; telecommunications hardware, the OSI network model, networking technologies and telecommunications software, protocols and standards.

Prerequisite(s): IT 600 and minimum grade C, T, WV

Minimum Credits: 3

**IT 641 - Telecommunications for Business**

This course is an introduction to telecommunications technology, standards, policy and strategy for business managers in a global environment. Topics covered include the basics of data communications and networking, uses and applications of telecommunications and the convergence of data communications and other types of communications. These include phone, multi-media and other systems. Technology and standards of telecommunications are covered in this course from the perspective of business managers.

Prerequisite(s): IT 500 or IT 510 or permission of instructor

Minimum Credits: 3

**IT 642 - Information Security Management**

Information Security Management will provide the techniques and skills necessary to build, review or revise an Information Security Organization using a combination of policies, architecture, risk assessments and business goals. These skills are necessary for organizations that have a need to protect information which is necessary in order to keep the business viable. Topics include risk management, project management and staff development. This course is Lab Intensive.

Prerequisite(s): IT 549

Minimum Credits: 3

**IT 643 - Network Assessment and Defense**

This course covers the fundamental skills and knowledge in evaluating internal and external threats to network security and design, how to enforce network level security policies, and how to ultimately protect an organization's information. It includes a broad range of topics from secure network fundamentals, protocols and analysis, standards and policy, compliance and operational security; threats and vulnerabilities; application, data and host security, access control and identity management; and cryptography. Students who have completed the course will have a full understanding of defensive measures taken to secure their organization's information, and along with the proper knowledge necessary to comprehend overall network security posture and the basic practices in vulnerability assessment. This course is Lab Intensive.

Prerequisite(s): IT 549

Minimum Credits: 3

**IT 645 - LAN Design, Implementation and Management**

This course studies the theory and application of the design and construction of Local Area Networks (LANs) network topology, standards, protocols and media, network operating systems, LAN servers and workstations, LAN application software, and network printing and management. Students learn how to plan, install, troubleshoot and evaluate a LAN. A course project involves building a LAN, installing hardware and software and managing the LAN for best performance. Students also evaluate and compare different network operating systems.

Prerequisite(s): IT 510, IT 600 and IT 640 or permission of instructor

Minimum Credits: 3

**IT 647 - Web Site Construction and Management**

This course is an introduction to the construction and management of interactive Web sites. It involves technical issues such as standards, HTML/ XML, scripting, embedded rich media and database connectivity; design issues such as audience analysis, content organization, accessibility, page layout, styling and templates and management issues such as organizing, branding, managing and marketing the Web site. The course focuses on designing Web sites with creative interfaces, aesthetic style, functional structure and navigation. There is equal emphasis on technical proficiency, creative comprehension and management concepts. This course does have hands-on labs.

Prerequisite(s): IT 500 or IT 510

Minimum Credits: 3

**IT 650 - Principles of Database Design**

This course is a study of the design, development and implementation of database management systems (DBMS) that emphasizes relational DBMS architecture using SQL. Students will design and implement projects and complete case exercises

as they are introduced to new developments in data- base design.

Prerequisite(s): IT 501 and IT 510

Minimum Credits: 3

### **IT 655 - Database Application Development**

This course focuses on how to develop advanced, multi-user database applications using ORACLE. Hands-on project work is stressed. Students will learn advanced administration techniques and ways to handle run-time errors and optimize database processing by manipulating system parameters.

Prerequisite(s): IT 500 or IT 510 or permission of instructor

Minimum Credits: 3

### **IT 660 - Artificial Intelligence**

Students study the concepts, techniques, applications and implications of artificial intelligence theory and technology. The course also focuses on the applications of rule-based expert systems in business, industry and government. Topics include knowledge representation and acquisition, heuristic search in problem solving and game playing, genetic algorithms, fuzzy logic, neural networks, automatic deduction and logic programming. Students create expert systems using Prolog.

Prerequisite(s): IT 500 IT 510

Minimum Credits: 3

### **IT 665 - Client/Server Systems**

This course focuses on the elements and methodologies used in the development of client server applications. Students design and build client applications that manipulate data in a shared database environment on a network. Topics include user interface design, object- oriented design, data management and data security. Theoretical concepts are reinforced with applications. The course is project- oriented, with students implementing projects using a front-end application development language.

Prerequisite(s): IT 500 or IT 510 or permission of instructor

Minimum Credits: 3

### **IT 700 - Information Technology Strategy & Policy**

This is the capstone course of the IT master's degree program and is designed to provide in depth understanding of the central role of information technology in the contemporary business environment. Students develop an understanding of the strategic uses of information technology from a business perspective at the enterprise level. Students also learn how to manage the introduction of new information technologies in the firm. They learn how to harness the power of these new technologies, enabling them to make better decisions and more effectively manage their organizations. Students conduct an extensive research project on the business impact of emerging technologies.

Prerequisite(s): IT 510, IT 600, IT 610, IT 625, IT 630, IT 640 and IT 650 or permission of instructor

Minimum Credits: 3

## **International Business**

### **INT 600 - Multinational Corporate Management**

This course is an introduction to the nature of international operations and issues of management for multinational activities, with particular emphasis on the cultural, political, economic and physical dimensions of foreign nations.

Minimum Credits: 3

### **INT 601 - Global Entrepreneurship**

This course explores the entire process of engaging in entrepreneurial activities in the global arena. The course covers in detail five essential areas of business development in the global market: Fundamentals and Identifying Opportunities, Valuation and

Risk Management, Mobilizing Resources, Managing Contingencies and Changing Contexts, and Growth, Harvesting and Exit of businesses. Each of these areas will be covered in detail and supported with actual global case studies to enhance the learning of concepts. Students will test their skills by researching the creation of a global company.

Minimum Credits: 3

### **INT 605 - Introduction to International Business & Information Technology**

Students are introduced to the theories of globalization with emphasis on the impact of information technology. Through case analysis and group research, students will explore the impact of information technology on the operation of the multinational firm.

Minimum Credits: 3

### **INT 610 - Multinational Corporate Environment**

This course is a survey of economic, social and political relationships among and within nations, and their impacts upon corporations that operate in an international context.

Minimum Credits: 3

### **INT 620 - Multinational Corporate Finance**

This course is a study of the problems of financing and reporting international operations. The evaluation of risk and funding strategies in international monetary relationships are emphasized.

Minimum Credits: 3

### **INT 621 - Advanced Multinational Financial Management**

The course focuses on global company's short and long term financing and investment decisions as well as measurement and management of exchange rate and international interest rate risks. A range of advanced international finance techniques and their institutional setting are introduced throughout the course and students are exposed to practical applications through case studies and other experiential learning techniques.

Prerequisite(s): INT 620

Minimum Credits: 3

### **INT 640 - Multinational Market Strategies**

This course involves the study of the issues involved in identifying developing relationships with international markets.

Minimum Credits: 3

### **INT 650 - International Trade and Competitiveness**

Students in this course examine the conceptual and practical aspects of international trade and competitiveness. Theories of international trade, commercial policies and ways to improve international competitiveness are studied.

Minimum Credits: 3

### **INT 655 - Understanding Emerging Markets**

This course is designed to provide a unique international business experience to students through an experiential learning process structured around a required international field trip. The course combines an online preparation stage where students theoretically examine the forces underlying political and economic dynamics in emerging markets with a live case study conducted through a field trip to one or two designated emerging market economies. Through an in depth analysis of cultural, political and economic factors encapsulated in these two stages, students will learn about critical strategic issues and operating challenges as well as business conditions of emerging markets and develop perspectives on managerial issues and gain essential skills for success.

Prerequisite(s): INT 610

Minimum Credits: 3

**INT 660 - International Negotiations**

The issues and problems inherent in conducting business across different cultures are examined in this course. Students develop skills and strategies needed for effective negotiation with people from different cultures and societies.

Minimum Credits: 3

**INT 675 - International Corp Governance & Control**

Students in this course will develop an expertise in the area of international corporate governance and control and become familiar with the research tools being used in the discipline. Students will have the opportunity to conduct research and present an original research paper in an area of interest within the field.

Prerequisite(s): INT 610

Minimum Credits: 3

**INT 695 - Seminar in International Business and Information Technology**

This capstone course is designed to provide a practical application of the concepts and theories of how to apply information technologies to international business problems. Focused on how information technology can be used to solve contemporary global business issues, students will gain a real-world perspective through project work.

Prerequisite(s): IT 550, IT 647, INT 605, INT 640, INT 660 and INT 70

Minimum Credits: 3

**INT 700 - Multinational Business Strategy**

This is a capstone course for the international business certificate. The course integrates various aspects of international business and focuses on the formulation of international business strategy. Case studies that cut across various functional disciplines are emphasized.

Prerequisite(s): INT 610

Minimum Credits: 3

**INT 750 - Seminar in Multinational Business**

This course focuses on current issues in international business. It provides students with an opportunity to research topics of interest in international business. It is recommended that students take this as one of the last courses in the Master of Science in international business program. This course is required for the D.B.A. in international business program.

Prerequisite(s): INT 600 and INT 610

Minimum Credits: 3

**INT 800 - Foreign Direct Investment**

This course builds on the foundations acquired in financial management and international finance to create an understanding of international capital markets and the process of strategic and financial evolution which accompanies international investment and international financial market participation.

Prerequisite(s): INT 610

Minimum Credits: 3

**INT 810 - Privatization**

This course is a study of privatization with emphasis on the various methods, costs and benefits and the long-run implications. The course requires research by students on different privatization projects for development projects using private financing.

Prerequisite(s): INT 610

Minimum Credits: 3

**INT 820 - Seminar in Multinational Finance**

This course is devoted to the study of advanced topics and current research being employed in the field of multinational finance. The course provides an opportunity for students to explore their area of interest in this field.

Prerequisite(s): INT 620

Minimum Credits: 3

### **INT 830 - Theories of Globalization**

This is a doctoral seminar that develops, examines and evaluates competing and complementary theories of globalization. Students taking this seminar should regard it as helping them form the basis of their understanding of globalization as a conceptual and empirical phenomenon for their doctoral dissertation work in the International Business Department.

Minimum Credits: 3

### **INT 840 - Seminar in Multinational Marketing**

This seminar will include extensive reading in the international Marketing/Business literature. Major seminar topics will include (but will not be limited to): countertrade, tariff and non-tariff barriers, cultural differences among market segments and global vs. multinational marketing strategies. The case method will be utilized. Class discussions will center around the literature via assigned journal articles. Class preparation and presentation will be individual and group. International market access will include the Internet.

Prerequisite(s): INT 640

Minimum Credits: 3

### **INT 850 - Seminar in Global Business Strategy**

This seminar is designed to allow doctoral students to explore the complex problems of international business strategy from multiple levels of analysis using both contemporary and historical materials. The course will include a literature review, area studies and specialized case analysis as appropriate to illustrate specific problems characteristic of the discipline. Various theoretical methods will be compared and contrasted in order to evaluate their ability to solve problems of particular interest and intractability as defined by the major authors and practitioners in the field.

Prerequisite(s): INT 700

Minimum Credits: 3

### **INT 880 - Advanced Quant Methods/Int'l Bus I**

This is an advanced, applied statistics course that is applicable to both economics and business environments. This course highlights matrix approach linear models, binary and continuous response functions, model building, model diagnostics and remedial measures.

Prerequisite(s): QSO 510

Minimum Credits: 3

### **INT 881 - Advanced Quant Methods/Int'l Bus II**

This is an applied, multivariate statistics course that is applicable to both economics and business environments. It highlights factor analysis, discriminate analysis, cluster analysis, multidimensional scaling, canonical correlation and MANOVA.

Prerequisite(s): INT 880

Minimum Credits: 3

## **Justice Studies**

### **JUS 600 - Police in the American Experience**

A comprehensive examination of the role of police as gatekeepers in the justice system with particular attention given to their role, function and responsibilities inside the legal system commences the course analysis. How police and law enforcement carry out their duties in a free society will be the subject of debate and advocacy as will the perennial issues surrounding police

behavior - police misconduct, police abuse of discretion and police alienation from communities. An equally important aspect of the course will relate to the legal issues that surround police practice on a day-to-day basis. Police search and seizure, confessions and witness cooperation, identification and investigative field practices, and the law of arrest and detention will be assessed from a professional, statutory and constitutional perspective. Attention will be given to the efficacy of judicially ordered remedies in the conduct of police and whether other methods of intervention may generate better results. A comprehensive view of litigation tactics and strategies in police misconduct cases from initial investigation to appeals, receive significant coverage.

Minimum Credits: 3

### **JUS 601 - Correctional Policy and Practice**

Concepts related to correctional law and its applications are the central theme of the course. Aside from the usual review of correctional law issues, relating to prison modalities and regimen, discipline and due process, constitutional protections during incarceration, with special analysis of 8th and 14th Amendment claims, the course expends considerable time on the role of function of institutional processes and operations in the correctional sphere - allowing an even handed discussion of the rights and responsibilities of both the correctional officers and supervisory personnel and the inmates within their custody. Further treatment includes emerging questions in the prison environment including aids in the facility, free expression and political speech, the right to vote, family and conjugal visitation, matters involving parole and furlough as well as the theory of rehabilitation, both medical and mental in prison operations. Lastly, the course evaluates the diverse schools of thought in the matter of punishment including its legitimacy and its condemnation and addresses the more controversial questions in prison practice and therapeutic activity as punishment.

Minimum Credits: 3

### **JUS 602 - Courts and Judicial Process**

This course is a study of select issues and problems concerning the judicial function and appellate process in the federal system. Initially, the course is devoted to a study of legal doctrine affecting the appellate process, including: jurisdictional issues of particular interest at the appellate level; final orders and interlocutory appeals; prudential considerations limiting appellate review ; issues of federalism affecting relations between federal and state courts; waiver of appealable issues; the proper scope and standard of review (with emphasis on administrative agency appeals); and the remedial authority of the courts. The course ends with a focus on the judicial process from a more reflective and philosophical perspective, including: a critique of the judicial philosophies of some leading jurists; a consideration of the function of courts and judges in a democratic society; and preparation of a short paper dealing with some significant aspect of the judicial process.

Minimum Credits: 3

### **JUS 603 - Law, Ethics, and Justice System**

An inquiry into the interplay of law, morality, ethical reasoning and Western Legal tradition. The course exposes the tradition and foundations of the American legal system with special emphasis on its jurisprudential foundations. Questions of right, justice, equity, law as moral command and order, natural law reasoning and the dignity of the human person are central to the instruction. The course delivers a critical look at how our legal and justice institutions have come about and provides a method for dealing and delving into perennial legal and moral problems that plague cultures. Overview of the major legal theories about the nature of law and its place in the political system. Among the issues considered is the origin of law, its relationship with divine law, obligations of obedience and disobedience, and the relationship between political sovereignty and law.

Minimum Credits: 3

### **JUS 604 - Legal and Justice Research**

A review of the American legal system, including the courts and the legislatures, role and functions of its personnel, form and substance of law from a procedural and substantive perspective, and primary and secondary sources of the law. Students will be exposed to federalism, the function of law making, and dispute resolution in the judicial system. The course also surveys the processes of the judicial, legislative, and executive branches and the role of administrative agencies. Another facet of the course is dedicated to the mastery of legal method and the research tools essential to that success including: judicial reports, including federal and state court reports and citation forms; case finding aids, including federal, state, and Supreme Court



digests and encyclopedias; citers such as Sheppard's Citations; digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function and characteristics of treatises; research procedures; state and federal administrative law; federal, state and local court rules; miscellaneous research aids and non-legal research aids. The student will also be exposed to the various types of law including crimes, civil actions, contract and business actions as well as other typologies of law. Course participants will have ample opportunity to hone and develop critical legal skills by argument, advocacy, interpretation, and preparation of legal documents.

Minimum Credits: 3

### **JUS 605 - Organized Crime**

A graduate level examination of the dynamic referred to as 'organized crime' picking up where the undergraduate course ends. 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.

Minimum Credits: 3

### **JUS 606 - Planning/Tactics: Homeland and WMD**

A graduate level examination 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. homeland, 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.

Minimum Credits: 3

### **JUS 607 - Terrorism and Strategic Response**

The course will help 'bound the problem' of Homeland Security by examining how terrorism has spurred sharp changes in US strategy, policy and governmental design, and how those changes should continue over the near and longer term. Elements of Threat and Vulnerability Assessments will be thoroughly discussed as well as various procedures for assessments and the method of tailoring the assessment to the facility/area under study. Manners of protecting the facility/area in question will then be addressed as well as evacuation plans and emergency plans.

Minimum Credits: 3

### **JUS 608 - Employment Law**

Course content includes the various business entities and the steps necessary for creation and operation, from initial and amended articles of incorporation, state filing requirements, stock certificates and securities, stock ledgers and books, resolutions, dividends and stock splits, employment agreements, as well as introducing other business forms from partnerships to limited liability corporations. In the employment sector, coverage will examine constitutional and statutory protection related to employee rights from benefits and pensions to discrimination remedies. Collective bargaining and other labor questions will be keenly assessed as well as emerging workplace questions involving maternity and family leave, wages and compensation, COBRA, free expression and religious rights and novel forms of disability claims.

Minimum Credits: 3

### **JUS 609 - Private Sector Justice**

This course provides a focus on the legal and ethical dilemmas faced by security professionals. Students will examine the legal rights available to security officers, corporations, partnerships, and individually owned businesses for the protection of their property from theft by employees, customers and others. The law of arrest, search and seizure, detention, surveillance and legal consequences are some of the areas explored.

Minimum Credits: 3

**JUS 620 - Emergency Management**

This course is an introduction to the strides made by federal, state, and local governments to educate the public about natural disasters. It provides a scope of preparedness to prevent the inherent discontinuity of citizens lives caused by major disasters. The course presents theories, principles, and approaches to emergency management. The philosophy of Comprehensive Emergency Management will be discussed with four attendant steps, which include mitigation, preparedness, response and recovery. The role, duties, and importance of the Emergency Manager will also be discussed.

Minimum Credits: 3

**JUS 621 - Cont Issues/Homeland Security**

This course is designed to involve the examination of current issues and concerns with the ever-shifting Homeland Security policy and its impact upon the practice in the field. Innovations and reactions from politicians, citizens, and practitioners will serve to offer students insight into the challenges of implementing and maintaining homeland security.

Minimum Credits: 3

**JUS 699 - Practicum in Justice Studies**

An independent opportunity for mature and scholarly graduate students to build on and further develop research, writing, and analytical thinking skills by authoring a serious work of scholarship. Student is required to use advanced research and writing skills in the resolution of a current substantive or procedural legal problem. Student works directly under guidance of a graduate faculty member and prepares, executes and submits for departmental review, the proposed course of study.

Minimum Credits: 3

**JUS 700 - Justice Studies Thesis**

Intensive production of a graduate level thesis under supervision of a Director and Committee and in accordance with departmental and university policy constitutes the Thesis course. Far more substantive than a research paper, the thesis may either be quantitative or qualitative in design, but in any case need address a pertinent issue of originality in the field of law and public policy. Thesis will be authored under standards promulgated by the Modern Language Association (MLA) or under the rules and guidelines published by the Uniform System of Citation of Harvard Law School. Student need consult with the Program Director for guidance and instruction on other requirements.

Minimum Credits: 3

**Language Studies****GLS 570 - Graduate Research Strategies**

This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by- step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy. This course is currently open to MBA students only.

Minimum Credits: 3

**GLS 572 - Effective Management Communications**

In this course, students will demonstrate a broad range of communication skills through various forms of media in the business world. Students will participate and practice in working and communicating effectively in teams to analyze case studies, prepare various written forms, prepare for oral presentations, and develop interpersonal communication skills through dialogue. This course will help students plan for all steps that lead to an effective professional presentation but will not include

presentation delivery. Topics include career development, international negotiations and environmental issues. Strategies are introduced to facilitate effective communication in group and individual discussions along with oral presentations. Self-assessment and group dynamics evaluations are practiced as strategies contributing to effective teamwork. This course is currently open to MBA students only.

Minimum Credits: 3

## Literature

### LIT 500 - Graduate Studies in Literary Theory

This course is an introduction to the major schools of contemporary literary 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.

Minimum Credits: 3

### LIT 502 - Topics in American Literature

This course traces the development of American literature from the nation's founding to the late Twentieth Century. Readings may include classics by Bradford, Bradstreet, Wheatly, Crèvecoeur, Emerson, Thoreau, Dickinson, Hawthorne, Whitman, Melville, Douglass, James, Crane, Chopin, Gilman, Fitzgerald, Faulkner, Hurston, O'Connor, Pynchon, Major, Morrison, Cisneros, and Alexie among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.

Minimum Credits: 3

### LIT 503 - Topics in British Literature

This course examines major prose and poetry of English writers from the Anglo-Saxon period to the late Twentieth Century. Readings may include classics by Chaucer, Spenser, Milton, Shakespeare, Wollstonecraft, Wordsworth, Keats, Shelley, Tennyson, Eliot, Bronte, Browning, Hardy, Woolf, Barnes, Barry, and Mieville among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.

Minimum Credits: 3

### LIT 506 - Graduate Studies in Medieval Literature

This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE). We will spend about half the course on Old English literature and half on Middle English literature.

Minimum Credits: 3

### LIT 507 - Graduate Studies in Renaissance and Restoration Literature

This course surveys British Literature from the 16th and 17th centuries, a period renowned for the variety and originality of its writers, which left a lasting mark on subsequent English literature. Students will be introduced to central ideas and writers of the English Reformation, English Revolution, and the Restoration of the monarchy. Renaissance authors studied may include More, Marlowe, Elizabeth I, Jonson, Donne, and Webster, along with Shakespeare and Spenser. Writers of the Revolution and Restoration may include Herrick, Marvell, Milton, Dryden, Behn, and Wycherley. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.

Minimum Credits: 3

### LIT 508 - Graduate Studies in 18th Century British Literature

This course surveys the literature of the 'long 18th century,' from the Restoration to the beginning of Romanticism, and studies developments in English literature such as the novel, the essay, satire, journalism, and popular theatre. Authors studied may include Congreve, Defoe, Swift, Pope, Johnson, Fielding, Smollett, and Austen. This course may also cover developments in the

visual arts. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism, city and country, and the enlightenment movement.

Minimum Credits: 3

### **LIT 509 - Graduate Studies in Romantic Literature**

The Romantic Era in Britain, while short, was an intense and influential literary period. In this course we will read poetry, fiction, and nonfiction responding to shaping events such as the French Revolution and its aftermath, the British abolition of slavery, and industrialization. We will read authors such as Wordsworth, Keats, Austen, Blake, Wollstonecraft, Shelley, and Byron.

Minimum Credits: 3

### **LIT 510 - Graduate Studies in Victorian Literature**

Nineteenth-century Britain experienced tremendous change in politics, economics, philosophy, art and literature. It was a century of industrialization, empire-building, new discoveries, and social revolution. This course studies representative selections from major poets and prose writers, and explores the social, political, and intellectual changes reflected in the literature of the Victorian period. Authors may include Alfred, Lord Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

Minimum Credits: 3

### **LIT 511 - Graduate Studies in Modern British Literature**

This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners James Joyce, D.H. Lawrence, and Virginia Woolf, as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied.

Minimum Credits: 3

### **LIT 512 - Graduate Studies in Early American Literature**

While the authors and texts studied in the course may vary, the readings will cover the historical period from 1620, with the settlement of Plymouth Plantation, through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political and artistic freedom.

Minimum Credits: 3

### **LIT 513 - Graduate Studies in the American Renaissance**

While the authors and texts studied in the course may vary, 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.

Minimum Credits: 3

### **LIT 514 - Graduate Studies in American Realism and Naturalism**

While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism 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 the 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.

Minimum Credits: 3

**LIT 515 - Graduate Studies in 20th Century American Literature**

This course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

Minimum Credits: 3

**LIT 517 - Graduate Studies in European Literature**

This course will trace the development of European literature. 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. Readings may include authors such as: Balzac, Pirandello, Flaubert, Tolstoy, Mann, Gide, Proust, Kafka, Nabokov, Hess, and Camus.

Minimum Credits: 3

**LIT 518 - Graduate Studies in World Literature**

This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry.

Minimum Credits: 3

**LIT 519 - Graduate Studies in Shakespeare**

Students will study selected Shakespearian 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.

Minimum Credits: 3

**LIT 522 - Graduate Studies in Popular and Contemporary Literature**

This course will analyze today's popular and contemporary fiction. What makes a book a 'best seller'? What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of the literati and schoolmarm generally try to touch that nerve also, both they do so with language and plots that are inventive, artistic, and memorable. With a focus on current and past best sellers, this course will introduce you to a variety of literary subgenres (true crime, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, race, and violence in American culture - prominent elements in our psyches, popular culture, and pulp fiction- though we will certainly discuss other themes as well.

Minimum Credits: 3

**LIT 523 - Graduate Studies in Drama**

This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genre's form, but will also experience the important role the genre has played in American, British, European, and global society and culture.

Minimum Credits: 3

**LIT 525 - Graduate Studies in the Novel**

This course will focus on the novel as a literary genre tracing its intricate conventions, its historical origins, and its current manifestations. In reading novels from the 18th through 21st centuries, students will learn not only the complex dynamics of

the genre's form but also the critical influence the novel has had on society, cultural and politics over the centuries.

Minimum Credits: 3

### **LIT 527 - Graduate Studies in Poetry**

This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influential poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poet's style, themes, and role within the field of poetry.

Minimum Credits: 3

### **LIT 528 - Graduate Studies in Multi-Ethnic Literature**

Since the beginnings of American literature, writers have been concerned with defining and creating American identity through their art. Since the 1960s, during and after the Civil Rights movement, numerous writers have defined their American identity in relation to specific ethnic identities, writing works that explore how dual or multiple cultural identities coexist within themselves and within American culture, sorting through the stories they've heard and created about who they are. In this course, we will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, Jewish, Latino and Chicano heritages. In addition to race and ethnicity, we will discuss how class, native language, religion, gender, sexuality, and history figure into these writers' images of an American self and community.

Minimum Credits: 3

### **LIT 530 - Graduate Studies in Gender and Text**

This course explores a variety of texts written since 1945 by women, including authors such as Toni Morrison, Lorraine Hansberry, Marilyn Robinson and Adrienne Rich. Students will analyze how race, sexuality, class, nationality, motherhood and other factors influence writers' notions of gender. In addition to immersing students in contemporary women's literature, this course aims to provide students with a window into the history, politics and culture of post-1945 America, a period which saw the Cold War, the 'second wave' and the 'third wave' of American feminism, as well as the intellectual theories that helped illuminate literature about gender past and present.

Minimum Credits: 3

### **LIT 535 - Graduate Studies in Major Authors**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Minimum Credits: 3

### **LIT 545 - Graduate Studies Postcolonial Encounters**

Postcolonial Encounters focuses on the interdisciplinary aspects of literatures that have been historically silenced by the mechanisms of the colonial powers. This course will attempt to retrieve from the margins those voices that Gayatri Spivak (following Antonio Gramsci) has called 'subaltern.' As such, our task will be to theorize the notions of power and powerlessness, margin and periphery, first and third world, nationality, race, identity, and globalization via the close readings of various postcolonial texts.

Minimum Credits: 3

### **LIT 550 - Graduate Studies in the Black Literary Tradition**

This course offers an overview of African-American literature, with glimpses into African and Caribbean literature. Beginning around 1845 with Frederick Douglass' Narrative, students will read from various literary genres, including slave narratives,

poetry, short stories, fiction and plays that illuminate both the history of African America and changing ideas of race. Students will conduct ongoing independent research, which they will present to the class, on the major literary and historical periods we cover, including the Harlem Renaissance in the 1920s and early 1930s, the civil rights movement(s), the Black Arts movement of the 1960s and early 1970s and the decades following. Reading works by Booker T. Washington, W.E.B. Dubois, Zora Neale Thurston, Ralph Ellison, Gwendolyn Brooks, Chinua Achebe, Toni Morrison, and Ishmael Reed, among others, will enable us to analyze how sexuality, gender, class and nationality influence various writers' definitions of race and ethnicity.

Minimum Credits: 3

### **LIT 555 - American Modernism**

Using a thematic approach, this course explores important aspects of literary modernism as it pertains to the American historical, social, technological, intellectual, and political experience between the end of World War I and the 1950s. The course immerses students in modernism via fiction, poetry, and critical essays by major American authors and poets of the period. It also asks students to identify and articulate the relationship between race, gender, regional perspectives, and ethnicity in the context of modernist American literature.

Minimum Credits: 3

### **LIT 650 - Graduate Seminar in American Literature**

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 seminar format.

Minimum Credits: 3

### **LIT 651 - Graduate Seminar in British Literature**

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.

Minimum Credits: 3

### **LIT 652 - Graduate Seminar in Global Literature**

This course uses a thematic approach to the works from many literary traditions outside British and American. Specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

Minimum Credits: 3

### **LIT 685 - Graduate Thesis in Literature**

This year-long course offers students the opportunity for graduate level research and writing in some chosen area of American, British, or world literature. Students must formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise. 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 bi-weekly basis to review progress on research and written work. The final result will be a scholarly essay of 40-60 pages, to be presented as an academic paper in a public forum.

Minimum Credits: 6

### **LIT 690 - MA in English Capstone**

Students register for this course in their final term, as a culmination of their work in the program. They satisfy the requirement by completing a thesis, submitting a portfolio of their literary-critical writing along with a retrospective evaluative essay, or passing an examination on English and American Literature.

Minimum Credits: 3

## Management

### **MGT 700 - Critical Issues in Management Capstone**

The Capstone Project engages students on a project of significant importance that is a current problem or initiative for a health care organization. This capstone course serves as a vehicle for the student to demonstrate the knowledge, skills, attitudes, and behaviors consistent with the best practices in management of organizations. Working as part of a small team (similar to the executive teams that manage health care organizations), you are responsible for all aspects of the project, including: diagnosing the critical challenge, defining an appropriate scope of work, managing institutional expectations, producing an appropriate recommendation to meet the challenge, and presenting the project to the course room mentor. Completion of MSM core curriculum at GPA 3.0 or better

Minimum Credits: 3

## Marketing

### **MKT 500 - Marketing Strategies**

This course is a study of the activity by which organizations discover consumer and other organizations' needs and wants, and then provide satisfaction through a mutually beneficial relationship. Students will explore the topics of selecting a target market, conducting marketing research, and designing product, price, promotional, and distribution strategies through the development of a marketing plan.

Minimum Credits: 3

### **MKT 555 - Social Media**

This course provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media. Social media (such as Twitter, Facebook, blogging, podcasting, and so on) are relatively inexpensive and accessible technologies that enable individuals, almost instantaneously, to create, publish, edit, and/or access messages intended for audiences ranging from a single recipient to millions of readers or viewers. Students will learn how to explore the possibilities and limitations of various social media and will learn how to apply and adapt basic and advanced marketing strategies to construct and critically evaluate social media texts, their impact, and their practical use in marketing contexts. Students will also examine the general strategic uses of social media for advertising, marketing, public relations, journalism, and civic and political participation. Finally, students will gain basic hands-on experience with several forms of the most current social media technology.

Minimum Credits: 3

### **MKT 605 - Integrated Marketing Communications**

This course is concerned with the development, evaluation, and implementation of integrated marketing communication strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept.

Prerequisite(s): MKT 500

Minimum Credits: 3

### **MKT 609 - Advertising and Public Relations**

This course is concerned with the development, evaluation, and implementation of advertising and public relations strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures. Management of integrated advertising and public relation communication strategies are described in topics that include various communication functions, media alternatives and branding initiatives.



Prerequisite(s): MKT 500

Minimum Credits: 3

### **MKT 610 - Promotions Management**

This course addresses the specific activities involved in managing an advertising campaign, including research, media selection, copywriting, layouts and the role of ad agencies.

Prerequisite(s): MKT 500

Minimum Credits: 3

### **MKT 615 - Relationship Selling Strategies**

This course allows students the ability to become familiar with the selling environment. A decision making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying critical decision areas and presenting analytical approaches for improved professional selling and sales management initiatives as they apply to customer satisfaction strategies.

Prerequisite(s): MKT 500

Minimum Credits: 3

### **MKT 620 - Consumer Behavior**

The course focuses on the consumer market's behavior by investigating the psychological, sociological, economic, and anthropological theoretical and research based influences. Designing effective marketing strategies, using the knowledge of these influences, will be explored.

Prerequisite(s): MKT 500

Minimum Credits: 3

### **MKT 625 - Strategic Internet Marketing**

This course will introduce students to the Internet marketing landscape. Through exploring platforms, players and technology, the students will have a better understanding of the business models used in online marketing. Understanding consumer behavior in an online environment will help in creating integrated online strategies. All these, together with theories of online campaign development and management, with a hands-on approach to marketing automation and intelligence will provide the frame work for a comprehensive understanding of strategic internet marketing.

Minimum Credits: 3

### **MKT 630 - Market Research**

This course addresses the identification of the value of research and the problem to be resolved. Numerous mathematical analysis techniques and research design issues are incorporated.

Prerequisite(s): MKT 500 and QSO 510

Minimum Credits: 3

### **MKT 635 - Websites and SEM/SEO**

This course will provide an introductory overview into the world of search engine marketing (SEM) and search engine optimization (SEO). SEM/SEO strategies will be discussed in detail as students learn the benefits and pitfalls of search marketing and how marketers can use it as a viable tool for reaching customers.

Minimum Credits: 3

### **MKT 640 - Business to Business Marketing**

This course focuses on the business customer market: understanding its behavior and developing effective marketing strategies to reach it.

Prerequisite(s): MKT 500

Minimum Credits: 3

**MKT 645 - Online Marketing Channels**

This course will expose students to online marketing channels, such as, social media platform and players, and measurement and analysis. Marketing channels such as internet display advertising, remarketing, email marketing, affiliate marketing, mobile marketing, video marketing, virtual worlds, gaming, and public relations will also be examined.

Minimum Credits: 3

**MKT 650 - Retailing**

Addresses the fundamentals of merchandising and promotion from both the perspective of the proprietorship and a chain store manager. Incorporates the topics of franchising, telemarketing, marketing strategies and re-search into the course.

Prerequisite(s): MKT 500

Minimum Credits: 3

**MKT 655 - Social Media Marketing Strategy**

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(s): MKT 555

Minimum Credits: 3

**MKT 660 - Marketing Strategies for Not-For-Profit Organizations**

Students in this course apply marketing concepts and practices to not-for-profit organizations. This course also explores sources of financial support and strategies for their development.

Prerequisite(s): MKT 500

Minimum Credits: 3

**MKT 666 - Social Media Marketing Campaigns**

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 a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

Prerequisite(s): MKT 655

Minimum Credits: 3

**MKT 668 - Services Marketing**

The world's economy is undergoing substantial change. Globally, many manufactured products have service components. Domestically, a shift in emphasis from a base in manufactured goods to an economy based in services is in progress. Whether a firm is marketing manufactured goods, services, or a combination, services marketing can provide a competitive advantage. Therefore, understanding the service aspect of business is a requirement for every marketer, in every company, in every industry. This course presents concepts, theories, models and measurements of services marketing using current literature in the field, cases and experiential opportunities. It stresses the global perspective and covers both B2B and consumer services.

Prerequisite(s): MKT 500

Minimum Credits: 3

**MKT 670 - Product Management**

This course addresses the growing role of the product manager within the marketing organization and his or her role in new product development and management.

Prerequisite(s): MKT 500

Minimum Credits: 3

### **MKT 675 - Ethical and Legal Issues in Marketing**

This course examines a range of ethical issues facing marketing managers as seen through the viewpoints of various comprehensive ethical theories. The goal is for students to develop their own ethical framework for making marketing decisions within the knowledge of the various ethical theories and U.S. marketing laws. Traditional topics such as ethics in marketing research, product liability, selling, advertising, and pricing are covered. Emerging ethical issues such as international marketing, competitive intelligence, socially controversial products, privacy, and corporate policies are also examined. However, topics may change to reflect current business concerns. The course is taught using a seminar format utilizing cases and readings.

Prerequisite(s): MKT 500

Minimum Credits: 3

### **MKT 678 - Brand Management**

Strong brands are increasingly recognized as one of a company's most valuable assets. Brands create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of creating, building and managing brands are critical success factors for a firm. This course seeks to develop in students an understanding of the theories, models, and strategies that enable a firm to achieve its branding goals. Through a combination of text and current research publications, students will be exposed to current and emerging brand theories and models. By analyzing cases, and reading and reviewing current business literature, students will gain understanding into how those theories and models translate into strategies and implementations.

Prerequisite(s): MKT 500

Minimum Credits: 3

### **MKT 690 - Corporate Communications**

This course provides students with an understanding of contemporary issues facing corporations, including consumerism, environmentalism and globalism, and the role of public relations in helping an organization thrive in its environment. The four-part public relations process of research and fact-finding, planning and programming, implementing and communicating and evaluating is reviewed.

Minimum Credits: 3

## **Nursing**

### **NUR 500 - Advanced Nursing Concepts**

In this course students analyze historical and evaluate current nursing concepts and theories. Students will examine the linkages of empirical, aesthetic, ethical, personal, and sociopolitical patterns on knowing with the conceptual models and paradigms of nursing. Students will explore the components of conceptual-theoretical-empirical structures for theory generating and theory testing research

Minimum Credits: 3

### **NUR 501 - Global Health and Diversity**

Global Health and Diversity is a problem based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective and investigate the consequences these issues have for the health status of individuals, populations and society. This course will provide the theoretical foundation to allow the practitioner to design interventions that promote health and behavior change in the

individual client within the community setting. The concepts of health literacy, consumer advocacy and their impact of health promotion will be explored.

Minimum Credits: 3

### **NUR 502 - Teaching and Learning in Nursing**

This course covers instructional frameworks, learning environments, and classroom and student management and motivation techniques. Learners explore theories associated with optimizing the teaching experience and student outcomes and gain an understanding of the teaching, learning, communication, and motivation strategies used for specific learning situations and student populations. Learners identify various learning barriers and formulate appropriate teaching strategies to address them, including acknowledging and using emotional intelligence. As part of this course, learners are required to teach in an online course room. Must be enrolled in MSN program.

Minimum Credits: 3

### **NUR 503 - Nursing Informatics**

This graduate level nursing course will build upon student competencies related to computer skills, informatics skills, and informatics knowledge. Application of information theory and electronic technology skills is directed towards improving the organization and the delivery of patient-centered care to multi-cultural populations at the primary, secondary and tertiary points of care. Students will understand the power of using technology for optimizing the collection, verification and utilization of data that relates to generating knowledge that informs best practices and leadership across healthcare settings. Special attention will be given the ways in which information systems and data collection can highlight and address disparities in health care services.

Minimum Credits: 3

### **NUR 504 - Healthcare Policy and Financing**

This course focuses on providing the present and future nurse leaders with an understanding of health policy, finance, and legislation on health care. Political advocacy and the health policy change process will be explored. The issues of access and equity of healthcare will be examined within the context of healthcare policy and financing.

Minimum Credits: 3

### **NUR 505 - Leadership in Clinical Microsystems**

This course covers clinical microsystem concepts, tools, techniques, and processes within the context of a clinical or supporting microsystem. This course will use current theories to approach issues related to the redesign of healthcare services to improve quality, add value, reduce variation and improve moral, by empowering frontline caregivers.

Minimum Credits: 3

### **NUR 506 - Evidence-Based Practice**

Emphasis in this course is on theory-guided and evidence-based research to prepare students to become proficient in translating research into practice, using research as a tool to improve practice. Students will gain the skills to identify clinically focused issues and evaluate the best design to resolve the issue. Critical analysis of qualitative and quantitative research findings in order to apply best evidence to clinical problems will be emphasized, while analyzing the ethical conduct of clinically focused research. Students will gain the knowledge and skills to conduct a systematic review of the literature and synthesize research related to a clinical problem.

Minimum Credits: 3

### **NUR 601 - Advanced Pathophysiology**

This course in organ systems physiology is designed to teach the fundamentals of normal function that are essential to understanding clinical problems. It will integrate advanced concepts of health assessment, including anticipatory guidance, prevention, and detection of risk factors and disease. Students will continue to develop critical thinking skills to make effective, patient-centered, clinical decisions through case studies. Examples from pathophysiology are used to illustrate physiological concepts that will be analyzed, interpreted, and evaluated. This course includes all major organ systems. It assumes previous

academic preparation in anatomy and physiology, an understanding of basic algebra and simple physiology, as well as experience in conducting a health history and physical assessment. Discussion sessions and problem-set case studies provide opportunities to synthesize content and discuss clinical problems.

Minimum Credits: 3

### **NUR 602 - Advanced Pharmacology Across the Life Span**

Content focuses on current concepts in the pharmacologic therapies of common health care problems seen in primary and acute care health care. Basic pathophysiology, clinical pharmacology, modes of therapy, and monitoring parametrics are explored. Diagnosis and management of health care problems and their treatment regimens are discussed. Case studies are utilized to clarify, reinforce, and correlate therapeutics with specific health care problems.

Minimum Credits: 3

### **NUR 603 - Epidemiology**

This course provides an in-depth exploration of the concepts and methods of epidemiological research. Students will critique the principles of epidemiology with an emphasis on health promotion and disease prevention research. Epidemiologic concepts, bio-statistical principles and research design strategies are emphasized. Students will critique current epidemiologic study designs and develop an epidemiologic proposal with implications for health promotion.

Minimum Credits: 3

### **NUR 604 - Healthcare Quality and Improvement**

This course focuses on the knowledge, skills, attitudes needed to assure quality patient and family centered care provided through interdisciplinary collaborative care. Students will focus on strategies that contribute to building a culture of safety assuring accountability and reliability in care processes. Health policy issues access to care, and cost issues are addressed including pay for performance, quality outcomes, and nurse sensitive outcomes, with a special focus on healthcare reforms focus on quality.

Minimum Credits: 3

### **NUR 605 - Error Science, Risk Assessment and Disclosures**

This course focuses on error theory and systems thinking as well as methods for risk assessment and safety improvement, including high-risk contexts for error occurrence. Students will be introduced to what is currently known about effective methods for error disclosure. Students will develop proficiency with patient safety risk assessment and improvement methods, principles of safe system design, apology and related patient safety priorities. The course includes a discussion of legal issues prevalent in the current health care environment.

Minimum Credits: 3

### **NUR 606 - Communications and Collaboration**

This course introduces advanced communication strategies for patient safety success in the current healthcare environment. Course topics include: enhanced communication skills, individual and group design/presentation techniques, hand-off, chain of command, critical thinking strategies and skills, stress and time management, group process and group dynamics. This course challenges the students to use creative and critical thinking to become a creative patient safety/problem-solver and leader working within a complex healthcare environment.

Minimum Credits: 3

### **NUR 680 - Nursing Capstone Seminar**

Students critically analyze proposals for healthcare quality and safety plans, or clinical problems as developed by student participants. To be taken concurrently with NUR 681.

Minimum Credits: 3

**NUR 681 - Nursing Capstone Project**

Students design and analyze a healthcare issue, proposal of policy options, recommendations for action or an evaluation strategy for a selected healthcare setting. Students are evaluated according to criteria, negotiated in advance, that demonstrate current industry best practices. To be taken concurrently with NUR 680.

Minimum Credits: 3

**Organizational Leadership****OL 500 - Human Behavior in Organizations**

This course is a study of individuals and groups and their interaction. Students examine theories of motivation, communication, leadership, power and change with practical relation to contemporary issues. They also study organizations for key design variables and reward systems aimed at improved performance and organizational efficiency through employee motivational programs, participative management and cooperative decision making.

Minimum Credits: 3

**OL 600 - Strategic Human Resource Management**

This course emphasizes the strategic role of the human resource manager in performing functions of recruitment, hiring, training, career development and other contemporary processes within the organizational setting. It serves as an introduction to the areas of compensation, collective bargaining, affirmative action and other regulatory procedures and requirements as they relate to contemporary applications in organizations.

Minimum Credits: 3

**OL 610 - Employee and Labor Relations**

This is a study of public and private labor relations and methods of dispute resolution that stresses labor agreement administration, grievance procedures and arbitration. It includes the examination of the history of union-management relations, bargaining and negotiation strategies. The limitations of the use of power also are studied.

Prerequisite(s): OL 500 and OL 600

Minimum Credits: 3

**OL 620 - Total Rewards**

This course examines the compensation and benefits functions within the organizational structure and ways they impact the management function. Topics include job analysis, surveys, wage scales, incentives, benefits, HRIS systems and pay delivery administration. Students design a compensation and benefits program as a course outcome.

Prerequisite(s): OL 500 and OL 600

Minimum Credits: 3

**OL 630 - Entrepreneurship and Small Business Management**

This course is a study of entrepreneurship and small businesses from a management standpoint and includes the analysis of research, marketing, taxes, forms of business, capital and venture capital opportunities. Students complete a real-world project or Small Business Institute consultancy.

Minimum Credits: 3

**OL 635 - Consulting**

Students examine consulting, from defining what a consultant is to analyzing the problems and expenses involved in starting a consulting business. Topics include promotion, establishment of a client list, computers that support consulting and contracts. Minimum Credits: 3

**OL 640 - Franchising**

Topics include research, analysis, evaluation, financing and legal requirements of existing and potential franchises. Also included are methodologies of the franchise agreement, the operating manual, the Uniform Franchise Offering Circular (UFOC), and research and marketing theory and practice. Students prepare a research paper based on a real or proposed franchise. The course also examines international franchising. Background preparation: 3 credit hours in marketing and business law or the equivalent. Minimum Credits: 3

**OL 660 - Redesigning Middle Management**

This course addresses the 10 management roles defined by Mintzberg and the three skill areas identified by Katz as applied to the middle management role traditionally found in organizations. Based on research and a review of the literature on Total Quality Management, Reengineering, and the Learning Organization, the course will outline and enable students to develop a new role for middle managers in a contemporary organizational setting.

Prerequisite(s): OL 500 and OL 600

Minimum Credits: 3

**OL 663 - Leading Change**

This course focuses on transforming organizations by introducing Kotter's eight processes by which leaders effect change. Because organizations, leaders, and employees differ, various techniques and strategies are examined. The course integrates Kotter's processes for leading change, organizational development and transformation theory and practice, and analysis of an organization which has effected systematic change. The use of work teams as a key change factor will have special emphasis. Minimum Credits: 3

**OL 665 - Leading/Managing Not-For-Profit Orgs**

This course is a study of planning, budgeting, control and other management activities in the context of the not-for-profit institution.

Minimum Credits: 3

**OL 670 - Organizational Leadership**

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior of business managers, entrepreneurs and other recognized individuals. This course includes readings, cases, exercises and numerous examples of effective leadership models. Areas covered include the societal evolution of leadership; the leadership roles of strategy, vision and transformational change; the development of leaders; the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and current popular approaches to leadership theory.

Prerequisite(s): OL 500 and HOS 550

Minimum Credits: 3

**OL 675 - Leadership and Ethics**

Leadership and Ethics is a course that focuses on the ways current and emerging leaders assess the values that influence their actions. The course draws on the rich tradition of great thinkers as well as the extensive body of leadership literature to examine the critical role ethics plays in leadership. The course, conducted in seminar format, is a process course. It is only through thoughtful reading, reflections, writing, and discussion that students are able to recognize and shape the qualities they

see valuable for their own leadership roles, both personally and professionally.

Minimum Credits: 3

### **OL 676 - Women in Leadership**

This course is designed to create a supportive environment where both women and men can learn about challenges and opportunities facing women in the workplace. Historically, women have had less access to leadership positions; however, over the past fifty years they have made tremendous strides to succeed in all levels of organizations. Topics will include why women matter and reasons for inequities in the workforce, the historical context of women and leadership, do men and women lead differently, work/life/family balance issues, professional skill development (networking, mentoring, negotiation, risk-taking), entrepreneurship and executive leadership, advancing societies by advancing women and strategies and tactics for women to act as change agents.

Minimum Credits: 3

### **OL 690 - Responsible Corporate Leadership**

Students investigate the nature of the environments in which business enterprises conduct their operations in order to determine the actual and desirable levels of attentiveness and responsiveness of business managers to the relationship between the enterprise and society.

Minimum Credits: 3

### **OL 750 - Contemporary Issues in Organizational Leadership**

This is the capstone course for the M.S. in organizational leadership. Students examine contemporary issues challenging leaders of the postmodern organization. Using a case-based approach, students will examine specific issues under the broader themes of leadership, team- work, quality, change, organizational structure and trustworthiness. Within the context of these themes, students will be exposed to the latest trends that have begun and will continue to challenge organizational leaders for the foreseeable future. Students develop environmental scanning techniques that will assist them in the identification of potentially new areas for opportunities as well as develop an understanding of some systems changes already under way in the business environment.

Prerequisite(s): OL 500 and OL 600 and OL 670 and OL 690

Minimum Credits: 3

## **Ph.D. Doctoral Courses**

### **DOC 890 - Doctoral Colloquium**

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

Minimum Credits: 3

### **DOC 950 - Dissertation Status**

Minimum Credits: 0

### **INT 890 - Doctoral Colloquium**

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving



the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

Minimum Credits: 3

## Psychology

### **PSY 510 - Research Methods in Psychology I**

In this course, students will have the opportunity to incorporate the methods commonly used in psychological research. As part of these methods, students learn how to gather and analyze data across a variety of settings. These newly acquired skills and techniques will be reinforced by application to a contemporary issue in cognitive psychology.

Minimum Credits: 3

### **PSY 520 - Research Methods in Psychology II**

In this course, students will develop a deeper understanding of the research process and data analysis by applying skills learned in PSY 510 and building on them with new skills and techniques including advanced research design and use/interpretation of higher-level statistical tests (ANOVA, regression, etc.). These newly acquired skills and techniques will be reinforced by application to a contemporary issue in cognitive psychology.

Prerequisite(s): PSY 510

Minimum Credits: 3

### **PSY 530 - Advanced Social Psychology**

This course expands on the student's knowledge of social psychology and includes major topics from that field. The focus of this course is on contemporary social psychology issues and research related to people's interactions with the environment, technology, and society, as well as classic studies and theories in the field including those related to conformity, obedience, identity, and attitudes that remain relevant. Students will evaluate the perspectives, relevancy, and usefulness of social psychology to real world issues and problems.

Minimum Credits: 3

### **PSY 540 - Advanced Cognitive Psychology**

This course expands on the student's knowledge of cognitive psychology and includes major topics from that field. The focus of this course is on contemporary cognitive psychology issues and research related to people's mental processes and how these impact their interactions with the environment, technology, and society, as well as classic studies and theories in the field including those related to memory, language, attention, learning, and decision-making that remain relevant. Students will evaluate the perspectives, relevancy, and usefulness of cognitive psychology to real world issues and problems.

Minimum Credits: 3

### **PSY 550 - Measurement and Assessment**

In this course, students will have the opportunity to learn and apply psychometric techniques commonly used in psychology. This course will instruct students on measurement techniques and strategies for psychological purposes, as well as the analysis and assessment of gathered data.

Prerequisite(s): PSY 510 and PSY 520

Minimum Credits: 3

### **PSY 560 - Theories of Personality**

This course will emphasize contemporary theories, research, and approaches in personality psychology, connecting these to classic theorists such as Freud as well as other historical traditions and perspectives. The past and present impact of these

theories within the ever-changing field of psychology will be explored, as well as the impact they have on culturally diverse clients and special populations.

Minimum Credits: 3

### **PSY 570 - Ethical Practice in Psychology**

This course provides a comprehensive overview of the principles of ethical practice within the field of psychology. Topics include experimentation, confidentiality, respect, resolving ethical dilemmas, professional standards of conduct, and the psychology of ethical behavior.

Minimum Credits: 3

### **PSY 612 - Motivation in the Workplace**

This course will cover the psychological theories of motivation and how they relate to the workplace as well as the field of industrial organizational psychology. It will explore factors that motivate individuals in organizational settings, strategies to identify motivation problems, and ways to address those issues using psychological techniques.

Minimum Credits: 3

### **PSY 614 - Psychology of Leadership**

This course combines theory and practice by addressing contemporary issues and connecting them to psychological theories in the field of organizational leadership. It will utilize research, case studies, and real-world situations to teach students how psychological practices can be used to assess and improve leadership in organizations.

Minimum Credits: 3

### **PSY 616 - Organizational Consulting**

This course will explore the relevant skills needed for a successful organizational consultation by an industrial organizational psychologist. Students will study how to diagnose an organization using psychological methods (measurement), how to develop a strategy to address any issues (assessment), and how to practically carry out that plan (application).

Minimum Credits: 3

### **PSY 618 - Seminar in Industrial & Organizational Psychology**

This course is a culmination of the student's work in industrial organizational psychology. It will bring together the skills learned in the previous courses and requires that students demonstrate their proficiency in the areas of motivation, organizational leadership, and consulting.

Minimum Credits: 3

### **PSY 632 - Advanced Developmental Psychology**

This course expands on the student's knowledge of developmental psychology and includes major topics from that field. Research and theoretical perspectives are used to help students understand contemporary topics central to childhood and adolescent development, including cognition, biology, social factors, and emotions. Students will evaluate the perspectives, relevancy, and usefulness of developmental psychology to real world issues and problems.

Minimum Credits: 3

### **PSY 634 - Cognitive Neuropsychology**

This course covers the neuropsychological approach in examining the connection between the brain and cognitive processes, as well as dysfunctions, from birth to adolescence. It will explore the techniques used to study the brain and behavior as well as contemporary research and issues in the field.

Minimum Credits: 3

**PSY 636 - Intervention Strategies**

This course introduces students to the major intervention strategies in child and adolescent development. Contemporary strategies will be covered, and traditional approaches and strategies of the field will be examined as needed. Students will also practice applications of the strategies to real-world scenarios.

Minimum Credits: 3

**PSY 638 - Child and Developmental Psychology Seminar**

This course is a culmination of the student's work in child and adolescent psychology. It will bring together the skills and knowledge learned in the previous courses and requires that students demonstrate their proficiency in the areas of developmental psychology, cognitive neuropsychology, and intervention strategies.

Minimum Credits: 3

**PSY 790 - Capstone in Psychology**

This capstone course integrates previous coursework and practical experience with a focus on contemporary issues in the student's chosen specialization in psychology. This course focuses on helping students produce a thesis or action research plan on their chosen subject as a culmination of their studies in this graduate program.

Minimum Credits: 3

**Public Administration****PAD 630 - Foundations of Public Administration**

This course is designed to introduce students to the foundations and constraints that form the environment of the public administration. It will encourage and enable the view of governance issues through the eyes of a public administrator. The course is structured to provide basic skills and set the context of contemporary political, social, economic, and administrative realities. It explores responsive, equitable, effective, efficient, and accountable governance processes, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values, and issues important to public service organizations and the importance of public policy at the local, state, national and international levels.

Minimum Credits: 3

**PAD 631 - Strategic Management in Public Service**

This course is designed to provide an academic foundation to applied strategic management in public service. Identifying the factors that differentiate public service from the private sector, strategic planning and the implications those differences have for managers. Emphasis is placed on applied strategic planning and management including how to create a mission statement, conduct a SWOT analysis, conduct a stakeholder analysis, writing goals and objectives, and how to design and implement a performance measurement and management system. Current approaches to strategic management used by federal, state, local, and non-profit organizations are emphasized.

Minimum Credits: 3

**PAD 632 - Foundations of Public Policy**

This course is an introduction to the public policy process. Students will develop an understanding of what "political" and "public policy" mean. Topics discussed include why some problems reach the public agenda, why some solutions are adopted, why others are rejected, why some policies appear to succeed while others appear to fail. The course also examines the complexity of policymaking at the national, state, and local levels.

Minimum Credits: 3

**PAD 633 - Intergovernmental Relations**

This course is designed to demonstrate the challenges and strategies for governance and administration in an institutional environment of fragmented authority and dispersed power. It defines the balance of shared powers between the layers and institutions of government poses and the considerable challenges to policymakers and administrators. Major dimensions of intergovernmental relations: the vertical dimension of federal, states, and local governments, that cooperate, coordinate, and compete for shares of power, and the horizontal dimension in which sub-governments interact with one another. The course examines the structure of American political institutions, the nature of complex policymaking, governance by networks, and the consequences of competition between governments.

Minimum Credits: 3

**Quantitative Studies and Operations Management****QSO 500 - Business Research**

This course presents an overview of the various primary and secondary research methodologies used in the business world and the application of statistical techniques to those strategies. The focus of this course is the design and execution of a practical, primary research. It is recommended that this course be one of the first three taken in degree programs in which it is required.

Background preparation: 3 credit hours in statistics.

Minimum Credits: 3

**QSO 510 - Quantitative Analysis for Decision Making**

This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations. Background preparation: 6 credit hours in mathematics and 3 credit hours in statistics, or the equivalent.

Prerequisite(s): MBA 501

Minimum Credits: 3

**QSO 520 - Management Science through Spreadsheets**

This is an application-oriented course that will provide students with a working knowledge of the most commonly used Management Science/Operations Research techniques such as linear programming, integer programming, goal programming, nonlinear programming, network modeling, queuing theory and simulation. The students will learn how to combine the power of the management science and spreadsheets to model and solve a wide variety of business problems.

Prerequisite(s): QSO 510

Minimum Credits: 3

**QSO 530 - Applied Statistics for Managers**

This course will provide the students with statistical tools and techniques that will enable them to make an immediate impact in their careers. This course will be realistically oriented and numerous business examples and cases will be analyzed.

Prerequisite(s): MBA 501

Minimum Credits: 3

**QSO 600 - Operations Management**

This is a study of the concepts of production and operations and of a variety of methods and techniques used in their management. Background preparation: 6 credit hours in economics.

Prerequisite(s): QSO 510

Minimum Credits: 3

**QSO 610 - Management of Service Operations**

This course is intended to help students prepare for management opportunities in service firms that represent the fastest-growing sector of the economy. The material focuses on the role and nature of service operations, and the relationship of operations to other business functions. The students will develop skills and learn techniques for effective management of service operations.

Prerequisite(s): QSO 510

Minimum Credits: 3

**QSO 620 - Six Sigma Quality Management**

This course is designed to provide an understanding of the design and implementation of quality control and improvement systems. It is an introduction to current quality management approaches, statistical quality control and quality improvement techniques. ISO-9000 also will be discussed. Case studies and the use of computer technology will be integral to the course.

Prerequisite(s): QSO 510 or QSO 530

Minimum Credits: 3

**QSO 625 - Six Sigma for Black Belt Certification**

This course teaches advanced concepts in Six Sigma while incorporating Lean Management tools. Students learn waste elimination, value stream mapping, Six Sigma roles and responsibilities, team management, and the various elements of the Define-Measure-Analyze-Improve-Control (DMAIC) phases of a Six Sigma project. The Design for Six Sigma (DFSS) approach to design a new process is also reviewed. The course is designed to help students prepare for a Six Sigma Black Belt certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking a Six Sigma Black Belt certification exam nor ensures success on a Six Sigma Black Belt certification exam.

Prerequisite(s): QSO 620

Minimum Credits: 3

**QSO 630 - Supply Chain Management**

This course analyses the role and activities of those involved in supply chain management decision making. It emphasizes the importance of transportation planning, inventory control, warehouse management, development of customer service standards, and procurement in the design and operation of supply and distribution systems. The importance of information systems and the internet in supporting such activities is also discussed. Special attention is given to the close working relationships with managers in other functional areas including information systems, marketing, and international operations.

Prerequisite(s): QSO 510

Minimum Credits: 3

**QSO 635 - International Supply Chain Management**

The U.S. economy is becoming increasingly global in nature. We are marketing and distributing more products in foreign nations, locating plants and other facilities internationally, and are buying from foreign companies. This course provides a comprehensive understanding of the supply chain management function related to the international environment in terms of business/cultural customs, legal considerations, purchasing strategies, financial aspects, and international distribution.

Prerequisite(s): MBA 501

Minimum Credits: 3

**QSO 640 - Project Management**

This course includes the study of concepts, tools, and practices of project management. The course adopts a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling and closing the project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases are utilized to integrate the learning in the course and provide decision-making experience for the student.

Prerequisite(s): MBA 501

Minimum Credits: 3

### **QSO 645 - Project Management for PMP® Certification**

This course teaches the following concepts contained in A Guide to the Project Management Body of Knowledge, (PMBOK® Guide) - Fourth Edition, Project Management Institute, Inc., 2008: the five process groups (Initiating, Planning, Executing, Monitoring and Controlling, and Closing), the nine knowledge areas (Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk, and Procurement), process inputs and outputs, process tools and techniques, and professional and social responsibilities. The course is designed to help students prepare for the Project Management Professional (PMP®) exam. The course satisfies the educational requirement of 35 hours of project management education for the PMP® exam. However, it does not guarantee success on the PMP® exam (PMP and PMBOK are registered marks of the Project Management Institute, Inc.).

Minimum Credits: 3

### **QSO 680 - Seminar in Project Management**

Project management is a core skill in today's fast-moving business environment. Project managers are required to manage complex, time-pressured projects and programs using advanced tools and techniques for maximum effect. Through this course, the students will learn advanced methods to initiate, plan and control projects. They will gain experience planning complex projects using both manual and PC-based tools.

Prerequisite(s): QSO 640

Minimum Credits: 3

### **QSO 690 - Topics in Operations Management**

This course is designed to prepare students to function as high-impact manufacturing and/or service managers. The course theme is Total Quality Management and focuses on manufacturing systems, quality controls and inventory management with the goal of finding constant approaches to productivity improvement through in-depth investigation of JIT and OPT and their adaptability to manufacturing and service systems.

Prerequisite(s): QSO 600

Minimum Credits: 3

### **QSO 710 - Internship in Operations/Project Management**

This course will enable the School of Business graduate students to gain valuable work experience within the operations or project environment. The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work.

Minimum Credits: 3

## **Reading**

*(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)*

### **RDG 503 - Emerging and Early Literacy Development K-4**

This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore 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.

Minimum Credits: 3

**RDG 504 - Content Area Literacy Grades 4-8**

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.

Minimum Credits: 3

**RDG 531 - Literature for Children Pre-K-8**

This course will include an in-depth study of literary genre and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers.

Minimum Credits: 3

**RDG 532 - Adolescent Literature**

This course is a focus on literature designed for the adolescent reader. Students read examples of adolescent fiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for teaching adolescents.

Minimum Credits: 3

**RDG 535 - Content Area Literacy Grades 5-12**

This course focuses on the development of reading and writing skills in support of the content areas in grades 5-12. Students will become familiar with effective practices to support the development of literacy strategies for students on the secondary level.

Minimum Credits: 3

**RDG 582 - Assessing and Instructing Students with Literacy Difficulty**

This course presents methods and materials to assess the needs and plan instructional interventions for students with literacy difficulties. Students will learn to analyze and interpret formal and informal literacy assessments and use instructional techniques to improve literacy in students with a range of literacy difficulties (K-12). This course includes an examination of literacy development among diverse learners.

Prerequisite(s): RDG 503 or EDU 501

Minimum Credits: 3

**RDG 701 - Reading Internship: K-4**

Students will complete a one credit reading internship that covers field-based literacy experiences at the elementary level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades K-4.

Minimum Credits: 1

**RDG 702 - Reading Internship: 5-8**

Students will complete a one credit reading internship that covers field-based literacy experiences at the middle school level at the conclusion of all coursework. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 5-8.

Minimum Credits: 1

**RDG 703 - Reading Internship: 9-12**

Students will complete a one credit reading internship that covers field-based literacy experiences at the high school level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy

program planning, operation, and management in grades 9-12.

Minimum Credits: 1

## Social Science

### SCS 501 - Foundations in Statistics

The focus of this course is to develop a foundation of basic statistical literacy in students. Students will be able to assess the role of statistics in quantitative research, and mixed methodology as well as develop the competency to perform basic statistical calculations. An awareness of the changing relationship between computation and interpretation will be addressed. Students will focus on the analysis of real-world data and research situations to illustrate the process of interpreting the meaning underlying the data, and how statistics can be utilized to address important questions.

Minimum Credits: 3

### SCS 502 - Foundations in Research Methods

In this course, students will examine both the theoretical and applied aspects of research methods and experimental design at the graduate level, which includes qualitative, quantitative, and mixed methods that are commonly utilized in social science research. Students will investigate procedures used to gather and analyze data and acquire real-world skills required to design and conduct research in future courses.

Minimum Credits: 3

## Special Education

*(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)*

### SPED 501 - Students with Exceptionalities

Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as well as the NH State Standards for Children with Disabilities. Students will review 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.

Minimum Credits: 3

### SPED 520 - Assessment of Student Performance

This course is designed to provide an overview of practical performance assessments that can be used to measure student progress in the general education setting. Learners will become familiar with a repertoire of authentic assessments and knowledge of progress monitoring tools including but not limited to formative and summative assessments, diagnostic tools, performance tasks, criteria checklists, rubrics, student portfolios and the use of multiple sources of data in measuring student performance. The course will examine a variety of accountability measures including standardized tests, observation, curriculum based measures, utilization of Response to Intervention (RTI) as a system for planning, instruction, progress monitoring and interventions. The role Professional Learning Community Models (PLC's) in targeting both behavioral and academic achievement will be explored. The overall goal of the course is to prepare educators to utilize assessment data in the design of classroom instruction and monitoring of student progress for a broad range of students.

Minimum Credits: 3



**SPED 521 - Effective Learning Environments**

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct an 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 developmental 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.

Minimum Credits: 3

**SPED 525 - Critical Issues/Students w/Disabilities**

This course will analyze various disabilities and determine how they impact student learning within the general curriculum. Students will examine strategies and techniques (including assistive technology) to assist the student in the general education classroom. Tiered support systems will be discussed as a general education instructional framework that can serve the needs of all students. The role of the family and school as partners will be developed as a critical technique to serve the needs of students with disabilities, as well as the importance of facilitating effective meetings and communication efforts that must be part of the role of the special educator.

Minimum Credits: 3

**SPED 526 - Multisensory Literacy Strategies**

This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension and writing.

Minimum Credits: 3

**SPED 540 - Classroom and Behavior Management**

This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between student behavior, classroom management and well-designed instructional practices.

Minimum Credits: 3

**SPED 561 - Consultation and Collaboration**

This course presents the Assessment and IEP process from referral to completion. Students will be expected to clearly define roles and responsibilities within the school for the special education teacher, paraprofessional, 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. Students will be able to write a formal evaluation report.

Minimum Credits: 3

**SPED 571 - Special Education Practicum**

Eight weeks full-time teaching under the supervision of a Special Education Teacher.

Prerequisite(s): SPED 501, SPED 521, SPED 525 and SPED 561

Minimum Credits: 3

**SPED 580 - Special Education Assessment**

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of learners with and without disabilities across cognitive, social, emotional and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation and reporting of selected diagnostic testing used in special education evaluations.

Prerequisite(s): SPED 520

Minimum Credits: 3

**SPED 601 - Content-Based Literacy**

This course is designed to help educators become more skilled and versatile in their application of teaching strategies within the regular education classroom, including discussion formats, varied questioning techniques, flexible groupings and differentiated instructional methods. Learners will understand the rationale and importance of using research-based strategies that enable a wide range of learners to access the Core Curriculum in general education classrooms. The course will examine curriculum and instructional design in relationship to students' diverse learning styles and cognitive, readiness and cultural differences. The overall goal is prepare educators to design and demonstrate lessons that incorporate engaging learning materials and methods and varied assessment tools that enable a broad range of students to achieve understanding, application and mastery of key curriculum concepts and skills.

Minimum Credits: 3

**SPED 624 - Professional Collaboration**

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to, and examine the nature of collaboration, developing relationships between general and special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents, and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting which means collaborative interaction, decision making, accountability and team work. Knowledge of general education curriculum requirements, related assessments, researched based interventions and use of data are all topics that will be covered as part of this course.

Minimum Credits: 3

**SPED 680 - IEP Development**

This course will give students the opportunity to review special education law, with an emphasis upon NH Rules for the Education of Students with Disabilities and 2004 Reauthorization of IDEA. Course expectations will require heavy emphasis upon IEP development through examination of required elements of Individual Education Programs (IEP's) and participation on mock IEP Teams. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will require working through mock IEP team experiences in the development of such plans. This will require knowledge of curriculum standards, review of mock student records, participation in mock IEP/Placement meetings, development of mock IEPs and the identification of methods for monitoring progress. Students will also review current cases and trends in special education law, analyze and interpret case studies and learn how to research both statutory and case law. Time will also be spent on review of Section 504 of the Rehabilitation Act of 1973, and The No Child Left Behind Act of 2001 and the impact of such law upon students with educational disabilities.

Prerequisite(s): SPED 580

Minimum Credits: 3

**SPED 701 - Internship Grades K-6**

Internship course for Special Education for grades K-6.

Minimum Credits: 3

**SPED 702 - Internship Grades 7-12**

Internship course for Special Education for grades 7-12.

Minimum Credits: 3

## **Sport Management**

**SPT 501 - Research Methods in Sport Management**

This course examines the methods and techniques used in research in sport management and the sport industry. Including the basic aspects of reading, evaluating, and writing research; this course will explore the concepts developed in relevant literature as they apply to sport management. Topics include problem selection, literature review, instrumentation, methodology, statistical issues, and types of research in physical activity.

Minimum Credits: 3

**SPT 510 - Sport and Society**

Students investigate the interrelationships between sport, culture and society in an attempt to better understand the role and function of sport in contemporary society. Students receive a broad overview of selected socio-cultural factors that influence participation in sports. Major ethical issues of sport in society will be explored.

Minimum Credits: 3

**SPT 512 - Principles in Athletic Administration**

This course provides the graduate student with an overview of the role and responsibilities of intercollegiate athletics; human resources; finance; governance; operations and the management, planning, organization and administration of interscholastic and recreational athletics.

Minimum Credits: 3

**SPT 515 - Event Planning and Management**

This experiential learning course contains both practical and theoretical frameworks used in the field of event management, from designing an event to strategic planning and integrated marketing campaigns, to negotiating contracts, and constructing supplier agreements. This course will also enhance students' skills related to project, operations, volunteer and risk management. Students will implement an integrated approach to planning and managing a special grassroots event at the conclusion of the term. Instructor permission required.

Minimum Credits: 3

**SPT 525 - Sport Licensing and Strategic Alliances**

The goal of this course is to develop a deep, working knowledge of sports licensing and strategic alliances and how they relate to the business of sports. We will fully explore the process of identifying and developing a sports licensing and/or strategic alliance strategy so the student will be enabled to apply this knowledge in a real business setting. By doing so a student as a future manager will better recognize opportunities that sports licensing and strategic alliances can potentially offer to their sport business. By developing this in an international context, a student will engender a global view of how sports licensing and strategic alliances are developed and implemented in harmony with overall firm strategy leading to increased shareholder value.

Prerequisite(s): SPT 608

Minimum Credits: 3

### **SPT 565 - Internationalization of Sport Business**

The Internationalization of Sport Business course will help to prepare the sport business manager for the exciting world of global sports. The course is designed to thoroughly introduce the graduate student to the many facets of conducting sport business in the international marketplace. By using real life international sport business examples, students will garner a deeper understanding of the various complexities associated with conducting sport business in an international context. Some of the key areas include culture, international marketing, financial/political/economic risk, ethical dimensions, role of media, technology/products, professional sport leagues and governance.

Minimum Credits: 3

### **SPT 600 - Management of Sport Organizations**

This course focuses on the application of management concepts and theories to sports organizations and the sports industry. It includes issues of organizational design, public policy, labor relations, collective bargaining, ethical issues in sport and the globalization of the sports industry.

Minimum Credits: 3

### **SPT 601 - Sport Facility Management and Operations**

This course is designed to provide students with an understanding of the business of sport facilities and operations. Elements of managing sport facilities, including arenas, stadiums, and athletic complexes will form the content of this course. As well, students will focus on facility management and administration considerations, systematically moving through planning and design, organizational and operational concerns, personnel planning, financial management, program development and scheduling, risk management, and marketing. Also covered will be the operations of specific facility areas including maintenance, crowd control and security, box office management and concessions.

Minimum Credits: 3

### **SPT 608 - Sport Marketing and Media**

This course examines the concepts and processes used in marketing and communications of a sport organization, at the college, professional or community level. Students will utilize the case study approach to analyze current marketing problems and techniques to develop an effective sport marketing and communications plan; with special emphasis placed on the unique aspect of sport products, markets, consumers, and media relations.

Minimum Credits: 3

### **SPT 610 - Sport Law**

Students learn about the law as it applies to professional and amateur sport organizations. The course includes the analysis of contracts, tort law, antitrust law, labor law and collective bargaining.

Minimum Credits: 3

### **SPT 612 - Advanced Topics/Athletic Administration**

This course is designed to examine the current issues facing interscholastic athletic administrators. Information regarding the various components and activities in the organization and administration of athletic programs for prospective athletic administrators will be covered; including: recruitment, governance, compliance, and current research literature and research methods appropriate for administration athletics.

Minimum Credits: 3

### **SPT 615 - Special Event Management and Leadership**

This course is designed to provide students with a hands-on opportunity to engage in sport event management and leadership. Students will discuss leadership, organizational vision, and strategic management principles associated with special sporting

events while also engaging in and learning about their leadership style through the creation and execution of a special event of choice.

Prerequisite(s): Permission of instructor.

Minimum Credits: 3

### **SPT 620 - Finance and Economics of Sport**

This course will provide students with an understanding of financial and economic theories and principles utilized in the sport industry. Topics will include the preparation of financial plans, strategic budgeting, capital and operating budgets, sources of revenue, economic theories, supply and demand concepts in the sport industry; economic impact, and other financial and economic theories pertinent to sport industry professionals.

Minimum Credits: 3

### **SPT 700 - Seminar in Sport Management**

This course covers the development of sport administration principles through analysis of specific issues and problems. A seminar format is used to integrate material from previous courses and allow students to focus on their areas of interest.

Prerequisite(s): SPT 501, SPT 565, SPT 600, SPT 608 and MBA 503 or equivalent

Minimum Credits: 3

### **SPT 710 - Internship**

Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.

Minimum Credits: 6

## **Sustainability and Environmental Compliance**

### **SEC 510 - Environmental Issues**

A fundamental understanding of the various processes necessary to support life on Earth. Examine 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; economic implications; and sustainability.

Minimum Credits: 3

### **SEC 610 - Energy and Society**

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 economic implications.

Minimum Credits: 3

### **SEC 620 - Environment Compliance/Sustainability**

This course introduces students to a broad range of strategies used by both large and small businesses to achieve and maintain compliance with environmental laws and sustainability goals, with an emphasis on companies doing business in the United States. Students learn the importance of environmental due diligence as a tool for minimizing acquired liabilities in business mergers and acquisitions; the value of environmental auditing as a means of identifying compliance and sustainability issues in ongoing business operations; and the power of both environmental management systems and environmental certification programs as strategies for achieving and maintaining environmental compliance and sustainability, and for securing a

competitive advantage in a marketplace increasingly populated by sustainability-conscious consumers.

Minimum Credits: 3

## **Taxation**

### **TAX 650 - Federal Taxation of Individuals**

This course studies the theory and practice of federal income taxation of individuals.

Minimum Credits: 3

### **TAX 655 - Fed Income Tax of Corp & Partnerships**

This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts.

Prerequisite(s): TAX 650

Minimum Credits: 3

### **TAX 660 - Tax Factors in Business Decisions**

This course is an introduction to tax factors that are relevant in business and personal financial planning decisions. This includes regular and S corporations, partnerships, fiduciaries, tax shelters and tax research. This course is open only to non-accounting students. Background preparation: 6 credit hours in accounting or the equivalent.

Prerequisite(s): MBA 503 or equivalent

Minimum Credits: 3

### **TAX 665 - Estate and Gift Taxation**

This course deals with the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. A study is made of relevant statutes and regulations.

Prerequisite(s): TAX 650

Minimum Credits: 3

### **TAX 670 - Tax Research Methodology/Practice & Procedures**

This course explores the methods and techniques of federal tax research. In addition, students will learn the rules and procedures for representing clients before the Internal Revenue Service.

Prerequisite(s): TAX 655, TAX 665

Minimum Credits: 3

### **TAX 700 - Special Topics in Taxation**

This course offers an in-depth study of special topics in federal taxation. Major, contemporary problem areas of taxation are explored.

Prerequisite(s): TAX 670

Minimum Credits: 3

## Workplace Conflict Management

### **WCM 510 - Negotiation/Advocacy in the Workplace**

This course introduces the processes and practice of negotiating and advocating effectively in settings where continuation and strengthening of the relationship matter. Course content will include the uses, strengths, and weaknesses of distributive and integrative bargaining; the sources and uses of power in negotiation; and gender and cultural influences on negotiation style and practice.

Minimum Credits: 3

### **WCM 610 - Intro Org Conflict Management**

This survey course introduces the analysis, interpretation, and management of conflict in contemporary organizational settings. Using interdisciplinary lenses, the course explores systemic, interpersonal, and other causes of conflict; conflict's influence on workplace communication and decision-making; and the relationship between conflict, leadership, and career advancement.

Minimum Credits: 3

### **WCM 620 - Managing Difficult Conversations at Work**

The art and practice of dialogue building is the act of engaging conflict effectively and transforming difficult conversations into better decisions, healthier work relationships, and stronger organizations. This course examines approaches for de-escalating conflict conversations, choosing if and when to intervene, tapping the creative potential in conflict, and creating workplace environments that foster constructive conflict engagement.

Minimum Credits: 3

## Other Courses

### **EDPD 506 - Common Core I**

In the first of two electives the cohort will work on designing their own lessons to address key components of the Common Core. All lessons will specifically address the need for all courses to increase text complexity and to implement a comprehensive writing component. Portfolios of course specific lessons will be created in this first course.

Minimum Credits: 3

### **EDPD 507 - Teaching ELLS in the Content Area Classroom**

This course explores classroom scenarios that depict common challenges in elementary, middle, and high school content area classes, the course addresses the basics that every teacher needs to begin teaching both content and the English language, including: -Learning environments that provide ELLs with multiple opportunities to practice activities and connect learning to personal and cultural experiences. -Lesson plans that identify core ideas, tap students, background knowledge, and use visuals, think aloud and other ways to engage ELLs. -Small-group configurations that include ELLs in mainstream instruction by involving them in activities with their fellow students.

Minimum Credits: 3

### **EDPD 702 - Quantitative Research**

This course provides an understanding of the implementation and interpretation of quantitative research in education. Foundational concepts behind the design, collection, and analysis of educational inventories are examined. The focus of the course is on the application of skills by collecting and interpreting data for educational measures and understanding and

reporting statistical analysis of results.

Minimum Credits: 3

### **HRM 630 - Topics in Health Administration**

This course focuses on developing organizational processes and structures utilizing the Total Quality Management approach to deliver health services which meet the needs of diverse clientele and a complex environment. Included are topical presentations by health care providers concentrating on the structure and delivery of quality health services.

Minimum Credits: 3

### **IHP 501 - Global Health and Diversity**

Global Health and Diversity is a problem-based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective, and investigate the consequences these issues have for the health status of individuals, populations, and society. This course will provide the theoretical foundation to allow the practitioner to design interventions that promote health and behavior change in the individual client within the community setting. The concepts of health literacy, consumer advocacy, and their impact of health promotion will be explored.

Minimum Credits: 3

### **IHP 504 - Healthcare Policy and Financing**

Developed for the health care administrator and providers, this course prepares students with a full understanding of financial planning, control measures and financial management to effectively examine and address the complex financial challenges within the healthcare sector. Analysis and identification of healthcare financial trends, finance sources and reimbursement models will be addressed.

Minimum Credits: 3

### **IHP 505 - Leadership in Clinical Microsystems and Process**

This course covers clinical microsystem concepts, tools, techniques, and processes within the context of a clinical or supporting microsystem. This course will use current theories to approach issues related to the redesign of healthcare services to improve quality, add value, reduce variation and improve morale, by empowering frontline caregivers. This course builds upon the Dartmouth Hitchcock Microsystem Improvement Curriculum and the QSEN Graduate Nursing Competencies.

Minimum Credits: 3

### **IHP 605 - Error Science, Risk Assess & Disclosure**

This course focuses on error theory and systems thinking as well as methods for risk assessment and safety improvement, including high-risk contexts for error occurrence. Students will be introduced to what is currently known about effective methods for error disclosure. Students will develop proficiency with patient safety risk assessment and improvement methods, principles of safe system design, apology and related patient safety priorities. The course includes a discussion of the legal issues prevalent in the current health care environment.

Minimum Credits: 3

### **IHP 610 - Health, Policy, Law, Ethics, and Regulation**

Students in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional healthcare practice. Students explore concepts and principles of healthcare policy, legal control, ethical conduct, and regulatory environments and their application to the healthcare environment through the lens of the professional discipline. Students evaluate the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Students also focus on the importance of cultural competence and ethical decision making within healthcare delivery systems.

Minimum Credits: 3



**IHP 615 - Independent Study**

This course offers an individualized opportunity to study an issue or topic relevant to the theory and/or practice of a nursing and/or health care specialty. Students wishing to enroll in this course should present to faculty a well-defined topic for investigation. Plans for advanced study should be established during the semester previous to the one in which the student wishes to take the course. The course of study will be completed in consultation and collaboration with the student's faculty advisor and documented in a comprehensive, scholarly report at the end of the semester. The Associate Dean of Nursing and Health Sciences will grant the final approval on all students enrolled in this course.

Minimum Credits: 1

Maximum Credits: 12

**PDLI 516 - Assessment/Support English Language Learners**

Minimum Credits: 3

**PDLI 517 - ESL Developing Cultural Awareness I**

Minimum Credits: 1

**PDLI 518 - ESL Developing Cultural Awareness II**

Minimum Credits: 3

**PDLI 519 - Inst Mat/Prog Design I ESL**

Minimum Credits: 1

**PDLI 520 - Inst Mat/Prog Design II ESL**

Minimum Credits: 2

**PDLI 521 - Language Acquisition I for ESL Learners**

Minimum Credits: 1

**PDLI 522 - Language Acquisition II for ESL Learners**

Minimum Credits: 1

**PDLI 523 - Language Acquisition III for ESL Learners**

Minimum Credits: 1

**SHRM 500 - SHRM Certification Preparation**

Southern New Hampshire University, in partnership with the Society for Human Resource Management (SHRM), offers a non-credit SHRM Learning System Course designed to assist human resource professionals in preparing for the PHR and SPHR certification exams. Available online in an 8-week format as well as an executive on campus workshop series, HR executives and training professionals will be taught by faculty who are also human resource practitioners and subject matter experts. This course is appropriate for undergraduates as well as graduate students employed in the HR and Training fields seeking HR Management certification.

Minimum Credits: 0

**MBA 501 - Mathematics and Statistics for Business**

This is an applied course, which will provide students with the mathematical knowledge and skills that underlie many courses offered in the school of business. Students will learn the fundamental concepts and methods of linear algebra, mathematical functions, differential calculus and statistics and their applications to business. They will also sharpen their quantitative,

analytical and problem-solving skills that are so important for success in the world of business today.

Minimum Credits: 3

### **MBA 502 - Economics for Business**

This course is intended to provide the student with a concisely focused yet rigorous introduction to both micro- and macroeconomic theory needed at the foundational level of a graduate degree program. Some of the topics to be addressed include: market behavior; demand theory and related elasticity concepts; production and cost theory; managerial decision-making in perfectly competitive and imperfectly competitive markets; GDP determination; unemployment and inflation; and fiscal and monetary policy.

Prerequisite(s): MBA 501

Minimum Credits: 3

### **MBA 503 - Financial Reporting and Analysis**

This course is designed to help future business leaders across all functional areas appreciate and understand the rules and regulations, processes and procedures, and significance of financial accounting statements and reports. It provides a balanced presentation between how statements are prepared and, more importantly, how to analyze these statements and footnotes to assess a company's performance within the industry and management's performance within a particular company. New government regulations have made the integrity and quality of financial accounting information everyone's responsibility. This course will help future business leaders conduct better internal audits, improve forecasts and valuations, and make better management decisions.

Minimum Credits: 3

### **MBA 610 - Business Law**

This course focuses on the theory and application of business regulations and the laws of contracts, agency, property and business organizations. Background preparation: 3 credit hours in business law or the equivalent.

Minimum Credits: 3

### **MBA 700 - Strategic Management**

This course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources.

Prerequisite(s): FIN 500, OL 500, QSO 510 and IT 500

Minimum Credits: 3

### **MBA 710 - Internship**

Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.

Minimum Credits: 3

Maximum Credits: 12

### **MBA 740 - Thesis Option**

Students may substitute 6 hours of thesis credit for two elective courses in the M.B.A., master of finance, master of information technology or master of business education programs. A thesis must be completed within nine months of its approval.

Minimum Credits: 6

### **MBA 750 - Independent Study**

The school dean may approve an independent study arrangement, in exceptional circumstances. The arrangement requires a written request and justification by the student, identification of a supervising faculty member and the dean's approval.

Minimum Credits: 3