

Welcome from the Dean

Welcome to Southern New Hampshire University's Division of Continuing and Distance Education! We have been offering adults quality academic programs in a student-centered environment since 1932. Our goal is to create an environment that maintains academic excellence as it provides the flexibility and convenience you need to succeed. Whether you are a first-time college student or returning to class after many years, you will find that Southern New Hampshire University is the place to realize your academic potential! I urge you to visit our Centers and our Web site, www.snhu.edu, to learn more about how we can help you reach your educational and professional goals.

Karen Muncaster

Karen Muncaster
Dean, Continuing and Distance Education



At Southern New Hampshire University, you will benefit from:

- Accredited courses and programs that will challenge you and help you reach your goals.
- Staff who work with adult students. They can help you choose a program of study, analyze which academic course work will transfer for credit and advise you on how to create a schedule that works for you.
- An education that fits your schedule. Classes are offered weeknights, weekends, partially online and completely online, so you can create a schedule that works for your busy life.
- A liberal transfer policy. Because we know that many adults have attended more than one college, we created a policy that allows students to transfer a large number of credits from other accredited institutions.
- Faculty who have real-world experience in addition to their academic credentials.
- A variety of locations, with campuses throughout New Hampshire and in Brunswick, Maine. Our online classes can be taken anywhere there's an Internet connection!
- An interactive education where you learn in small classes from supportive faculty members and from other students.
- An outstanding network of more than 35,000 successful alumni.

Getting Started

1. Read this catalog and select a program of study.
2. Choose a center that is convenient to you and call for an appointment with one of our many qualified advisors. Get a copy of your "worksheet," your academic plan that lists all of your program requirements. See page 6 for a sample.
3. Complete an application. There is one in the back of this Bulletin.
4. Obtain an official, sealed copy of your high school and college transcripts. You are not required to submit SAT or ACT scores.
5. Apply for financial aid and check to see if your employer has a tuition reimbursement program.
6. Consult the schedule of classes to find the courses that you need at the times you want. Go to www.snhu.edu and click on "Academics," then on "Course Schedules."
7. Register for classes. Pick up a registration form at any center or contact an academic advisor.

Fitting Education into Your Busy Schedule

Good planning ahead of time will help make your start back to school more successful. Here are some suggestions that may help you:

- Talk to your family and employer ahead of time about your need to balance family, school and work. Your priorities may need to shift; let the people in your life know this.
- Life has a habit of "getting in the way!" Think through how you will handle such emergencies as sick children, car trouble or required travel for work.
- Remember, going to school is more than taking the time to attend class. Set aside time to study in a place where you can concentrate.
- Learn how to access the resources Southern New Hampshire University has for you, including an online library, computer labs and academic advisors.
- Spend some time getting comfortable with using a computer; this will make it easier when you need to complete assignments.

Table of Contents

Welcome from the Dean	1
Continuing Education	4
Southern New Hampshire University	4
The University's Mission	4
Continuing Education's Mission	4
Accreditation and Membership	4
Getting Started	5
Application	6
Advising	6
Course Load	6
Scheduling	6
Class Periods	6
Registration	6
SNHU Online	7
Sample Academic Worksheets	8
Academic Program Structure	14
The Undergraduate Curriculum	14
The B.A./B.S. Core	14
Substitution of B.A./B.S. Core Courses	14
School Cores	14
Major Courses	14
Allied Courses and Free Electives	14
Writing Competency	14
Basic Writing Competency Examination	14
Academic Programs	16
School of Business	16
The Business Core	16
School of Business Programs	16
School of Education	23
Requirements for Program Acceptance	23
School of Liberal Arts	28
Liberal Arts Programs	28
Associate Degrees, Minors and Certificates	32
Associate Degrees	32
Minors	33
Certificate Programs	37
Course Descriptions	38
Alternatives for Earning Credit	69
Academic Standards and Regulations	71
Policies	71
Testing and Grading	77
Degree Requirements	78
Support Services	78
Financial Matters	81
Tuition Rates	81
Financial Aid	82
Continuing Education Centers	84
Continuing Education Adjunct Faculty	85
Index	89
Application	91

Continuing Education

Southern New Hampshire University

Southern New Hampshire University (SNHU) is a private, nonprofit, coeducational institution. The college was founded by the late H. A. B. Shapiro in 1932. Southern New Hampshire University was granted status as a university by the State of New Hampshire in 1999.

Southern New Hampshire University was the first institution of higher education in New Hampshire to offer baccalaureate degrees at times and locations convenient to adult learners. We have continued this practice for more than 60 years, offering access to higher education to adult learners in northern New England and, through our SNHU Online program, to students throughout the world. Our open admission policy offers well-motivated students the opportunity to earn a degree in an ideal atmosphere for effective learning. With careful planning and close collaboration with an academic advisor, students can earn their associates degree in as little as two years and complete their bachelor's degrees in four years.

Today, SNHU has the largest number of business students at a college in northern New England. The university has a day school enrollment of about 1,800 students. Enrollment in Continuing and Online Education is typically 3,200 per year. In the past 25 years, enrollments in Continuing Education have included 20,000 undergraduates. SNHU's graduate programs have an enrollment of about 1,800 students.

The University's 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.

Continuing Education's Mission

Southern New Hampshire University's Division of Continuing and Online Education offers a variety of academic programs to adult students from New Hampshire, New England and around the world in a manner that promotes academic quality, flexible scheduling and convenience. An emphasis is placed on the use of technology to enhance the teaching-learning process.

Accreditation and Membership

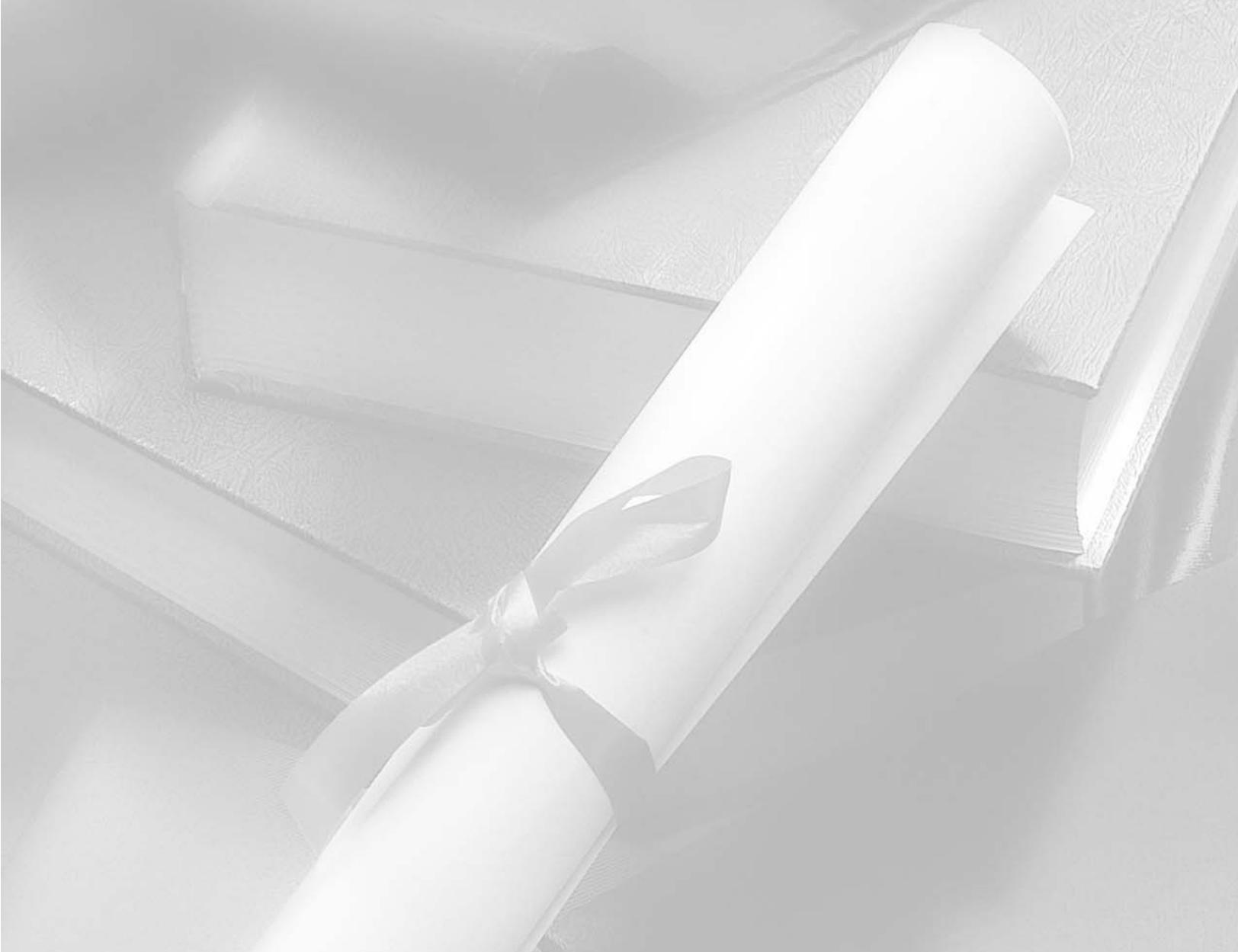
Southern New Hampshire University is accredited by:

- New England Association of Schools and Colleges Inc., which accredits schools and colleges in the six New England states. Accreditation by this association indicates that the institution has been carefully evaluated and found to meet the standards agreed upon by qualified educators.
- The Association of Collegiate Business Schools and Programs (ACBSP).
- The New Hampshire Postsecondary Education Commission.
- The New Hampshire State Department of Education for Teacher Certification.
- North American Society for Sport Management
- American Culinary Federation
- Sport Management Review Council

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.

The university also is:

- approved for the education of veterans and the children of veterans.
- approved for the rehabilitation training of students with disabilities.
- listed in the Department of Education's Education Directory, Part 3, Higher Education.
- a preferred provider of distance education programs for sailors through the Navy College Program Distance Learning Partnership (NCPDLP).



Getting Started



Application

Admission to Southern New Hampshire University through Continuing Education is easy. You only need to submit your high school transcript or GED. There is no application fee and you may apply at any time throughout the year. You are welcome to register at the same time your application forms are submitted and may begin course work immediately. Once official copies of transcripts from other education institutions, including high schools or GEDs, are submitted, you will receive official admission to the university. SNHU Online applications are accepted online at www.snhu.edu.

Advising

Scheduling time with an academic advisor is one of the most important things you can do to ensure success at college. You should meet with an advisor before your first class and continue meeting with him or her throughout your program. Your advisor can assist with such issues as selecting appropriate courses, changing majors, transferring course work and preparing for graduation. Your advisor can help you understand and follow your program planning worksheets.

The program planning worksheets have been designed to help you track your progress. They show the degree requirements for your major, according to the year you entered or changed your major. They list all the courses you are required to complete to qualify for a degree. While your advisor will keep a copy in your file, you should keep a copy and update it as you progress.

Course Load

A full-time academic load in Continuing Education consists of two courses (six credits) within an eight-week period. Students are discouraged (but not prohibited) from taking three courses in one term. Students must have permission from their center director or academic advisor and a minimum GPA of 3.0 prior to enrolling in three courses. Occasionally, students may be approved to enroll in four courses. Students wishing to do so must have: a cumulative GPA of 3.0 or higher, no outstanding debt to the university, and a plan for how they intend to manage this heavy course load. Students should meet with an advisor to discuss the request. Four courses per term is the absolute maximum number that a student may take.

A schedule of courses for the upcoming term is available at each center. A projected schedule for the year is available online; click on "Academics," then on "Course Schedules."

Schedules may also be found on each center's web page.

Scheduling

Southern New Hampshire University recognizes the many demands that adult students have on their time. In an attempt to meet this need for flexibility, the university offers classes at a variety of times in several convenient locations. Students can easily create a schedule that mixes evening, day, weekend and online classes at any of our locations. We have recently added "hybrid classes" to the many options we offer. In these courses, we take the best of online teaching and learning and combine it with the best of traditional classes. This cuts down on the number of times students must travel to campus, does away with make-up classes for missed days and adds improved interaction to the class.



Southern New Hampshire University is committed to using technology to enhance teaching and learning. Most courses at the university require students to use word processing, spreadsheets, presentation software, or email. All courses call for students to make use of Blackboard,[™] the software the university uses to work online. While it is helpful for students to have their own computers, the university has fully equipped computer labs that students may use for their class assignments.

Class Periods

We offer classes at a variety of times and days to make it possible for even the busiest student to attend class. Continuing Education classes are offered in the following formats:

- two evenings each week for 2 1/2 hours, either on Monday and Wednesday or Tuesday and Thursday for eight weeks;
- Saturday or Sunday for five hours for eight weeks;
- one night per week for 2 1/2 hours for 16 weeks;
- hybrids, once per week for three hours with the remainder of the work online for eight weeks;
- Friday evenings for three hours for 12 weeks;
- completely online for eight or 16 weeks.

Check with the local centers for specific information.

Registration

Students register by completing a course registration form. This form can be mailed, delivered, faxed or called in to the appropriate center. After completion of their first course, students may register online using PENpal. Students are strongly advised to contact an academic advisor to plan their academic programs before registering. Advisors are available throughout the term to answer questions and assist with course selection.

SNHU Online

Online classes allow students to break the bounds of time and space associated with traditional classes. The communication options provided by the Internet offer opportunities for meaningful interaction between faculty and students and for collaborative learning.

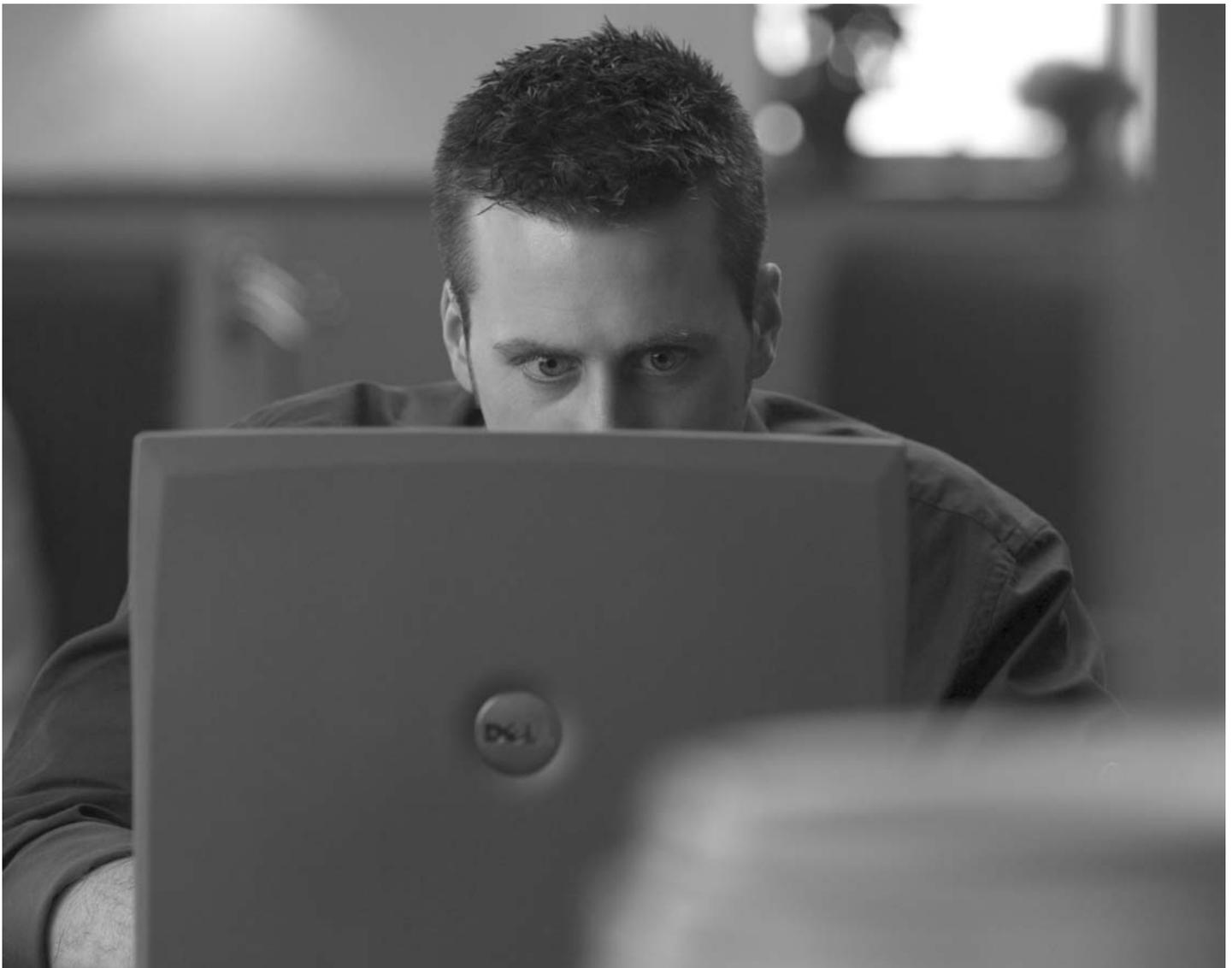
The program provides an environment for flexible learning and teaching, where students may interact with experts in their fields of study and draw upon resources from a global environment. Classes also draw upon the experience and knowledge of students, many of whom have a great deal of real-life experience to add to a class.

The DE program offers many advantages to students and faculty. These courses are NOT open-entrance/open-exit or traditional correspondence courses. Each course runs for an eight-week period and is closely supervised by a faculty member.

Active and regular participation is required and assignments are due each week, though students have flexibility within each week to meet course requirements. The classes are limited in size, providing a special measure of faculty-student interaction not found in most traditional classes. The average faculty-student ratio is 1:15. While traditional materials such as textbooks are required, the course is delivered largely online through the Web-based Blackboard™ course environment. Instructors and students interact with one another, share resources and exchange documents through discussion boards and other electronic tools.

Students enrolling in online courses must have a computer with the following **minimum** specifications: Windows XP operating system, 233 MHZ processor; 2 GB of free disk space; 128 MB memory; a 56K V.90 modem, cable modem or DSL modem and Internet access through an Internet Service Provider; Microsoft Office XP; Web browser software, Internet Explorer or Netscape (versions will be specified for students who enroll); and anti-virus protection software. Please note that there are additional technical requirements for information technology (IT) majors—contact SNHU Distance Education for more information.

SNHU Online is a top provider of online courses and programs to active-duty members of the United States armed forces, government service employees and dependents. Staff, academic advisors and student services members are knowledgeable and experienced in working with these populations, and understand issues relating to government tuition assistance and tuition reimbursement programs. Southern New Hampshire University and its online program are SOC (Serviceman's Opportunity College), SOC-AD and SOC-NAV approved and registered with the Defense Activity for Non-Traditional Education Support (DANTES). The university, though SNHU Online is a preferred provider of distance learning opportunities for sailors through the Navy College Program Distance Learning Partnership (NCPDLP).



Sample Academic Worksheets

Official Planning Sheet

SOUTHERN NEW HAMPSHIRE UNIVERSITY

2005/2006

B.S. IN BUSINESS ADMINISTRATION (Subject to Revision)

Student's Name _____, _____ ID# _____
 Last First M.I.
 Campus _____ Prepared By _____ Date ____/____/____ Approved By _____ Date ____/____/____
 Academic Advisor's Initials Registrar's Office Initials

ENGLISH PLACEMENT:
 ENG 101* ENG 120

MATHEMATICS PLACEMENT:
 MAT 050* MAT 120 MAT 150

CE MATH Pretest Date _____ Score _____ Approved By _____

*Some students may be required to take ENG 101 and MAT 050 in addition to the minimum number of credits required for this degree.

TRANSFER CREDITS FROM:	SCHOOL ID:	# CREDITS:	FROM:	TO:
<i>(Transfer credits official <u>only</u> with Registrar's signature)</i>				
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____

BA/BS CORE

COURSE	TERM	GRADE	COURSE TITLE	PREREQUISITES	CREDIT	TCE
ECO 201	_____	_____	MICROECONOMICS	MAT 120	3	_____
ECO 202	_____	_____	MACROECONOMICS	MAT 120	3	_____
ENG 101	_____	_____	FUNDAMENTALS OF WRITING	NONE	<3>	_____
ENG 120	_____	_____	COLLEGE COMPOSITION I	PRETEST OR ENG 101	3	_____
ENG 121	_____	_____	COLLEGE COMPOSITION II	ENG 120	3	_____
ENG 212	_____	_____	PUBLIC SPEAKING	ENG 120	3	_____
IT 100	_____	_____	INTRODUCTION TO INFORMATION TECH	NONE	3	_____
MAT 050	_____	_____	FUNDAMENTALS OF ALGEBRA	NONE	<3>	_____
MAT 120	_____	_____	FINITE MATHEMATICS	ALG. EQUIV., OR MAT 050	3	_____
MAT 220	_____	_____	STATISTICS	MAT 120 OR MAT 150	3	_____

CHOOSE ONE:

POL 109	_____	_____	INTRODUCTION TO POLITICS	NONE		_____
POL 210	_____	_____	AMERICAN POLITICS	NONE		_____
PSY 108	_____	_____	INTRODUCTION TO PSYCHOLOGY	NONE		_____
SOC 112	_____	_____	INTRODUCTION TO SOCIOLOGY	NONE	3	_____
FAS _____	_____	_____	FINE ARTS ELECTIVE _____	NONE	3	_____
HIS _____	_____	_____	HISTORY ELECTIVE _____	NONE	3	_____
LIT _____	_____	_____	LITERATURE ELECTIVE _____	ENG 120	3	_____
SCI _____	_____	_____	SCIENCE ELECTIVE _____	ENG 121	3	_____
PHL _____	_____	_____	PHILOSOPHY ELECTIVE _____	NONE	3	_____
_____	_____	_____	SOCIAL SCIENCE ELECTIVE (ATH, GEO, POL, PSY, SOC)	_____	3	_____

GRADUATION REQUIREMENT

FEX/SNHU100 _____

FRESHMAN EXPERIENCE / PRO SEMINAR

OR

FREE ELECTIVE (TRANSFER STUDENTS WITH 15 CREDITS
OR CE STUDENTS ONLY)

3 _____

COURSE	TERM	GRADE	COURSE TITLE	PREREQUISITES	CREDIT	TCE
BUSINESS CORE						
ACC 201	_____	_____	FINANCIAL ACCOUNTING	NONE	3	_____
ACC 202	_____	_____	MANAGERIAL ACCOUNTING	ACC 201	3	_____
ADB 206	_____	_____	BUSINESS LAW I	SOPHOMORE STANDING	3	_____
FIN 320	_____	_____	PRINCIPLES OF FINANCE	ACC 202, ECO 201, MAT 220	3	_____
IT 210	_____	_____	INTRO TO SYSTEMS ANALYSIS AND DESIGN	IT 100	3	_____
MKT 113	_____	_____	INTRODUCTION TO MARKETING	NONE	3	_____
OL 125	_____	_____	HUMAN RELATIONS IN ADMINISTRATION	NONE	3	_____
OL 421	_____	_____	STRATEGIC MGT AND POLICY	ACC 202, MKT 113, FIN 320, SR STAND	3	_____
MAJOR COURSES						
OL 211	_____	_____	HUMAN RESOURCE MANAGEMENT	SOPHOMORE STANDING	3	_____
OL 215	_____	_____	PRINCIPLES OF MANAGEMENT	OL 125, ENG 120	3	_____
OL 326	_____	_____	SOCIAL ENVIRONMENT OF BUSINESS	NONE	3	_____
OL 342	_____	_____	ORGANIZATIONAL BEHAVIOR	OL 125, JR STANDING	3	_____
OL _____	_____	_____	ELECTIVE (300/400 LEVEL)	_____	3	_____
OL _____	_____	_____	ELECTIVE (300/400 LEVEL)	_____	3	_____
OL _____	_____	_____	ELECTIVE (300/400 LEVEL)	_____	3	_____
OL _____	_____	_____	ELECTIVE (300/400 LEVEL)	_____	3	_____
ALLIED COURSES						
QSO 331	_____	_____	INTRO TO OPERATIONS MANAGEMENT	ECO 201, ACC 202, MAT 220	3	_____
FIN/ECO	_____	_____	ONE FIN/ECO ELECTIVE		3	_____
INT _____	_____	_____	ONE INTERNATIONAL BUSINESS ELECTIVE		3	_____
FREE ELECTIVES						
_____	_____	_____	FREE ELECTIVE OR CO-OP WORK EXPERIENCE	_____	3	_____
_____	_____	_____	FREE ELECTIVE OR CO-OP WORK EXPERIENCE	_____	3	_____
_____	_____	_____	FREE ELECTIVE OR CO-OP WORK EXPERIENCE	_____	3	_____
_____	_____	_____	FREE ELECTIVE OR CO-OP WORK EXPERIENCE	_____	3	_____
_____	_____	_____	FREE ELECTIVE	_____	3	_____

120

NOTE: MINIMUM NEEDED FOR GRADUATION: 120 CREDITS

**B.S. IN BUSINESS STUDIES
WITH A CONCENTRATION IN ORGANIZATIONAL LEADERSHIP**

(Subject to Revision)

Student's Name _____, _____, _____ ID# _____
 Last First M.I.
 Campus _____ Prepared By _____ Date ____/____/____ Approved By _____ Date ____/____/____
 Academic Advisor's Initials Registrar's Office Initials

ENGLISH PLACEMENT:

ENG 101* ENG 120

MATHEMATICS PLACEMENT:

MAT 050* MAT 120 MAT 150

CE MATH Pretest Date _____ Score _____ Approved By _____

*Some students may be required to take ENG 101 and MAT 050 in addition to the minimum number of credits required for this degree.

TRANSFER CREDITS FROM:

SCHOOL ID:

CREDITS:

FROM:

TO:

(Transfer credits official only with Registrar's signature)

1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____

BA/BS CORE

COURSE	TERM	GRADE	COURSE TITLE	PREREQUISITES	CREDIT	TCE
ECO 201	_____	_____	MICROECONOMICS	MAT 120	3	_____
ECO 202	_____	_____	MACROECONOMICS	MAT 120	3	_____
ENG 101	_____	_____	FUNDAMENTALS OF WRITING	NONE	<3>	_____
ENG 120	_____	_____	COLLEGE COMPOSITION I	PRETEST OR ENG 101	3	_____
ENG 121	_____	_____	COLLEGE COMPOSITION II	ENG 120	3	_____
ENG 212	_____	_____	PUBLIC SPEAKING	ENG 120	3	_____
IT 100	_____	_____	INTRODUCTION TO INFORMATION TECH	NONE	3	_____
MAT 050	_____	_____	FUNDAMENTALS OF ALGEBRA	NONE	<3>	_____
MAT 120	_____	_____	FINITE MATHEMATICS	ALG. EQUIV., OR MAT 050	3	_____
MAT 220	_____	_____	STATISTICS	MAT 120 OR MAT 150	3	_____

CHOOSE ONE:

POL 109	_____	_____	INTRODUCTION TO POLITICS	NONE		_____
POL 210	_____	_____	AMERICAN POLITICS	NONE		_____
PSY 108	_____	_____	INTRODUCTION TO PSYCHOLOGY	NONE		_____
SOC 112	_____	_____	INTRODUCTION TO SOCIOLOGY	NONE	3	_____
FAS _____	_____	_____	FINE ARTS ELECTIVE _____	NONE	3	_____
HIS _____	_____	_____	HISTORY ELECTIVE _____	NONE	3	_____
LIT _____	_____	_____	LITERATURE ELECTIVE _____	ENG 120	3	_____
SCI _____	_____	_____	SCIENCE ELECTIVE _____	ENG 121	3	_____
PHL _____	_____	_____	PHILOSOPHY ELECTIVE _____	NONE	3	_____
_____	_____	_____	SOCIAL SCIENCE ELECTIVE (ATH, GEO, POL, PSY, SOC)	_____	3	_____

GRADUATION REQUIREMENT

FEX/SNHU100 _____

FRESHMAN EXPERIENCE / PRO SEMINAR

OR

FREE ELECTIVE (TRANSFER STUDENTS WITH 15 CREDITS
OR CE STUDENTS ONLY)

3 _____

COURSE	TERM	GRADE	COURSE TITLE	PREREQUISITES	CREDIT	TCE
BUSINESS CORE						
ACC 201	_____	_____	FINANCIAL ACCOUNTING	NONE	3	_____
ACC 202	_____	_____	MANAGERIAL ACCOUNTING	ACC 201	3	_____
ADB 206	_____	_____	BUSINESS LAW I	SOPHOMORE STANDING	3	_____
FIN 320	_____	_____	PRINCIPLES OF FINANCE	ACC 202, ECO 201, MAT 220	3	_____
IT 210	_____	_____	INTRO TO SYSTEMS ANALYSIS AND DESIGN	IT 100	3	_____
MKT 113	_____	_____	INTRODUCTION TO MARKETING	NONE	3	_____
OL 125	_____	_____	HUMAN RELATIONS IN ADMINISTRATION	NONE	3	_____
OL 421	_____	_____	STRATEGIC MGT AND POLICY	ACC 202, MKT 113, FIN 320, SR STAND	3	_____

ORGANIZATIONAL LEADERSHIP CONCENTRATION COURSES

OL 215	_____	_____	PRINCIPLES OF MANAGEMENT	OL 125, ENG 120	3	_____
OL 322	_____	_____	MANAGING ORGANIZATION CHANGE	OL 215, JR STANDING	3	_____
OL 324	_____	_____	MANAGING QUALITY	OL 125, JR STANDING	3	_____
OL 328	_____	_____	LEADERSHIP	OL 125, JR STANDING	3	_____
OL 342	_____	_____	ORGANIZATIONAL BEHAVIOR	OL 125, JR STANDING	3	_____
OL _____	_____	_____	ONE 300- OR 400-LEVEL OL ELECTIVE	_____	3	_____

TOTAL MAJOR CREDITS: 18

ELECTIVES

_____	_____	_____	FREE ELECTIVE OR CO-OP WORK EXPERIENCE	_____	3	_____
_____	_____	_____	FREE ELECTIVE OR CO-OP WORK EXPERIENCE	_____	3	_____
_____	_____	_____	FREE ELECTIVE OR CO-OP WORK EXPERIENCE	_____	3	_____
_____	_____	_____	FREE ELECTIVE OR CO-OP WORK EXPERIENCE	_____	3	_____
_____	_____	_____	FREE ELECTIVE	_____	3	_____
_____	_____	_____	FREE ELECTIVE	_____	3	_____
_____	_____	_____	FREE ELECTIVE	_____	3	_____
_____	_____	_____	FREE ELECTIVE	_____	3	_____
_____	_____	_____	FREE ELECTIVE	_____	3	_____

NOTE: MINIMUM NEEDED FOR GRADUATION: 120 CREDITS

B.A. IN PSYCHOLOGY

(Subject to Revision)

Student's Name _____, _____, _____ ID# _____
 Last First M.I.

Campus _____ Prepared By _____ Date ____/____/____ Approved By _____ Date ____/____/____
 Academic Advisor's Initials Registrar's Office Initials

ENGLISH PLACEMENT:

ENG 101* ENG 120

MATHEMATICS PLACEMENT:

MAT 050* MAT 120 MAT 150

CE MATH Pretest Date _____ Score _____ Approved By _____

*Some students may be required to take ENG 101 and MAT 050 in addition to the minimum number of credits required for this degree.

TRANSFER CREDITS FROM:

SCHOOL ID:

CREDITS:

FROM:

TO:

(Transfer credits official only with Registrar's signature)

1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____

BA/BS CORE

COURSE	TERM	GRADE	COURSE TITLE	PREREQUISITES	CREDIT	TCE
ECO 201	_____	_____	MICROECONOMICS	MAT 120	3	_____
ECO 202	_____	_____	MACROECONOMICS	MAT 120	3	_____
ENG 101	_____	_____	FUNDAMENTALS OF WRITING	NONE	<3>	_____
ENG 120	_____	_____	COLLEGE COMPOSITION I	PRETEST OR ENG 101	3	_____
ENG 121	_____	_____	COLLEGE COMPOSITION II	ENG 120	3	_____
ENG 212	_____	_____	PUBLIC SPEAKING	ENG 120	3	_____
IT 100	_____	_____	INTRODUCTION TO INFORMATION TECH	NONE	3	_____
MAT 050	_____	_____	FUNDAMENTALS OF ALGEBRA	NONE	<3>	_____
MAT 120	_____	_____	FINITE MATHEMATICS	ALG. EQUIV., OR MAT 050	3	_____
MAT 220	_____	_____	STATISTICS	MAT 120 OR MAT 150	3	_____

CHOOSE ONE:

POL 109	_____	_____	INTRODUCTION TO POLITICS	NONE		_____
POL 210	_____	_____	AMERICAN POLITICS	NONE		_____
PSY 108	_____	_____	INTRODUCTION TO PSYCHOLOGY	NONE		_____
SOC 112	_____	_____	INTRODUCTION TO SOCIOLOGY	NONE	3	_____
FAS _____	_____	_____	FINE ARTS ELECTIVE _____	NONE	3	_____
HIS _____	_____	_____	HISTORY ELECTIVE _____	NONE	3	_____
LIT _____	_____	_____	LITERATURE ELECTIVE _____	ENG 120	3	_____
SCI _____	_____	_____	SCIENCE ELECTIVE _____	ENG 121	3	_____
PHL _____	_____	_____	PHILOSOPHY ELECTIVE _____	NONE	3	_____
_____	_____	_____	SOCIAL SCIENCE ELECTIVE (ATH, GEO, POL, PSY, SOC)	_____	3	_____

GRADUATION REQUIREMENT

FEX/SNHU100 _____

FRESHMAN EXPERIENCE / PRO SEMINAR

OR

FREE ELECTIVE (TRANSFER STUDENTS WITH 15 CREDITS OR CE STUDENTS ONLY)

3 _____

COURSE	TERM	GRADE	COURSE TITLE	PREREQUISITES	CREDIT	TCE
LIBERAL ARTS CORE						
FAS 201	_____	_____	INTRO TO HUMANITIES I: GREECE TO RENAISSANCE	NONE	3	_____
FAS 202	_____	_____	INTRO TO HUMANITIES II: BAROQUE TO MODERN	NONE	3	_____
LIT _____	_____	_____	ONE 200-LEVEL LITERATURE COURSE _____	ENG 120	3	_____
CHOOSE ONE						
HIS 109	_____	_____	WESTERN CIVILIZATION I	NONE		
HIS 110	_____	_____	WESTERN CIVILIZATION II	NONE		
HIS 113	_____	_____	US HISTORY I: 1607 TO 1865	NONE		
HIS 114	_____	_____	US HISTORY II: 1865 TO PRESENT	NONE	3	_____
CHOOSE ONE						
POL 109	_____	_____	INTRO TO POLITICS	NONE		
POL 210	_____	_____	AMERICAN POLITICS	NONE	3	_____
PSY 108	_____	_____	INTRO TO PSYCHOLOGY	NONE		
SOC 112*	_____	_____	INTRO TO SOCIOLOGY	NONE		
CHOOSE ONE						
MAT _____	_____	_____	MATH ELECTIVE _____			
SCI _____	_____	_____	SCIENCE ELECTIVE _____	ENG 121	3	_____
PSYCHOLOGY MAJOR COURSES						
PSY 108	_____	_____	INTRO TO PSYCHOLOGY	FROM BA/BS OR LA CORE		
PSY 211	_____	_____	HUMAN GROWTH AND DEVELOPMENT	PSY 108	3	_____
PSY 215	_____	_____	PSYCHOLOGY OF ABNORMAL BEHAVIOR	PSY 108	3	_____
PSY 216	_____	_____	PSYCHOLOGY OF PERSONALITY	PSY 108	3	_____
PSY 224	_____	_____	RESEARCH METHODS	PSY 108, MAT 220	3	_____
CHOOSE ONE						
PSY 291	_____	_____	EXPERIMENTAL LEARNING PRACTICUM	PSY 108, DAY STUDENTS ONLY		
PSY _____	_____	_____	PSYCHOLOGY ELECTIVE _____	(CE/DE STUDENTS ONLY)	3	_____
PSY 305	_____	_____	COGNITIVE PSYCHOLOGY	PSY 108, PSY 211	3	_____
PSY 335	_____	_____	ASSESSMENT AND TESTING	PSY 108, PSY 224, MAT 220	3	_____
PSY 444	_____	_____	SENIOR SEMINAR IN PSYCHOLOGY	PSY 211, PSY 215, PSY 216, PSY 335	3	_____
PSY _____	_____	_____	PSYCHOLOGY ELECTIVE _____		3	_____
PSY _____	_____	_____	PSYCHOLOGY ELECTIVE _____		3	_____
PSY _____	_____	_____	PSYCHOLOGY ELECTIVE _____		3	_____
ALLIED COURSES						
ATH 111	_____	_____	INTRO TO CULTURAL ANTHROPOLOGY	NONE	3	_____
SOC 213	_____	_____	SOCIOLOGY OF SOCIAL PROBLEMS	SOC 112	3	_____
FREE ELECTIVES						
_____	_____	_____	FREE ELECTIVE OR INTERNSHIP _____		3	_____
_____	_____	_____	FREE ELECTIVE OR INTERNSHIP _____		3	_____
_____	_____	_____	FREE ELECTIVE OR INTERNSHIP _____		3	_____
_____	_____	_____	FREE ELECTIVE OR INTERNSHIP _____		3	_____
_____	_____	_____	FREE ELECTIVE _____		3	_____

120

*SOC 112 IS A PREREQUISITE FOR AN ALLIED COURSE REQUIREMENT
NOTE: MINIMUM NEEDED FOR GRADUATION: 120 CREDITS

Academic Program Structure

The Undergraduate Curriculum

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

Recognizing that successful leaders must be able to view problems from a variety of perspectives, the university mandates that all students complete courses in writing, the fine arts, the social sciences, mathematics, science and public speaking. First-year students must take the Freshman Experience Seminar. Students who wish to further augment their learning may choose to take more advanced general education courses as free electives.

Some students may be required to take ENG 101 or with MAT 050 Fundamentals of Writing and MAT 050 Fundamentals of Algebra in addition to the 48 credits listed below. All students who must begin with ENG 101 or with MAT 050 should speak with their advisors about how the course will fit into their academic program schedules. These courses do not count for graduation credits. **Students must complete ENG 120 and MAT 120 (or their equivalents) within their first 18 credits attempted at SNHU.**

The B.A./B.S. Core

(Courses are 3 credits unless otherwise indicated)

ECO 201	Microeconomics
ECO 202	Macroeconomics
ENG 120	College Composition I
ENG 121	College Composition II
ENG 212	Public Speaking

Choose one of the following four:

POL 109	Introduction to Politics
POL 210	American Politics
PSY 108	Introduction to Psychology
SOC 112	Introduction to Sociology

IT 100	Introduction to Information Technology
MAT 120	Finite Mathematics
MAT 220	Statistics
FAS	Fine Arts Elective
HIS	History Elective
LIT	Literature Elective
PHL	Philosophy Elective
SCI	Science Elective
	Social Science Elective (ATH, GEO, POL, PSY, or SOC)

Total Credits: 45

SNHU100	(Required of students with 15 or fewer credits)
---------	---

Substitution of B.A./B.S. Core Courses

With the exception of IT 100, ECO 201 and ECO 202, course substitutions for university core courses require the approval of the Dean of the School of Liberal Arts. Course substitutions for IT 100, ECO 201 and ECO 202 are approved by the dean of the School of Business.

School Cores

Each school has a set of courses that students in that school are required to take. Business majors take the business core, liberal arts majors take the liberal arts core and hospitality and tourism management majors take the hospitality and tourism management core. Students who complete their programs of study with the business or hospitality cores receive Bachelor of Science (B.S.) degrees. Those who complete their programs with the liberal arts core receive Bachelor of Arts (B.A.) degrees. Business teacher education majors also receive B.S. degrees; English and social studies teacher education majors receive B.A. degrees.

Major Courses

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

Allied Courses and Free Electives

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

Writing Competency

Students pursuing a career should be able to communicate clearly and with grammatical correctness in both their college endeavors and in their chosen fields. This competency is measured through the basic writing competency examination and through Writing Intensive Courses.

Basic Writing Competency Examination

At the end of ENG 101 Fundamentals of Composition, students must pass a Basic Writing Competency Examination. Using a dictionary and the course text, students will be expected to write coherently, correctly and thoughtfully about a pre-assigned topic. Students must pass the English Basic Writing Competency Examination to receive credit for ENG 101 and be eligible for ENG 120. Testing procedures are set forth by the School of Liberal Arts.

→ Overcoming barriers

→ Listen actively

→ Constrain @

→ Simplify

→ Non-vert



Academic Programs

School of Business

Dean: Dr. Martin J. Bradley

The Business Core

The following courses comprise the basic business education that the university believes is essential to preparing students for careers in business. Students in each Bachelor of Science degree business program also must take the B.A./B.S. core courses, major courses, allied courses and free electives that match their career goals.

Business Core

(Courses are 3 credits unless otherwise indicated)

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

Total Credits: 24

School of Business Programs

Business Studies

Contact: Dr. Steven Painchaud

The business studies curriculum provides students with the opportunity to concentrate on a specific area of business and the flexibility to tailor their degrees to meet their specific needs. Concentrations are available in accounting, business administration, business finance, information technology, human resource management, international management, marketing, organizational leadership, small business management, sport management (day only), and program and applications development. In addition to the major required courses, students are able to tailor the degree program depending upon their selection of free electives.

The business studies degree also provides an option for transfer students (particularly liberal arts or science majors) who have completed two or more years at other colleges and now desire a business degree. The free elective credits enable transfer students to receive credit for a wide variety of previous courses.

Business Studies Curriculum Bachelor of Science

B.A./B.S. Core 45 credits
Business Core 24 credits

Accounting Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

ACC 207	Cost Accounting
ACC 303	Intermediate Accounting I

ACC 304	Intermediate Accounting II
ACC 330	Federal Taxation I
OL 215	Principles of Management
ACC/TAX	Select one ACC/TAX Elective

Total Major Credits: 18

Allied Course

MAT 121	Mathematical Concepts and Techniques for Business
---------	---

Total Allied Credits: 3

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 30 credits

Total Credits: 120

Business Administration Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

OL 211	Human Resource Management
OL 215	Principles of Management
OL 342	Organizational Behavior
OL	Two 300- or 400-level OL Electives
QSO 331	Introduction to Operations Management

Total Major Credits: 18

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 33 credits

Total Credits: 120

Business Finance Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

ECO 301	Managerial Economics
ECO 402	Business Cycles and Forecasting
FIN 330	Corporate Finance
FIN 340	Fundamentals to Investments
FIN	One FIN/ECO Elective
OL 215	Principles of Management

Total Major Credits: 18

Allied Course

MAT 121	Mathematical Concepts and Techniques for Business
---------	---

Total Allied Credits: 3

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 30 credits

Total Credits: 120

Human Resource Management Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

OL 211	Human Resource Management
OL 215	Principles of Management
OL 325	Compensation and Benefit Administration
OL 342	Organizational Behavior
OL 442	Human Resource Strategy and Development
OL	Two 300- or 400-level OL Electives

Total Major Credits: 21

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 30 credits

Total Credits: 120

Information Technology Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

IT 201	Hardware and Software Architecture
IT 330	Database Management Systems
IT 460	Data Communications and Networking
IT	Three IT programming courses (as recommended by an advisor)
OL 215	Principles of Management

Total Major Credits: 21

Allied Course

MAT 230 Discrete Mathematics

Total Allied Credits: 3

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 27 credits

Total Credits: 120

International Management Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

INT	Five 300- or 400-level Electives (INT 309, INT 311, INT 315, INT 316, INT 335, INT 440)
OL 215	Principles of Management

Total Major Credits: 18

Allied Course

MAT 121 Mathematical Concepts and Techniques for Business

Total Allied Credits: 3

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 30 credits

Total Credits: 120

Marketing Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

MKT 222	Principles of Retailing
MKT/ADV329	Principles of Advertising
MKT 337	Marketing Research
MKT 345	Consumer Behavior
OL 215	Principles of Management

Select one of the following two:

MKT 320	Sales Management
MKT 335	Professional Selling

Total Major Credits: 18

Allied Course

MAT 121 Mathematical Concepts and Techniques for Business

Total Allied Credits: 3

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 30 credits

Total Credits: 120

Organizational Leadership Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

OL 215	Principles of Management
OL 322	Managing Organizational Change
OL 324	Managing Quality
OL 328	Leadership
OL 342	Organizational Behavior
OL	One 300- or 400-level OL Elective

Total Major Credits: 18

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 33 credits

Total Credits: 120

Small Business Management Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

OL 215	Principles of Management
OL 317	Small Business Management
OL 320	Entrepreneurship
OL 324	Managing Quality
OL	Two 300- or 400-level OL Electives

Total Major Credits: 18

Allied Courses

ADB 307 Business Law II

Total Allied Credits: 3

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 30 credits

Total Credits: 120

Accountancy and Taxation

Department Co-Chairs: Professor Karin Caruso and
Dr. Lawrence Pelletier Jr.

The accounting program provides students with the educational prerequisites required for the certified public accountant examination, certified management accountant examination, certified internal auditor examination and a host of other professional titles related to accounting and taxation.

Accounting students will receive general instruction in business and a thorough education in all areas of accounting, finance and taxation. Students majoring in accounting will be able to specialize in either the financial or managerial fields of accounting. A cooperative education experience also is available in this program. Students will be able to take additional electives to supplement their knowledge or to further specialize their educations.

Accounting Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits
Business Core: 24 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

ACC 207	Cost Accounting
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II
ACC 405	Advanced Accounting I
ACC 406	Advanced Accounting II
ACC/TAX	Two ACC/TAX Electives

Total Major Credits: 21

Allied Courses

ADB 307	Business Law II
FIN 330	Corporate Finance

Total Allied Credits: 6

Concentrations (choose one):

Financial Accounting

ACC 322	Institutional Accounting
ACC 330	Federal Taxation I
ACC 331	Federal Taxation II
ACC 411	Auditing

Managerial Accounting

ACC 312	International Managerial Accounting
ACC 335	Tax Factors for Business Decisions
ACC 340	Controllership
ACC 421	Auditing and Forensic Accounting

Total Concentration Credits: 12

SNHU100 (Required of students with 15 or fewer credits)
and Free Electives: 12 credits

Total Credits: 120

Accounting/Finance

Program Coordinator: Dr. Gary Tripp

The accounting/finance degree offers students the course work they need to qualify for careers in the accounting or finance professions. The degree prepares graduates for meaningful employment in accounting, banking, corporate finance, insurance, investments and personal finance.

The major would be of particular interest to students seeking to study accounting and finance without following the traditional certified public accountant track. The major also offers an option for accounting and finance students who wish to follow the traditional CPA track. Such students can fulfill the necessary CPA requirements by taking certain upper-level accounting courses as free electives.

Accounting/Finance Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits
Business Core: 24 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

ACC 207	Cost Accounting
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II
ECO 306	Money and Banking
FIN 330	Corporate Finance
FIN 336	Multinational Corporate Finance
FIN 340	Fundamentals of Investments

Total Major Credits: 21

Allied Courses

Select two accounting (ACC) courses and two finance (FIN) courses from the following:

ACC 315	Accounting Systems Applications
ACC 330	Federal Taxation I
ACC 331	Federal Taxation II
ACC 340	Controllership
FIN 250	Personal Financial Planning
FIN 322	Risk Management and Insurance
FIN 426	Contemporary Issues In Finance
FIN 440	Investment Analysis

Total Allied Credits: 12

SNHU100 (Required of students with 15 or fewer credits)
and Free Electives: 18 credits

Total Credits: 120

Organizational Leadership

Department Chair: Dr. Steven Painchaud

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive.

As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to solve new problems.

Students in the business administration program will learn how to be leaders and managers in this ever-changing and hectic business environment.

Southern New Hampshire University's business administration program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. core courses, enable students to become successful managers.

Business Administration Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits
Business Core: 24 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

OL 211	Human Resource Management
OL 215	Principles of Management
OL 326	Social Environment of Business
OL 342	Organizational Behavior
OL	Four 300- or 400-level OL Electives

Total Major Credits: 24

Allied Courses

QSO 331	Introduction to Operations Management
FIN/ECO	One FIN/ECO Elective
INT	One INT Elective

Allied Credits: 9

SNHU100	(Required of students with 15 or fewer credits) and Free Electives: 18 credits
---------	--

Total Credits: 120

Note: Students who select the business administration with cooperative education program must use free electives to satisfy cooperative education requirements.

Concentrations

Students in the business administration program may elect to specialize their course of study by selecting from the following organizational leadership concentrations. Students use elective credits for concentration courses.

Human Resource Management Concentration

(Courses are 3 credits unless otherwise indicated)

OL 322	Managing Organizational Change
OL 325	Compensation and Benefit Administration
OL 442	Human Resource Strategy and Development
OL	Two 300- or 400-level OL electives

Organizational Leadership Concentration

(Courses are 3 credits unless otherwise indicated)

OL 322	Managing Organizational Change
OL 324	Managing Quality
OL 328	Leadership
OL	Two 300- or 400-level OL electives

Small Business Management Concentration

(Courses are 3 credits unless otherwise indicated)

OL 317	Small Business Management
OL 320	Entrepreneurship
OL 324	Managing Quality
OL	Two 300- or 400-level OL electives

Business Teacher Education

Program Coordinator: Dr. Laurence Pelletier

The business education program is designed to prepare graduates for business education positions at the junior high, middle and secondary school levels and for training positions in business. Because high school business teachers are called upon to teach a variety of business subjects, preparation for business teacher certification is interdisciplinary. Students take courses in administration, accounting, finance, marketing, economics and information technology.

Students seeking comprehensive business education certification must demonstrate proficiency in keyboarding and office skills. Competency must be demonstrated or earned through course work. All business teacher education majors must have 2,000 hours of work experience. If they do not, 400 supervised hours will be arranged. Students must pass the PRAXIS I competency exam prior to student teaching. It is highly recommended that students take this exam as early in their academic career as possible.

Business Teacher Certification Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ADB 206	Business Law I
EDU 200	Introduction to Education
EDU 490	Student Teaching (12 credits)
ENG 220	Business Communications
FIN 320	Principles of Business Finance
IT 210	Introduction to Systems Analysis and Design
MKT 113	Introduction to Marketing
OL 125	Human Relations in Administration
OL 215	Principles of Management
PSY 201	Education Psychology
PSY 211	Human Growth and Development
PSY 230	Psychology of Individual Differences and Special Needs

Total Major Credits: 51

Allied Courses

EDU 291	Field Experience
EDU 300	Principles of Business and Vocational Education
EDU 310	Methods of Teaching Keyboarding and Office Technology
EDU 313	Methods of Teaching Accounting and General Business

Total Allied Credits: 12

SNHU100	(Required of students with 15 or fewer credits) and Free Electives: 12 credits
---------	--

Total Credits: 120

Finance/Economics

Department Chair: Dr. Gary Tripp

The finance/economics program has a dual mission: to examine the behavior of the economy and its relationship to business and government and to study the funding and investment needs of corporations, individuals and institutions. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business and economics. Finance/economics majors develop the analytical and quantitative skills needed for corporate and individual financial management and economic modeling and forecasting.

Students who choose to major in the economics/finance program will be prepared for careers in industry, financial organizations and government. Many go on to graduate school to continue their studies in economics, finance, other business-related disciplines or law.

Finance/Economics Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits
Business Core: 24 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

ECO 301	Managerial Economics
ECO 306	Money and Banking
ECO 402	Business Cycles and Forecasting
FIN 330	Corporate Finance
FIN 340	Fundamentals of Investments
FIN/ECO	Four FIN/ECO Electives

Total Major Credits: 27

Allied Courses

INT 316	The Cultural and Political Environment of International Business
MAT 121	Mathematical Concepts and Techniques for Business
SNHU100	(Required of students with 15 or fewer credits) and Free Electives: 18 credits

Total Allied Credits: 6

Total Credits: 120

Economics Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

ECO 301	Managerial Economics
ECO 306	Money and Banking
ECO 402	Business Cycles and Forecasting
ECO	Four ECO Electives
FIN 330	Corporate Finance
FIN 340	Fundamentals of Investments

Total Major Credits: 27

Allied Courses

INT 316	The Culture and Political Environment of International Business
MAT 121	Mathematical Concepts and Techniques for Business

Total Allied Credits: 6

SNHU100 (degree requirement) and Free Electives: 18 Credits
Total Credits: 120

Finance Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

ECO 301	Managerial Economics
ECO 306	Money and Banking
ECO 402	Business Cycles and Forecasting
FIN 330	Corporate Finance
FIN 340	Fundamentals of Investments
FIN	Four FIN Electives

Total Major Credits: 27

Allied Courses

INT 316	The Culture and Political Environment of International Business
MAT 121	Mathematical Concepts and Techniques for Business

Total Allied Credits: 6

SNHU100 (degree requirement) and Free Electives: 18 Credits
Total Credits: 120

Information Technology

Department Chair: Dr. J. Stephanie Collins

Information technology is designed to assist managers with structured and unstructured problem-solving. Information technology integrates information flow by function, such as for production, marketing or personnel. Inquiry and report generation and use of databases are important byproducts.

Southern New Hampshire University's information technology program combines management and IT disciplines and is designed to highlight the use of computers in all areas of a given organization. Students in this program are educated as generalists in areas of business and information technology and are given the option to specialize in focused areas.

Graduates are prepared to develop applications programs, be involved in defining and planning information systems, implement information systems applications and manage the development and operation of information systems. Graduates also are qualified to hold positions in functional areas of organizations and in general management. Students majoring in IT will gain an understanding of organizations and organizational processes and functions. The IT program also incorporates writing, speaking, communication, English and human relations components.

Information Technology Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits
Business Core: 24 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

IT	201	Hardware and Software
IT	315	Object-Oriented Analysis and Design
IT	330	Database Management Systems
IT	415	Systems Seminar I
IT	420	Systems Seminar II
IT	460	Data Communications and Networks
IT	485	Management of Information Technology
IT		Three IT programming courses

Total Major Credits: 30

Allied Course

MAT 230 Discrete Mathematics

Total Allied Credits: 3

SNHU100 (Required of students with 15 or fewer credits)
and Free Electives: 18 credits

Total Credits: 120

International Business

Department Chair: Dr. Masood Samii

The world is becoming an economic marketplace without boundaries. Multinational and transnational corporations conduct business based on worldwide priorities while smaller domestic companies look for ways to tap into the growing markets of Europe, Asia and the Third World. Successful managers must be able to work with a variety of people who use different currencies and systems to achieve their own personal and economic goals.

This program focuses on the management skills and concepts used in international, multicultural contexts. Students learn about the different monetary, banking, accounting, marketing and management systems that they will encounter while conducting international business activities. Attention also is given to the myriad cultural norms that make the rest of the world a diverse and challenging place to market American goods and services.

International business is an interdisciplinary program that combines existing management courses with the possibility of cooperative education opportunities in the international arena.

International Business Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits
Business Core: 24 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

INT	113	Introduction to International Business
INT	315	International Management
INT	316	Cultural and Political Environment of International Business
INT		Five INT Electives

Total Major Credits: 24

Allied Courses

ACC	310	International Accounting
ECO	322	International Economics
OL	215	Principles of Management
OL	342	Organizational Behavior

Total Allied Credits: 12

SNHU100 (Required of students with 15 or fewer credits)
and Free Electives: 15 credits

Total Credits: 120

Management Advisory Services

Department Chair: Dr. J. Stephanie Collins

The management advisory services program is a blend of the accounting and information technology programs. The approach reflects the industry trend of hiring graduates with expertise in both areas. The rapid growth of management services in accounting firms, consulting companies and industries provides Southern New Hampshire University graduates with many opportunities for advancement.

Management advisory services students will obtain the skills required for the design and maintenance of financial accounting systems and will gain knowledge about general systems theory and management. Students will apply their classroom learning to real-world situations through a combination of exercises and actual work experiences. Cooperative education experiences are available.

Management Advisory Services Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits
Business Core: 24 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

ACC	207	Cost Accounting
ACC	303	Intermediate Accounting I
ACC	304	Intermediate Accounting II
ACC	405	Advanced Accounting I
ACC	406	Advanced Accounting II
ACC	411	Auditing Principles
IT	201	Hardware and Software
IT	315	Object-Oriented Analysis and Design
IT	415	Systems Seminar I
IT	420	Systems Seminar II
IT		Two IT programming courses (as recommended by an advisor)
Elective		Select one ACC/TAX or IT elective

Total Major Credits: 39

SNHU100 (Required of students with 15 or fewer credits)
and Free Electives: 12 credits

Total Credits: 120

Marketing

Department Chair: Dr. Pat Spirou

Marketing is a broad field that includes activities related to selecting, designing, packaging, pricing, advertising, selling, distributing and servicing products in the domestic and/or international marketplaces. It is the driving force in business. The degree to which a company responds to customer demands largely determines that company's success and is the underlying note of all marketing activities.

Classes integrate theory and practical applications. Marketing majors also study general management, human relations, finance and liberal arts, and learn how to integrate theoretical, practical and technological applications to better understand characteristics of successful marketing.

Students who major in marketing will have the opportunity to link marketing theory with practical work experience through domestic and international cooperative education programs.

Marketing Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits

Business Core: 24 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

MKT 222 Principles of Retailing

Select one of the following two:

MKT 320 Sales Management

MKT 335 Professional Selling

MKT/ADV329 Principles of Advertising

MKT 337 Marketing Research

MKT 345 Consumer Behavior

MKT 432 Strategic Marketing Planning

MKT Two MKT Electives

Total Major Credits: 24

Allied Courses

Select one of the following two:

OL 326 Social Environment of Business

OL 342 Organizational Behavior

Select one of the following two:

PSY 108 Introduction to Psychology

SOC 112 Introduction to Sociology

Total Allied Credits: 6

SNHU100 (Required of students with 15 or fewer credits)
and Free Electives: 21 credits

Total Credits: 120

Technical Management

Department Chair: Dr. Steven Painchaud

The technical management curriculum was established to provide junior college or vocational-technical institute graduates who have earned degrees in specialized areas other than business (e.g., small engine repair, automotive technology, electronics technology, graphic arts, culinary arts, etc.) the opportunity to earn a bachelor's degree in business. Students augment their technical skills with liberal arts and business courses to prepare for a career in business.

Technical Management Curriculum Bachelor of Science

B.A./B.S. Core: 45 credits

Business Core: 24 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

OL 215 Principles of Management

OL Four 300- or 400-level Business Electives

Total Major Credits: 15

SNHU100 (Required of students with 15 or fewer credits)
and Free Electives: 36 credits

Total Credits: 120

School of Education

Dean: Patrick J. Hartwick

Southern New Hampshire University is committed to preparing the next generation of teachers—teachers with the intellect and expertise to become leaders in their classrooms, schools and professional organizations. Our education programs belong to a vibrant academic community where teacher education combines rigorous academic preparation with state-of-the-art professional education.

Education students at SNHU choose to focus on early childhood education, elementary education or secondary education. All education students may add special education certification. Our secondary education programs include English, social studies, business and marketing. All of these programs meet the requirements for New Hampshire teaching certification.

Requirements for NH Teacher Certification

Teacher Certification Program

Because the quality of elementary and secondary schools depends on the character and caliber of our teachers, the state of New Hampshire has set requirements for teacher certification. SNHU has designed the Teacher Certification Program, or TCP, to ensure that its graduates meet the academic, professional, and personal standards that the state has set for teacher certification. Students apply to the Teacher Certification program in their sophomore year or after they have completed 30 credits. Successful applicants to the TCP will have:

- A cumulative GPA of 3.0 or higher
- Passed the Praxis I
- Faculty recommendations

The application to the TCP also requires students to compose a brief essay.

Field Experiences

The School of Education believes that the theories and methods discussed in the college classroom are best understood in concert with practical experiences. The state of New Hampshire requires that students participate in early and varied field experiences. Therefore, many DEV and EDU courses require students to participate in applied learning situations. Students seeking certification will be evaluated to see that they have met all field experience standards when they apply to student teaching.

Student Teaching

All of the degrees leading to certification culminate in a 16-week student teaching practicum. This valuable experience requires that potential educators 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. Students apply to the student teaching program one year prior to beginning their placement, generally during their junior year. In this application process, students are again evaluated to see that they have maintained the requirements outlined in the Teacher Certification Program and that they have completed all fieldwork and course requirements. Students seeking certification in secondary education must pass the Praxis II in their subject area before beginning their student teaching placement.

Conversion Program

Students who already hold a bachelor's degree (B.A./B.S.) in one of the secondary teaching fields (business, English, history or political science) may earn teacher certification through a teaching conversion program. Though they do not have to complete the B.A./B.S. core, they must meet all the other requirements of the particular teacher certification program, including supervised student teaching. All students must successfully pass the PRAXIS I competency exam prior to student teaching. Interested students should contact the program coordinator/department chair.

General Special Education Certification

Elementary, Secondary and Early Childhood Education students with a GPA of 3.3 or above have the option of completing additional requirements to earn general special education certification. This certification benefits all classroom teachers by preparing them to meet the needs of special education populations in grade-level and content-area classes. Teachers with dual certification are in very high demand throughout the region. General special education certification also qualifies teachers to work with special needs students in a resource room at the K-12 levels.

General Special Education Certification (15 credits)

DEV 230	Behavior Management
EDU 314	IEP: Consultation and Collaboration
EDU 350	Special Education Assessment
EDU 491	Special Education Student Teaching (6 credits)

Child Development Programs

The program in child development prepares students to work in a variety of setting in the public or private sector, or pursue graduate studies. Three concentrations are available: Early Childhood Leadership, Child Development, and Family Studies. Each concentration is designed to flexibly meet students' specific interests. The leadership concentration prepares students to run their own early childhood business or become a licensed director for an existing program. Family Studies enables graduates to work in the diverse field of family services as child caseworkers, family caseworkers, or child and family intervention. A concentration in child development provides students with in depth knowledge of the qualitative changes and dynamic transformations experienced by children.

Child Development Bachelor of Arts

B.A./B.S. Core: 45 credits

Major Courses

DEV 150	History and Philosophy of the Child Study Movement
DEV 200	Development Research Methods
DEV 210	Psychosocial Development During Early Childhood
DEV 241	Cognitive Development of Infants and Young Children
DEV 260	Family and Culture
DEV 303	Administration of Child Development Programs
DEV 340	Theories of Play
DEV 424	Assessment and Intervention During Early Childhood
DEV 460	Seminar in Developmental Research
DEV 499	Internship

(Students may take an additional 3 credits of DEV 499 as an elective.)

Total Major Credits: 30

Choose one of the following three concentrations:

Child Development

ATH 111	Cultural Anthropology
DEV 230	Behavior Theory and Practice
DEV 250	Adolescent Development
PSY 108	Introduction to Psychology
Electives	9 credit hours selected with advisor/chair

Family Studies Concentration

ATH 111	Cultural Anthropology
SOC 112	Introduction to Sociology
SOC 213	Sociology of Social Problems
SOC 317	Sociology of the Family
Electives	9 credit hours selected with advisor/chair

Early Childhood Leadership Concentration

DEV 303	Administration of Child Development Programs
OL 125	Human Relations in Administration
OL 215	Principles of Management
OL 322	Managing Quality
OL 328	Leadership
OL 342	Organizational Behavior
Electives	3 credit hours selected with advisor/chair

Credits for Concentration: 21

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 24 credits

Total Credits: 120

Early Childhood Education

Department Chair: Dr. James Geidner

The early childhood education program provides students with a comprehensive understanding of child development, family systems, and curriculum and instruction for children from birth through age 8. This practitioner-oriented Bachelor of Arts degree program prepares educators with a solid background in developmental theory and practice and a strong foundation in an academic discipline. The program leads to teaching certification for grades K-3.

Early Childhood Education Bachelor of Arts

B.A./B.S. Core: 45 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

DEV 150	History and Philosophy of the Child Study Movement
DEV 210	Psychosocial Development During Early Childhood
DEV 241	Cognitive Development of Infants and Young Children
DEV 260	Family and Culture
DEV 303	Administration of Child Development Programs
DEV 320	Precursors of Academic Skills
DEV 340	Theories of Play
DEV 424	Assessment and Intervention During Early Childhood
EDU 235	Learning with Technology
EDU 361	Emerging and Early Literacy: Developing Reading and Writing in Grades K-4
EDU 371	Curriculum, Instruction and Assessment K-4
EDU 490	Student Teaching (12 credit hours)
Electives	Four EDU or DEV electives, chosen with advisor

Total Major Credits: 57

Minor Courses

Early Childhood Education students are required to complete one of the following minors: Arts and Humanities, Creative Writing, English Language & Literature, Environmental Studies, History, Philosophy, Political Science or Sociology. (See the section on Minors for specific requirements).

Total Minor Credits: 15

Allied Courses

Select one of the following two:

GEO 201 World Geography
(fulfills the GEO elective from the B.A./B.S. core)

HIS 113 United States History I: 1607 to 1865
(fulfills B.A./B.S. core requirement)

or

HIS 114 United States History II: 1865 to present
(fulfills B.A./B.S. core requirement)

Total Allied Credits: 0

(all allied courses should be taken as part of the B.A./B.S. core)

SNHU 100 (Required of students with 15 or fewer credits)
and Minor: 18 credits

Total Credits: 120

Elementary Education

Department Chair: Dr. Brian Cocheran

The elementary education program leads to teaching certification for grades K-8. The program provides graduates with comprehensive knowledge of instructional theory and a minor in an academic discipline. Students examine traditional, innovative and research-based approaches to teaching elementary and special-needs students.

Elementary Education

Bachelor of Arts

B.A./B.S. Core: 45 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

EDU 200 Introduction to Education
EDU 235 Learning with Technology
EDU 335 Concepts and Skills in Mathematics
EDU 361 Emerging and Early Literacy: Developing Reading and Writing in Grades K-4
EDU 362 Literacy in the Content Areas (Grades 5-12)
EDU 363 Teaching Reading to Struggling, Reluctant & English Language Learners
EDU 371 Curriculum, Instruction & Assessment (K-4)
EDU 420 Curriculum Instruction & Assessment (4-12)
EDU 440 Differentiating Instruction
EDU 450 Classroom Learning Environments
EDU 490 Student Teaching (12 credits)
LIT 340 Literature for Children*

*Does not satisfy the LIT requirement from the B.A./B.S. core.

Total Major Credits: 30

Minor Courses

Elementary Education students are required to complete one of the following minors: Arts and Humanities, Creative Writing, English Language & Literature, Environmental Studies, History, Philosophy, Political Science or Sociology. (See the section on Minors for specific requirements).

Allied Courses

PSY 108 Introduction to Psychology
(fulfills B.A./B.S. core requirement)
PSY 201 Educational Psychology
PSY 211 Human Growth and Development
PSY 230 Psychology of Individual Differences and Special Needs

Select one of the following two:

GEO 201 World Geography (fulfills the Social Science Elective in the B.A./B.S. core)

HIS 113 United States History I: 1607 to 1865
(fulfills B.A./B.S. core requirement)

or

HIS 114 United States History II: 1865 to present
(fulfills B.A./B.S. core requirement)

Select two of the following three: (Use one to fulfill the SCI elective requirement in the B.A./B.S. core.)

SCI 211 Survey of the Biological Sciences
SCI 212 Principles of Physical Science I
SCI 219 Environmental Science
SNHU 100 (Required of students with 15 or fewer credits)
and Minor: 18 credits

Total Credits: 120

English Teacher Education

Department Chair: Dr. Carolyn Hollman

The English teacher certification program allows students to major in English and to complete New Hampshire certification requirements to teach English in grades 5-12. The certification track combines general education courses with the education core, major courses (11 in English language and literature) and English teaching method courses.

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

English Teacher Certification Curriculum Bachelor of Arts

B.A./B.S. Core: 45 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

ENG 333	Introduction to Linguistics
ENG 355	English Grammar
LIT 200	Introduction to Critical Reading
LIT 201	World Literature: Foundation of Culture
LIT 300	Contemporary Literary Theory
LIT 316	Contemporary Drama
LIT 319	Shakespeare
LIT 337	Contemporary Poetry
LIT	Select one 400-level LIT Elective

Choose one of the following four:

LIT 203	American Colonial Literature and the American Dream
LIT 205	The Romantic Revolution in America
LIT 207	Mark Twain and the Realistic Tradition
LIT 209	Art Against Society in American Modernism

Choose one of the following five:

LIT 228	Love, Violence, & Religion in Medieval Literature
LIT 230	Renaissance Voices in Britain
LIT 232	The Search for Stability in British Neoclassicism
LIT 234	Orthodoxy and Rebellion: British Romanticism
LIT 236	Joyce, Lawrence, Woolf and British Modernism

Choose one additional 200-level LIT survey course (LIT 203-209, LIT 228-236)

Total Major Credits: 36

Allied Courses

EDU 200	Introduction to Education
EDU 290	Field Experience
EDU 320	Methods of Teaching English I
EDU 321	Methods of Teaching English II
EDU 362	Literacy in the Content Areas Grades 5-12
EDU 490	Student Teaching and Seminar
PSY 108	Introduction to Psychology
PSY 201	Educational Psychology
PSY 211	Human Growth and Development
PSY 230	Psychology of Individual Differences and Special Needs

Select one of the following two:

HIS 113	United States History I: 1607 to 1865 (fulfills B.A./B.S. core requirement)
or	
HIS 114	United States History II: 1865 to Present (fulfills B.A./B.S. core requirement)

(Allied course requirements PSY 108, PSY 211, HIS 113 or 114 should be taken in the B.A./B.S. core)

Total Allied Credits: 36

SNHU100 (Required of students with 15 or fewer credits)

Total Credits: 120

Social Studies Teacher Education

Department Chair: Dr. Carolyn Hollman

The Social Studies teacher certification program allows students to major in social studies with a concentration in history or in civics and government and to complete the state of New Hampshire's requirements for certification to teach social studies in grades 5-12.

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

Social Studies Teacher Certification Curriculum Bachelor of Arts

B.A./B.S. Core: 45 credits

History Concentration

Major Courses

(Courses are 3 credits unless otherwise indicated)

EDU 290	Field Experience
EDU 326	Methods of Teaching Social Studies
GEO 201	World Geography (fulfills B.A./B.S. core requirement)
HIS 109	Western Civilization I: Prehistory to Renaissance
HIS 110	Western Civilization II: Renaissance to the Present
HIS 113	United States History I: 1607 to 1865 (with New Hampshire History Component)
HIS 114	United States History II: 1865 to Present
HIS 314	European Conquest of the New World
HIS 321	The Ancient World of Greece and Rome
POL 210	American Politics (fulfills the GEO elective from the B.A./B.S core)
HIS	One HIS Elective (200 level or above)

Total Major Credits: 27

Allied Courses

EDU 200	Introduction to Education
EDU 490	Student Teaching and Seminar (12 credits)
HIS	One HIS Elective (200-level or above)
POL	One POL Elective (200-level or above)
PSY 108	Introduction to Psychology (fulfills B.A./B.S. core requirement)

-
- PSY 201 Educational Psychology
 - PSY 211 Human Growth and Development
 - PSY 230 Psychology of Individual Differences and Special Needs

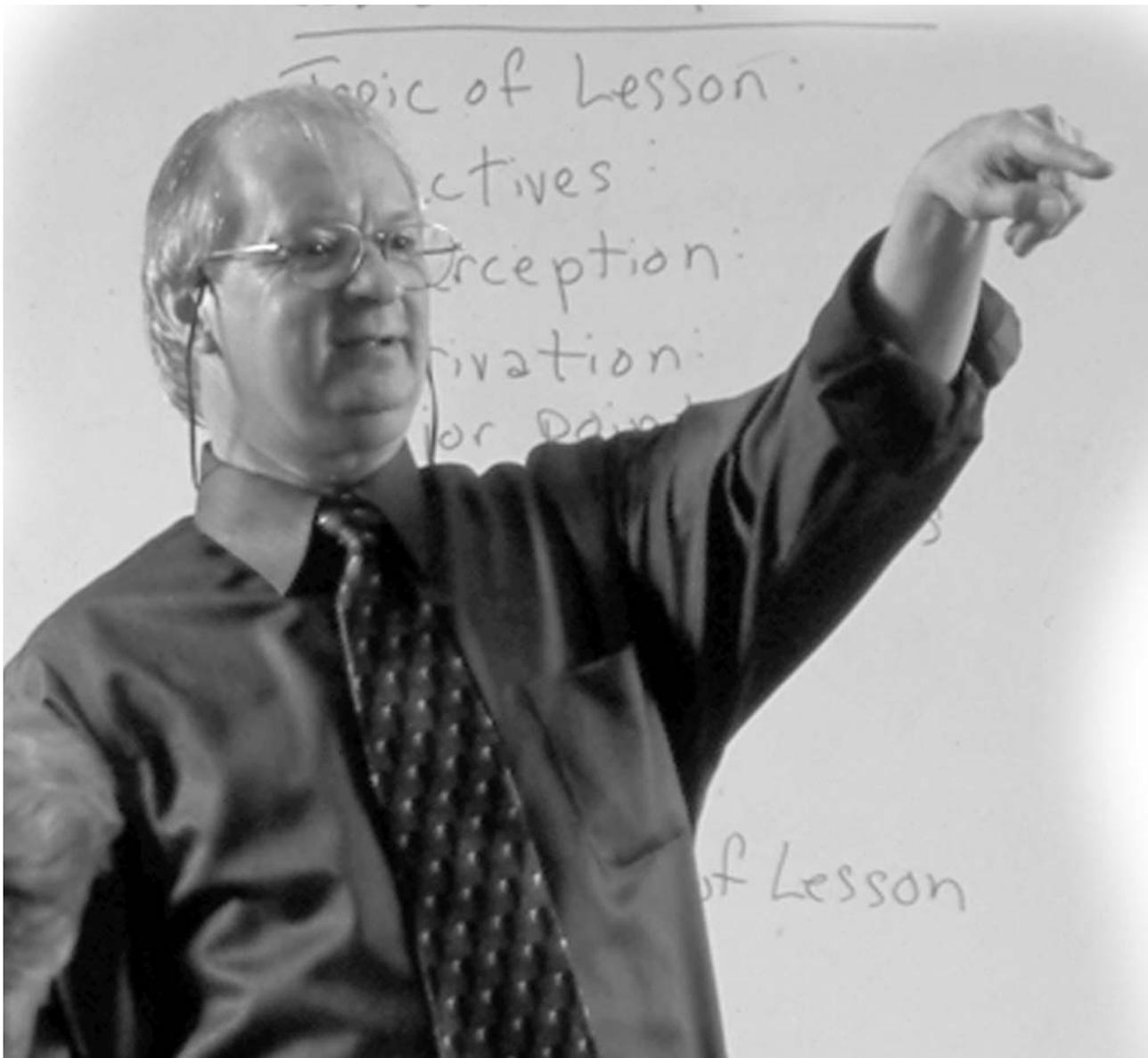
Select two of the following:

- ATH 111 Introduction to Cultural Anthropology
- EDU 362 Literacy in the Content Areas Grades 5-12
- HIS 301 World History and Culture
- HIS 312 Traditions of Civility and Manners
- LIT 201 World Literature: Foundations of Culture
- LIT 319 Shakespeare
- PHL 230 Religions of the World
- SOC 213 Sociology of Social Problems

Total Allied Credits: 36

SNHU100 (Required of students with 15 or fewer credits) And Free Electives: 12 credits

Total Credits: 120



School of Liberal Arts

Dean: Dr. Ernest H.S. Holm

The Liberal Arts Curriculum

Southern New Hampshire University believes that a liberal arts education is the beginning of a lifelong pursuit of knowledge, appreciation and understanding. The liberal arts programs include a structured foundation of general knowledge, a focused in-depth study in the major area and the flexibility to minor in another liberal arts or business area. Students choosing liberal arts majors may also select a business minor, a cooperative work experience or a teacher certification program. The liberal arts curriculum at Southern New Hampshire University affords flexibility and focus, allowing students to challenge themselves intellectually and experience the joy of learning while preparing for careers.

The Liberal Arts Core

The liberal arts core curriculum offers a structured approach to attaining the general knowledge necessary for meaningful study in the major area. Students in each major program will begin with the liberal arts core and add major courses, allied courses and free electives that match their individual needs and interests.

Liberal Arts Core

(Courses are 3 credits unless otherwise indicated)

FAS 201	Introduction to the Humanities I: Greece through the Renaissance
FAS 202	Introduction to the Humanities II: Baroque through Modern
LIT	Select one 200-level literature course

Select one of the following four:

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

Select one of the following four:

POL 109	Introduction to Politics
POL 210	American Politics
PSY 108	Introduction to Psychology
SOC 112	Introduction to Sociology

Select one of the following two:

MAT	One MAT Elective
SCI	One SCI Elective

Total Core Credits: 18

Liberal Arts Programs

Communications

Department Chair: Dr. Aušra Kubilius

The Department of Communications offers three majors: Communication, Digital Media, and Graphic Design. All three majors emphasize the development of critical-thinking skills necessary for analyzing problems and creating solutions and for responsible decision-making in a professional broader social context.

The communication major combines training in communication skills and theory with a thorough grounding in the liberal arts. In addition, students take at least two marketing courses to help prepare them for work in a variety of fields, such as public relations, government relations, advertising, employee communications and training, and commercial and professional writing.

Students are able to develop competencies in particular areas. For example, they can choose to take advanced courses in public relations, print journalism, and video production. In some courses, students receive hands-on training and experience with real-world clients.

Communication Curriculum

Bachelor of Arts

B.A./B.S. Core: 45 credits
Liberal Arts Core: 18 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

COM 126	Introduction to Communication
COM 227	Principles of Public Relations
COM 230	Graphics and Layout in Print Media
COM 232	Desktop Publishing
COM 235	Introduction to Journalism
COM 322	Advanced Public Speaking
ENG 220	Business Communication
COM/GRA	Three COM or GRA Electives
ENG/LIT	One ENG or LIT Elective

Total Major Credits: 33

Allied Courses

ADV/MKT329	Principles of Advertising
MKT 113	Introduction to Marketing
PSY 108	Introduction to Psychology (from Liberal Arts Core)

Total Allied Credits: 6

SNHU100 (Required of students with 15 or fewer credits) and Free Electives: 18 credits

Total Credits: 120

English Language and Literature

Department Chair: Dr. Susan Youngs

The Department of English Language and Literature is composed of majors in English language and literature, English with teacher certification track and a new major in creative writing and English. Course offerings in Spanish and French language and cultures are also part of this department.

The recently revised program of literature courses offers both surveys of British and American literature and in-depth examinations of major periods and authors such as Shakespeare and Mark Twain. The program includes new courses in contemporary literary theory, gender and text, and the Black literary tradition, as well as an introduction to global literature in translation. The creative writing and English major provides the student with extensive opportunities to hone writing skills in a particular genre as well as to study a variety of literature courses. A new English Core is required for students enrolled in all English majors.



The English Language and Literature Core

Total Credits: 15

(Courses are 3 credits unless otherwise indicated)

Required:

LIT 300	Contemporary Literary Theory
LIT 319	Shakespeare

Select one of the following three:

ENG 333	Introduction to Linguistics
ENG 340	The Context of Writing
ENG 355	English Grammar
LIT	One 200-level LIT elective
LIT	One 400-level LIT elective

English Language and Literature Curriculum Bachelor of Arts

B.A./B.S. Core: 45 credits

Liberal Arts Core: 18 credits

English Language and Literature Core: 15 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

LIT	Three 300-level LIT courses
LIT	One 400-level LIT course

Select one of the following:

ENG 327	Play Writing Workshop
ENG 328	Poetry Writing Workshop
ENG 329	Fiction Writing Workshop
ENG 330	Nonfiction Writing Workshop
LIT 485	Senior Thesis in Creative Writing (6 Cr)

Total Major Credits: 15

Allied Courses

Select one of the following four:

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

Select two Modern Language Courses

Select one of the following two:

PSY 108	Introduction to Psychology
SOC 112	Introduction to Sociology

Total Allied Credits: 9

SNHU100	(Required of students with 15 or fewer credits) and Free Electives: 18 credits
---------	---

Total Credits: 120

Political Science

Department Chair: Dr. Paul A. Barresi

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

The political science major prepares students for careers in electoral and interest group politics, political and public policy consulting, the civil service, and the diplomatic corps, and for entry-level positions in any of the vast array of public- and private-sector fields that require a broad liberal arts education and the analytical and communication skills that the political science major provides. The major also prepares students for graduate study in political science and for law school, as well as for a lifetime of citizenship in a politically complex and increasingly globalized world.

Students in the political science major may choose from two concentrations. The concentration in comparative and international politics is for students who wish to acquire a global perspective on politics, with an emphasis on the relationship between contemporary politics and broader historical and sociological trends. The concentration in American politics and public law is for students who want to focus on politics in the United States, with an emphasis on how the legal and the political interact in shaping American political life.

Political Science Curriculum Bachelor of Arts

B.A./B.S. Core: 45 credits
Liberal Arts Core: 18 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

POL 109	Introduction to Politics
POL 210	American Politics
POL 211	International Relations
POL 213	Comparative Politics
POL 214	Political Theory

Total Major Credits: 15

Concentration in American Politics and Public Law

Select four of the following six:

POL 305	State and Local Government
POL 306	The American Legal and Judicial Systems
POL 308	Latinos in the United States
POL 316	Civil Liberties, Civil Rights, and the Judicial Process
POL 320	Environmental Law and Policy in the United States
POL 321	Environmental Politics: U.S. and International Perspectives

Total Concentration Credits: 12

Select four of the following:

ECO 322	International Economics
GEO 201	World Geography
HIS 245	United States History Since 1945
PHL 230	Religions of the World
PSY 257	Social Psychology
SCS 224	Research Methods
SOC 213	Sociology of Social Problems

SNHU100 (Required of students with 15 or fewer credits)
and Free Electives: 18 credits

Total Credits: 120

Psychology

Department Chair: Dr. Betsy Gunzelmann

We at Southern New Hampshire University believe students learn best when they are allowed to integrate classroom experiences into such applied learning situations as case studies, group projects, volunteer and experiential learning, internships, field trips, and involvement in research activities, professional organizations and clubs. These experiences allow students to demonstrate what they have learned while receiving immediate feedback from their peers, professors and various professionals in the field. The field-based experiential model allows students to experience different aspects of the broad field of psychology early in their program studies, beginning in the first year.

The psychology program at Southern New Hampshire University is a four-year program that is designed to offer students a solid foundation in the content, methods and processes of psychology. Students will develop an understanding of human behavior from a psychological perspective and will acquire practical experience by demonstrating competency through a variety of tasks designed to measure their ability and expertise.

Graduates may pursue graduate studies in psychology or other social sciences or enter careers that emphasize interpersonal relations and human resource management.

Psychology Curriculum Bachelor of Arts

B.A./B.S. Core: 45 credits
Liberal Arts Core: 18 credits

Major Courses

(Courses are 3 credits unless otherwise indicated)

PSY 108	Introduction to Psychology*
PSY 211	Human Growth and Development
PSY 215	Psychology of Abnormal Behavior
PSY 216	Psychology of Personality
PSY 224	Research Methods
PSY 305	Cognitive Psychology
PSY 335	Assessment and Testing
PSY 444	Senior Seminar in Psychology

Total Major Credits: 24
Electives

PSY Four PSY Electives

Allied Courses

ATH 111	Introduction to Cultural Anthropology
SOC 213	Sociology of Social Problems

Total Allied Credits: 6

SNHU100 (Required of students with 15 or fewer credits)
and Free Electives: 18 credits

Total Credits: 120

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

Social Sciences

Coordinator: Dr. James Walter

Southern New Hampshire University's social science program is designed to offer students a solid foundation in the content, methods, and processes of the social sciences, and to help them develop an understanding of human behavior from a social science perspective.

The social science major features an interdisciplinary course of study designed for students who want to focus on a concentration in the social sciences. Students can design a program that includes psychology, sociology, anthropology, government, economics, and history. Students will consult with their academic advisor when selecting their concentrations.

There is a strong focus and commitment to the goals and objectives of the Liberal Arts Core, which offers students a structured approach to attaining the general knowledge needed for meaningful study in their areas of concentration.

Social Science Curriculum Bachelor of Arts

B.A./B.S. Core: 45 credits
Liberal Arts Core: 18 credits

Major Courses

GEO 201	World Geography
PSY 211	Human Growth and Development
SCS/PSY 224	Research Methods
SCS 444	Senior Seminar in Social Science
SOC 213	Sociology of Social Problems
SCS	One SCS Elective

Select one of the following three:

ECO 322	International Economics
ECO 327	Economic Development
ECO 345	History of Economic Thought

Select one of the following two:

POL 211	International Relations
POL 213	Comparative Politics

Social Science Concentration Credits*: 12

Total Major credits: 36

Allied Courses

ATH 111	Introduction to Cultural Anthropology
SNHU100	(Required of students with 15 or fewer credits) and Free Electives: 18 credits

Total Allied Credits: 3

Total Credits: 120

*Choose four courses in one of the following areas: PSY, SOC, POL or ECO, beyond the designated core, major, designated or allied courses.

PSY 108, SOC 112, POL 109 and POL 210 are prerequisites for required major courses. Students who have not taken one of these introduction courses to fulfill B.A./B.S. or liberal arts core requirements must take the course as a social science elective.

Special Options: The Pre-MBA Program

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

(Courses are 3 credits unless otherwise indicated)

ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ADB 206	Business Law I
ECO 201	Microeconomics
ECO 202	Macroeconomics
IT 100	Introduction to Information Technology
MAT 120	Finite Mathematics
MAT 121	Mathematical Concepts and Techniques for Business
MAT 220	Statistics

Associate Degrees, Minors and Certificates

Associate Degrees

Some students wish to complete a two-year degree program, sometimes as a first step toward a four-year degree. All credits earned in Southern New Hampshire University's two-year associate degree programs may be transferred into four-year programs.

Accounting Curriculum

Associate in Science

Department Co-Chairs: Professor Karin Caruso and Dr. Laurence Pelletier Jr.

Students pursuing associate degrees in accounting will gain the fundamental skills needed for entry-level accounting positions in industry and government. Students learn the basic knowledge needed to become professional accountants.

(Courses are 3 credits unless otherwise indicated)

ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ACC 207	Cost Accounting
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II
ACC	One ACC elective
ECO 201	Microeconomics
ECO 202	Macroeconomics
ENG 120	College Composition I
ENG 121	College Composition II
ENG 212	Public Speaking
IT 100	Introduction to Information Technology
IT 210	Introduction to Systems Analysis & Design
MAT 120	Finite Mathematics
MKT 113	Introduction to Marketing
OL 125	Human Relations in Administration
SNHU100	(for students with less than 15 credits)

Free Electives: 9 credits

Total Credits: 60

Business Administration Curriculum

Associate in Science

Department Chair: Dr. Steven Painchaud

The associate degree program in business administration introduces students to the field of business. Students in this program will begin to acquire the knowledge and skills they need to successfully lead and manage organizations in today's ever-changing and hectic business environment.

(Courses are 3 credits unless otherwise indicated)

ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ADB 206	Business Law I
ECO 201	Microeconomics
ECO 202	Macroeconomics
ENG 120	College Composition I
ENG 121	College Composition II
ENG 212	Public Speaking
IT 100	Introduction to Information Technology
MAT 120	Finite Mathematics
MKT 113	Introduction to Marketing
OL 125	Human Relations in Administration
OL 211	Human Resource Management
OL 215	Principles of Management
OL	Two OL Electives
SNHU100	(for students with less than 15 credits)

Free Elective: 3 credits

B.A./B.S. Core Electives: 6 credits

Total Credits: 60

Information Technology Curriculum

Associate in Science

Contact: Dr. J. Stephanie Collins

Students in this two-year associate degree program will learn the fundamentals of computer programming and systems analysis. Graduates may find employment as programmers, data analysts and procedure specialists.

(Courses are 3 credits unless otherwise indicated)

ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ENG 120	College Composition I
ENG 121	College Composition II
ENG 212	Public Speaking
IT 100	Introduction to Information Technology
IT 145	Introduction to Software Development with Java
IT 201	Hardware and Software
IT 210	Introduction to Systems Analysis and Design
IT 225	Software Development with Visual Basic.Net
IT 230	Software Development with C#.NET
IT 315	Object-Oriented Analysis and Design
IT	One IT Elective
MAT 120	Finite Mathematics
MAT 230	Discrete Mathematics
OL 125	Human Relations in Administration
SNHU100	(for students with less than 15 credits)

Free Electives: 9 credits

Total Credits: 60

Liberal Arts Curriculum

Associate in Arts

Contact: Professor Christopher Toy

Liberal arts is a two-year program leading to an associate degree. Students completing this program might transfer to a four-year liberal arts major or a four-year business program.

(Courses are 3 credits unless otherwise indicated)

ENG 120	College Composition I
ENG 121	College Composition II
ENG 212	Public Speaking
FAS 201	Introduction to the Humanities I: Greece through the Renaissance
FAS 202	Introduction to the Humanities II: Baroque through Modern
IT 100	Introduction to Information Technology
MAT 120	Finite Mathematics
SNHU100	(for students with less than 15 credits)

Select two of the following four:

POL 109	Introduction to Politics
POL 210	American Politics
PSY 108	Introduction to Psychology
SOC 112	Introduction to Sociology

HIS	One History Elective
LIT	One English Literature Elective
PHL	One Philosophy Elective
SCI	One Science Elective

Free Electives: 12 credits
Liberal Arts Electives: 6 credits
Total Credits: 60

Marketing Curriculum

Associate in Science

Department Chair: Dr. Pat Spirou

The associate degree in marketing provides students with a basic knowledge of the various aspects of the marketing discipline and augments it with additional knowledge in other business and liberal arts areas.

This program is designed for students seeking entry-level positions in the marketing field. Courses required in the associate program also meet the requirements of the bachelor's degree program in marketing, should students wish to pursue a Bachelor of Science degree later.

(Courses are 3 credits unless otherwise indicated)

ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ECO 201	Microeconomics
ECO 202	Macroeconomics
ENG 120	College Composition I
ENG 121	College Composition II
ENG 212	Public Speaking
IT 100	Introduction to Information Systems
MAT 120	Finite Mathematics

MAT 220	Statistics
MKT 113	Introduction to Marketing
MKT 222	Principles of Retailing
MKT/ADV329	Principles of Advertising
MKT 337	Marketing Research
MKT 345	Consumer Behavior
SNHU100	(for students with 15 credits or less)

Select one of the following two:

MKT 320	Sales Management
MKT 335	Professional Selling

Select one of the following two:

PSY 108	Introduction to Psychology
SOC 112	Introduction to Sociology

Free Electives: 6 credits
Total Credits: 60

Minors

A group of courses taken within one discipline that is different from a student's major is considered a minor. The minor must include a minimum of 15 credits, including at least 12 credits beyond the core curriculum. At least 50 percent of these credits must be taken at Southern New Hampshire University. (Courses are 3 credits unless otherwise indicated.)

Minor in Accounting

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

Required Courses

ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ACC 207	Cost Accounting
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II

Minor in Arts and Humanities

Students may declare an arts and humanities minor by successfully completing the following courses:

Required Courses

FAS 201	Introduction to the Humanities I: Greece through the Renaissance
FAS 202	Introduction to the Humanities II: Baroque through Modern
FAS	Three FAS Electives (must be 3 credits each)

Minor in Business (for Liberal Arts majors)

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

Required Courses

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

Minor in Business Teacher Education

Students may declare a minor in business teacher education by successfully completing six of the following courses, including a minimum of four at Southern New Hampshire University. This minor may position a graduate for a job as an industry trainer or teaching consultant; alone, it does not lead to secondary teaching certification.

Prerequisites

ACC 201	Financial Accounting (for EDU 313)
ENG 120	College Composition I* (for EDU 200)
IT 100	Introduction to Information Technology* (for EDU 310)
MKT 113	Introduction to Marketing
PSY 108	Introduction to Psychology* (for PSY 201, 211 & 230)

Required Courses

EDU 200	Introduction to Education
EDU 291	Field Experience
EDU 300	Principles of Business and Vocational Education
EDU 310	Methods of Teaching Keyboarding and Office Technology
EDU 313	Methods of Teaching Accounting and General Business
or	
EDU 315	Methods of Teaching Marketing Education
PSY 201	Educational Psychology
PSY 211	Human Growth and Development
PSY 230	Psychology of Individual Differences and Special Needs

*from B.A./B.S. core

Minor in Child Development

Students may declare a minor in child development by successfully completing the following six courses at Southern New Hampshire University:

Prerequisite

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

Required Courses

DEV 210	Psychosocial Development During Early Childhood
DEV 241	Cognitive Development During the Early Years
DEV 260	Family and Culture
DEV 340	Theories of Play
DEV 424	Assessment and Intervention

Minor in Communication

Students may declare a minor in communication by successfully completing the following courses:

Required Course

COM 126	Introduction to Communication
---------	-------------------------------

Select four of the following seven:

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

Minor in Creative Writing

A student may declare a minor in creative writing by completing the following five courses at Southern New Hampshire University:

Required Courses

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

And one of the following:

COM 235	Introduction to Journalism
COM 340	Writing for Public Relations
ENG 220	Business Communications
ENG 480	Independent Study (for longer writing projects with a tutor)

Minor in Economics

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

Prerequisites

ACC 201	Financial Accounting (for ECO 301)
ACC 202	Managerial Accounting
MAT 120	Finite Mathematics* (for ECO 201, ECO 202)

Required Courses

ECO 201	Microeconomics*
ECO 202	Macroeconomics*
ECO 301	Managerial Economics
ECO 306	Money and Banking
ECO	Two ECO Electives

**from B.A./B.S. core*

Minor in English Language and Literature

Students may declare a minor in English language and literature by successfully completing the following five courses at Southern New Hampshire University:

Required Courses

LIT	Two 200-level LIT courses
LIT	One 300-level LIT course

Select two of the following three:

ENG 330	Nonfiction Writing Workshop
ENG 333	Introduction to Linguistics
ENG 355	English Grammar

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

Minor in Finance

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

Prerequisites

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

Required Courses

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

Select two of the following five:

ECO 306	Money and Banking
FIN 250	Personal Financial Planning
FIN 322	Risk Management and Insurance
FIN 336	Multinational Corporate Finance
FIN 426	Contemporary Issues in Finance

**from B.A./B.S. core*

Minor in History

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

Required Courses

Students must complete one year of a survey, either:

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

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

Minor in Information Technology

Students may declare a minor in information technology by successfully completing the following six courses:

Prerequisite

MAT 230	Discrete Mathematics
---------	----------------------

Required Courses

IT 100	Introduction to Information Technology
IT 145	Software Development with Java
IT 210	Introduction to Systems Analysis & Design

Choose one:

IT 225	Software Development w/Visual Basic.NET
IT 230	Software Development w/C#.NET

Choose one:

IT 270	Client-Side Web Development
IT 330	Database Management Systems

Minor in International Business

A student may declare a minor in international business by successfully completing the following five courses at Southern New Hampshire University:

Prerequisites

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

Required Courses

INT 113	Introduction to International Business
INT 315	International Management
INT 316	Cultural and Political Environment of International Business
INT/FIN 336	Multinational Corporate Finance
INT/MKT 433	Multinational Marketing

**from B.A./B.S. core*

Minor in Marketing

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

Prerequisites:

MAT 220	Statistics* (for MKT 337)
---------	---------------------------

Select one of the following:

PSY 108	Introduction to Psychology*
or	
SOC 112	Introduction to Sociology* (for MKT 345)

Required Courses

MKT 113	Introduction to Marketing
MKT 222	Principles of Retailing
MKT/ADV329	Principles of Advertising
MKT 337	Marketing Research
MKT 345	Consumer Behavior

Select one of the following two:

MKT 320	Sales Management
MKT 335	Professional Selling

**from B.A./B.S. core*

Minor in Organizational Leadership

Students may declare a minor in organizational leadership by successfully completing the following six courses taken at Southern New Hampshire University:

Required Courses

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

Minor in Philosophy

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

Required Courses

PHL 210	Introduction to Western Philosophy
PHL 214	Logic, Language and Argumentation

Select three of the following five:

PHL 215	Moral Decision-Making: Theories and Challenges
PHL 216	Business Ethics
PHL 230	Religions of the World
PHL 246	Understanding Non-Western Philosophy
PHL 363	Environmental Ethics

Minor in Political Science

A student may declare a minor in political science by completing five courses of which four courses must be in addition to those taken to satisfy the B.A./B.S. core:

Required Courses

POL 109	Introduction to Politics Credits
POL	Two 200-level POL courses
POL	Two 300-level POL courses

** Students may use POL courses cross-listed as ENV courses to fulfill this requirement even when they are taken as ENV courses.*

Minor in Psychology

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

Required Courses

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

**from B.A./B.S. core*

Minor in Sociology

Students must complete the following courses to earn a minor in sociology:

Required Courses

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

Certificate Programs

Certificate programs are designed for those individuals who need basic skills for entry-level positions or for employees who want to be promoted or transferred within their organizations.

Accounting

(Courses are 3 credits unless otherwise indicated)

ACC 201	Financial Accounting
ACC 202	Managerial Accounting
ACC 303	Intermediate Accounting I
ACC 330	Federal Taxation I
ACC/TAX	Two ACC/TAX Electives

Human Resource Management

(Courses are 3 credits unless otherwise indicated)

OL 125	Human Relations in Administration
OL 211	Human Resource Management
OL 318	Labor Relations and Arbitration
OL 325	Compensation & Benefit Administration
OL 342	Organizational Behavior
OL 442	Human Resource Strategy and Development

Guidelines for Certificate Worksheets

Starting a certificate program: Check off “Certificate Candidate” on a registration form, specifying the kind of certificate desired.

Prior credits: Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned so long as an overall GPA of 2.0 or higher is transferred from that institution. Southern New Hampshire University does not accept as transfer credit co-ops, capstones, internships and student teaching taken at other institutions. Official transcripts should be submitted for analysis immediately after entering the certificate program.

Students also may receive credit for equivalent prior learning by means of “CLEP,” Southern New Hampshire University institutional tests or portfolio assessments. Students should consult an academic advisor for more details.

Please 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 200 requires IT 100 Introduction to Information Technology and Microcomputer Applications 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 pace.

Satisfactory Performance: A student must maintain a minimum cumulative grade-point average of “C” (2.0 on a 4-point scale) to receive a certificate.

Worksheet Maintenance: Although the university maintains official records, students are responsible for keeping their worksheets current by posting courses completed and grades awarded.

Catalog: In general, certificate students should follow the policies and procedures outlined in the Continuing Education Bulletin, with only minor variations. For example, the same policies apply for withdrawals, refunds, grading and make-up classes.

Certificate conferral: The student must advise the Division of Continuing Education upon completion of all required courses.

Credit earned: All credits earned in the certificate programs are recorded on students’ transcripts and may be applied to degree programs.

Dual certificates: To receive another certificate, a student must take a minimum of four courses toward the second certificate.

Course Descriptions

The following undergraduate courses are listed in alphabetical order by the university's course listing prefix.

ACC	Accounting
ADB	Business Administration
ATH	Anthropology
COM	Communication
DEV	Child Development
ECO	Economics
EDU	Education
ENG	English
FAS	Fine Arts
FIN	Finance
GEO	Geography
GRA	Graphic Design
GST	Gender Studies
HIS	History
INT	International Business
IT	Information Technology
LFR	Language (French)
LIT	Literature
LSP	Language (Spanish)
MAS	Management Advisory Services
MAT	Mathematics
MKT	Marketing
OL	Organizational Leadership
PHL	Philosophy
POL	Political Science
PSY	Psychology
QSO	Quantitative Studies and Operations Management
SCI	Science
SCS	Social Science
SOC	Sociology
SNHU	Southern New Hampshire University Seminar

Literature Electives

Only courses with the course prefix LIT may be used as literature electives.

Special Topics Courses

Special topics courses may be offered on a one-time basis in any discipline during any semester or session. Special topics courses will be numbered 470 with the course listing prefix. Example: ACC 470.

Writing Intensive Courses

Each major has designated courses as "Writing Intensive." The Writing Intensive courses are:

ACC 322	Institutional Accounting
ACC 411	Auditing Principles
DEV 210	Psychosocial Development During Early Childhood
ECO 306	Money and Banking
EDU 200	Introduction to Education
EDU 361	Emerging and Early Literacy: Developing Reading and Writing in Grades K-4
ENG 327	Play Writing Workshop
ENG 330	Nonfiction Writing Workshop
ENG 340	The Context of Writing
HIS 109	Western Civilization I: Prehistory to Renaissance
HIS 110	Western Civilization II: Renaissance to the Present
INT 422	International Strategic Management
INT 440	Emerging Trends in International Business
IT 210	Introduction to Systems Analysis and Design
IT 315	Object-Oriented Analysis and Design
IT 415	Systems Seminar I
IT 431	Software Development in Distributed Systems
IT 485	Management of Information Technology
LIT 200	Introduction to Critical Reading: Text and Context
LIT 450	Seminar in American Literature
MKT 320	Sales Management
MKT 329	Principles of Advertising
MKT 432	Strategic Marketing Planning
MKT 442	Retail Management
OL 215	Principles of Management
OL 342	Organizational Behavior
OL 421	Strategic Management and Policy
POL 214	Political Theory
PSY 201	Educational Psychology
PSY 224	Research Methods
PSY 444	Senior Seminar in Psychology
SCI 335	Technology and Society
SCS 224	Research Methods
SCS 444	Senior Seminar in Social Science
SOC 335	Technology and Society

Accounting

ACC 201 Financial Accounting (3 credits)

Financial Accounting establishes the rules and regulations for preparing accounting information used by internal and external sources to evaluate the financial health of an organization. This course will develop the student's ability to interpret financial accounting information, to communicate this information and to understand the accounting system that produces this information.

ACC 202 Managerial Accounting (3 credits)

Managerial Accounting will explore the financial impact of alternative business decisions and the financial benefits of new business practices. After completing this course, the student will understand how accounting and other productivity information can be used to assess the past and improve the future performance of a business by giving managers essential information they need to make more informed decisions. Prerequisite: ACC 201.

ACC 207 Cost Accounting (3 credits)

These courses examine the accounting concepts and practices used in the recording, classifying and reporting of cost data. An analysis is made of the behavior of costs and their use to management in the planning and control process. Budgeting, standard cost, job order and process are examined, along with special problems in cost accounting. Prerequisite: ACC 202.

ACC 303 Intermediate Accounting I (3 credits)

Two semesters. These courses extend a student's understanding of financial accounting practices. Students examine and analyze accounting theory for assets, liabilities and stockholders' equity that is essential for the development of accurate financial statements. Particular emphasis is placed on the study of APB and FASB opinions, as well as on problem solving. Prerequisite: ACC 202.

ACC 304 Intermediate Accounting II (3 credits)

Two semesters. These courses extend a student's understanding of financial accounting practices. Students examine and analyze accounting theory for assets, liabilities and stockholders' equity that is essential for the development of accurate financial statements. Particular emphasis is placed on the study of APB and FASB opinions, as well as on problemsolving. Prerequisite: ACC 303.

ACC 310 International Accounting (3 credits)

This course examines the impact of social and economic factors on the development and reliability of accounting information in various countries. Examined are areas in which the harmonization of accounting principles has been achieved and how standards in the United States differ from those in other countries. This is an analysis of the conceptual development of international accounting, comparative practices, foreign currency translation, reporting and disclosure issues, transfer pricing and international taxation. Prerequisite: ACC 202.

ACC 312 International Managerial Accounting (3 credits)

The study of foreign currencies and exchange risk management, global organization and control, planning and performance evaluation in multinational enterprises, multi-national taxation, global financial statement analysis, and transparency and disclosure in global environment to gain an appreciation and understanding of international managerial accounting. The above studies will relate to international accounting and reporting considerations, standards, and responsibilities. Prerequisite: ACC 207.

ACC 315 Accounting Systems Applications (3 credits)

This course introduces the student to various commercial accounting software application programs. The student will have hands-on experience with actual computer preparation of accounting transactions using accounting software in general ledger, financial statement preparation, accounts receivable, accounts payable, cost control and allocation and budgeting. It is assumed that students have a basic working knowledge of personal computers. Programming knowledge is not necessary. Prerequisites: ACC 207 and IT 100.

ACC 322 Institutional Accounting (3 credits)

This course covers the accounting principles and procedures applicable to governmental and nonprofit institutions. Prerequisite: ACC 303. Writing Intensive Course.

ACC 330 Federal Taxation I (3 credits)

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for individuals. Prerequisite: ACC 202.

ACC 331 Federal Taxation II (3 credits)

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for S corporations, C corporations and partnerships. Prerequisite: ACC 330.

ACC 335 Tax Factors For Business Decisions (3 credits)

This course focuses on tax basics that apply to all forms of business organizations. It stresses the importance of tax concepts within the framework of financial reporting and emphasizes differences between tax and financial accounting theory and electronic applications in the tax area. The course covers general concepts, underlying policies, a comparison of tax rules to GAAP, basic compliance obligations, the role of the tax advisor and current tax issues. The Internal Revenue Code, comprehensive research matters of tax law, and computer on-line service research will be explored. Prerequisites: ACC 303 and ACC 312.

ACC 405 Advanced Accounting I (3 credits)

Two semesters. Advanced Accounting includes a comprehensive examination and analysis of the accounting principles and procedures that are applicable to special areas of business. The topics covered are partnerships, consignments, installment sales, branches, business combinations, consolidations, bankruptcy, foreign exchange, and estates and trusts. Particular emphasis is placed on problem-solving. Prerequisite: ACC 304.

ACC 406 Advanced Accounting II (3 credits)

Two semesters. Advanced Accounting includes a comprehensive examination and analysis of the accounting principles and procedures that are applicable to special areas of business. The topics covered are partnerships, consignments, installment sales, branches, business combinations, consolidations, bankruptcy, foreign exchange, and estates and trusts. Particular emphasis is placed on problem-solving. Prerequisite: ACC 405.

ACC 411 Auditing Principles (3 credits)

This course presents an in-depth examination of audit programs and procedures. It emphasizes the review of internal controls as required during an audit engagement, as well as the considerations pertaining to both clients and auditors. Prerequisite: ACC 304. Writing Intensive Course.

ACC 421 Auditing and Forensic Accounting (3 credits)

This course focuses on the investigation, detection, documentation, and prevention of accounting frauds, stock frauds, and employee theft and embezzlement. White-collar crime involving fraud has mushroomed. Much of the responsibility for detecting fraud has been assumed by the accounting profession. Accountants need to learn how to investigate and recognize fraud within an organization and how to implement the latest techniques for controlling it. Prerequisite: ACC 304.

ACC 480 Independent Study

(may be taken for 1 or 3 credits)

ACC 490 Accounting Cooperative Education

(may be taken for 3 or 6 credits)

ACC 491 Accounting/Finance Co-operative Education

(may be taken for 3, 6, or 12 credits)

Business Administration

ADB 206 Business Law I (3 credits)

The background, foundation and ethical aspects of the United States' legal system are examined. Torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law also are explored.

ADB 307 Business Law II (3 credits)

The study begun in Business Law I continues as the topics of commercial paper, real and personal property, creditors' rights and bankruptcy, agency, business organizations, estate planning and government regulation of business are explored. Prerequisite: ADB 206.

Anthropology

ATH 111 Introduction to Cultural Anthropology

(3 credits)

This course is the study of preliterate and changing societies that emphasizes social organization and cultural aspects.

Communications

Note: Communication courses may satisfy free elective requirements for other majors.

COM 126 Introduction to Communication (3 credits)

This survey course covers communication theory and mass media communication. The course focuses on how and why the media operate as they do as well as how media performance might be improved.

COM 128 Language of Film and Television (3 credits)

This course is an introduction to the study of visual media literacy. The course examines the fundamental components and structures of moving the image texts, and then explores how dynamic relationships between those elements convey meaning. Also explored will be the relationship between specific films and television programs and their social context. Students will be expected to attend weekly screenings and lectures, as well as complete readings and participate in discussions to develop a common language of film and television analysis. Prerequisite: COM 126.

COM 222 Introduction to Film History (3 credits)

As an overview of film history and aesthetics, this course explores film history from 1895 to the present. Emphasis is on the development of film as a technology, an art form, an industry, and a cultural institution. The class will research and discuss genres, movements, directors, and landmarks in film history. As part of the course students will be asked to write brief analytical papers in response to films viewed. Prerequisite: ENG 121.

COM 227 Principles of Public Relations (3 credits)

This course introduces students to the theory and practice of public relations in the United States. Students study the major figures in this field as well as organizations, their behavior, and the relationships between organizations and their publics. Prerequisite: ENG 121.

COM 230 Graphics and Layout in Print Media (3 credits)

This course is an introduction to the principles and practices of graphic design. Students are introduced through lecture, demonstration and hands-on computer work to the basic elements of graphic visual communication. Adobe Illustrator is used as a primary tool in exploring visual perception through a variety of creative exercises that familiarize the student with basic visual principles such as figure/ground manipulation, shape grouping, letterform shape creation, and grid and system creation. Formal elements of graphic design such as line, shape, color, texture, pattern, balance, symmetry, rhythm, space and unity are thoroughly explored by example and hands-on computer exercises. Special topics included are designing with type, layout strategies, logo design, symbol and pictogram development and stationery systems.

COM 232 Desktop Publishing (3 credits)

This course is an introduction to the software application QuarkXpress designed for the novice user. The Macintosh platform is used in the classroom studio lab, and the student is introduced to the creative and practical aspects of the desktop publishing program that is considered indispensable in the contemporary communications and design industries. This course is based on a series of introductory exercises and a regimen of hands-on practice that teaches software and design skills. Students learn how to combine the use of QuarkXpress with other professional graphics and work-processing software such as Adobe Illustrator, Adobe Photoshop and Microsoft Word. Prerequisites: ENG 121 and COM 230 or permission of instructor.

COM 235 Introduction to Journalism (3 credits)

This writing practicum introduces students to news stories, feature articles and editorials. This course also covers the design and organization of modern newspapers, including local and national publications. Prerequisite: ENG 121.

COM 244 Video Production (3 credits)

This course introduces the student to video history, theory, aesthetics, and techniques, as well as a hands-on production experience. It provides students with theoretical and applied knowledge of non-broadcast video applications. Video will be approached as a communications tool for the exploration of abstract concepts, creative endeavors, and the human condition. Student will be attending lectures and technical demonstrations, viewing work of video and film producers, completing production planning and administration, and producing their own creative projects. Prerequisite: COM 128 or permission of the instructor.

COM 322 Advanced Public Speaking (3 credits)

This course provides students with the skills to produce effective oral presentations in professional contexts. The course includes formal individual speeches as well as interactive and group presentations. It is run as a seminar to provide students with experience as moderators. Prerequisite: ENG 212.

COM 336 Electronic Public Relations (3 credits)

This course provides a focused overview of electronic public relations applications and presents guidelines for using electronic technologies for public relations purposes. Students will learn to reach various publics through public service announcements, video news releases and satellite media tours. Students also will learn how to reach media, government, consumers, employees and management effectively by applying electronic media technologies. Prerequisite: COM 227.

COM 340 Writing for Public Relations (3 credits)

This course is a survey course requiring copywriting in public communication formats, including news releases, features, editorials, brochures, speeches, profiles, newsletters and annual copy. Prerequisite: ENG 121.

COM 341 Technical Writing (3 credits)

This course trains students to produce documents of a technical nature commonly found in a business context. Students are required to prepare a variety of technical reports, including audits, technical manuals and feasibility studies. Prerequisite: ENG 121.

COM 342 Writing for the Computer Industry (3 credits)

This course is designed to increase students' ability to communicate high-tech information and to apply the technical writing process to the computer industry. The course focuses on techniques for creating documentation with attention to formatting, graphic design and text organization. Prerequisite: COM 341 or permission of the instructor.

COM 344 Advanced Video Production (3 credits)

Students will further their knowledge of video history, theory, aesthetics, and techniques, as well as gain additional production experience. Video will be approached as a communications tool for the exploration of abstract concepts, creative endeavors, and the human condition. Emphasis will be on lighting, sound design, and production management. Students will be attending lectures and technical demonstrations, viewing work of video and film directors, and completing their own creative projects in groups and individually. Prerequisite: COM 244.

COM 421 Communication Theory and Research

(3 credits)

Prerequisites: Senior standing in a communication major. This course examines research approaches in communications fields and requires students to perform both primary and secondary research, to write critical essays, and to complete a research project.

COM 448 Media Ethics and Law (3 credits)

This course provides students with the skills and knowledge they need to work in the communications profession. They also will develop a clear understanding of the statutory and constitutional guidelines governing the profession. Students learn the theoretical underpinnings of the First Amendment, followed by its application in cases involving libel, privacy, intellectual property, corporate speech, advertising, obscenity, access to information, protection of news sources, broadcasting policy and electronic media regulations.

COM 452 Public Relations Campaign Planning Seminar (3 credits)

This course offers practice in managing communication campaigns from the public relations perspective and emphasizes the production and presentation of campaign plans. Students will develop and pitch a campaign for a real client. Prerequisite: COM 227 or permission of the instructor.

COM 480 Independent Study

(may be taken for 1, 2, or 3 credits)

COM 490 Communication Cooperative Education

(may be taken for 3, 6, or 12 credits)

Child Development**DEV 102 Child Development** (3 credits)

This course surveys the human growth and development from ages 3 to 12 of both typical and atypical children from diverse backgrounds. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of human growth and development are included. Students conduct observations and assessments of young children. This course is offered to education students who entered the University prior to 2003-2004.

DEV 103 Infant and Toddler (3 credits)

This course focuses on human growth from conception to age 3. It includes methods of observation, planning and teaching infants and toddlers, both typical and atypical and from diverse backgrounds. Twenty hours of field experience is included. Prerequisite: EDU 200. This course is offered to education students who entered the University prior to 2003-2004.

DEV 150 History and Philosophy of the Child Study Movement (3 credits)

The student is exposed to the historical, cultural and philosophical foundations of child development theory and practice. The work of Rousseau, Freud, Froebel, Montessori, Pestalozzi, Dewey, and others are examined. The history of early childhood programming as a distinct field outside of formal educational institutions as well as the role of programming within formal education is covered. Tensions in educational philosophy and approach between the early childhood community and the larger educational community are examined in depth. Students begin to develop the necessary skills for a scientific and dynamic understanding of child development. Such skills will assist students in the formation of informed independent opinions and a well integrated perspective. Students have the opportunity to examine the nature of early childhood through field-based experiences. This course may require off campus field experiences.

DEV 200 Developmental Research Methods (3 credits)

Students in this course will focus on developmental research methods. The primary focus will be on qualitative research, but students will also gain an understanding of a variety of experimental techniques and interpretations. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. This course may require off campus field experiences.

DEV 201 Primary School Integrated Curriculum

(3 credits)

Students learn how to provide developmentally appropriate activities that encourage creativity and self-expression. They learn how to use play as a vehicle for creativity and learning and work with both typical and atypical children through 20 hours of field experience. Prerequisites: EDU 200 and EDU 292. This course is offered to education students who entered the University prior to 2003-2004.

DEV 202 Pre-Primary School Integrated Curriculum

(3 credits)

Students learn how to provide developmentally appropriate activities that encourage creativity and self-expression and how to use play as a vehicle for creativity and learning. They will work with both typical and atypical children through 20 hours of field experience. This course is offered to education students who entered the University prior to 2003-2004.

DEV 205 Role of Families (3 credits)

Students learn about parenting as a developmental process. They also learn about varying family structures, sibling relationships, and familial and community relations, including communication and interaction with families from a variety of cultural and socio-economic backgrounds and families with special-needs children. This course is offered to education students who entered the University prior to 2003-2004.

DEV 210 Psychosocial Development During Early Childhood (3 credits)

This course focuses on young children's emotional and social development from birth through age eight, stressing the interaction of biological, psychological, and social forces. Major themes include how young children experience themselves and others; the role of parents, families, caregivers, peers, and teachers in children's psychosocial development; and the socialization of young children to respond adaptively to the contexts and cultures they live in. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation of infants, preschoolers, and schoolaged children with relevant theory and research. Prerequisite: DEV 150. This course may require off campus field experiences. Writing intensive.

DEV 230 Behavior Theory and Practice (3 credits)

This course is an introduction of the major theoretical approaches to classroom behavior and behavior change. Emphasis is placed on practical and ethical applications in the classroom environment. Students learn proactive and reactive strategies to teach responsibility and self-management to typical students and students with challenging behaviors. This course may require off campus field experiences. Prerequisites: PSY 211 and PSY 230.

DEV 241 Cognitive Development of Infants and Young Children (3 credits)

The purpose of this course is to provide students with an understanding and a working knowledge of both the content and processes of cognitive development in children from birth through eight years of age. The primary foci of the course are understanding (1) different theoretical frameworks for examining sequences and variations in the processes of cognitive change; (2) the interactive relationship between the child and the social context in the course of development; (3) the interrelationship of cognitive development with other aspects of development, particularly language development; and (4) the role of play in the development of cognition and language. Students learn how to conduct and report observations of children's thinking and learning. They also learn to apply different theories of cognitive development and to recognize their implications for practice with children of differing needs and abilities in a range of programs in culturally diverse settings. Prerequisites: DEV 210 and PSY 108. This course may require off campus field experiences.

DEV 250 Adolescent Development (3 credits)

This course explores the primary theories of adolescent development by Erikson, Blos, Freud and others. Adolescence as a time of identity development and consolidation are explored including in depth. New research on brain development during this phase will also be explored. Successful resolution of developmental tasks are viewed in light of the possible roles available to adolescents in a given culture, subculture or community. This course may require off campus field experiences.

DEV 260 Family and Culture (3 credits)

The transition from adolescence to adulthood is covered in this course. The role of parenting in adolescent and adults is viewed from a developmental perspective. Varying family structures, sibling relationships and familial and community relations, including communication and interaction with families from a variety of cultural and socio-economic backgrounds and families with children facing a variety of developmental challenges are covered. Prerequisite: DEV 241. This course may require off campus field experiences.

DEV 301 Behavior Management and Legal Issues (3 credits)

Students learn how to give positive guidance so that children, both typical and atypical, behave in acceptable ways. There is an emphasis on proactive behavioral systems. Legal issues are included. It is highly recommended that the student be taking the practicum or internship concurrently. Prerequisites: DEV 102, EDU 200 and EDU 292. This course is offered to education students who entered the University prior to 2003-2004.

DEV 302 Foundations and Issues in Child Development (3 credits)

The student is exposed to historical, sociological and philosophical foundations of child development programs. Students develop their personal philosophies of education, study topical issues and problems in the field and are encouraged to form independent opinions. Students examine the various models of programs in use today, including models of special-needs education. This course is offered to education students who entered the University prior to 2003-2004.

DEV 303 Administration of Child Development Programs (3 credits)

This course provides students with basic skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, child care licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding, and grant writing. Prerequisite: DEV 320. This course may require off campus field experiences.

DEV 320 Precursors of Academic Skills (3 credits)

This course focuses on the development of pre-academic skills in young children. Students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children. The relationship between the development of pre-academic skills and emerging literacy will be emphasized. Promotion of emerging literacy skills through the identification of high quality children's literature is covered.. Prerequisite: DEV 241. This course may require off campus field experiences.

DEV 340 Theories of Play (3 credits)

Students explore theories of play during early childhood. The role of play in promoting healthy development, learning and literacy are covered. The distinction between developmentally appropriate play and play which does not promote development is made. Play as a form of early intervention to assist children experiencing developmental challenges is covered in detail. Prerequisite: DEV 320. This course may require off campus field experiences.

DEV 424 Assessment and Intervention During Early Childhood (3 credits)

Students are introduced to qualitative and quantitative forms of developmental assessment used with children during the first eight years of life. The Denver-II, The OUNCE, Bailey, Brigance, HOME, HELP, Peabody, Transdisciplinary Play Based Assessment as well as other commonly used assessments within early childhood and public school settings are reviewed. Assessment will be discussed in relationship to developmental outcomes, interpretation and planning for intervention and curriculum. (Legal Issues, Diversity) Prerequisite: DEV 340. This course may require off campus field experiences.

DEV 460 Developmental Research Seminar (3 credits)

Students in this course will work on their senior thesis. The course is designed to be a supportive and collaborative effort. Students will share their research, present, new, or alternative conceptualizations and help one another through the process of conducting a research project from conceptualization to completion. This course may require off campus field experiences.

DEV 499 Internship (3 or 12 credits)

The Internship is a culmination of a student's field experiences. It consists of a minimum of 150 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Economics

ECO 201 Microeconomics (3 credits)

This course examines the role of economic systems in allocating scarce resources to satisfy the needs and wants of individual members of a society. After a brief exposure to alternative economic systems, the focus becomes the nature and performance of American capitalism. Primary emphasis is placed upon the development of models that explain the behavior of consumers, producers and resource suppliers in various market structures. Prerequisite: MAT 120.

ECO 202 Macroeconomics (3 credits)

This course explores the manner in which the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity also is a major area of study. The impact of international transactions on the domestic economy also is discussed. Prerequisite: MAT 120.

ECO 301 Managerial Economics (3 credits)

This course applies economic theory and quantitative techniques to solving business decision problems. The principal economic framework is that of microeconomics and covers such topics as demand, production, cost and market structures. Regression and linear programming are the main quantitative tools developed in the course. Computer applications are a required part of the course. Prerequisites: ACC 202, ECO 201, ECO 202 and MAT 220.

ECO 306 Money and Banking (3 credits)

This course covers three broad areas. The first is the banking industry's regulations and internal operations. The second area focuses on the banking industry's role in the national economy, including monetary policy and its macroeconomic effect on prices, employment and growth. International banking is the third area covered and includes an overview of institutional arrangements and the effects of international banking on the world economy. Prerequisites: ECO 201 and ECO 202. Writing Intensive Course.

ECO 308 U.S. Economic History (3 credits)

This course develops and explores alternative explanations regarding the forces that influence historical development and the growth of the capitalist economic system in the United States. The course focuses on the evolving relationships between capital and labor, production and consumption, the development of markets and government intervention by tracing the progressive development of the United States from a colony to a global economic power. Prerequisites: ECO 201 and ECO 202.

ECO 314 Labor Economics (3 credits)

This course develops and explores explanations of the operation of the labor market in the United States' capitalist economy. An eclectic approach is used to compare and contrast different views on such issues as the nature of the working class, the role of trade unions in the labor market, the impact of investments in labor power, the causes of poverty and unemployment, the influence of technological change on the labor market, and the role of the government in the labor market (i.e., minimum wage legislation, employment training programs, unemployment compensation, retirement and Social Security). Prerequisites: ECO 201 and ECO 202.

ECO 322 International Economics (3 credits)

International Economics develops and explores alternative explanations for the determinants of international trade and financial flows. Emphasis is placed on analyzing the cause and effect of such international phenomena as trade patterns, factor mobility, direct and portfolio investment, multinational corporations, balance of payments disequilibria, and government trade and exchange controls. The course highlights the interdependence of nation-states in the world economy and the development of national policies that are designed to alter or control the pattern of international trade and investment. Prerequisites: ECO 201 and ECO 202.

ECO 327 Economic Development (3 credits)

Economic explanations for development and underdevelopment are studied in this course. The course focuses on the problems that less-developed countries face and on alternative approaches to addressing these problems. Prerequisites: ECO 201 and ECO 202.

ECO 330 Public Finance (3 credits)

This course examines the economic rationale for government provision of goods and services in a market system. Efficiency criteria for evaluating government programs, tax policy and the current U.S. tax structure also are studied. Prerequisites: ECO 201 and ECO 202.

ECO 335 Urban and Regional Economics (3 credits)

This course looks at the causes of urbanization and the growth of regional economies. Problems arising from urbanization, their effects on local economies and the government's role in solving them are explored. Prerequisites: ECO 201 and ECO 202.

ECO 340 Comparative Economic Systems (3 credits)

This course examines alternative economic systems, from planned systems to non-planned and mixed systems. The economic systems of the major developed and developing countries are studied. The elements and problems that go into putting an economic system together also are explored. Prerequisites: ECO 201 and ECO 202.

ECO 345 History of Economic Thought (3 credits)

This course analyzes the evolution of economic theory. Schools of thought covered include mercantilism, classical political economy, Marxist political economy, neo-classical and Keynesian economics and institutionalism. Through this survey, the course seeks to emphasize the historical origins of modern theories and debates. Prerequisites: ECO 201 and ECO 202.

ECO 360 The Rise of Modern Asia (3 credits)

This course describes and explains the emergence of modern nations in Pacific Asia. History, geography and cultural traditions are examined and related to the economic development of Pacific Asia. Prerequisites: ECO 201 and ECO 202.

ECO 402 Business Cycles and Forecasting (3 credits)

This course emphasizes the underlying theory of business cycles and the application of this theoretical structure to forecasting business conditions and economic activity. Advanced concepts in macroeconomics provide the basic economic models. The forecasting aspect of the course encompasses classical regression, time-series analysis and some contemporary methods. Computer implementation of some of these techniques will be an integral part of the course. Prerequisites: ECO 201, ECO 202 and MAT 220.

ECO 480 Independent Study

(may be taken for 3, 6, or 12 credits)

This course allows the student to investigate any economic or finance subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean. Prerequisites: ECO 201, ECO 202 and MAT 220.

ECO 490 Economics and Finance Cooperative

Education *(may be taken for 3, 6, or 12 credits)*

The economics/finance cooperative education option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format. Prerequisites: Consent of the Career Development Office and permission of the program coordinator/department chair

Education

EDU 200 Introduction to Education (3 credits)

This course gives students an overview of American education through the analysis of its historical and philosophical roots. Social and cultural foundations of education are also emphasized, as are contemporary issues in American education. Non-education students may use this course as a social science elective. This course may require off campus field experiences. Writing Intensive Course.

EDU 220 Middle Level Education (3 credits)

This course provides students with innovative and authentic learning experiences about middle-level education. Topics include team teaching, advising, integrating curriculum, active learning, cooperative learning, trackless classes, block scheduling, community service programs, health education, and full exploratory and concentrated curriculum. Prerequisites: PSY 211 and PSY 230. This course is only offered to education students who entered the University prior to 2003-2004.

EDU 235 Learning with Technology (3 credits)

This course develops students' knowledge and skill with technology with the ultimate aim of using technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment. This course may require off campus field experiences.

EDU 241 Technology Applications for Educators-Basic Level (3 credits)

This course examines the state of technology in elementary and secondary schools. Students will learn how to integrate technology into their classrooms and curriculum development. Classroom methodologies and management will be discussed. Students will develop lessons and goals for classroom implementation. This basic-level course is for those students who have had little or no computer experience. (If a student knows only word processing on a computer, this class is for him or her.) This course is only offered to education students who entered the University prior to 2003-2004.

EDU 290 Field Experience (3 credits)

Field experience provides future teachers with varied educational experiences that are appropriate for their major teaching areas. Typical experiences include working as teaching assistants and visiting a variety of schools. A journal and several written reports may be required. Prerequisite: Permission of the program coordinator. This course is open to English and social studies education students only.

EDU 291 Field Experience (3 credits)

Field experience provides future teachers with varied educational experiences that are appropriate for business/marketing teacher education majors. Typical experiences include visiting a variety of schools and different programs in local area schools. A log and written report are required. Prerequisite: Permission of the program director. This course is open to business/marketing teacher education students only.

EDU 292 Field Experience-Early Childhood Education

(3 credits)

This course introduces future early childhood teachers to the profession through firsthand experiences in a variety of settings. Students have the opportunity to examine the nature of early childhood education through field-based experiences that may include visiting various schools, observing classrooms and working as a teaching assistant. The course includes a weekly class meeting. This course is open to early childhood education majors only who entered the University prior to 2003-2004.

EDU 293 Field Experience (3 credits)

This course introduces future elementary teachers to the profession through a variety of school-based experiences. Students have the opportunity to explore the nature of teaching and learning in elementary classrooms through participation in approved field-based educational experiences such as visiting various schools, observing classrooms and working as a teaching assistant. The course includes a weekly class meeting. This course is open to elementary education majors only who entered the University prior to 2003-2004.

EDU 300 Principles of Business and Vocational Education (3 credits)

This course focuses on business education and studies the field's curriculum, levels, facilities, materials, research and issues. Current practices in business education are emphasized. Cooperative education is studied in depth. Prerequisite: EDU 200 or permission of the program director.

EDU 303 Math and Science for Grades 1-3 (3 credits)

Students learn techniques of teaching mathematics and science in an integrated way. This course prepares students for teaching grades 1-3 in an elementary school classroom. Practicum must be taken concurrently. In order to receive credit for this course, students must pass a Math Proficiency Test. This course is offered to education students who entered the University prior to 2003-2004.

EDU 308 Assessment, Accountability and Teaching in the Classroom (3 credits)

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning. This course is offered to education students who entered the University prior to 2003-2004.

EDU 310 Methods of Teaching Keyboarding and Office Technology (3 credits)

Students will study methods of instruction, skill-building techniques, selection and preparation of instructional materials, standards of achievement, and the evaluation and measurement of pupil progress in keyboarding, word processing and office procedures. Prerequisite: IT 100 or permission of the program director

EDU 313 Methods of Teaching Accounting and General Business (3 credits)

This course studies the methods of instruction, selection and preparation of instructional materials; standards of achievement; and evaluation and measurement of pupil progress in bookkeeping, accounting, information processing and basic business courses. Prerequisite: ACC 202 or permission of the program director.

EDU 314 IEP: Consultation & Collaboration (3 credits)

This course is an examination of the collaborative/consultative model and skills. It also focuses on the state, federal and local laws regarding the education of students with special needs. This course also includes the skills necessary for IEP and team development. Prerequisite: EDU 350. This course may require off campus field experiences.

EDU 315 Methods of Teaching Marketing Education (3 credits)

The methods of instruction, selection and preparation of materials and evaluation of student progress in the area of marketing education are covered. Prerequisites: At least two courses in marketing and permission of the program director.

EDU 320 Methods of Teaching English I (3 credits)

This course prepares students to teach reading and literature in grades 5-12. The course will cover textbook analysis, vocabulary development, study skills and reading theory, including "reading to learn." Students will learn how to teach literature, prepare lesson plans, and design and evaluate essay questions. Adolescent literature, English as a second language and instructional resources also will be covered. May be taken before or after EDU 321. Prerequisites: Students should take this course prior to student teaching and should have taken at least four courses in language and literature above the freshman level. May be taken before or after EDU 200, EDU 290, 12 LIT Credits. This course may require off campus field experiences.

EDU 321 Methods of Teaching English II (3 credits)

This course prepares students to teach writing and speaking in grades 5-12. The course will introduce students to important theories of writing, including "writing to learn" and pedagogy, and will cover methods for integrating speaking and listening into language arts instruction. Methods of grading and evaluation, classroom management and discipline also will be discussed. Prerequisites: Permission of the program director Students should take this course prior to student teaching and should have taken at least four courses in language and literature above the freshman level. Prerequisites: EDU 200, EDU 290, 12 LIT Credits. This course may require off campus field experiences.

EDU 324 Mild Learning Disabilities, Inclusion and Curriculum Adaptations (3 credits)

In this course, students will become familiar with a wide variety of obstacles to learning and will learn practical strategies to facilitate inclusion and instruction at the elementary, middle and secondary school levels. The nature of learning disabilities will be presented in conjunction with reasonable classroom modifications. Prerequisites: EDU 361, EDU 362 and PSY 230 This course may require off campus field experiences.

EDU 326 Methods of Teaching Social Studies (3 credits)

This course prepares students to teach history, civics, government and other social sciences in grades 5-12. The course is designed to introduce students to major issues, teaching strategies and resources pertaining to teaching history and social studies in middle and secondary school. The course emphasizes teaching through the development of actual lesson plans and curricula. Prerequisites: EDU 200, EDU 290, 12 credits in concentration. This course may require off campus field experiences.

EDU 335 Concepts and Skills in Mathematics (3 credits)

This course is a study of mathematics taught in grades K-6 and the current methods for teaching this content. Extensive experience with manipulative materials is provided. Field experiences are required. Prerequisites: Six credits of college math with a grade of "C" or better and EDU 200. This course may require off campus field experiences.

EDU 341 Technology Applications for Educators-Advanced Level (3 credits)

This course provides education students with an overview of and practical experience with the use of all types of technology in today's classrooms. Macintosh computers, multimedia and all types of audio-visual equipment will be highlighted. Classroom methodologies and management will be discussed. Students will develop lessons and goals for classroom implementation. This advanced course is for those students who are comfortable working with computers. (If a student has had some word processing, database, spreadsheet and/or software experience, this class is for him or her.) Prerequisite: Acceptance in the teacher certification program is required. This course is offered to education students who entered the University prior to 2003-2004.

EDU 342 Reading and Language Arts I (3 credits)

This course will examine the development of oral language and listening skills in the elementary classroom. It presents research-based instruction in reading, listening and speaking; strategies for responding to reading. Children's literature is used as a vehicle for language arts instruction. Requires 20 hours of field experience. Prerequisites: ENG 240 taken prior to or concurrently with EDU 342 and acceptance into the teacher certification program. This course is offered to education students who entered the University prior to 2003-2004.

EDU 343 Reading and Language Arts II (3 credits)

This course focuses on the reading/writing connection through the writing process and research-based strategies for subskills instruction- grammar, usage, mechanics of writing, handwriting and spelling. Content-area reading and study strategies, development of literature-based thematic units, and reading and language arts assessment strategies are examined. Prerequisites: EDU 342 and acceptance into the teacher certification program. This course is offered to education students who entered the University prior to 2003-2004.

EDU 344 Integrated Curriculum Methods (3 credits)

This course is a multidisciplinary, multisensory, hands-on experience in which students work with mentors in a classroom setting. Students will observe, teach, self-evaluate and develop an integrated unit. Content areas will include science and social studies. On-site participation is required. Prerequisites: EDU 335, EDU 342 and EDU 343 Acceptance into the teacher certification program. This course is offered to education students who entered the University prior to 2003-2004.

EDU 350 Special Education Assessment (3 credits)

This course focuses on educational assessment through formal tests, observations and informal tasks. Students each conduct an in-depth study of one pupil and write a report summarizing the findings. Emphasis is placed on learning assessment terminology, the administration of various devices, understanding results and educational implications. Prerequisite: Acceptance into the teacher certification program or the conversion program. This course may require off campus field experiences.

EDU 361 Emerging and Early Literacy: Developing Reading and Writing in Grades K-4 (3 credits)

The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will learn how to create literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content. Prerequisites: EDU 200 or DEV 150 and DEV 320 or LIT 340 This course may require off campus field experiences. Writing Intensive Course.

EDU 362 Literacy in the Content Areas Grades 5-12 (3 credits)

In this course, students will study effective practices to support the development of reading and language arts for students from middle through secondary school. The course will focus on the reading and writing of literature and expository text as a foundation for learning with an emphasis on reading comprehension, research and study skills, and vocabulary development. Students will examine ways to address the needs of students with diverse cultural, language, and learning requirements. Prerequisites: EDU 200 and EDU 290 or EDU 361 This course may require off campus field experiences.

EDU 363 Teaching Reading to Struggling, Reluctant & English Language Learners (3 credits)

This course focuses on the attributes of struggling readers and in diagnosing reading difficulties and developing reading intervention plans. Students will do a case study by performing a reading diagnosis of one struggling reader, developing an intervention plan and beginning its implementation. Prerequisites: EDU 361 and EDU 362. This course may require off campus field experiences.

EDU 371 Curriculum, Instruction & Assessment (K-4) (3 credits)

This course is an introduction to curriculum, instruction and assessment for teaching content in grades K-4. Using science education as a context, this course investigates learning from a developmental perspective and examines the role of manipulatives and hands-on experiences in learning and curriculum integration in grades K-4. Prerequisite: EDU 361. This course may require off campus field experiences.

EDU 420 Curriculum, Instruction & Assessment (4-8) (3 credits)

This course is an introduction to curriculum, instruction and assessment for teaching content in grades 4-8. Using social studies education as a context, this course investigates learning from a developmental perspective. The course will also examine the learning needs of middle school students and methods of curriculum integration in grades 4-8. Prerequisite: EDU 362. This course may require off campus field experiences.

EDU 430 Student Teaching and Seminar (3 credits)

Student teaching is a culmination of the student's field experiences. He or she must demonstrate a mastery of principles, attitudes and techniques necessary for successful teaching. Two placements of eight weeks are required. Seminar meetings provide opportunities for the analysis, evaluation and discussion of field experience.

EDU 440 Differentiating Instruction (3 credits)

This course will examine processes for differentiating instruction to maximize learning by creating different learning experiences in response to students' varied needs. Special Education, English Language Learners, and cultural and linguistic diversity will be covered. Prerequisites: EDU 335, EDU 371 and EDU 420 (may be taken concurrently). This course may require off campus field experiences.

EDU 450 Classroom Learning Environments (3 credits)

This course examines classroom learning environments, factors affecting that environment, such as student engagement, class structure, thematic teaching, behavior management, and classroom management. Prerequisites: EDU 335, EDU 371 and EDU 420. This course may require off campus field experiences.

EDU 490 Student Teaching and Seminar (12 credits)

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes seminars at the university. Prerequisites: Prior approval by the Teacher Education Program Interview Committee and passing scores on the PRAXIS I competency test, one or more teaching methods courses, senior standing and permission of the program director at least three months prior to regis.

EDU 491 Special Education Practicum (6 credits)

Teacher education students seeking an additional certification in general special education (K-12) will complete eight weeks of full-time practice teaching in a SPED placement. During these eight weeks, practicum students will receive close and continuous supervision from a teacher certified in general special education and supervisor from the university. Prerequisites: DEV 230, EDU 314, EDU 350 and certification in early childhood, elementary or secondary education

English

Note: Only courses with the course prefix LIT may be used as literature electives.

ENG 101 Fundamentals of Writing (3 credits)

ENG 101 is a basic writing course designed to help students acquire the composition skills they need to succeed in ENG 120. Students will be engaged in preparing essays that respond to written texts, thereby combining reading skills with writing strategies. In addition, ENG 101 provides a systematic introduction

to/review of grammar, mechanics and other college-writing conventions. One major objective of ENG 101 is to teach students to prepare essays that review and evaluate the ideas and issues found in the writings of others. All ENG 101 students must pass the Basic Competency Examination before being admitted into ENG 120. A common-course grammar/mechanics test is given during the final week of the semester. Classroom instructors confirm placement in ENG 101 during the first two weeks of instruction. Credits awarded for this course are counted in addition to the 120-credit minimum degree requirement. Classes are kept intentionally small, typically 15 students per section, to assure maximum benefit.

ENG 101 I Fundamentals of Writing for International Students (3 credits)

ENG 101I is specifically designed for students whose primary language is not English and who consequently have special linguistic requirements. The major objective of ENG 101I is to prepare students for success in ENG 120 through a basic and programmed approach to the acquisition of reading skills, writing conventions and fluency in English grammar/mechanics. Students must pass the Basic Competency Examination, which is issued during finals week, before they may be admitted into ENG 120. Students also are required to take a grammar/mechanics test during the last week of instruction. ENG 101I meets four times a week. Enrollment is kept intentionally small, typically 12 students per section, to assure maximum benefit. Placement is determined by the staff of the Center for Language Education and verified by the freshman writing coordinator/department chair. Credits awarded for this course are counted in addition to the 120-credit minimum degree requirement.

ENG 120 College Composition I (3 credits)

ENG 120 is a college-level writing course that introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes, including exposition, description and argumentation. In addition to out-of-class writing assignments, students will be required to compose in-class essays in response to readings and other prompts. ENG 120 introduces students to process writing techniques, library research and MLA documentation procedures. The primary focus of ENG 120 is to help students acquire the writing skills they need to succeed in an academic environment. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit. Prerequisite: Completion of ENG 101 or by placement.

ENG 121 College Composition II (3 credits)

ENG 121 is the sequel to ENG 120. This course concentrates on argumentative writing and requires students to prepare a major research report, one that reveals fluency with argumentative strategies and rhetorical conventions. In addition, students are introduced to analytical reading techniques, critical research methods and current documentation procedures. Although other kinds of writing are commonly assigned in ENG 121, argumentation remains the major focus of study. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit. Prerequisite: ENG 120.

ENG 212 Public Speaking (3 credits)

This course is designed to help students develop abilities, including organization and delivery skills, for all speaking situations. The evaluation and improvement of voice, diction, articulation and posture also are studied. Prerequisite: ENG 120.

ENG 220 Business Communication (3 credits)

This course is a practical introduction to the preparation of business correspondence, employment applications and resumes, and formal research reports. Written communication skills are emphasized. Prerequisite: ENG 120.

ENG 327 Play Writing Workshop (3 credits)

This course is a roundtable forum in which 10 to 15 students will write stage plays of various lengths using traditional and experimental methods and forms. Members of the class will produce at intervals to be established by the instructor and will take turns presenting their works to the group for comment and discussion. The class will produce some student plays during the term. Prerequisite: ENG 120. Writing Intensive Course.

ENG 328 Poetry Writing Workshop (3 credits)

This course is a roundtable forum in which 10 to 15 students will write short or long poems using traditional and experimental forms. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for comment and discussion. Prerequisite: ENG 120.

ENG 329 Fiction Writing Workshop (3 credits)

This course is a roundtable forum in which 10 to 15 students will write short or long fiction using the techniques of 19th-century realism as well as modernist and experimental techniques. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. Prerequisite: ENG 120.

ENG 330 Nonfiction Writing Workshop (3 credits)

This course introduces students to the basic skills and principles of writing creative nonfiction and magazine feature articles. Student-centered workshop critiques and frequent conferences with the instructor are the primary methods used in the course. The course includes significant reading assignments in nonfiction genres. Prerequisite: ENG 120. Writing Intensive Course.

ENG 333 Introduction to Linguistics (3 credits)

ENG 333 is an introduction to selected topics in English linguistics, including dialects, usage, history, semantics and phonology. The languages of racism, sexism, advertising and propaganda also are considered. Prerequisite: ENG 121.

ENG 340 The Context of Writing (3 credits)

ENG 340 is a seminar in the historical and contemporary development of literary culture. We will examine developments in technology, literary genres, language use, and channels of dissemination and preservation as they influence literary productions and careers. Although the scope of the course is broadly historical, with an emphasis on the evolution of literary cultures and institutions of the West, we will lend manageability to a vast amount of material by focusing on the American historical context and, in the second half of the course, on modern authors and their experience of writing and publishing. Prerequisites: ENG 120 and ENG 121. Writing Intensive Course.

ENG 355 English Grammar (3 credits)

This is a course in English syntax. Its main goal is to describe the ways in which sentences are formed in current English. Its overall purpose is to ensure an understanding of English rules and structure that is active and specific rather than passive and vague. This course is required for English and English education majors. Prerequisites: ENG 121 and junior or senior standing. May not be used as a LIT elective.

ENG 480 Independent Study (3 credits)

This course allows the student to investigate any English subject not incorporated into the curriculum. Prerequisite: Permission of the instructor, the program coordinator or the school dean.

Fine Arts

FAS 201 Introduction to the Humanities I: Greece through the Renaissance (3 credits)

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the achievements of ancient Greece and Rome, the medieval period and the Renaissance while also exploring related issues in non-European cultures. May be taken independently of FAS 202.

FAS 202 Introduction to the Humanities II: Baroque through Modern (3 credits)

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the cultural periods of the Baroque, the Enlightenment, Romanticism, and Early Modernism while also exploring related issues in non-European cultures. May be taken independently of FAS 201.

FAS 223 Appreciation and History of Music (3 credits)

This course introduces students to the scope and history of Western art music, with emphasis on music of the Baroque, Classical, Romantic and Modern periods. It provides vocabulary, concepts and aural skills that allow listeners to hear with greater discernment and appreciation. Topics include composers, styles, instrumentation, form, texture and cultural contexts.

FAS 225 Useful Photography (3 credits)

This course reviews the various kinds of still cameras and the ways in which students can employ the use of light, visual impact and optical effects. Students are encouraged to take photographs during the term and to apply the knowledge to practical situations. Offered only in the Division of Continuing Education.

FAS 226 Digital Photography (3 credits)

Photography as a visual medium is integral to the study of the contemporary communication. This course introduces students to the history and practice of producing photographic images. The content of the course is a combination of lecture and the hands-on practice of both the analog and digital methods of photographic image-making. The traditional darkroom is dispensed with, giving over to the computer the role of darkroom, with the student using Adobe Photoshop and other image editors to process traditional film and digital image captures. The student is taught to use both film and non-film digital cameras to capture, process, and print a portfolio of several original photographic images. Students have the opportunity to output photo prints on state-of-the-art digital printers and plotters ranging from small to large scale on a variety of art papers. Lectures on pictorial composition, subject matter choice, and methods of presentation display will accompany hands-on technical exercises. Prerequisite: FAS 201 or 202.

FAS 260 Architecture: Introduction and History

(3 credits)

The aim of this course is to stimulate the appreciation of architecture in students who have had little or no exposure to the subject. The course is organized by historical periods, from ancient Egypt through the end of the 20th century. It considers architectural aims, materials, methods, structural principles, major works and styles. It makes connections between individual buildings and the cultural contexts from which they were derived. Field trips are required.

FAS 340 Modern Art (3 credits)

This course presents an introduction to the major artists, works and stylistic periods of modern art and relates them to historical and cultural contexts of the 20th century. It aims to stimulate the appreciation of art in students who have had little or no exposure to the subject.

FAS 370 American Art (3 credits)

This is a course about art appreciation and art history that will introduce students to essential concepts of aesthetics, media and the cultural meanings of art. Students will learn about the development of American art from Puritan times to World War II. Special attention will be paid to the cultural relevance of art, including what American art can teach us about America and what is uniquely American about American art.

FAS 380 Art and Gender (3 credits)

This course explores the nature of gendered representation in the history of art from the Renaissance to the present. While the primary focus will be on the representation of women and the work of women artists, the construction of masculinity in the arts will also be addressed. Art will be examined in relation to its political, social, economic, and religious context to establish the broader implications of these visual documents. The student will gain a broadly inclusive understanding of the Western artist tradition as well as sensitivity to gender issues and the gendered nature of representation. Prerequisites: FAS 201 and FAS 202.

Finance

FIN 250 Personal Financial Planning (3 credits)

This course provides an overview of personal financial decision-making. The course uses the life-cycle approach and emphasizes financial planning for each phase of life. Topics covered include career planning, budgeting, use of credit, insurance, investments, retirement planning and income tax planning.

FIN 320 Principles of Finance (3 credits)

This course is designed to provide students with a balanced introduction to the theory and practice of Finance by presenting an overview of the central issues and topics in finance currently relevant to business decision-making and to provide students with the finance tools necessary to develop skills, knowledge, and wisdom in current demand by employers. This includes preparing students regardless of their business discipline, to make basic financial decisions and to understand as well as be able to critique decisions made by others. This course seeks to prepare students to excel in careers such as cooperate managers, financial analysts, investment analysts, and business practitioners. Prerequisites: ACC 202, ECO 201 and MAT 220.

FIN 322 Risk Management and Insurance (3 credits)

This course examines the concept of risk, the principles of risk management, private and social insurance mechanisms and the insurance industry. Special attention is given to business and personal risks associated with loss of income, the ownership of property and legal liability. Students are required to prepare and submit a written business and/or personal plan of risk management. Prerequisites: ECO 201 and ECO 202.

FIN 330 Corporate Finance (3 credits)

This course is an undergraduate corporate finance elective intended to extend and further develop the long-term investment and financing topics introduced in FIN 320 Principles of Finance. The course focuses on applied managerial decision-making, and addresses issues faced by modern corporate managers when making capital investment and capital structure decisions. Corporate Finance is designed for students seeking a more thorough understanding of the economic analysis of strategic and tactical investments, the effect capital structure decisions have on firm value, and the integration of investment and financial corporate strategies. Topics addressed include: advanced techniques in traditional capital budgeting; quantitative risk assessment; capital structure; firm/division cost of capital, and firm/division valuation. Prerequisite: FIN 320

FIN 336 Multinational Corporate Finance (3 credits)

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning, including such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices, are examined. This course is cross-listed with INT 366. Prerequisite: FIN 320 or permission of the instructor.

FIN 340 Fundamentals of Investments (3 credits)

This course introduces and examines various investment vehicles, including stocks, bonds, mutual funds and commodities. The course emphasizes the decision-making process that underlies all investment decisions. Prerequisite: FIN 320.

FIN 426 Contemporary Issues in Finance (3 credits)

This course offers an opportunity for students to examine advanced issues in corporate finance. This includes coverage of issues in capital and money markets, including derivative securities. Students will examine in detail these advanced topics in finance, their investment characteristics, various valuation approaches and portfolio strategies for using them. Prerequisite: FIN 340.

FIN 440 Investment Analysis (3 credits)

This course offers an opportunity for students to examine modern theories and approaches in portfolio selection, security analysis and bond management. Particular emphasis is placed on integrating modern portfolio selection models with traditional valuation theory and analysis. Prerequisites: FIN 320 and FIN 340.

Geography

GEO 201 World Geography (3 credits)

This course emphasizes the importance of global location and topography to the people who inhabit the various continents and regions of the earth. Students will be involved in projects designed to familiarize them with their planet and make them aware of its many features and the ways the features influence human lives.

Graphic Design

GRA 310 Digital Graphic Design (3 credits)

This course presents digital graphic theory and develops skills that meet the design and technical requirements of professionally created digital images for commercial applications on the World Wide Web on a variety of platforms and Internet appliances. Each student will develop a professional portfolio consisting of printed and CD-ROM material. Students also will develop working Web sites to display their graphic design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML. This course is cross-listed with IT 375. Prerequisite: IT 100 (may be taken concurrently).

GRA 320 Introduction to Digital Imaging (3 credits)

Using Photoshop and Illustrator software, this course is a Mac-based introduction to professional computer graphics creation and to the software and hardware typically used in the graphic design, video, photography and interactive Web/multimedia industries. Emphasis will be placed on the professional use of image-capturing devices, such as scanners, digital still cameras and video cameras. Image editing and color management systems will be discussed and demonstrated. The important differences between vector and bitmap graphics will be defined, as will the significant differences in preparing images for print, broadcast and Web distribution. Students will be encouraged to experiment with their own and pre-existing images using sophisticated digital editing techniques such as layering, channel masking, filtering, cloning and montaging. Students will output their work from inkjet printers and record it on CD, video and film. Special attention will be paid to copyright awareness in the age of the digital image. Prerequisite: GRA 310/IT 375 or permission of the instructor.

Gender Studies

GST 200 Introduction to Gender Studies (3 credits)

How do we define femininity and masculinity, and what political purposes do those definitions serve? Beginning with some nineteenth-century essays on women's rights, this course will explore recurrent questions in the interdisciplinary field of gender studies: definitions of sex, gender, and oppression; gender roles in marriage, motherhood and fatherhood; work and domestic arrangements; the impact of race on gender definitions; gender and sexualities. We will read essays about these issues within the United States, and later in the semester, we will read about how gender matters within other cultures. Prerequisite: ENG 120.

History

HIS 109 Western Civilization I: Prehistory to Renaissance (3 credits)

This course offers an overview of the major developments in Western history, from antiquity to the discovery of the New World. Students will examine the ancient world, Greece, Rome, the European medieval period and the Italian Renaissance. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.

HIS 110 Western Civilization II: Renaissance to the Present (3 credits)

This course traces the growth of Western history from the 16th century and the rise of the nation-state through the modern era. The ideologies and political developments that shaped modern Europe receive careful study. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.

HIS 113 United States History I: 1607 to 1865 (3 credits)

The first half of the United States history survey course covers the period from the founding of Jamestown to the end of the Civil War. The development of regionalism and its effect on the coming of the Civil War provides the framework for the investigation. Required for majors in history and social studies education with a concentration in history.

HIS 114 United States History II: 1865 to Present

(3 credits)

The second half of the United States history survey course covers the period following the Civil War. The economic, political and ideological developments that allowed the United States to attain a position of world leadership are closely examined. Required for majors in History and Social Studies Education with a concentration in History.

HIS 215 American Intellectual History I: 1607 to 1865

(3 credits)

This course examines the intellectual developments from the discovery and first settlements at Jamestown, Plymouth and Boston through the Revolutionary War to the onset of the American Civil War. Prerequisite: HIS 113 or permission of the instructor.

HIS 216 American Intellectual History II: 1865 to Present (3 credits)

The second half of the American Intellectual History begins with the American Civil War and carries the story into the modern era. Prerequisite: HIS 114, HIS 215 or permission of the instructor.

HIS 220 Modern European History: 1890 to Present

(3 credits)

This course investigates the trajectory of European hegemony in the 20th century. Special attention is devoted to the effects of the two major conflicts that were fought on European soil.

HIS 241 World War II (3 credits)

This course emphasizes the battles, campaigns, events and personalities that dominated World War II. Special attention is given to political and diplomatic factors during the 1930s that contributed to the outbreak of World War II.

HIS 245 United States History Since 1945 (3 credits)

This course is a study of the Cold War period, including the Korean and Vietnam wars. Close attention is given to the Truman, Eisenhower, Kennedy and Johnson administrations, though the course also includes more recent presidential administrations. Also considered are the New Frontier, the Great Society and the civil rights movement of the 1960s.

HIS 301 World History and Culture (3 credits)

This course is designed to offer the student a historical and cultural understanding of Africa, India, China and Japan in their interactions with the western world. Prerequisites: HIS 109 or HIS 110 and GEO 201 or permission of the instructor. Recommended for majors in History and Social Studies Education with a concentration in History.

HIS 314 European Conquest of the New World

(3 credits)

This course will explore the social and intellectual impact of the discovery of the American continents on the European mind and the consequences of colonization and migration in North America 1500-1800. Emphasis will be on British colonies and competing European cultures (especially French and Spanish) with Native Americans and African-Americans. Student work will focus on three areas: cultural exchange, economic exchange and hostility/conquest. Prerequisite: HIS 109, HIS 110, HIS 113, HIS 114 or permission of the instructor. Required for majors in social studies education with a concentration in history.

HIS 315 Russian/Soviet Society in the 20th Century

(3 credits)

This course studies Russian/Soviet history from 1905 to the present with an emphasis on revolutionary traditions, government and politics, culture and religion and social philosophy. Prerequisite: Completion of core course in political science, sociology or history.

HIS 319 African-American History Since the Civil War

(3 credits)

This course traces the changes in the labor practices, politics and living conditions of the millions of African-Americans in the South after the Civil War. Further, the Great Migration, the civil rights movement and the black revolutionary movement will be investigated carefully. Prerequisite: HIS 113 or permission of the instructor.

HIS 321 The Ancient World of Greece and Rome

(3 credits)

This course will begin by looking at the heritage of Greek civilization and the thinkers who first struggled with the fundamental issues concerning mankind: life, love, suffering, courage, endurance and death. The course will continue with the immediate inheritors of Greek thought, the Romans. By assessing Roman achievements of empire building and expansion, students will discover a vital civilization that ruled the known world through the force of its armies and the attraction of its culture. The course will end with the development of Christianity and the fall of the Classical world. Prerequisite: HIS 109. Required for majors in social studies education with a concentration in history.

HIS 322 Rise of Christianity in the West (3 credits)

This course traces the historical development of Roman Christianity in the West through texts produced by early Christians or their adversaries, and a study of the historical basis for the development of Roman Catholicism. Students will examine the influences and ideas that shaped the understanding of these authors. Lectures will take a broader perspective and raise historical questions. This is not a course in theology; it focuses on the historical influences the Christian religion has had on Western culture. Prerequisite: HIS 109 or permission of the instructor.

HIS 330 Civil War and Reconstruction (3 credits)

This course examines various interpretations of Civil War causation; the major political, economic and military aspects of the war; and the rebuilding of Southern society after the war's end. Prerequisite: HIS 113 or permission of the instructor.

HIS 332 Colonial New England (3 credits)

This course investigates the experiences and evolving institutions of the North Atlantic colonists, from the first landings to the making of the Constitution. Special emphasis will be placed upon the colonists' relationship with Native Americans and upon the origins, progress and character of the struggle against Great Britain. Prerequisite: HIS 113 or permission of the instructor.

International Business

INT 113 Introduction to International Business (3 credits)

This course is designed to provide students with an initial examination of the differences between business in a domestic context and business in an international context. It also will include some exposure to basic concepts that are deemed important in understanding how international business works. These concepts include importing; exporting; political, cultural and social environment considerations; trade theory; government influence on trade; and global management strategy.

INT 301 East-Central European Economies - Business in Transition (3 credits)

The primary focus of this course is to explore the transformation of Eastern and Central European economies as they move from centrally planned economic systems toward market-driven (private enterprise) systems. Attention is given to the opportunities and difficulties that foreign investors are likely to encounter if they choose to establish operations in these emerging market locations.

INT 309 Legal Environment of International Business (3 credits)

The course is designed to provide students with an overview of the areas of public and private international law that affect international business activities. The United Nations Convention on International Sale of Goods will be given particular attention. Prerequisite: INT 113.

INT 311 International Human Resource Management (3 credits)

This course will examine and explore key issues that are critical to the successful utilization of a multicultural workforce. These include the international staffing process, identifying unique training needs for international assignees, reconciling home-country and host-country performance appraisal systems, identifying the characteristics associated with a good compensation program and exploring the major differences between labor relations in the U.S. and Europe. Most students interested in international human resource management should normally have already taken OL 215, a course in domestic human resource management, or some preliminary introduction to the world of international law, government, economics and marketing. Prerequisite: OL 125.

INT 315 International Management (3 credits)

This course introduces students to the management of global operations. It covers the major functional areas of management as they are practiced in a multinational corporation. This includes participation, organization, financial management, production and marketing strategies, human resource development, communications and control and the formation of strategic alliances. The course uses texts, simulations and cases. Prerequisite: INT 113.

INT 316 The Cultural and Political Environment of International Business (3 credits)

This course introduces students to such primary cultural factors as religion, language, values, technology, social organization and political environment that affect U.S. firms doing business outside of the United States. Students learn the significance of identifying and assessing the importance of these factors so they can more effectively manage in the international environment. A variety of international environments will be studied. The course uses text, cases and exercises. Prerequisite: OL 125.

INT 322 International Retailing (3 credits)

This course compares and contrasts retail institutions in selected foreign countries with those in the United States. An examination of the social, economic and political influences on the development of retailers in foreign countries is conducted. A look at how retailing trends spread from culture to culture is considered. Examinations of the similarities and differences in merchandising, sales promotion, pricing and personal selling policies of retailers around the globe are examined. This course is cross-listed with MKT 322. Prerequisite: MKT 222 or permission of the instructor.

INT 335 Importing and Exporting in International Trade (3 credits)

The primary focus of this course is "How to Get Started Building an Import/Export Business." This course introduces students to many complexities of building an import/export business, including economics and politics, planning and negotiation, foreign currency transactions, shipping and insurance, documentation and the intricacies of exporting from and importing to the United States. Prerequisite: INT 113.

INT 336 Multinational Corporate Finance (3 credits)

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and the criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning are examined, with attention paid to such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices. This course is cross-listed with FIN 336. Prerequisite: FIN 320 or permission of the instructor.

INT 422 International Strategic Management (3 credits)

The course introduces students to strategic management in the global arena. It focuses on the internal strategic environment of an organization, the external strategic factors present in the international environment, and the manner in which a strategic thrust and a strategic fit are created between these two environments. The course relies on the use of case studies of U.S. and foreign international corporations. Prerequisites: OL 215, FIN 320, INT 113, and MKT 113. Writing Intensive Course.

INT 433 Multinational Marketing (3 credits)

This course covers the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. International similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment are examined. Also considered are the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries. This course is cross-listed with MKT 433. Prerequisites: ECO 202 and MKT 113 or permission of the instructor.

INT 440 Emerging Trends in International Business

(3 credits)

This course is designed to be a survey of the emerging trends in international business. Class analysis will focus on both the macro and micro-environments of the global arena. Major emphasis will be placed on regional economic integration, inter-regional trade, corporate strategic global perspectives and other major contemporary issues facing global managers today. Prerequisite: INT 113. Writing Intensive Course.

INT 441 Licensing and Negotiations in the International Arena (3 credits)

This is an overview course surveying the licensing of intellectual property with a special focus on the international arena. Emphasis will be placed on the nature of intellectual property, licensing theory and practice, licensing negotiation, license drafting, and license implementation and administration after the completed agreement. Prerequisites: OL 125 and INT 113.

INT 472 Global Financial System (3 credits)

The objective of this course is to familiarize students with global financial architecture and the modus operandi of global financial markets and multinational financial institutions, with focus on policy- and concept-oriented issues in international banking and international capital markets. It aims to provide a comprehensive background to understand the international financial environment and to expose students to a range of international financial functions, operations and products. Prerequisite: INT 113.

INT 480 Independent Study (may be taken for 3 to 6 credits)**INT 490 International Business Cooperative Education**
(may be taken for 3, 6, or 12 credits)

Information Technology

IT 100 Introduction to Information Technology

(3 credits)

This course provides students with an entry-level foundation in computer technology. Half of the classes are lectures that cover the concepts and theory about how computers work and their uses. The other half are held in a lab where students use computers to acquire a working knowledge of an operating system, e-mail, the Internet and the World Wide Web. In addition, the Microsoft Office application programs for word processing, spreadsheets, database and presentation graphics are covered.

IT 145 Introduction to Software Development with JAVA (3 credits)

This course provides a comprehensive introduction to the object-oriented programming paradigm. The course uses the Java programming language, which is a totally object-oriented language, and the Java development environment to demonstrate the principles of object-oriented programming. Other languages, including Smalltalk, may be used for comparison. The course covers the Java language and the Java development environment, including the Java Software Development Kit (SDK) and Integrated Development Environment (IDE) tools. The course also covers the key concepts of object orientation, including inheritance, encapsulation, polymorphism and communication with messages. Other topics include classes and objects, base classes and class hierarchies, abstract and concrete classes. Prerequisites: IT 100 and MAT 120. This is a programming course.

IT 201 Hardware and Software (3 credits)

This course provides the hardware/software technology background for information technology personnel. Hardware topics include CPU architecture, memory, registers, addressing modes, busses, instruction sets and a variety of input/output devices. Software topics include operating system modules, process management, memory and file system management. Also included are basic network components and multi-user operating systems. Prerequisite: IT 100.

IT 210 Introduction to Systems Analysis and Design

(3 credits)

This course provides students with the minimum level of information technology education relative to the understanding, use and roles of information systems in business organizations. The course provides graduates with the necessary competencies to ensure productivity as information systems end-users in a computer-based business environment. The course focuses on the features and concepts of productivity through information technology. Students receive instruction on the information concepts associated with the development of small business systems, the effective use of information systems, and the relationship between organizational structures and information systems. This foundation includes a survey of information systems theory and practice. Incorporated into the course is the practical use of applications packages relative to students' major fields of study, such as accounting, finance, marketing, hospitality, sport management, business education, management and international business operations. Team approaches are utilized. Structured computer laboratory. Prerequisite: IT 100. Writing Intensive Course.

IT 225 Software Development with Visual Basic.NET

(3 credits)

This course introduces students to Visual Basic, an object-oriented, event-driven programming language. Emphasis is on programming for the .NET framework and the use of industry standards. Sequential access and random access files and the creation of graphical user interface (GUI) front ends for client-server applications using ADO.NET connections to Microsoft Access databases are covered. Prerequisites: IT 145 and MAT 230. This is a programming course.

IT 230 Software Development with C#.NET *(3 credits)*

This course is designed to introduce C#, an event-driven, fully object-oriented, visual programming language. The course covers the Visual Studio.NET integrated development environment (IDE) while covering the basics of the C# language. Topics include input/output statements, arithmetic and logical operations, control structures, program modules (methods and classes) and arrays. Students will be involved in writing programs of increasing complexity throughout the course. Prerequisites: IT 145 and MAT 230. This is a programming course.

IT 232 Software Development with C++.NET *(3 credits)*

This course teaches students how to design, implement and test applications in the C++ programming language. Topics include C++ data types, operators, functions, classes and inheritance. The course introduces students to issues associated with developing real-world applications by presenting several case studies. The concepts of object-oriented design and programming are covered. Prerequisites: IT 100, IT 145, IT 230, MAT 120 and MAT 230. This is a programming course.

IT 251 Introduction to the UNIX Operating System

(3 credits)

This course provides an introduction to the structure and functioning of the UNIX operating system. It is designed to give students a solid foundation in the design and organization of the operating system and to teach the basic set of UNIX commands. Prerequisites: IT 100, IT 201 and a programming course.

IT 270 Client Side Web Development *(3 credits)*

This course serves as an introduction to creating interactive pages for the World Wide Web. Specifically, it will survey Internet concepts, network protocols and client-server communications. The course covers HTML, the language of the World Wide Web; the Document Object Model (DOM), essential to creating and manipulating elements of a Web page under program control; CSS, the syntax for building consistent styles and appearances across Web pages; and JavaScript, the programming language that cements the various technologies together to facilitate dynamic interactive elements. Prerequisites: IT 100, IT 145 and MAT 120.

IT 315 Object Oriented Analysis and Design *(3 credits)*

This course develops software systems engineering principles combining object-oriented design principles and methods augmented by computer-assisted engineering (CASE) technology. The course involves use of the unified modeling language (UML) and, through the vehicle of a student group project, applies these elements to the system development life cycle. This course is writing intensive, as student project teams are required to submit a comprehensive project report and a PowerPoint presentation. Prerequisites: IT 100, IT 210 and a programming course. Specialized Systems Development Computer Laboratory intensive and open laboratory intensive. Writing Intensive Course.

IT 325 Advanced Applications Programming *(3 credits)*

This course reviews and expands the work of IT 225 in the creation of object classes and the use of object variables and programming database access. It also addresses serial communications, accessing the Internet, the creation and use of Active X Controls, use of the OLE container control, use of the Windows API and an introduction to the deployment wizard. Prerequisite: IT 225. This is a programming course.

IT 330 Database Management Systems *(3 credits)*

This course covers the design and implementation of information systems within a database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. Topics include data models and modeling tools and techniques; approaches to structured and object design; models for databases (relational, hierarchical, networked and object-oriented designs); CASE tools; data dictionaries, repositories and warehouses; Windows/GUI coding and/or implementation; code and application generation; client-server planning, testing and installation; system conversion; end-user training and integration and post-implementation review. Prerequisites: Two programming courses.

IT 360 Software and Operating Systems (3 credits)

This course provides a fundamental understanding of operating systems concepts, structure and mechanism. Topics such as multi-threading, symmetric multiprocessing, microkernels and clusters are addressed in the context of the Windows, UNIX and Solaris operating systems. Prerequisites: IT 315 and a programming course.

IT 370 Server Side Web Development (3 credits)

This course is a follow-up to IT270 and extends the concept of interactive Web pages to the server. Building on the students' knowledge of Web page elements and Visual Basic, this course introduces Active Server Pages (ASP) as the vehicle for manipulating and creating content from a Web server. The course progresses through the fundamentals of clientserver interaction to e-commerce considerations, XML, and database connection/manipulation from a Web server using SQL, the Structured Query Language for relational databases. Prerequisites: IT 225, IT 270 and IT 330.

IT 375 Digital Graphics Design (3 credits)

This course presents digital graphic theory and develops skills that meet the design and technical requirements of professionally created digital images for World Wide Web commercial applications on a variety of platforms and Internet appliances. Each student develops a professional portfolio consisting of printed as well as CD-ROM material. Students also develop working Web sites that display their graphics design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML. This course is cross-listed with GRA 310. Prerequisite: IT 100 (may be taken concurrently).

IT 415 Systems Seminar I (3 credits)

This is the first of a two-part capstone course for IT majors. Students working in groups select a systems project to analyze and design using the knowledge and skills learned in their previous courses. There is a heavy emphasis placed on project management. The instructor and students critique all projects weekly. Prerequisite: IT 315. Writing Intensive Course.

IT 420 Systems Seminar II (3 credits)

This is the second part of the capstone course for IT majors. The student groups will implement and document the systems project designed in IT 415 using an appropriate computer programming language or database management system. The instructor and students critique all projects weekly. Prerequisite: IT 415.

IT 431 Software Development in Distributed Systems

(3 credits)

Students learn XHTML, including how to use image maps, frames, cascading style sheets and scripting languages. Various browsers will be introduced. Server-side development using CGI, ASP, ColdFusion and PHP for distributed applications will be covered. Server-side topics such as servlets and JSPs, along with Java and XML, will be introduced. Prerequisites: IT 210 and one programming class. Writing Intensive Course.

IT 450 Artificial Intelligence for eBusiness (3 credits)

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. Prerequisites: IT 330 and MAT 220.

IT 460 Data Communications and Networks (3 credits)

This course provides an in-depth knowledge of data communications and networking theory, concepts and requirements relative to telecommunications and networking technologies, structures, hardware and software. Emphasis is on the concepts of communications theory and practices, terminology, and the analysis and design of networking applications. Management of telecommunications networks, cost-benefit analysis and evaluation of connectivity options are covered. Students can design, build and maintain a local area network (LAN). Prerequisites: IT 201 and IT 210.

IT 480 Independent Study (may be taken for 3 to 6 credits)

IT 485 Management of Information Technology

(3 credits)

This course presents the principles and concepts involved in the management of organizational information technology resources. It includes CIO functions, information technology planning, project management, legal and professional issues and the strategic impact of information technology systems. Prerequisite: IT 415. Writing Intensive Course.

IT 490 A Information Technology Cooperative Education (3 credits)

Prerequisites: Consent of the department chair, the school dean and the Career Development Office

IT 490 C Guided Cooperative Education Work Experience for Integrating Study and Experience

(12 credits)

Students in this course will spend 25 to 40 hours per week for a minimum of 14 weeks (40 hours per week required for 12 credits) with one organization in a computer information systems position. Students receive IT elective credits for successful completion of the cooperative education experience. Success is determined by the student's work supervisor, the Career Development Office and the program coordinator/ department chair. Prerequisites: Consent of the program coordinator/department chair, the school dean and the Career Development Office

Modern Languages

LFR 111 Beginning French I (3 credits)

Designed for students with no previous knowledge of French; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing French with use of appropriate cultural and social contexts.

LFR 112 Beginning French II (3 credits)

Continuation of LFR 111. Prerequisite: LFR 111, by placement, or permission of instructor.

LSP 111 Beginning Spanish I (3 credits)

Designed for students with no previous knowledge of Spanish; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing Spanish with use of appropriate cultural and social contexts.

LSP 112 Beginning Spanish II (3 credits)

Continuation of LSP 111. Prerequisite: LSP 111, by placement or permission of instructor.

Literature

Note: Only courses with the course prefix LIT may be used as literature electives.

LIT 200 Introduction to Critical Reading: Text and Context (3 credits)

This course introduces students to the study and appreciation of literature. It explores the literary genres of short story, poetry, drama and novel. There is an option for nonfiction prose as well. The course covers an introduction to literary terminology and an introduction to critical analysis of literature. The emphasis in this course is on contemporary literature. Prerequisite: ENG 120. Writing Intensive Course.

LIT 201 World Literature: Foundations of Culture

(3 credits)

This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa and the Americas. 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. Prerequisite: ENG 120.

LIT 203 American Colonial Literature and the American Dream (3 credits)

This course principally examines the period from 1620 - with the settlement of Plymouth Plantation - through the constitutional convention of 1787. Although there is some attention to the literature of early discovery (Harriot, Champlain, Smith, etc.), the focus is on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political, and artistic freedom. Bradford, Williams, Bradstreet, Rowlandson, Taylor, Mather, Sewall, Knight, Syrd, Franklin, the Adamses, Woolman, Paine, Jefferson, DeCrevecoeur, Tyler and Wheatley are among the authors studied. Prerequisite: ENG 120.

LIT 205 The Romantic Revolution in America (3 credits)

This course examines the literature of the new republic (after 1789) through the Civil War, as American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new humanitarian sensibility of its own. Readings include the first generation of American Romantics: Irving, Cooper and Bryant; authors from "The New England Renaissance" such as Hawthorne, Emerson, Thoreau and Longfellow; social and feminist reformers such as Fuller, Stowe, Whittier, Davis and Fern; the slave narratives of Jacobs and Douglass; and the latter-day transcendentalism of Walt Whitman. Prerequisite: ENG 120.

LIT 207 Mark Twain and the Realistic Tradition (3 credits)

This American literature course covers the Reconstruction Period following the Civil War until the beginning of the 20th Century, focusing on the literature of the "Gilded Age," a time of financial extremes, rapid industrial growth and westward expansion and scientific challenges to religion. It includes works in realistic and naturalistic traditions by such authors as Mark Twain, Walt Whitman, Henry James, Jack London, Theodore Dreiser, Frank Norris, Edith Wharton and others. Prerequisite: ENG 120.

LIT 209 Art Against Society in American Modernism

(3 credits)

This course introduces students to American literary modernism through those authors who recognized the fragmentation and instability of modern life and consequently searched for meaning through art. Because this literary movement was connected to music and the visual arts, they will be considered as well, especially as they are connected to the Chicago Renaissance and Harlem Renaissance. Cather, Anderson, Fitzgerald, Hemingway, Huston, Faulkner, Porter, Eliot, Stevens, W.C. Williams, Hughes, the Confessional Poets, Miller and Tennessee Williams are among the novelists, poets and playwrights studied. Prerequisite: ENG 120.

LIT 228 Love, Violence and Religion in Medieval Literature (3 credits)

This course focuses on literature written in England during the Old and Middle English periods, from about 500 to 1485. Approximately half the course will focus on Old English Literature, especially Beowulf, and half will focus on Middle English literature, especially Chaucer. Students will read modern translations of the former and some translations and original versions of the latter. Prerequisite: ENG 120.

LIT 230 Renaissance Voices in Britain (3 credits)

This course surveys British literature of the 16th and 17th centuries, exclusive of Shakespeare. Renaissance drama, epic poetry, and the sonnet are some of the genres studied. A few of the major authors included are Spenser, Marlowe, Jonson, Donne and Milton, as well as More, Bacon, Seldon, Browne and Hobbes. Prerequisite: ENG 120.

LIT 232 The Search for Stability in British Neoclassicism

(3 credits)

This course includes works written from the Restoration in 1660 to the publication of *Lyrical Ballads* in 1799, or what is often called “The Long Eighteenth Century.” While the term “Neoclassicism” refers to a movement marked by great turbulence and contradictions in artistic taste and ideas, in general a respect for intellect and reason in art and life dominates the era. The major writers of the period include Milton, Congreve, Dryden, Addison, Defoe, Pope, Swift, Richardson, Fielding, Johnson and Austen, among others, all contributing to an array of literary types, including satire, poetry, the essay, drama, prose fiction, biography and journalistic writing. Prerequisite: ENG 120.

LIT 234 Orthodoxy and Rebellion: British Romanticism

(3 credits)

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 the major poets and prose writers and explores the social, political and intellectual changes reflected in the literature. British romanticism, including the gothic, the beginnings of realism and the emergence of women writers will be covered. Wordsworth, Keats, Tennyson, the Brownings, Austen, Dickens and Wilde are just a few of the writers who will be studied. Prerequisite: ENG 120.

LIT 236 Joyce, Lawrence, Woolf and British Modernism

(3 credits)

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 modernist 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. Prerequisite: ENG 120.

LIT 300 Contemporary Literary Theory *(3 credits)*

This course is an introduction to the major schools of contemporary critical theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism and feminism and examine the meaning of structuralism and post-structuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts. Prerequisite: ENG 121.

LIT 305 Contemporary Pop Fiction *(3 credits)*

This course will analyze today’s popular fiction in America. 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, follow a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of literati and schoolmarm generally try to touch that nerve also, but they do so with language and plots that are inventive, artistic, and memorable. With a focus on current American best sellers, this course will introduce you to a variety of literary sub-genres (true crime, memoir, road novel, extreme adventure, western, roots quest). The books we will read return often to the 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. Prerequisite: ENG 120.

LIT 316 Contemporary Drama *(3 credits)*

This course is a consideration of modern plays from 20th-century literature. The American, British, Russian, Scandinavian and Irish theaters are among those studied. Prerequisite: ENG 120.

LIT 319 Shakespeare *(3 credits)*

Students in this course study selected Shakespearean comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked. Prerequisite: ENG 120.

LIT 321 Social Reform in American Literature *(3 credits)*

This course examines approximately 200 years of literature devoted to change in the social, political, and economic landscape of the American Republic. Although many of the original settlers in New England and Pennsylvania in the seventeenth century were reformers — looking particularly to religious transformations of society — this course will focus mainly on authors who wrote of the possibilities of social reformation after the founding of the new republic near the end of the eighteenth century. There will, however, be some discussion of earlier reformers, and students interested in American history and literature before 1789 will have opportunities to explore earlier writings on the theme of social reformation. The principal concern of the course will be how authors have challenged citizens of the United States to think about the successes and failures, the achievements and excesses, of American capitalism and democracy. Along with the assigned texts, students will read and research another author and work of their choice and present their findings to the class. In addition, therefore, to the assigned authors, we will consider through student presentations the works of Mark Twain, Edward Bellamy, W.D. Howells, Frank Norris, Ellen Glasgow, Fanny Fern, H.L. Mencken, Sinclair Lewis, John Dos Passos, James Baldwin, Malcolm X, Robert Coover, and Edward Abbey, among others. Each document studied in the course will be examined in the context of the author’s life and times—the social, political, and economic forces that, at a particular historical moment, shaped life in the U.S. and inspired authors to articulate their visions of the need for, and the possible structure of, social reform. Prerequisite: ENG 120.

LIT 328 Multi-ethnic Literature: Describing the Hyphen

(3 credits)

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. Prerequisite: ENG 120.

LIT 330 Gender and Text: Literature by Contemporary Women Writers *(3 credits)*

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, the 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 "secondwave" and "third-wave" of American feminism, as well as the development of intellectual theories that helped illuminate literature about gender past and present. Prerequisite: ENG 120.

LIT 332 The Nature Writers *(3 credits)*

This course introduces students to the prose and poetry of major British and American writers and naturalists since the 18th century who observe nature vividly and write about humanity's relationship with the natural environment. Prerequisite: ENG 120.

LIT 336 Thoreau and His Contemporaries *(3 credits)*

This course considers the works of Henry David Thoreau as a transcendentalist, essayist, poet, naturalist and teacher. Other members of the Concord School also are discussed. Prerequisite: ENG 120.

LIT 337 Contemporary Poetry *(3 credits)*

This course is a survey of contemporary poetry, mainly American and English. Specific content varies with each offering. Prerequisite: ENG 120.

LIT 340 Literature for Children *(3 credits)*

This course offers an interpretive and critical study of literature that is appropriate for children from preschool through the elementary school years. The course will focus on the various literary genres, elements of fiction, authors and illustrators. For education majors; others by permission of instructor. Does not satisfy literature requirement in B.A./ B.S. core. Prerequisite: ENG 120.

LIT 344 Comedy and Satire *(3 credits)*

This course introduces students to an important type of Western literature that is found in almost every genre from drama (Aristophanes, Moliere, Wilde and Shaw) to poetry (Horace, Juvenal, Pope, Byron, and Frost) to stories and novels (Aesop, Chaucer, Voltaire, Gogol, Benson, Waugh and Roth). These authors and many others - including major authors writing today - have developed comedy and satire into an effective literary tool for looking at and critiquing their society. Each instructor will focus on a major period or target of this literature - for example, the Eighteenth Century or contemporary times or the medical, military, religious, or political profession. In all classes the emphasis will be on the differences between comedy and satire, their methods, and their purposes. Prerequisite: ENG 120.

LIT 350 The Black Literary Tradition *(3 credits)*

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 a variety of 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. Du Bois, Zora Neale Hurston, 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. Prerequisite: ENG 120.

LIT 352 Nineteenth Century British Fiction *(3 credits)*

This course examines novels and stories of major British fiction writers in the nineteenth century, from Jane Austen to Joseph Conrad. The Victorian novelists and their historical role in the evolution of the English novel will be of particular importance. Students will read works by the Brontes, Dickens, Stevenson, and Hardy and will pay particular attention to style, structure and characterization of the literature. Political, historical, and cultural influences, as well as 20th century films based on 19th century texts, are included to deepen understanding of the assigned fiction. Prerequisite: ENG 120.

LIT 450 Seminar in American Literature *(3 credits)*

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Prerequisite: One 200-level literature survey course or permission of the instructor. Writing Intensive Course.

LIT 451 Seminar in British Literature (3 credits)

This course uses a thematic approach to explore the 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 seminar format. Prerequisite: One 200-level literature course or permission of the instructor.

LIT 452 Seminar in Global Literature (3 credits)

This course uses a thematic approach to explore works from any of the major literary traditions outside the British and American. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Prerequisite: One 200-level literature course or permission of the instructor.

LIT 480 Independent Study(3 credits)

As arranged. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

Management Advisory Services

MAS 490A Management Advisory Services

Cooperative Education (3 credits)

Prerequisites: consent of the program coordinator/department chair, the school dean and the Career Development Center.

Mathematics

MAT 050 Fundamentals of Algebra *(3 credits)

This course includes a review of basic arithmetic and an introduction to elementary algebra. Topics include signed numbers, linear equations, simple and compound interest, graphing linear equations, polynomials, quadratic equations and graphing quadratics. *(Credits awarded for this course are in addition to the 120-credit minimum graduation requirement.)

MAT 120 Finite Mathematics (3 credits)

This course serves to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions that they will encounter after graduation. Topics include solving equations; modeling with linear, quadratic, exponential and logarithmic functions; the mathematics of finance; and probability. While these topics are prerequisites for more advanced mathematics, they increasingly play a part in quantitatively sophisticated discussions of difficult and controversial public policy issues. Prerequisite: Competency in high school algebra. Placement in this course depends on a student's SAT math score, high school GPA and/or a mathematics placement examination administered by the mathematics faculty.

MAT 121 Mathematical Concepts and Techniques for Business (3 credits)

An anthology for business majors, this course enriches and augments the techniques developed in MAT 120. Special attention is given to developing the topics using business examples and employing graphing calculators and computer packages. Topics covered include matrices and their applications, an introduction to linear programming, and an introduction to calculus applied to polynomials. Prerequisite: MAT 120.

MAT 210 Calculus I (3 credits)

This course includes limits, continuity, differentiation, natural log and exponential functions, trig functions, integration, techniques of integration, multivariate calculus, Taylor series and differential equations. The numerous applications focus on business and economics. Prerequisite: MAT 120.

MAT 220 Statistics (3 credits)

MAT 220 is a fundamental course in the application of statistics that includes descriptive statistics, probability distributions, hypothesis testing and basic linear regression. Students will gain experience using statistical software. Prerequisite: MAT 120.

MAT 230 Discrete Mathematics (3 credits)

This course is designed to introduce students to mathematical topics which are related to the design, programming, and application of computers. Topics include propositional logic, number systems, mathematical induction, algorithms and pseudocode, encryption, matrix manipulation, combinatorics, graph theory, and finite state automata. Prerequisite: MAT 120.

MAT 300 Regression Analysis (3 credits)

Beginning with a review of hypothesis testing, the course quickly moves into a study of regression analysis or residuals, multiple regression, polynomial regression, indicator variables and analysis of variance (an extension of regression). Students will gain experience using SPSS or other suitable software. Prerequisite: MAT 220.

MAT 480 Independent Study (3 credits)

This course allows the student to investigate any mathematics subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator or department chair and the school dean.

Marketing

MKT 113 Introduction to Marketing (3 credits)

This course examines the basic functions involved in the exchange process that is designed to meet customers' needs. Such functions include marketing research, target-market selection, product selection, promotional activities, distribution and pricing.

MKT 222 Principles of Retailing (3 credits)

This course studies the basics of retailing and emphasizes the development of retail institutions, store layout and design, merchandising, pricing and problems retailers experience in today's business environment. Prerequisite: MKT 113.

MKT 320 Sales Management (3 credits)

This course analyzes the sales function in modern business. The course consists of a study of the management of field sales forces and emphasizes structural planning and operational control over recruiting, retention, supervision, motivation and compensation of sales personnel. Prerequisite: MKT 113 or permission of the marketing department chair. Writing Intensive Course.

MKT 322 International Retailing (3 credits)

This course compares and contrasts retail institutions in selected countries. Students examine the social, economic and political influences on the development of global retailers and consider how retailing trends spread from culture to culture. Students also examine the similarities and differences in merchandising, sales promotion, pricing, personal selling and electronic retailing policies of retailers around the globe. This course is cross-listed with INT 322. Prerequisite: MKT 222 or permission of the coordinator of retailing program.

MKT 327 Retail Site Selection (3 credits)

This course emphasizes store location research and begins with an analysis of urban and other areas - their functions, land-use patterns and spatial organization. Also featured in this course are trends in facility design and planning. Prerequisite: MKT 222.

MKT 329 Principles of Advertising (3 credits)

This course is designed to give students an understanding of advertising and the role the media play in advertising strategy. This course focuses on the planning, research and creative skills needed to reach promotion objectives. This course is cross-listed with ADV 329. Prerequisites: MKT 113 and ENG 121. Writing Intensive Course.

MKT 331 Business to Business Marketing (3 credits)

This course explores how a business organization buys, how the market is evaluated, how the marketing mix is established, how marketing plans are developed, and how to sell to the private industrial, institutional and governmental markets. Prerequisite: MKT 113.

MKT 335 Professional Selling (3 credits)

Students in this course develop an understanding of and practical ability to use intelligent, ethical techniques of information presentation and persuasion. Although focused upon the sales function, learned persuasive techniques will have value in many other areas of social and professional life. Prerequisite: MKT 113.

MKT 337 Marketing Research (3 credits)

This course introduces students to the techniques of gathering, analyzing and using information to aid marketing decision-making. Student projects may be required. Prerequisites: MKT 113 and MAT 220.

MKT 345 Consumer Behavior (3 credits)

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products. Prerequisites: MKT 113, and either PSY 108 or SOC 112.

MKT 350 Ethical Issues in Marketing (3 credits)

This course explores current ethical issues and problems in marketing. The emphasis is on exploring philosophical frameworks for analyzing ethics, identifying crucial ethical issues, exploring all possible viewpoints, and examining remedies in order to facilitate the development of students' positions on these issues. Prerequisite: MKT 113.

MKT 360 Direct Marketing (3 credits)

Direct marketing is the process of directing goods and services through consumer or business-to-business marketing channels where the desired consumer responses may be direct orders, lead generation and/or traffic generation. This course focuses on such topics as mailing list development, relationship marketing, database management, the development of an effective sales message and selection of media. The use of catalogs, direct mail letters and brochures, telemarketing and electronic marketing as ways to reach the consumer will be explored. Prerequisites: MKT 113 and one other 200- or 300-level MKT course.

MKT 432 Strategic Marketing Planning (3 credits)

This is the capstone course of the undergraduate marketing curriculum. It focuses primarily on the decisions required of marketing executives as they seek to develop, implement and control integrated marketing programs. Students will be asked to apply their understanding of marketing strategies in order to evaluate and implement strategic plans to solve specific company problems. Topics include a diversity of product, market and industry environments. Prerequisites: MKT 113 and MKT 337; the completion of three of the following courses: MKT 222, MKT 320, MKT 329/ADV 329, MKT 331, MKT 345, MKT 350, MKT 433 or MKT 442. Writing Intensive Course.

MKT 433 Multinational Marketing (3 credits)

This course explores the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. Students examine the international similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment. Students also consider the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries. This course is cross-listed with INT 433. Prerequisites: ECO 202 and MKT 113 or permission of the instructor.

MKT 442 Retail Management (3 credits)

An advanced course that moves beyond the scope of MKT 222, this course is geared to the retailing major. Store operations, human relations, information technologies, shopping center management, merchandising policies and industry trend analysis are covered. Guest Speakers and study tours to retail companies are included. Prerequisite: MKT 222. Writing Intensive Course.

MKT 480 Independent Study (3 credits)**MKT 490 Marketing Cooperative Education**

(may be taken for 3, 6, or 12 credits)

MKT 491 Retailing Cooperative Education

(may be taken for 3, 6, or 12 credits)

Organizational Leadership

OL 125 Human Relations in Administration (3 credits)

The human relations skills that managers need to develop interaction skills that contribute directly to effective human resource management and the development of higher productivity are studied. Skill areas include leadership, motivation, communications, group dynamics, organizational development, management by objectives, and stress and time management. Students learn techniques for becoming more effective managers, subordinates, peers and persons. Students are introduced to the international aspects of human relations.

OL 211 Human Resource Management (3 credits)

This course examines the fundamentals of policies and administration. Major tasks of procedures and developing, maintaining and utilizing an effective team are studied. Students are introduced to international human resource management.

OL 215 Principles of Management (3 credits)

This course is designed to examine the fundamentals and principles of management in order to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making. International management also is covered. Prerequisites: OL 125 and ENG 120 or permission of the instructor. Writing Intensive Course.

OL 301 Real Estate (3 credits)

This comprehensive real estate course deals with all the aspects of real estate necessary to operate as a real estate salesperson or broker.

OL 317 Small Business Management (3 credits)

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed. The development of a comprehensive business plan is emphasized. Prerequisites: ACC 201, ACC 202, OL 215 and MKT 113

OL 318 Labor Relations and Arbitration (3 credits)

This course examines union-management relationships. Elements of a good union-management contract, the law and the role of the arbitrator are emphasized.

OL 320 Entrepreneurship (3 credits)

This course focuses on the factors that contribute to the personal success of entrepreneurs and affect successful entrepreneurship. Entrepreneurship itself is also studied. Case studies, contemporary readings and simulations are used. International considerations are included.

OL 322 Managing Organizational Change (3 credits)

This course focuses on the effective management of human resources during the process of change. It emphasizes change management as a tool for survival, growth, increased productivity and conflict management in the complex and volatile business environment of today and the future. Change in an international environment also is discussed. Prerequisite: OL 215. Team Intensive Course.

OL 324 Managing Quality (3 credits)

Students study total quality management (TQM), which is crucial to efficient resource allocation and effective human resource management. Major factors affecting quality and strategies for effective total quality management are covered through the use of contemporary texts, readings, cases, exercises and simulations. International considerations also are studied. Prerequisite: OL 125. Team Intensive Course.

OL 325 Compensation and Benefit Administration

(3 credits)

This course covers the development and administration of compensation and benefit programs for organizations. Wage theory, principles and practices, unemployment security, worker income security, group insurance, and disability and pension plans are investigated. Emphasis is placed on objectives, policies, organization, implementation and revision of compensation and benefit systems. Prerequisite: OL 211.

OL 326 Social Environment of Business (3 credits)

This course discusses in detail the interrelationships among business, government and society. Considerable time is spent discussing how these relationships change. The potency of change comes from forces in the business environment and from the actions of business. The impact of these changes affects the daily lives of all Americans. Through the use of readings, supplemental cases and class discussions, students will gain an understanding of the many significant issues facing the business community today.

OL 328 Leadership (3 credits)

This course examines leadership as an interpersonal and intra-organizational phenomenon with an emphasis on student leadership development. It includes leadership assessment, leadership development, the leadership process, the contagious nature of leadership, leadership and productivity, motivation, and effective leadership styles and theories. An international perspective is included. Current readings, research, simulations and exercises are used. Prerequisite: OL 125 . Team Intensive Course.

OL 342 Organizational Behavior (3 credits)

This course focuses on the primary factors that influence behavior in organizations. Emphasis is placed on leadership, group dynamics, inter-group dynamics, organizational structure and design, change, culture, power and politics, environment and technology and organizational behavior in an international context. Prerequisite: OL 125. Writing and Team Intensive Course.

OL 394 Management Practicum (6 credits)

This is an independent work program for upper-level students that provides a relevant link between classroom learning and “real-world” experience. The program is based on a student’s analysis and presentation of a proposal in consultation with the student’s employer and the university. This proposal must be approved in advance. Successful completion of the project is the basis for the 6-credit value. Prerequisites: This course is available only to students who are Bachelor of Science degree candidates in business administration, business studies or marketing and have either two business or free electives available on their worksheets.

OL 421 Strategic Management and Policy (3 credits)

Business School Capstone Course This interdisciplinary approach to the study of the process of strategic management includes strategic analysis planning, implementation, evaluation and control from the perspective of top management in profit-making U.S. and international corporations, and public and nonprofit organizations. Text and case studies are used extensively. Prerequisites: ACC 201, ACC 202, FIN 320 and MKT 113. Experience with Microsoft Office or equivalent is required. Writing and Team Intensive Course.

OL 440 Human Resource Certification Course

(3 credits)

Students focus on strategic and policy issues in the field of human resource management. Students and the instructor will select topical areas within the field to conduct in-depth research. This course is cross-listed with OL 605. Prerequisites: OL 215, OL 211 and OL 325.

OL 442 Human Resource Strategy and Development

(3 credits)

This course provides an in-depth examination of human resource strategy and development. Students will gain an understanding of the importance of sound HR practices and the integral role they play in achieving organizational success. Students will examine the environment of HR management; the challenges of staffing organizations, locally and internationally; the relationship of a learning organization to training and development; the role compensation and benefit strategies play in motivating the developing employee; and the concerns and issues related to employee and labor relations. Prerequisite: OL 211.

OL 460 Seminar in Organizational Behavior (3 credits)

The content of this course varies from semester to semester. It focuses on contemporary and changing issues in the field and explores special topics in depth. Readings, research and case studies are used in the study of such topics as managing change, leadership in large corporations, management and productivity, managerial forecasting, the ethics of management, the responsible use of power, management of conflict, problems and emerging trends in international organizational behavior and research methods in business. Prerequisite: OL 342 or permission of the instructor.

OL 480 Independent Study (may be taken for 1 or 3 credits)**OL 490 Business Administration Cooperative Education** (may be taken for 3, 6, or 12 credits)

This is a semester-long, supervised, career-related work experience. A final written analysis of the work program or a specific project report and monthly on-the-job reports aid the student in relating academics to practice. Prerequisites: Consent of the Career Development Office and permission of the program coordinator/department chair.

OL 492 Business Studies Cooperative Education

(may be taken for 3, 6, or 12 credits)

Philosophy

PHL 210 Introduction to Western Philosophy (3 credits)

This course provides a general introduction to the big questions of philosophy, including questions of existence, knowledge, freedom and meaning. The purpose of the course is to introduce students to great thinkers and theories while engaging them in the exploration of the same beginning questions applied to contemporary issues.

PHL 214 Logic, Language and Argumentation (3 credits)

This course is a study of the fundamental principles of correct and incorrect argument, historical forms of deductive logic, and the significance of language and clear verbalization.

PHL 215 Moral Decision-Making: Theories and Challenges (3 credits)

This ethics course addresses the ways people make judgments about right and wrong actions. Areas of consideration include theories of morality, moral development and decision-making; comparisons between morality and other areas of life, such as law and religion; and contemporary moral issues facing individuals and society.

PHL 216 Business Ethics (3 credits)

This course is a philosophical study of moral issues in business. Topics include corporate responsibility, conflicts of interest, morality in advertising, preferential hiring (e.g., minorities and women), personal morality versus employer loyalty, and cultural theoretical issues and their impact on business decisions.

PHL 219 Philosophical Reflections on Education

(3 credits)

This course applies philosophical techniques to two questions: how do humans learn and what is the nature of knowledge. We will assess historically important answers from ancient, early modern and modern authors. Specific content may vary from term to term.

PHL 230 Religions of the World (3 credits)

This course reviews the emergence of various belief systems and their differences and similarities. Students explore the role of religious belief in the course of human history. Whenever possible, speakers representing various religions are invited to the class. Special emphasis is given to five major religions: Hinduism, Buddhism, Judaism, Christianity and Islam.

PHL 246 Understanding Non-Western Philosophy

(3 credits)

This course, which focuses on classics from non-Western traditions, is meant to enrich students' understanding of philosophical works that have shaped entire cultures. Selections are drawn from the literary, religious and philosophical works of Africa and western, southern and eastern Asia, giving students a greater appreciation of the contemporary world and basic philosophical issues.

PHL 480 Independent Study (3 credits)

Political Science

POL 109 Introduction to Politics (3 credits)

This course offers a broad introduction to politics and political science, including theories of government, the nature of the state and the role of the citizen, with an emphasis on both theory and practice in the analysis of American politics, comparative politics and international relations.

POL 210 American Politics (3 credits)

This course offers a broad introduction to the structure and function of the American political system at the national level, including the roles played by the president, Congress, the courts, the bureaucracy, political parties, interest groups, and the mass media in the policy-making and electoral processes. This course places special emphasis on how the efforts of the framers of the Constitution to solve what they saw as the political problems of their day continue to shape American national politics in ours.

POL 211 International Relations (3 credits)

This course offers a broad introduction to the study and practice of international relations, including the roles played by states and nations, non-state actors, national interests, power, morality and international law. This course places special emphasis on realism and idealism as alternative approaches to the study and practice of international relations and on their implications for ongoing efforts to construct a peaceful and prosperous global political system in the aftermath of the Cold War. Prerequisite: POL 109.

POL 213 Comparative Politics (3 credits)

This course offers a broad, comparative introduction to the structure and function of national political systems, with an emphasis on the structural and functional attributes that distinguish democracies from non-democracies and that distinguish the different types of democracies and non-democracies from each other. The countries covered may vary from semester to semester. Prerequisite: POL 109.

POL 214 Political Theory (3 credits)

This course explores the diversity of conceptions of the individual, the state, politics and “the good life” that animate contemporary societies and their critics, with an emphasis on the contributions of Western political theorists of both ancient and modern times to contemporary currents of political thought. This course places special emphasis on the social and cultural contexts in which these theorists lived and worked as factors that helped to shape their political ideas. The theorists covered may vary from semester to semester. Prerequisite: POL 109. Writing Intensive Course.

POL 305 State and Local Government (3 credits)

This course explores the structure and function of state and local government in the United States, with an emphasis on their roles as partners with the federal government in a system of cooperative federalism. This course places special emphasis on how the peculiar features of the American political system shape the ability of state and local governments to cope with issues of pressing public policy concern, such as educational quality, racial discrimination,

poverty, criminal justice, and environmental protection. The issues covered may vary from semester to semester. This course is delivered only through the division of continuing education. Prerequisite: POL 210.

POL 306 The American Legal and Judicial Systems

(3 credits)

This course offers a broad introduction to the structure and function of the American legal and judicial systems, including the structure and function of federal and state courts, the nature of legal reasoning, the structure and function of legal education and the legal profession and the politics of judicial selection. In the segment of the course devoted to legal reasoning, students will read abbreviated versions of judicial opinions and will learn how to write a legal memorandum analyzing a legal issue of concern to hypothetical clients in the light of the reasoning and conclusions in those opinions. Prerequisite: POL 210.

POL 308 Latinos in the United States (3 credits)

This course examines the historical development of Latino communities in the United States, as well as current sociopolitical developments. The course places special emphasis on the issues of migration, community formation, ethnic identity and political and legal empowerment among Latinos and Latinas in the United States. The major Latino groups (Mexicans, Puerto Ricans and Cubans) will be covered, as well as others. Prerequisite: POL 210.

POL 316 Civil Liberties, Civil Rights and the Judicial Process (3 credits)

This course explores the content of the Bill of Rights and the due process and equal protection clauses of the Fourteenth Amendment to the U.S. Constitution as interpreted by the U.S. Supreme Court, as well as the reasoning process used by American courts in resolving constitutional and other legal disputes. It is modeled on a first-year law school course. The readings consist almost exclusively of abbreviated versions of U.S. Supreme Court opinions. Students will learn how to write brief, formal summaries of these opinions of the type typically prepared by American law students and lawyers, and will be expected to participate actively in the type of inclass Socratic dialogues that are the standard method of instruction in American law schools. Prerequisite: POL 306 or permission of the instructor.

POL 321 Environmental Politics: U.S. and International Perspectives (3 credits)

This course offers a broad introduction to environmental politics as a policy-making process, both in the United States and internationally, with some reference to environmental politics in countries other than the United States. This course places special emphasis on how structural and functional differences between the American and international political systems lead to predictable differences in the types of environmental laws and policies that typically emerge from each. Prerequisites: POL 210 or POL 211 or both POL 109 and SCI 219.

POL 480 Independent Study (3 credits)

This course offers students an opportunity to study any political topic not covered in any course listed in the catalog, under the supervision of a political science faculty member. Prerequisites: permission of the instructor, the political science chair and the school dean.

Psychology

PSY 108 Introduction to Psychology (3 credits)

This course is an introduction to various areas of psychology, including scientific investigation, motivation, personality, intelligence, behavioral deviation, perception, learning and human development. It provides a basis for further study in related areas.

PSY 201 Educational Psychology (3 credits)

This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement. Consideration of the psychological principles of testing and learning technology also are emphasized. Prerequisite: PSY 108. Writing Intensive Course.

PSY 205 Forensic Psychology (3 credits)

Students will learn how psychology, as a science, applies to questions and issues relating to law and the legal system. Emphasis will be placed on witness testimony and the social psychology of the courtroom. Topics will include recovered memories, adolescent violence and murder, strategies for interviewing child witnesses, expert testimony, the polygraph, and factors influencing the credibility of witnesses, victims, and offenders.

PSY 211 Human Growth and Development (3 credits)

Students in this course study physical and psychological development from the prenatal period to death. Patterns of human development also are considered. Prerequisite: PSY 108.

PSY 215 Psychology of Abnormal Behavior (3 credits)

This course offers students an opportunity to better understand human behavior. It also studies the similarities and differences between normal and abnormal reactions to environmental stimuli. Prerequisite: PSY 108.

PSY 216 Psychology of Personality (3 credits)

Personality is studied using theories, applications, and individual and group patterns of behavior formation. Prerequisite: PSY 108 or permission of the instructor.

PSY 224 Research Methods (3 credits)

Students in this course will develop an understanding of a variety of research methods, including experimental, survey, co-relational and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Prerequisites: PSY 108 and MAT 220. Writing Intensive Course.

PSY 225 Health Psychology (3 credits)

This course introduces the student to the field of health psychology through an exploration of ways in which the biopsychosocial (holistic) model is applied to promote health and improve coping with illness. Topics include health beliefs and behaviors, delay in seeking medical care, factors influencing individuals' responses to the health care system and practitioners, acute and chronic illness, treatment adherence, pain and pain management, stress and coping, social support and psychoneuroimmunology. Prerequisite: PSY 108.

PSY 226 Sport Psychology (3 credits)

The course offers an in-depth examination of the major psychological issues associated with athletic competition. Topics include motivation, anxiety, aggression, commitment, self-control, leadership and excellence. While using athletic competition as its focus, the course also establishes the relationship between athletic competition and the pursuit of excellence in any human endeavor. This course also has a significant research component designed to help students develop a sound understanding of the research methodology that supports theories of athletic competition. Prerequisite: PSY 108.

PSY 230 Psychology of Individual Differences and Special Needs (3 credits)

This course provides knowledge and understanding of exceptional children and adolescents. The approach is theoretical and practical. Prerequisite: PSY 108.

PSY 257 Social Psychology (3 credits)

Social psychology is an interesting, dynamic study of how people's thoughts, feelings and actions are affected by others. Issues discussed include prejudice, conformity, interpersonal attraction and violence. The scientific methods of studying such phenomena are emphasized. Prerequisite: PSY 108.

PSY 305 Cognitive Psychology (3 credits)

Cognitive psychology focuses on mental processes; we explore research and theory relating to memory, thinking, problem-solving, and language. Applied topics will include learning skills to help improve memory, accommodating memory/language disorders, such as Alzheimer's disease and dyslexia, and understanding how brain scanning techniques can be used to understand memory. Prerequisites: PSY 108 and PSY 211.

PSY 311 Child and Adolescent Development (3 credits)

This course is an in-depth study of childhood and adolescent developmental issues. The solid understanding of concepts and theories acquired in PSY 211 will be developed and applied. Field research, case studies and observations will be required. Prerequisites: PSY 108 and PSY 211.

PSY 312 Psychology of Childhood and Adolescent Adjustment (3 credits)

This course focuses on typical life experience conflicts and transitions students face in our complex society. An in-depth analysis of the specific adjustment issues that school-age children encounter is emphasized through research and case studies. Prerequisites: PSY 108 and PSY 211.

PSY 314 Disorders of Childhood and Adolescence

(3 credits)

This course focuses specifically on an introduction to the classification of disorders of childhood and adolescence and the treatment approaches that currently are available. Knowledge students obtained in PSY 215 is essential for understanding the etiology and manifestation of these disorders, as well as the impact on the individual, family and society. Current field research and case studies will be used. Prerequisites: PSY 108 and PSY 211.

PSY 315 Counseling Process and Techniques *(3 credits)*

This course examines the history and philosophy of specific helping professions in the fields of psychology, sociology and human services. Several broad theoretical perspectives will be studied and applied in role-play situations. Prerequisites: PSY 108 and PSY 216.

PSY 316 Psychology of Adult Adjustment *(3 credits)*

The adjustments that most adults must make based on normative age-graded influences and social clock are studied throughout the adult life span. A biopsychological perspective is maintained. Topics include: physical health and well being; love and relationships; parenting; career development; human sexuality; role in society; retirement; adjusting to anticipated and unanticipated loss; and death. Prerequisite: PSY 211.

PSY 325 Advanced Research Methods *(3 credits)*

Students in this course will build on the knowledge of research methods they attained in PSY-224. Students will gain fluency in a variety of methods including surveys, naturalistic observation, correlational techniques and experimentation. This course is designed to crystallize the students' interests by allowing them to focus their intellectual energy on one topic. A major course objective is for students to hone the specific research questions that interest them and to design and conduct independent research in the area. Completion of this course is required for students to graduate with a specific concentration in psychology. Prerequisite: PSY 224.

PSY 331 Human Sexuality *(3 credits)*

This course deals with sex as it relates to the individual, family, group and society. While this is a psychology course, some techniques and knowledge from the biological and social sciences and the humanities are used. Academic achievement and the development of personal insights are the expected results of this course. Prerequisites: PSY 108 or permission of the instructor.

PSY 335 Assessment and Testing *(3 credits)*

Students in this course will become aware of the use and abuse of psychometric techniques. Specific techniques that currently are used will be introduced and understood. While knowledge about specific tests may be somewhat limited, students will obtain knowledge of the types of tests and techniques available. Prerequisites: PSY 108, PSY 224 and MAT 220.

PSY 443 Psychology Internship

(may be taken for 3 or 6 credits)

PSY 444 Senior Seminar in Psychology *(3 credits)*

This capstone course integrates previous classroom and practical experience with a focus on current issues in psychology. This course likely will include cross-cultural aspects of psychology, ethics, recent career trends in psychology and other topics dictated by current events in psychology. Coverage may change over time, but the basic focus on integrating the past and anticipating the future for psychology seniors will be the major concern. Prerequisites: PSY 108, PSY 211, PSY 215, PSY 216, PSY 224 and PSY 335. (One prerequisite may be taken concurrently.) Writing Intensive Course.

PSY 480 Independent Study *(3 credits)*

This course allows the student to investigate any psychological subject not incorporated into the curriculum. Prerequisites: permission of the instructor, the program coordinator/department chair and the school dean.

Quantitative Studies and Operations Management

QSO 330 Basics of Supply Chain Management

(3 credits)

Basics of Supply Chain Management provides an understanding of planning and the control of materials that move into, through and out of organizations. Offered only in the Division of Continuing Education.

QSO 331 Introduction to Operations Management

(3 credits)

This introductory course in operations and production management considers the evolution of the modern operations function, the design of the system supervision scheduling, the management of materials and the provision of services. Prerequisites: ACC 201, ACC 202, ECO 201 and MAT 220.

QSO 332 Purchasing Management *(3 credits)*

This course provides a sound introduction to the techniques employed by professional purchasing executives and the management of a purchasing department. It covers the role of the purchasing function and its potential contribution to profitability, techniques of professional purchasing, the development of long-term supply strategies, and the organization and control of a purchasing department to implement strategies.

QSO 340 Introduction to Project Management

(3 credits)

This course focuses on a holistic approach to project management. The content deals with planning, scheduling, organizing, and managing projects, e.g., product development, construction, new business, and special events. Primary class emphasis is on the project management process. The course includes major topics and as Strategy, Priorities, Organization, Project Tools, Project Risk, Time/Cost Tradeoffs, and Project Leadership. Project management is becoming increasingly important in today's world. Mastery of key concepts and tools would give you significant competitive advantage in the marketplace. Prerequisite: IT 210.

QSO 350 Master Planning of Resources (3 credits)

This course focuses on developing and validating a supply plan; identifying, quantifying and assessing demand; and developing and validating the master schedule. Prerequisite: ADB 330 or QSO 330. Offered only in the Division of Continuing Education.

QSO 351 Detailed Planning and Scheduling (3 credits)

This course focuses on planning material requirements to support the master schedule, planning operations to support the priority plan, and planning procurement and external sources of supply. Prerequisite: ADB 330 or QSO 330. Offered only in the Division of Continuing Education.

QSO 352 Execution and Control of Operations

(3 credits)

This course focuses on the execution and control of operations; executing plans, implementing physical controls and reporting the results of activities performed; and evaluating performance and providing feedback. Prerequisite: ADB 330 or QSO 330. Offered only in the Division of Continuing Education.

QSO 353 Strategic Management of Resources (3 credits)

This course focuses on aligning resources with the strategic plan, configuring and integrating the operating processes to support the strategic plan and implementing change. Prerequisite: ADB 330 or QSO 330. Offered only in the Division of Continuing Education.

QSO 420 Management Decision Making (3 credits)

This course introduces the student to mathematical techniques that may be used to aid decision-making. Topics may include linear programming, PERT, CPM, network analysis and others. Prerequisites: ACC 201, FIN 320 or FIN 435 and MAT 220.

Science

SCI 211 Survey of the Biological Sciences (3 credits)

Students in this course study selected topics within the various biological sciences. Ecology in our modern society and historical developments are considered. Prerequisite: ENG 121 or permission of the instructor.

SCI 212 Principles of Physical Science I (3 credits)

This course is a study of the basic concepts of physical science. Topics covered include the influence of the scientific method in understanding science, energy and motion; Newtonian physics; the solar system; the universe; and geology. Prerequisite: ENG 121 or permission of the instructor.

SCI 213 Principles of Physical Science II (3 credits)

This course is a study of other basic concepts of physical science. Topics to be covered include electricity and magnetism, heat, atoms and the molecular theory of the atom, chemical reactions and basic organic chemistry. SCI 212 is not required for SCI 213. Prerequisite: ENG 121 or permission of the instructor.

SCI 215 Contemporary Health (3 credits)

This course exposes students to the three major dimensions of health - physical, emotional and social. Health, nutrition, substance abuse, infectious diseases and stress management are among the issues that will be discussed. Students will learn to intelligently relate health knowledge to the social issues of our day. Prerequisite: ENG 121 or permission of the instructor.

SCI 217 Introduction to Anatomy and Physiology

(3 credits)

This course is intended to introduce students to the fundamental principles of anatomy and physiology and the relationships of all the body systems and their functions. Prerequisite: ENG 121 or permission of the instructor.

SCI 219 Environmental Issues (3 credits)

Students in this course examine major environmental problems to make them aware of current and potential environmental issues from the perspectives of society, business and the individual. Prerequisite: ENG 121 or permission of the instructor.

SCI 220 Energy and Society (3 credits)

This course surveys various forms of energy that are available in an industrial society. The environmental impact and the continued availability of each form of energy will be discussed. Conservation of energy sources and the development of alternative energy sources in the home and industry will be emphasized. Prerequisite: ENG 121 or permission of the instructor.

SCI 335 Technology and Society (3 credits)

Students in this course examine how technology and science impact society and relate to other disciplines, including economics, ethics, the arts and religion. This course is cross-listed with SOC 335. Prerequisites: ENG 121 and at least three science credits or permission of the instructor. Writing Intensive Course.

SCI 480 Independent Study (3 credits)

As arranged. Prerequisites: ENG 121 and permission of the instructor, the program coordinator/department chair and the school dean.

Social Science

SCS 224 Research Methods (3 credits)

Students in this course develop an understanding of a variety of research methods, including experimental, survey, co-relational and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Prerequisites: PSY 108 and MAT 220. Writing Intensive Course.

SCS 444 Senior Seminar in Social Science (3 credits)

This course serves as the capstone for social science and psychology majors. Students will draw upon the knowledge earned in the social science concentration courses and the liberal arts core courses and use it as the foundation for a guided research project in one of the social sciences. Writing Intensive Course.

SCS 490 Social Science Cooperative Education

(may be taken for 6 or 12 credits)

As arranged. Prerequisites: Consent of the Career Development Office and permission of the program coordinator/department chair.

Sociology

SOC 112 Introduction to Sociology *(3 credits)*

This course studies the organization of social behavior and its relationship to society and social conditions. Culture, norm stratification, systems, structure, social institutions and social change are emphasized.

SOC 213 Sociology of Social Problems *(3 credits)*

Students in this course analyze contemporary social problems in America and other societies. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, ageism, and environmental and population concerns. Prerequisite: SOC 112 or permission of the instructor.

SOC 317 Sociology of the Family *(3 credits)*

This course is a sociological examination of the family institution in America and other societies. Traditional and nontraditional family patterns are studied to provide students with a structure for understanding sex, marriage, family and kinship systems. Prerequisite: SOC 112 or permission of the instructor.

SOC 324 Sociology of Crime & Violence *(3 credits)*

The course examines the nature, causes, and consequences of crime and violence to a society. Applying a legal and sociological perspective, the course examines: 1) the structure of the law and the criminal justice system; 2) the nature and causation of criminal behavior; and 3) the various types of crime and criminality.

SOC 326 Sociology of Deviant Behavior *(3 credits)*

This course is a sociological analysis of the nature, causes and societal reactions to deviant behavior, including mental illness, suicide, drug and alcohol addiction and sexual deviation. Prerequisite: SOC 112 or permission of the instructor.

SOC 328 Aging in Modern Society *(3 credits)*

Students in this course examine basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed. Prerequisite: SOC 112 or permission of the instructor.

SOC 330 Minority Relations *(3 credits)*

This course examines minority relations in America and other societies. It focuses on the nature of minority-dominated interaction, the sources and operation of prejudice and discrimination and the typical reactions of minorities to their disadvantaged positions. Prerequisite: SOC 112 or permission of the instructor.

SOC 333 Sport and Society *(3 credits)*

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts. Students will be encouraged to ask questions and think critically about sports as part of social life. This course is cross-listed with SPT 114.

SOC 335 Technology and Society *(3 credits)*

Students in this course examine how technology and science impact society and relate to other disciplines, including economics, ethics, the arts and religion. This course is cross-listed with SCI 335. Prerequisites: ENG 121 and at least three science credits or permission of the instructor. Writing Intensive Course.

SOC 480 Independent Study *(3 credits)*

As arranged. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

Southern New Hampshire University Seminar

SNHU 100 *(3 credits)*

This course is for Continuing Education students who are reentering the educational system. Topics covered in this seminar include self-knowledge, establishing personal goals developing effective study skills, developing research skills and practicing communication skills.



Alternatives for Earning Credit

Many students possess knowledge and skills that may deserve recognition through the awarding of college credits. Southern New Hampshire University has adopted a system that allows students to receive college credit through a variety of methods. The university accepts the results of nationally accredited testing programs and institutionally developed examinations to satisfy requirements for certain courses. Before making a decision to start one of these processes, students should review their worksheets and meet with an advisor or center director to determine if one of the following options is a practical alternative.

Transfer from Accredited Institutions of Higher Education

The most common type of credit for previous experience is the transfer of credits from other colleges or universities. To receive credit on a direct transfer basis, the credits must have been earned at an accredited institution of higher education either in the United States or abroad. The Office of the Registrar can inform you if your former institution is accredited. International course work is evaluated by the Center for International Exchange. If you wish to apply for transfer of credits, you must supply an official transcript of your grades to the center where you are enrolled. Once your transcript has been reviewed, you will be notified of the credits that can be transferred and the requirements that they satisfy. Southern New Hampshire University does not accept as transfer credit capstone courses, co-ops, internships or student teaching taken at other institutions. Students wishing to major in information technology may need to provide syllabi of previous courses.

Transfer Policies

Southern New Hampshire University recognizes credit earned at other accredited collegiate institutions and encourages transfer applications. Credits for courses in which the applicant earned a grade of “C” or better, and which fit the student’s degree program, are generally transferable. Grades of “C-” will be transferred for credit if the grade-point average of all transferred courses is 2.0 or better. Transfer students may be awarded advanced standing classification with ranking determined after the registrar’s evaluation of credit earned elsewhere. Grades earned in courses taken at other institutions are not considered in the calculation of the student’s grade-point average at Southern New Hampshire University.

A maximum of 90 credits may be transferred toward a bachelor’s degree and a maximum of 30 credits may be applied

toward an associate degree. Military students with a SOC agreement are eligible for an exemption from the 30-credit rule for the associates degree. Under certain conditions, the university will accept some tests sponsored by the College Level Examination Program (CLEP), the Regents Defense Activity for Non-Traditional Education Support (DANTES), the United States Armed Forces Institute (USAF), High School Advanced Placement Tests and other standard, recognized measures of academic achievement. Military and industry-sponsored course work (with official documentation) will be evaluated only according to guidelines established by the American Council on Education. Information on the above may be obtained from the center directors. A transcript request form is available at each center and online.

Students enrolled in degree programs at Southern New Hampshire University who wish to take courses at other colleges and transfer the credits to Southern New Hampshire University must receive approval from the registrar prior to enrolling at the other college. It will be necessary to furnish descriptions of the courses prior to taking them. After completing the course, the student must arrange to have an official transcript of the course grade sent to the Office of the Registrar. Only courses in which the student received a grade of “C-” or better will be accepted as transfer credit as long as a 2.0 average exists for all courses transferred from the same institution.

Awarding of Credit for Courses Taken at Other Postsecondary Settings

Southern New Hampshire University awards credits for some formal course work taken in non-accredited, postsecondary educational settings. These settings include postsecondary vocational training, in-service training courses in the workplace, military service training programs and career-related workshops and seminars.

This type of training has been evaluated by the American Council on Education (ACE). Criteria for awarding college credit are applied based on these guidelines.

Standardized Testing Programs

The university accepts for credit test results from the College Level Equivalency Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), Regents College Examinations (formerly known as the Proficiency Examination Program), and high school Advanced Placement (AP) tests. Your academic advisor can provide information about which exams the university accepts and the minimum scores required.

Institutional Examinations

If students believe their experience and backgrounds have prepared them to meet the requirements of certain 100- and 200-level courses, they can challenge them through an institutional examination. Students should consult the center director or academic advisor as to which courses may be challenged. Before challenging a course, a student should obtain an application from the Continuing Education office and meet with his or her academic advisor, who will explain the next steps in the process.

A nonrefundable fee of \$100 will be assessed before the examination.

A maximum of 15 credits can be earned by way of institutional exams. This applies to bachelor's and associates degree candidates.

For certificate programs, the maximum will be not more than one half of the total credits for that program. Students can attempt each exam only once. Students who are successful will receive a grade of "S" (satisfactory) on their transcripts. Unsuccessful students will receive no credit. Contact your academic advisor for additional information.

Portfolio Assessment

The portfolio is a formal written communication requesting credit for learning that has taken place outside of the university. It identifies what was learned and creates a record of accomplishments and skills, complete with appropriate documentation. Credit may be requested only for courses listed in the university catalog.

For each course to be evaluated, students are required to submit, at a minimum, an application, a current resume that identifies work experience and education and a narrative describing the learning and verification/documentation of the experience. This work must be related to the goals and objectives of the SNHU course and explain how the learning relates to the student's degree program and from what experiences it was gained.

Students who are successful will receive a grade of "S" on their transcripts; unsuccessful students will receive no credit. Students are strongly encouraged to consider CLEP examinations prior to portfolio assessment. Portfolio assessment demands significant documentation and planning; in many cases the work required is more than would have been involved in taking the course.

A maximum of 15 credits can be earned by way of portfolio assessment. This applies to bachelor's and associate degree candidates. For certificate programs, the maximum will be not more than one half of the total credits for that program. For additional information on the process, contact your academic advisor.

Course-by-Arrangement

Course-by-arrangement can be made available to SNHU undergraduate students who are unable to obtain a required course during the normal registration/scheduling process. Continuing Education students must review the master course schedules of area centers and Distance Education to verify that the required course is not being offered. The center director or a designated representative will help select a full-time or adjunct SNHU faculty member who will teach and grade the work. Because there is no guarantee that course-by-arrangement will be available when a student wants one, students are urged to work closely with an advisor to plan their schedules.

Independent Study

A Southern New Hampshire University student may take an independent study course in any subject area. The following conditions must be met:

- a. The course content is not offered in any regularly scheduled Southern New Hampshire University course.
- b. A full-time SNHU faculty member in the department of the course subject area agrees to supervise the student and grade the student's work, or an SNHU adjunct instructor approved by the appropriate program coordinator and the center director agrees to supervise the student and grade the student's work.
- c. All independent study courses will be at the 400 level.
- d. An independent study course has a value of no more than three credits.
- e. The study is approved by the student's advisor, program coordinator, the supervising instructor and the dean.
- f. It is the student's responsibility to research and approach qualified full-time or adjunct faculty to teach and coordinate the independent study.

Cooperative Education

Recognizing that learning and education do not take place in the classroom alone, Southern New Hampshire University offers an active program of cooperative education. The cooperative education program provides students with opportunities to work in the business community and receive credit and potential income for the work performed. Continuing Education students are eligible for cooperative education once they have completed 60 credits or more. For information, contact your center director, academic advisor or a professional staff member in the Career Development Office at the main campus at 603.645.9630.

Opportunities to Take Graduate-Level Business Courses

Undergraduate students will be permitted to register for a maximum of six credits in graduate-level (500+) business courses, provided they meet the following criteria:

- Successful completion of 90+ credits with at least a 3.33 cumulative GPA.
- Successful completion of all prerequisites for the specific graduate course.
- Recommendation of an undergraduate academic advisor and approval of the program coordinator/department chair.

Students will earn undergraduate credit for these courses. However, if students go on to enroll in a graduate program in business at SNHU, advanced standing will be granted for courses where the final grade was a "B" or higher. Students will be charged the prevailing graduate tuition rates.

Academic Standards and Regulations

Policies

Academic Complaint

If a student has a complaint about an instructor or a course grade, the student should first speak to the instructor. The student should then speak to the center director. If the student still is not satisfied or wishes to pursue the matter further, he or she should then appeal to the Dean of Continuing and Online Education, who will review the matter and who has the final word.

Academic Honesty

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include being failed by the instructor, academic suspension or expulsion from the university.

Plagiarism is defined as the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgement. For examples of how to correctly document sources, refer to Robert C. Craven's "Documenting Sources" at the "Guides" link on the Shapiro Library Web pages.

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

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

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating. For a full definition on academic dishonesty, please refer to the undergraduate or graduate catalog.

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 Continuing Education and dean of the school that offers the course. The dean will review the incident and forward the report to the Registrar's Office for placement in the student's personal file. A student dissatisfied with the instructor's decision may appeal to the dean. The dean will investigate the incident and make a decision within five business

days of the student's appeal. A student also has the right to appeal the dean's decision to the Vice President of Academic Affairs. The Vice President will make a final decision regarding the incident within 10 business days of the appeal. Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the Vice President of Academic Affairs for action. A second offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

Academic Renewal

A Southern New Hampshire University student who changes a major, withdraws and returns, or in some other way changes academic attitude or ability, may apply for academic renewal. This allows the student to be considered as a student transferring from another institution. All academic regulations are the same as those for transfer students.

The following restrictions are imposed:

- It must be approved by the Continuing Education Scholastic Standing Committee.
- It may be granted only once to a student after at least a one-year absence.
- A new transcript is begun with only acceptable credits transferred to the new record. A new grade-point average is started.
- A minimum of 30 credits must be completed at Southern New Hampshire University after renewal is granted. The residency requirement must be established after academic renewal.

When a student is granted academic renewal:

- any grade below a "C" will be removed from the renewal record.
- any grade of "C" or better appearing on his or her transcript will be included in the student's GPA and will earn credit toward graduation.

Note: Academic renewal does not change suspension from financial aid.

Academic Review

A student must maintain a "C" (2.0) grade-point average for satisfactory progress in a degree program. Students are urged to consult with the center director or academic advisor whenever they have difficulty in their studies. Three times per year, the Scholastic Standing Committee meets to discuss the records of all students whose cumulative grade-point averages have fallen below the 2.0 standard needed to remain in good academic standing. The committee reviews only those records in which the student has received grades in at least five courses (15 credits). Students on scholastic warning are subject to dismissal by the Continuing Education Scholastic Standing Committee.

- To qualify for graduation, a student must complete all courses within his/her degree program with a cumulative grade point average (GPA) of not less than 2.0.

- A student whose cumulative grade point average drops below 2.0, at any time after he/she has attempted fifteen (15) or more credits at SNHU, will be placed on scholastic warning.
- If a student remains on scholastic warning without substantial improvement for three terms (equivalent of 6 months), he/she will be restricted to one course per term.
- Any student on scholastic warning will be removed from warning upon achievement of a Cumulative GPA of 2.0 or higher.
- A student who has been on scholastic warning, without substantial improvement for six terms, or whose required grade point average in order to graduate with 2.0 would be unrealistically high, will be considered a candidate for academic suspension.
- A student who has been academically suspended may appeal that decision, in writing, to the Committee on Scholastic Standing. Ordinarily, a student who desires re-admission must wait a period of six terms (one year) before appealing for re-admission.
- A student who is re-admitted after academic suspension will be placed on scholastic warning and restricted to one course until his/her Cumulative GPA reaches 2.0. If the student fails to achieve a 2.00 term, he or she will be academically dismissed. There is no appeal for academic dismissals.

The committee is authorized to do the following:

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

Amendment of Degree Requirements

The courses required for a specific degree are in the university catalog and are listed on students' worksheets. Any change in program course requirements must be approved by the student's program coordinator/department chair and school dean. A form for this purpose may be obtained from SAS. The completed and

approved form must be received by the Office of the Registrar before the change will become effective.

Any change in the B.A./B.S. core course requirements must be approved by the dean of the School of Liberal Arts.

Class Attendance

Attendance is required in all courses. Excessive absences may result in failure or administrative withdrawal from the course by the instructor. Each student is expected to arrange a class schedule in such a way that conflicting employment or personal activities are held to a minimum. Each student is responsible for all assignments and classwork regardless of attendance requirements. Students are responsible for abiding by the attendance policy listed in the syllabus of each individual class. The following may be considered excessive:

- More than one absence in a course that meets once per week for eight weeks;
- More than two absences in a course that meets twice per week for eight weeks;
- More than three absences in a course that meets once per week for 16 weeks;
- In a hybrid class, missing more than one class in conjunction with not logging on for an entire week;
- In online classes, attendance criteria are stated in the syllabus. "Attendance" is typically a measure of both the frequency and the quality of online interaction in the threaded discussions, and absence from these discussions for more than a few days might be considered excessive. Consult your syllabus and the instructor for details on participation requirements.

Changing Majors or Degree Programs

Students can change their major, for example, from business administration to accounting, with the assistance of their advisors. Students are urged to make this decision early in their academic careers, in consultation with their academic advisors, so that they will not lose credit for any prior work.

A student who completes his or her associate degree and wishes to go on to earn a bachelor's degree must submit a new application for the bachelor's degree program. Academic advisors will help students make this transition.

Class Cancellations

Classes that are canceled because of inclement weather will be rescheduled before the conclusion of the term. In many cases, the rescheduled class will take place online. The decision to cancel will be made before 3 p.m. for night classes or 6 a.m. for weekend classes. Local radio stations will announce the cancellations. The most accurate information about class cancellations can be found by checking the SNHU Web site at www.snhu.edu. Classes that fall on holidays will be rescheduled by the center directors. Online classes are not affected by holidays or inclement weather.

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 Director and is accessible (under Guides/Tutorials) on the Shapiro Library web pages.

Disciplinary Dismissal

All Southern New Hampshire University students have the right to learn in a safe environment, one where mutual respect and responsible behavior are evidenced. The University reserves the right to dismiss any student whose presence is deemed detrimental to the best interest of the University. This determination will be made by the center director. Students have the right to appeal this decision to the dean of Continuing Education, whose decision is final. Students who are dismissed for other than academic reasons will have the notation “withdrawal” put on their transcripts. Documentation outlining the disciplinary sanctions will be placed in the students’ folders.

This information will be used in evaluating students’ re-admission applications.

Anti-Violence Policy

The goal of Southern New Hampshire University is to create an environment of respect and safety that is free from intimidation, threats and acts of violence. The university does not tolerate threatening or violent behavior of any kind. Any behavior that is threatening to any member of the SNHU community, whether physical or psychological, is not consistent with this policy. The list of unacceptable behaviors includes, but is not limited to, the following:

- Intimidating, threatening or making hostile statements (spoken or written) or actions—including but not limited to inappropriate raising of the voice in anger, name-calling, ethnic or racial epithets, sexual comments, and profanity or obscene language or gestures.
- Physical abuse or attack.
- Inappropriate touching.
- Destroying property or any vandalism, arson or sabotage.
- Throwing objects.
- Any other act or behavior that is judged inappropriate by a recognized authority.

Further, the unauthorized use or carrying of weapons of any kind onto university property or property used for university programs and the possession of unauthorized drugs or alcohol while at the university or on property used for university programs is not allowed.

Any individual who believes he or she has been subjected to, has observed or has knowledge of actual or potential violence should immediately notify a member of the continuing education staff, the director of Human Resources, the Public Safety Office or local police. All such incident reports must be submitted to the Anti-Violence Team of the Emergency Response Group.

Privacy of Student Records

The policy and procedures concerning the privacy of student records maintained by Southern New Hampshire University are, in a large measure, governed by the Federal Family Education Rights and Privacy Act. The university’s policy and procedures regarding this subject are kept in the Registrar’s Office and are available upon request.

Except when requested by a student or required by federal or state regulations, an educational record will not include information concerning race, religion, nationality, political or social views or memberships in organizations. Directory information (name, address, telephone numbers, majors, etc.) may be released or published without a student’s consent unless the student notifies the university that this information is not to be released.

Only members of the university staff with a need to know, certain federal or state agencies and other educational agencies doing surveys and studies for the university will ordinarily have access to a student’s record without the written consent of the student concerned. One exception provides that parents have the right to view and to have copies of their child’s educational record without their child’s consent providing that the child is dependent upon the parents for federal income tax purposes.

A student has the right to waive his or her right of access concerning recommendations from personnel at his or her former school and from others regarding admission to the university, recommendations for employment on file with the university and recommendations for some honor or honor society. The university may not require a student to waive this right nor may the student’s status at the university depend upon his or her waiving this right.

Southern New Hampshire University Network Acceptable Use Policy

Southern New Hampshire University encourages the use and application of information technologies to support research, instruction and student needs. Users of Southern New Hampshire University equipment, software and computer accounts are expected to follow acceptable standards of ethics and conduct in their use of computing resources. All Southern New Hampshire University faculty, students and staff should be aware of the following acceptable use policy requirements, which augment the existing NearNet and NSF acceptable use policies.

Definition: The Southern New Hampshire University network (SNHUnet) includes all computer and communication hardware, software and accounts owned by Southern New Hampshire University.

1. Every computer account issued by Southern New Hampshire University remains the property of Southern New Hampshire University. The person to whom the account is issued is responsible for the account and its use. This responsibility continues until the person is no longer a student of Southern New Hampshire University, at which time all rights and responsibilities regarding the account are terminated. The individual must keep the account secure by keeping the password secret, by changing the password often, and by reporting to the Department of Computing

Resources when anyone else is using the account without permission. Using another person's account or allowing someone else to use an account makes both parties potentially liable to disciplinary action.

2. Prohibited is the use of SNHUnet for:
 - illegal purposes.
 - transmitting threatening, obscene or harassing materials.
 - interfering with or disrupting network users, services or equipment (disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses, and using the network to make unauthorized entry to any other computers accessible via the network).
 - profit-making from the selling of services and/or the sale of network access.
 - excessive private or personal business.
3. The following activities are specifically prohibited:
 - tampering with Southern New Hampshire University-owned computer or communication hardware and software.
 - defining and/or changing IP addresses on any machine.
 - intercepting or attempting to intercept e-mail and file transfers.
 - originating or attempting to originate mail from someone else.
 - attempting to log on to computers without an account (other than using guest or anonymous accounts).
4. Data within computer accounts issued by Southern New Hampshire University are private. Access to data within computer accounts issued by Southern New Hampshire University without written permission of the owner is prohibited. However, if there is probable cause to believe such data files or programs contain information relevant to a Southern New Hampshire University business requirement or legal proceeding, a person other than the authorized user may examine such data files or programs. Permission for such access would be granted by the Southern New Hampshire University president or the vice president of Operations. Access to accounts and/or data by the Department of Computing Resources for routine computer systems maintenance work is permitted.
5. Backup copies of all data in Southern New Hampshire University computer accounts are made routinely to protect against loss of data. No exceptions can be granted.
6. Requests to waive some policies will be reviewed by the director of the Department of Computing Resources on an individual basis. Under no circumstances will a waiver be granted that violates New Hampshire or other laws.
7. Confirmed misuse of Southern New Hampshire University's computing resources may result in one or more of the following punitive measures:
 - loss of access to computer resources.
 - required repayment of funds expended in unauthorized use.
 - disciplinary review.
 - expulsion from the university.
 - termination of employment.
 - legal action.

The prohibited uses as defined above may also violate state and federal law; thus, criminal penalties also may apply.

Holy Days

SNHU 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 absences, when preceded by proper notification of instructors, will not carry any penalty or sanction. Students are expected to make alternate arrangements with their instructors regarding scheduled tests, assignments due, or other course work and activities. Instructors 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, such absence does not mean students are excused from meeting course standards and expectations.

Leave of Absence

After an absence of one year, a student must submit an application for re-admission at a Continuing Education center. The student must continue his or her program on a current worksheet.

Re-admission

A student who is suspended from Southern New Hampshire University for academic reasons may petition to be re-admitted when evidence indicating that university work can be successfully resumed can be presented. Suspension shall be for not less than one year. SNHU does not accept credits for courses taken at other colleges during the term of dismissal.

Any student re-admitted to the university will be placed on a current worksheet.

A student who is readmitted after academic suspension will be placed on scholastic warning and restricted to enrolling in one course until his/her GPA reaches 2.0. If a student fails to earn a GPA of 2.0 within one year, he/she will be academically dismissed. There are no appeals for academic dismissals.

Repeating Courses

A student may repeat any course for credit. A student who fails a course will want or need to repeat the same course at SNHU. In such an instance, the first course grade will not be computed into the total grade-point average (GPA); instead, the most recent course grade will be computed in calculating the GPA. However, all prior grades will appear on the transcript. Special note to GI Bill students: If you receive a "D" in a course, and you repeat it to better your grade-point average, you will receive no VA benefits. A "D" is a passing grade.

Student Records

Student records are confidential and are released only with the written consent of the student. Grade reports normally are sent two weeks after the conclusion of a term. They are mailed to the student and are not given out by telephone by the Office of the Registrar or by the Continuing Education centers. After obtaining the grades, students should post them to their planning sheets.

Transcript Request

Except as provided by the Federal 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 Registrar will not furnish a transcript to any person other than to the person identified by name on the transcript. No transcript will be furnished to a student or former student whose financial obligations to the university have not been satisfied. Transcript requests may be processed at the Office of the Registrar or by mail. There is a charge of \$5 per transcript that must accompany the request. Telephone requests will not be honored. All requests must be in writing or on the transcript request form, which can be obtained at the Continuing Education centers or the university Web site.

Standards of Satisfactory Academic Progress to Maintain Financial Aid Eligibility

Review of academic progress will be determined by the Office of Financial Aid at least once each year and will be based upon the information contained on the student's academic transcript as of the date of the review. A student must meet both of the established standards in order to continue to receive financial assistance.

Standards

Quantitative Measure

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

For the purposes of financial aid, a student may attempt a maximum of 166 semester hours of credit (inclusive of remedial and non-degree courses), less the total number of credits accepted for transfer from other institutions.

Credits attempted are those for which the student has enrolled as of the end of the add/drop registration period. The courses/credits appear on the academic transcript.

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.

Courses that are repeated will be counted in the calculation of credits attempted and credits earned (if the student received a passing grade).

Qualitative Measure

A student must maintain a minimum cumulative grade-point average (G.P.A.) of 2.0 (a "C" average) on a 4.0 scale.

Class Standing

First- and Second-Year Undergraduate Students

Defined as those students having attempted fewer than 60 semester hours of credit (including transfer credits).

Failure to meet either academic progress standard will result in the student being placed on financial aid probation.

The probationary period for all programs will be a maximum of 12 months. During the period of probation, the student will be able to receive the financial aid for which she or he may be eligible.

At the end of the probation period:

- a student whose academic record meets both standards will have his or her academic eligibility for future financial aid reinstated, or
- a student whose academic record does not meet both standards will have his or her eligibility for financial aid suspended.

The student may appeal the suspension of financial aid to the Financial Aid Appeals Committee. Appeal procedures are available from the Office of Financial Aid upon request.

Third- and Fourth-Year Undergraduate Students

Defined as those students having attempted 60 or more semester hours of credit (including transfer credits).

Failure to meet the qualitative standard as of the close of any term/semester will result in the suspension of eligibility for financial aid-without a period of probation. The adherence to the qualitative standard is to comply with U.S. Department of Education rules.

The suspension may be appealed on the basis of an undue hardship, such as the death of a relative or an injury to or illness of the student, being the cause of the deficient academic performance. Appeal procedures are available from the Office of Financial Aid upon request.

Failure to meet the quantitative standard will result in the student being placed on financial aid probation.

The probationary period for all programs will be a maximum of 12 months. During the period of probation, the student will be able to receive the financial aid she or he may be eligible for.

At the end of the probation period:

- a student whose academic record meets both standards will have his or her academic eligibility for future financial aid reinstated, or
- a student whose academic record does not meet both standards will have his or her eligibility for financial aid suspended.

Reinstatement: Students will have their academic eligibility for future financial assistance reinstated upon compliance with the standard(s). However, eligibility is not retroactive for periods of student enrollment wherein he or she is not in compliance with the standards.

Withdrawal from Class

The instructor has the right to withdraw a student due to excessive absences; see the attendance policy on page 72 for a definition of excessive absence. Students who anticipate excessive absences should consult with their instructors. Students may officially withdraw from a course up to the fourth week of the course. Withdrawals must be submitted in writing. Students should not assume that they are withdrawn simply because they have stopped attending class. After the fourth week, only the instructor may initiate the withdrawal.

Withdrawals must be made prior to the final two class meetings. The university reserves the right to withdraw any student who fails to meet financial or academic obligations or who, because of misconduct, disrupts the academic process.

Withdrawal forms are available at each Continuing Education office. A student must complete the form, have it signed by the instructor and return it to the Continuing Education office. To withdraw from an online course, students must e-mail the SNHU Online office with their requests.

Each student must receive a final grade in a course. The registrar will automatically give a student an “F” grade when the student has neither officially withdrawn from the course nor been officially withdrawn by the teacher. Faculty members may give a student an incomplete in a course only if the student and instructor have signed a contract indicating a plan or schedule completion. No adjustments to account balances will be made nor withdrawal disputes considered after 30 days from the end of the term during which the student withdrew.

Worksheets

Each student’s progress is tracked on a worksheet. This document shows the degree requirements for the major according to the year the student entered or changed majors. All the courses listed must be completed to qualify for a degree. Students are required to keep a copy of their own worksheets and keep them up-to-date. See samples on pages 6-11.

Honors

Honor Societies

Delta Mu Delta

The Southern New Hampshire University business bachelor’s degree program honor society is the Gamma Nu chapter of Delta Mu Delta, a national honorary society in business administration. Its purpose is to promote and recognize higher scholarship in training for business and to reward scholastic achievement in business subjects.

Students of good character enrolled in day or evening business-related majors and studying for bachelor’s degrees are eligible for membership. A candidate must have completed at least one half of the credits required for his or her bachelor’s degree (including a minimum of 24 credit hours, i.e., eight courses at Southern New Hampshire University) and have maintained an average qualitative grade of 3.25. Continuation in Delta Mu Delta requires the member to maintain a 3.25 grade-point average, be in the top 20 percent of their class and be in good standing.

Alpha Chi Honor Society

Alpha Chi Honor Society at Southern New Hampshire University recognizes the scholastic achievements of junior and senior liberal arts students. Alpha Chi is a national honor society that provides meaningful benefits for students who plan to pursue graduate or professional study or who plan to pursue careers.

Membership is limited to liberal arts degree students, day or evening division, who have completed at least half of the total credits required for the bachelor’s degree and who have achieved a cumulative grade-point average of 3.2. Members must continue to maintain a 3.2 grade-point average.

Phi Theta Kappa

Phi Theta Kappa is an international honor society that recognizes and encourages scholarship for two-year associate degree programs. Phi Theta Kappa attains its goals by developing opportunities for leadership, fellowship and service, as well as providing an intellectual climate for continued academic excellence.

Candidates must have completed at least 12 credit hours in courses that could be applied to an associate degree. Students must earn no less than a 3.5 grade-point average to be invited to accept membership in Phi Theta Kappa.

High Honors

President’s List and Dean’s List

Southern New Hampshire University grants academic honors to Continuing Education students who, after completing 12 credits in two consecutive terms, have achieved a 3.0 or better average in those courses for the Continuing Education periods ending in December (terms 1 and 2), April (terms 3 and 4) and August (terms 5 and 6). Students who have earned a minimum grade-point average of 3.5 for that time period are named to the President’s List. Students who have earned a minimum grade-point average of 3.0 but less than 3.5 for the semester are named to the Dean’s List.

Gold Key Award

Students who are candidates for bachelor of science or bachelor of arts degrees may receive the Gold Key award. Graduates receiving the award must have attained a cumulative grade-point average of 3.5 and must have met the residency and credit-hour criteria for graduation with distinction. This award is based solely on scholastic achievement.

Testing and Grading

Privacy of Student Records

The policy and procedures concerning the privacy of student records maintained by Southern New Hampshire University are in large measure governed by the Federal Family Education Rights and Privacy Act. The university's policy and procedures regarding this subject are posted by the Office of the Registrar. Except when requested by a student or required by federal or state regulations, an educational record will not include information concerning race, religion, nationality, political or social views or memberships in organizations. Directory information (name, address, telephone number, major, etc.) may be released or published without a student's consent unless the student notifies the university that this information is not to be released.

Only members of the university staff with a need to know, certain federal or state agencies and other education agencies completing surveys and studies for the university will ordinarily have access to a student's record without the written consent of the student concerned. One exception provides that parents have the right to view and to have copies of their child's educational record without their child's consent, provided that the child is dependent upon the parents for federal income tax purposes.

A student has the right to waive his or her right of access concerning recommendations from personnel at his or her former school and from others regarding admission to the university and recommendations for employment on file with the university and recommendations for some honor or honor society. The university may not require a student to waive this right nor may the student's status at the university depend upon his or her waiving this right.

Final Examinations

A final exam typically will be given on the last night or day of class.

Grade Changes

Instructors are responsible for all grade changes. Concerns about incompletes, make-ups and grades should be directed to instructors.

Grading System

In determining grades at the university, the following grading system is used:

Grade		Quality Points (per credit hour)
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33

C	Average	2.00
C-		1.67
D+		1.33
D	Passing	1.00
F	Fail	0.00
IF	Incomplete/Fail	0.00
N	No grade received from Instructor	0.00
I	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
CR	Credit	
AU	Audit	
W	Withdraw	
WP	Withdraw Passing	
WF	Withdraw Failing	
T	Transfer Credit	

Grade-Point Average

The grade-point average (GPA) is determined by dividing the sum of the quality points (QP) by the sum of the attempted credit hours (CR). An example of a student's grades and grade-point average is as follows:

Course	Grade	Credits
ACC 101	B	3 x 3.00 = 9.00
ENG 220	C	<u>3 x 2.00 = 6.00</u>
Total Credits		6 15.00

Thus 15.00 quality points divided by six credits equals a 2.50 grade-point average. Grades will not be released over the telephone.

Incomplete Final Grades

Each individual instructor makes the decision of whether to allow a grade of Incomplete. Students should not assume their instructor will allow them the opportunity to complete their work after the term has ended. To request a final grade of Incomplete, a student must make arrangements with the instructor. If the instructor is amenable, a contract outlining the remaining work and its timeline for completion will be signed. The responsibility for pursuing this rests with the student. Six weeks after the term ends, all grades of "I" automatically become grades of "F."

Testing Accommodations for Students with Disabilities

A student with disabilities verified by the director of Disability Services shall be entitled to extra time to complete a test without penalty, if extra time will help the student accurately demonstrate true competency in that particular subject. It is the responsibility of the student with a disability who wishes to avail himself or herself of this extra time to inform the instructor within the first four weeks of the term.

Degree Requirements

Residency Requirements

To graduate from Southern New Hampshire University, students must complete 30 credits in residence at the university, including 12 credits from their major fields for bachelor's degrees and nine credits from their major fields for associate degrees. No exceptions will be made regarding residency requirements given in this paragraph except for military students with SOC agreements.

The final 24 credits of a student's degree program must be completed at Southern New Hampshire University. Exceptions to the residency requirement given in this paragraph must be requested in advance to the academic dean, who will decide if the request will be granted. (Active-duty military personnel and dependents are exempted from the final 24-credit residency requirement.)

If a student chooses an A.S. or A.A. degree and then decides to continue on toward a B.S. or B.A. degree, he or she must complete successfully not fewer than 30 additional credits in residence at Southern New Hampshire University.

Residence credits cannot be used simultaneously to satisfy the requirements of more than one program. It is not permissible, therefore, for a student to receive two degrees from Southern New Hampshire University at the same time.

Credits earned for completing Southern New Hampshire University cooperative education programs and any approved Southern New Hampshire University student exchange program are considered to be residence credits. Credits earned through institutional examinations or portfolio assessment are also considered as residence credits, while those credits earned through the College Level Examination Program (CLEP), DANTES and REGENTS are not considered residence credits.

Graduation

Diplomas are conferred three times each year. If a student has completed his or her degree requirements and petitioned to graduate, he or she need not wait until the May graduation exercise to receive a diploma. Diplomas are also conferred in September and January. Students receiving diplomas in September or January are encouraged to attend the formal ceremony in May.

In order to graduate, a student must petition in writing and pay the required \$100 graduation fee. Forms are available at the Continuing Education offices and online. Potential graduates should meet with their academic advisors before petitioning to graduate.

Apply by:	Complete Degree Requirements by:	Conferral Date:
May 1	Aug. 31	Sept. 15
Sept. 1	Dec. 31	Jan. 15
Jan. 1	May 12	May 9

A student is responsible for determining that he or she has earned all necessary credits for graduation. All obligations to the university, such as tuition, fees and library fines, must be met prior to graduation. Potential graduates are urged to consult with an advisor before their planned graduation dates to ensure their planning sheets agree with the university's official records.

Graduation with Distinction

Bachelor's Degree

The bachelor's degree with certain distinctions will be conferred upon those members of the graduating class who have completed a minimum of 60 credit hours at SNHU in a bachelor's degree program and who have met the following standards.

Students who have earned a minimum grade-point average of:

- 3.8 - bachelor of science or bachelor of arts summa cum laude
- 3.5 - bachelor of science or bachelor of arts magna cum laude
- 3.0 - bachelor of science or bachelor of arts cum laude

Associate Degree

The associate degree with certain distinctions will be conferred upon those members of the graduating class who have completed 30 credit hours at SNHU and who have met the following standards.

Students who have earned a minimum grade-point average of:

- 3.8 - associate in science or associate in arts with highest honors
- 3.5 - associate in science or associate in arts with high honors
- 3.0 - associate in science or associate in arts with honors

Participation in Graduation Ceremonies

Students who do not expect to fulfill all graduation requirements by commencement may petition to participate in the graduation ceremony if they meet the following criteria:

1. Six credits or fewer of course work remain to be completed beyond those for which the student is enrolled as of March 15.
2. All graduation requirements can be completed by Aug. 31 following the May ceremony.
3. As of the petition date, the student's cumulative grade-point average is 2.0 or higher.

Students meeting the aforementioned criteria must submit a "petition to participate" form between March 1 and March 15. The names of those students approved under this policy will not appear in the graduation program until the May ceremony following the official conferral date (Sept. 15 or Jan. 15). Any appeal to this process must be sent to the Office of the Registrar in writing.

Support Services

Services for Students with Disabilities

I. 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) of 1990. 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.

II. Self-Identification of Disabilities

While the University makes no pre-admission inquiry about an applicant's disability, such knowledge can often be helpful in the admission process. We recognize that to disclose any disability is

a personal choice that every applicant may exercise. We respect that choice; however, we encourage applicants with hidden disabilities, such as learning disabilities, emotional disabilities or chronic medical conditions, to self-disclose such conditions and provide us with all necessary data. It is only through self-disclosure that informed and fair decisions can be made by both the student and the university regarding the suitability of attending Southern New Hampshire University in the pursuit of a collegiate education. This information is also useful after the student is enrolled in helping the faculty and staff provide the needed services or in referring students for appropriate services.

Accommodations can only be made after the student provides the appropriate documentation that, upon review, justifies the need for services. Documentation guidelines are available from the office of Disability Services or through the Wellness Center.

III. Academic Responsibility

While personal services and personal aides cannot be provided, reasonable accommodations will be arranged based on a plan to be developed by the student and the appropriate disability specialist. Such services may include the use of specialized examination conditions, auxiliary aides, and other reasonable classroom and learning accommodations. In all instances, the classroom instructor is responsible for facilitating the learning and examination process (with aid and advice from appropriate Southern New Hampshire University support services).

IV. Grievance Procedure

Southern New Hampshire University has adopted a grievance procedure that provides for the prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) and by Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). Section 504 states, in part, that “no otherwise qualified handicapped individual . . . shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance . . .” Complaints should be addressed to:

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

The grievance procedure requires the following:

- A complaint must be filed in writing or orally, must contain the name and address of the person filing it and must briefly describe the alleged violations of the regulations.
- A complaint must be filed within 30 working days after the complainant becomes aware of the alleged violation. (Processing allegations of discrimination that occurred before this grievance procedure was in place will be considered on a case-by-case basis.)
- 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.

- The ADA/504 compliance officer will issue 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 15 working days after the complaint is received.
- The ADA/504 compliance officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.
- The complainant can request a reconsideration of the case in instances in which he or she is dissatisfied with the resolution.
- The request for reconsideration should be made within 10 working days to the ADA/04 Compliance Committee, which will involve other university officials as deemed necessary.
- The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies, such as the filing of a Section 504 or ADA complaint with the responsible federal agency or department. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.
- These rules will be constructed to protect the substantive rights of the interested persons, meet the appropriate due process standards, and assure that Southern New Hampshire University complies with the ADA and Section 504 and their implementing regulations. Any of the above time frames for the university may be extended if it is determined that there are extenuating circumstances.

Career Development Office

The Career Development Office offers a variety of services, such as one-on-one career planning; workshops on such topics as resume-writing, job search techniques and dealing with difficult bosses; and job listings of full-time, part-time and summer employment in a variety of fields. The office is located on the Manchester campus in Exeter Hall. For more information, call 603.645.9630.

Computer Services

Southern New Hampshire University provides student computer laboratories at all campus locations. These facilities contain industry-standard microcomputers with a suite of Microsoft Windows-compatible software. Each student facility has a functioning network that provides file- and print-sharing services as well as full access to the Internet. This Internet access provides students with electronic mail, file transfer and remote log-on capabilities and full World Wide Web access. All SNHU students receive e-mail addresses and all residence hall rooms have high-speed Internet connections (one connection per resident). Residents are also provided local telephone service, voice-mail, and cable TV service.

In a manner less visible to students but equally important, the Department of Computing Resources serves as the hub of the university's many administrative functions, supporting hardware and software used to assist SNHU in such administrative operations as producing grade reports, transcripts, paychecks and so forth. A network of more than 100 computers reaching every university campus provides access to the university's administrative computing system to provide this support. Faculty can also access the university's administrative computing system for specific computing requirements.

Use of Personal Computer Software

Southern New Hampshire University licenses the use of computer software from a variety of outside companies. Southern New Hampshire University does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it.

Southern New Hampshire University students who learn of any misuse of software or related documentation within the university shall notify Southern New Hampshire University's Department of Computing Resources.

According to the U.S. Copyright Law, persons involved in the illegal reproduction of software can be subject to civil damages of as much as \$50,000 and criminal penalties, including fines and imprisonment. Southern New Hampshire University does not condone the illegal duplication of software. Southern New Hampshire University students who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal from the university.

Library Services

The Harry A. B. and Gertrude C. Shapiro Library serves as the primary information resource center for students, faculty and staff at Southern New Hampshire University. Its mission is to support the curricula and the comprehensive intellectual climate at Southern New Hampshire University.

The library collections are developed to support the university's business, liberal arts, education, and hospitality and tourism curricula at all levels. There are extensive core holdings in management, administration, finance, nonprofit management, international business and economic development. The library serves as a depository for federal documents, particularly those issued by the departments of Commerce, Labor and Treasury.

The constantly expanding collection contains more than 90,000 paper and electronic books, 725 paper periodical subscriptions, access to the content of 20,000 proprietary online journals (most available in full-text) and 12,000 company financial and annual reports. The microfiche collection includes more than 375,000 items.

The library online gateway can be accessed from the university Web pages (www.snhu.edu/library.html). The online catalog can be accessed globally. Networked members of the community have access to more than 50 databases from proprietary information providers.

Off-Campus Library Services (OCLS) links the research needs of continuing and distance education students with the resources and services of the library. OCLS can be reached at the main campus by e-mail, phone and fax, and can be found on the Web at the library home. 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.

The Shapiro Library features:

- sixteen networked computers and four computers dedicated to the online catalog.
- a computerized training room with 28 networked computers, an instructor's computer and 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.
- photocopy and microform machines.
- twelve laptops with wireless network capability, available for loan within the library.
- the Education Resource Center.
- the Pantano Art Gallery spotlighting New England artists.

A strong, dynamic bibliographic (instruction/information) program provides orientation and training for all students. Librarians design appropriate library instruction and electronic information sessions. Emphasis is placed on research strategies, explaining database searching and demonstrating online tutorials. Classes are held in the library training facility and may be introductory or tailored to specific subjects and disciplines.

Financial Matters

Enrolling in a degree program is an investment in your future, an investment of time, energy and finances. Southern New Hampshire University believes that your education is the best investment you can make to enhance your personal and professional opportunities in the years ahead. The University is committed to offering its degree programs at times and in locations that are convenient to you, at an affordable cost. Our credit policies and the availability of financial aid are designed to enable you to pursue your degree within your personal budget.

Tuition Rates

Undergraduate tuition rates per course for the 2005-2006 academic year are as follows:

Manchester, Nashua, Seacoast at Pease, Salem: \$675

Brunswick: \$450

Laconia: \$597

Distance Education: \$750

Payment of Tuition

Tuition must be paid before attending the first class of a term. Tuition can be paid by cash, VISA, MasterCard, Discover, American Express, check or money order. Textbooks and supplies are sold separately. Southern New Hampshire University has a deferred payment option for new students who need start-up help and current students who face sudden financial difficulties. All students must sign a one-time promissory note.

Deferred Payment Plan

First-time students must pay half (50 percent) of initial enrollment charges at the time of registration, unless they fall under direct bill eligibility (which requires an employer letter for verification on file before registration) or they have completed financial aid forms and are expected to be eligible for such aid. Payment of the remaining half (50 percent) of the initial term's charges is due on or before 30 days following the close of that term. Interest at the rate of 18 percent-per-year (compounded daily) on the outstanding balance will be charged. If payment has not been received within the 30-day period, students' accounts will be placed on hold and they will not be allowed to register for upcoming terms.

Continuing students may enroll in successive terms without additional payments, but full payment for the previous term is due on or before 30 days following the close of that term. Interest at the rate of 18 percent-per-year (compounded daily) on the outstanding balance will be charged. Interest will accrue as of the first day of class.

Students failing to pay their bills for the previous term within a 30-day window will be assessed a \$50 late fee.

Students who are no longer enrolled at Southern New Hampshire University and have an outstanding balance will be

charged a late fee of \$50. If payment in full or acceptable arrangements are not made, the account will be placed with a collection agency. If this happens, the student's account will be assessed a minimum of 25 percent for collection costs. The debt will be reported to the appropriate credit-reporting bureau. A student whose account has been sent for collections must pay upfront for future classes. All balances must be paid in full in order to receive transcripts, caps/gowns and diplomas. For additional information on the university credit policy, visit <http://www.snhu.edu/admincredpol.html>.

Industry Sponsors

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

Refund Policy

Students who wish to withdraw from class must do so in writing using a withdrawal form. Refunds are based on the date that the withdrawal form is received. The textbook return policy is posted in the bookstore. The following is the tuition refund policy:

Time of Withdrawal	Night Classes	Weekend Classes
8-week or 16-week	Percent of Tuition Refund	Percent of Tuition Refund
Before first class starts	100%	100%
After first class starts	80%	80%
After second class starts	50%	No Refund
After third class starts	No Refund	No Refund

Because of the nature of online classes, this policy differs for registrations for distance education courses.

Refund Policy Online (SNHU Online)

Withdrawal or last access prior to 12 noon (EST) on the first day of class - 100% refund minus \$25 administrative drop fee.

Withdrawal or last access after 12 noon (EST) on the first day of class through midnight (EST) on the first Sunday of class - 80% refund.

Withdrawal or last access any time during week two - 50% refund.

Any withdrawals or course access after week two are not eligible for any tuition refund. Please remember all classes officially start on Mondays and end on Fridays. If you have any questions regarding the withdrawal policy, please contact the SNHU Online office at 1.866.860.0449 or e-mail online@snhu.edu.

The Office of Financial Aid office will calculate a refund for students who are recipients of federal aid to determine the amount of federal aid they have earned and if they are entitled to keep any, in accordance with federal policies.

Financial Aid

Students who wish to apply for any type of need-based assistance, including loans and grants, must complete the Free Application for Federal Student Aid (FAFSA). The Southern New Hampshire University code number is 002580. The FAFSA can be completed electronically at www.fafsa.ed.gov. Paper applications can be obtained in the Office of Financial Aid in Manchester, the Continuing Education centers, public libraries and high schools. A returning student who has been mailed a renewal FAFSA may use that form or a new, blank form. Awards are made for the academic year, which includes terms starting on or after July 1. Students must reapply for financial aid each year and should do so by March 15. Normal processing time for the FAFSA is about four weeks.

Financial aid applications received from new students are considered for aid eligibility after the student has been admitted to the University or matriculated into a degree program. The student must be enrolled prior to receiving any funds. Applicants may be required to submit documentation (including federal tax returns) to verify information supplied on the aid application.

The information on the FAFSA is used to determine eligibility for financial aid using the need analysis formula of the U.S. Department of Education. A financial aid award letter will be sent to applicants detailing the amounts and specific programs for which they are eligible, given the information submitted in their applications. The award letter must be signed and returned to the aid office before funds can be disbursed.

Students who have Federal Stafford Loans or Federal Pell Grants must establish and maintain satisfactory academic progress toward the degree objective. Standards of acceptable progress for financial aid are independent from academic review and are established in accordance with federal Title IV regulations.

All inquiries should be directed to:

Office of Financial Aid,
2500 North River Road
Manchester, NH 03106-1045,
603.645.9645, finaid@snhu.edu.

Federal Programs

Federal Pell Grant

Federal Pell grants range from \$400 to \$4,050 per year. Grants are free money that does not have to be repaid. An applicant must be enrolled in a degree program and have not obtained a baccalaureate degree. Student eligibility and grant amounts are determined by the U.S. Department of Education but vary with enrollment status and program of study.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG is a campus-based federal grant program with awards ranging from \$200 to \$1400 per year, depending on demonstrated need, availability of funds and enrollment status. Grants are awarded to students with exceptional financial need, typically to students receiving Pell grants.

Federal Stafford Loans

Eligibility for this federally guaranteed loan is determined by the FAFSA. A student interested in borrowing a Stafford Loan must sign the financial aid award letter offering the loan. The first time a student borrows at Southern New Hampshire University, a Master Promissory Note will be sent to the borrower. This note must be signed and returned to New Hampshire Higher Education Assistance Foundation before funds can be released to the school on the student's behalf. In addition, first-time borrowers must also complete a loan entrance counseling session either in person with the aid office or at www.snhu.edu. Maximum loans are \$2,625 for students with fewer than 30 credits, \$3,500 for students with 30 to 59 credits and \$5,500 for undergraduates with 60 credits or more.

The portion of Federal Stafford Loan eligibility equal to the demonstrated need, and not exceeding the maximum loan amount, is subsidized by the federal government. Principal payments are deferred and interest is paid for the borrower until after the student ceases enrollment. Applicants whose demonstrated need is less than the maximum loan amount may receive the balance of the maximum loan amount as an unsubsidized Federal Stafford Loan. With an unsubsidized Stafford Loan, the government will not pay the interest for the borrower, but both principal and interest may be deferred while the student is enrolled.

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 until six months after the student graduates or withdraws from the university.

Veterans' Benefits

Southern New Hampshire University is approved for the education of veterans and the children of veterans. Questions regarding benefits for veterans should be directed to the Veterans Affairs Office.

New veterans should submit:

- an application for admission.
- a registration form for the next term.
- an official high school transcript or copy of G.E.D. test scores.
- official college transcripts, if any.
- copy of DD-214 and any service school data.
- 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. If no check has been received by the seventh week of the term, contact the Veterans Affairs Office.

If a veteran 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 the veteran's effective date of termination.

Students must notify the registrar of any past college credits that are transferable to Southern New Hampshire University. If, after the term, the veteran does not supply the required official transcripts of past studies, he or she will be certified only for cost of courses. In the Division of 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 the chosen degree will not be certified to the VA for those courses. To maintain full-time status, the only time you can take a course outside of your major is in your last term before graduation. The VA requires strict compliance with a number of other regulations, such as the maintenance of satisfactory academic progress, notification of any changes in status and withdrawal from a course. It is the veteran's responsibility to be aware of all VA regulations that affect his or her educational program.

Senior Citizens

Southern New Hampshire University encourages senior citizens who wish to continue learning throughout their lives. Therefore, individuals age 65 or older may attend classes for free at any of the university centers on a space-available basis. Those individuals who enroll in hybrid courses or those who wish to receive university credits or pursue a degree may also enroll on a space-available basis and will be charged only 50 percent of the current tuition rate.

Student Fees

Drop Fee

A fee of \$25 will be charged to cover administrative costs for each course dropped beginning the two weeks prior to the start of the term.

Graduation Fee

A graduation fee of \$100 will be charged to all graduates, whether or not they plan to participate in the graduation ceremony. Payment for this fee must accompany the graduation petition. Payment in full of all account charges must be made prior to graduation day.

Parking Fee

At the Manchester campus, there is an annual fee of \$45 for parking. Students at other campuses should obtain parking authorization from their centers if they need to use facilities at the Manchester campus.

Other

Tuition, fees and the cost of texts are subject to change without prior notice.

There may be optional activities fees to participate in clubs and other organizations, including those held in athletic facilities. Fee amounts may vary at each center. Please check with your Continuing Education center office for actual amounts.

Continuing Education Centers

BRUNSWICK CENTER, BRUNSWICK, MAINE

Bo Yersa, Center Director

Academic Advisor: William Burnside and Ron Poulin

10 Tibbetts Drive, Suite 200, Brunswick, ME 04011

207.725.6486 or 800. 427.9238

FAX 207.721.0443 or e-mail: brunswick@snhu.edu

Directions: From I-95 North take Exit 6A South Portland (295). Proceed on 295 to Topsham Exit 31A to 196 East. Follow 196 to Route 1 North and take Cook's Corner exit. Immediately merge to turn left at lights. Take right at next set of lights. Southern New Hampshire University is the second building on the right.

BRUNSWICK CENTER AT NAVAL AIR STATION (MAINE)

207.798.5418 FAX 207.798.5419

Directions: From I-95 North take Exit 6A South Portland (295). Proceed on 295 to Topsham Exit 24 to 196 East. Follow 196 to Route 1 North and take Cook's Corner exit. Take right at stop light and a left at the second set of lights. This is the entrance to the Naval Air Station Brunswick. Take the third left (Pegasus Street) to stop sign. Turn right and SNHU (Building 20) will be on your right.

LACONIA CENTER

Adrienne Stevens, Center Director

Academic Advisor: Chris Chretien

2 Airport Road, Gilford, NH 03249

603.524.3527 or 524.3554 or FAX 603.524.3817

E-mail: laconia@snhu.edu

Directions: From 93 North, take Exit 20 (Route 3). Follow past Belknap Mall, just beyond the mall, take a right onto Route 3/Route 11 Bypass. Follow to end. At set of stop lights take a left onto Route 11. Go straight through set of stop lights and take first left onto Airport Road. Turn left into the Southern New Hampshire University Laconia Center parking lot.

MANCHESTER CENTER

Ellen Griffin, Center Director

Academic Advisors: Brandi Lyn Biagiotti, John Gonsalves and Anne McCubrey

2500 North River Road, Manchester, NH 03106-1045

603.668.2211 or 645.9624 or FAX 603.629.4664

E-mail: manchester@snhu.edu

Directions: From I-93, take Exit 9N onto U.S. 3/Route 28 heading north. At the first intersection, go left onto West Alice Drive, which becomes Donati Drive at the sharp curve. Follow Donati to the end, then go right onto Bicentennial Drive. Follow Bicentennial to the stop sign, then take a right onto North River Road. The university is 1/4 mile on the left.

NASHUA CENTER

Karen Goodman, Center Director

Academic Advisors: Kevin Coyne and Chuck Kalinski

546 Amherst St., Nashua, NH 03063

603.881.8393 or FAX 603.881.7543

E-mail: nashua@snhu.edu

Directions: Take the Everett Turnpike (Route 3) to Exit 8 in Nashua. At the third set of stop lights, go right onto Amherst Street (Route 101A). Southern New Hampshire University Nashua Center is 1.3 miles on the left.

SALEM CENTER

Linda Richelson, Center Director

Academic Advisors: Gilda Guttman and Susan Taylor

19A Keewaydin Drive, Salem, NH 03079-2840

603.893.9600 or FAX 603.893.6665

E-mail: salem@snhu.edu

Directions: From 93 North take Exit 2 in Salem. At the end of the ramp bear left. Pass under the highway, at the stop light take a left onto Keewaydin Drive. Southern New Hampshire University Salem Center is in the third building on the left.

SEACOAST CENTER

Jane Torrey, Center Director

Academic Advisor: Burt Reynolds

231 Corporate Drive, Portsmouth, NH 03801

603.436.2831 or FAX 603.436.5081

E-mail: portsmouth@snhu.edu

Directions: From I-95 North take Exit 3; go left at light onto Rt.33; at next light, go right on Grafton Drive and into Pease Transport. Continue 1 mile and go right at the stop sign onto Corporate Dr. The Seacoast Center is on your right.

Directions: From I-95 South take Exit 3A following signs to Pease Transport. Make a right at the stop sign onto Grafton Dr. for 1 mile; go right at the stop sign onto Corporate Dr. The Seacoast Center is on your right.

SNHU ONLINE

Howard Davis, Center Director

Academic Advisors: Janet Byrne, Caren James, Amelia Manning and Claudia Zent

2500 North River Road, Manchester, NH 03106-1045

603.645.9766 or FAX 603.645.9706

E-mail: online@snhu.edu

Web site: <http://de.snhu.edu>

Directions: From I-93, take Exit 9N onto U.S. 3/Route 28 heading north. At the first intersection, go left onto West Alice Drive, which becomes Donati Drive at the sharp curve. Follow Donati to the end, then go right onto Bicentennial Drive. Follow Bicentennial to the stop sign, then take a right onto North River Road. The university is 1/4 mile on the left.

Continuing Education Adjunct Faculty

The following faculty members have taught at Southern New Hampshire University for a minimum of five years.

a *Thomas Adamson* • B.S., University of Florida • M.A., California State University Long Beach
Persephone Agrafiotis • B.S., Saint Anselm College • M.Ed., University of Massachusetts • Ph.D., Boston College
Leslie Allen • B.A., University of Alabama, M.A., George Mason University
George Anthes • B.A., College of the Holy Cross • L.L.M., Boston University • J.D., Boston College
Ronald Arsenaunt • B.S., Salem State College • M.S., Suffolk University
John Aylard • B.S., University of Missouri • B.S., Franklin Pierce College • M.B.A., Golden Gate University

Fritz Bachli • B.S., Swiss Federation/Private Schools • M.B.A., Oekrel Graduate School of Business
Laura Bagby • B.S.E., M.A., Northeast Missouri State University
John Bailey • B.S., New Hampshire College • M.S., Rivier College
Gary Baker • B.S., New Hampshire College • M.A., Emmanuel College
Karen Bammel • A.S., Central Florida Community College • B.S., M.B.A., University of South Florida • Ph.D., Walden University
Berly Battle, B.A., M.A., Central Missouri State University
Carl Benanti • B.A., Merrimack College • M.A., Norwich University • Ph.D., San Jose State University
Kenneth Bernier • B.S., M.B.A., New Hampshire College
Cheryl Bernier • B.S., State University of New York • M.B.A., University of Massachusetts
Camille Biafore • B.A., University of Massachusetts • M.Ed., University of Maine
Margaret Bieniek • B.A., M.A., University of New Hampshire

b *John Black* • B.A., Quincy College • M.A., Villanova University • M.Ed., Bowling Green University
Douglas Blake • B.S., University of Southern Maine • M.A., University of New Hampshire
John Blois • B.A., M.A., Salem State College
Robert Blomquist • B.S., University of Maine • M.Ed., University of New Hampshire • M.B.A., New Hampshire College
Todd Bohan • B.A., Saint Anselm College • M.A., Ph.D., Clark University
Philip Boudewyns • B.S., University of North Dakota • M.A., M.B.A., Upper Iowa University
Lori Boulay • B.S., Bentley College • M.B.A., New Hampshire College
Brooke Bourassa • B.A., Cornell University • M.S., Simmons College • M.B.A., Southern New Hampshire University
Roberta Bourque • B.S., M.B.A., New Hampshire College
Ann Boyce • B.A., M.A., Mills College
Irwin Bramson • B.A., M.S., Northeastern University
Michael Brien • A.B., Boston College • M.F.A., University of Iowa
Eileen Broadhurst • B.S., Ball State University • M.S., New Hampshire College
Claire Brooks Rieck • B.S., M.B.A., New Hampshire College
Mary Brown • B.A., Smith College • M.Ed., Harvard University
William Brown • B.S., Florida Southern College • M.S., M.B.A., New Hampshire College
Kenneth Brownson • A.A.S., Delaware Technical Community College • B.S., Saint Joseph's College • M.S., The American College
Pierre Bruno • B.S., Cleveland State University • M.S., University of Akron
Margaret Burke • B.S., M.S., New Hampshire College
Kevin Burke • B.A., University of Vermont • M.B.A., Babson College

Richard Cabral • B.S., M.B.A., New Hampshire College
Thomas Caouette • A.S., New Hampshire Technical Institute • B.C.E., Keene State College • M.S., Fitchburg State College
James Carroll • B.S.S., Fordham University • J.D., Law University of San Diego
Bonnie Carter • B.S., Franklin Pierce College • M.B.A., New Hampshire College
David Cecere • B.A., Northeastern University • M.A., University of New Hampshire
Grace Collette • B.S., M.B.A., Southern New Hampshire University
Pamela Comeau • A.S., New Hampshire Technical College • B.S., College for Lifelong Learning • M.S., New Hampshire College
C *Christine Cooke* • B.A., Regis College • M.A., University of New Hampshire • Ph.D., University of Memphis
Lance Costello • B.S., University of New Hampshire • M.B.A., Plymouth State College
Robert Cote • B.S., Pennsylvania State University • M.B.A., Lehigh University
Rex Cozzens • B.A., Tennessee Temple University • M.A.T., Rivier College • M.A., Harvard University
Russ Crevoiserat • B.S., University of Massachusetts • M.S., M.B.A., New Hampshire College
Lynn Crevoiserat • B.S., University of Maryland • M.Ed., Boston University
James Cropsey • B.A., Trinity College • M.B.A., Babson College
Laura Crosby-Brown • B.S., M.S., New Hampshire College

d *David Daly* • B.S., Fitchburg State College • M.A., Anna Maria College
David Danielson • B.A., Emmanuel College • M.Ed., Notre Dame College
James Delaney • B.S., Northeastern University • M.B.A., Bentley College
Arthur Deleault • B.A., Saint Anselm College • M.A., Rivier College
Walter Derrenbacher • B.S., Syracuse University • M.S., Lesley College
William Dickson • B.A., M.C.D., University of Liverpool
Philip Downs • B.A., M.A., University of Maine • Ed.D., Vanderbilt University
Richard Ducharme • B.S., New Hampshire College • M.S., Suffolk University
Brian Dufresne • A.S., Quinsigamond Community College • B.S., Southeastern Massachusetts University • M.B.A., Nichols College
Robert Dupre • B.S., Lowell Technological Institute • M.B.A., Western New England College

e *William Eckel* • B.S., M.B.A., New Hampshire College

Thomas Fidrych • B.S., Husson College • M.B.A., New Hampshire College
Yvonne Fish • B.A., University of Massachusetts • M.A.T., Bridgewater State College
f *Vladimir Fomichov* • M.S., Ph.D., Moscow State Institute of Electronics and Mathematics
Daniel Foster • A.A., University of New Hampshire • B.S., New Hampshire College • M.S., Regis University
Robert Fouquette • B.A., University of Maryland • M.S., New Hampshire College
Lawrence Frates • B.S., Mass College Art • M.Ed., University of Massachusetts
John Freeman • B.A., Newark State College • M.A., Seton Hall University • M.Ed., University of North Dakota Grand Forks
• Ph.D., University of New Hampshire

g *Zach Garver* • B.S., M.A., Louisiana State University
Charles Gaspar • B.S., M.S., University of Southern Maine
William Gleed III • B.A., M.A., University of New Hampshire
Diane Gordon • B.S. Daniel Webster College • M.Ed., Rivier College
Kathleen Gordon • B.A., College of the Holy Cross • M.B.A., Babson College
Lisa Gosselin • B.A., University of New Hampshire • M.S., Springfield College
James Gosselin • B.A., University of New Hampshire • M.B.A., New Hampshire College
Daniel Guliano • B.A., State University of New York • M.B.A., New Hampshire College

h *James Halldorson* • B.A., Davis & Elkins College • M.A., Pennsylvania State University
Robert Hamilton • B.S., Bryant College • M.B.A., Plymouth State College
William Harley • B.S., Daniel Webster College • M.B.A., New Hampshire College
John Hayward • B.S., Slippery Rock University • M.A., University of New Hampshire
Mary Healey • B.A., University of New Hampshire • M.Ed., Plymouth State College
Richard Healy • B.A., Tufts University • J.D., Boston University
Paul Hitchings • B.A., M.S.T., University of New Hampshire
Frankie Holt • B.A., University Illinois • M.A., Western Illinois University
Dorothea Hooper • B.A., M.A., Montclair State College
Jeanne Hughes • B.A., M.A., University of New Hampshire
Jerry Hunter • B.S., University of Maine • M.S., New Hampshire College

i *Scott Ingram* • B.S., Spring Garden College • M.S., Shippensburg University

j *Mark Jackson* • A.S., University of Southern Maine • B.S., Husson College • M.S., Southern New Hampshire University
Rodney Jean-Baptiste • A.S., Quinsigamond Community College • B.S., Worcester State College • M.B.A., Anna Maria College
Ted Johanson • B.S., Southwest Missouri State University • M.S., Southern Connecticut State University
Thomas Juenemann • B.S., United States Naval Academy • M.B.A., University of Maine

k *Charles Kalinski* • A.B., Saint Anselm College • M.A., University Akron • M.A., Rivier College • M.B.A., New Hampshire College • M.S., Sanford University • M.Ed., Suffolk University • M.Ed., Notre Dame College • M.S.I.S.M., Marlboro College • Ed.D., International Graduate School
Rimas Kalvaitis • B.S., Drexel University • M.S., California State University • M.S., University of Southern California
Thomas Kanick • A.A.S., Broome Community College • B.S., Bryant College • M.A., State University of New York
Suzanne Kavli • B.S., University of North Dakota • M.S., North Dakota State University • Ph.D., Capella University
Richard Keating • B.A., The Citadel • M.A., University of South Carolina • Ph.D., University of North Carolina
Patrick Klingaman • B.S., University of Utah • M.B.A., Indiana University
Suzanne Kole Berlingieri • B.A., University of Massachusetts Amherst • M.A., Southwestern College • Ph.D., Union Institute
Laura Koplewitz • B.A., Hampshire College • M.A., New York University
Dennis Kosydar • B.S., M.S., New Hampshire College
William Kratochvil • B.S., University of Wisconsin • M.B.A., Indiana University

l *Jennifer Lafond* • B.S., University of New Hampshire • M.S., Rivier College
Linda Laplante • B.S., M.B.A., New Hampshire College
Andrew Laverdiere • B.A., Plymouth State College • M.S.T., University of New Hampshire
Claudette Leonard • B.S., Nathaniel Hawthorn College • M.B.A., Rivier College
Brian Lefasseur • A.S., Northern Essex Community College • B.S., Franklin Pierce College • M.B.A., New Hampshire College • Ph.D., Argosy University
Christine Liebke • B.S., Merrimack College • M.S., Salem College
Brian Lumbert • B.S., Chaminade University • M.S., University of Southern California • M.A., University of Notre Dame
Paul Lynskey • B.A., Clark University • M.A., Assumption College

m *Scott Maltzie* • B.S., Plymouth State College • M.S., M.B.A., New Hampshire College
Catherine Manthey • B.S., Southeastern Massachusetts University, M.A., Fordham University
Frank Marafioti • B.A., Villanova University • M.B.A., New Hampshire College
James Marino • B.A., M.A., Salem State College
Frank Marino • B.A., University of Connecticut • M.B.A., New Hampshire College
Eva Martel • B.S., New Hampshire College • M.B.A., Plymouth State College
Pamela Mayo • B.Ed., University of Miami • M.Ed., George Mason University
Brenda McAleer • M.A., Vermont College, B.A. • Saint Mary's College • Ph.D., Walden University
David McBride • B.A., University of New Hampshire • M.Ed., Northeastern University
Jonathan McCosh • B.S., Merrimack College • M.B.A., Babson College
Cathleen McGrevey • B.S., University of New Hampshire • M.S., New England College
Thomas McGrevey Jr. • B.S., University of New Hampshire • M.B.A., New Hampshire College
John McWilliams • B.A., University Mass Dartmouth
Kevin Miller • B.S., Drake University • M.B.A., New Hampshire College
Gary Miller • B.A., M.B.A., New Hampshire College
Emily Moll • B.A., Massachusetts College of Art • M.A., New York University
Susan Mooers • B.A., M.S., University of Southern Maine
Keith Moon • B.B.A., Niagara University • M.B.A., New Hampshire College • J.D., Franklin Pierce Law Center
James Morgan • A.A., Minot State University • B.S., University of Southern Maine • M.B.A., New Hampshire College
Thomas Mulherin • B.S., Pennsylvania State University • M.S., University of Arkansas
Raymond Murphy • B.S., M.B.A., New Hampshire College

n *Cindy Naiditch* • B.S., M.B.A., City University • J.D., Franklin Pierce Law Center
Farideh Namazi • B.A., Iranzamin College • M.A., Webster University
Donald Norris • B.S., E.E., Northeastern University • M.B.A., Boston University
Charles North • B.S., Black Hills State University • M.Ed., Notre Dame College

o *Dan O'Leary* • B.A., Boston College • M.Ed., University of Massachusetts
William Ouellette • B.S., M.B.A., New Hampshire College

p *Arthur Paradis* • B.S., Franklin Pierce College • M.B.A., M.S., New Hampshire College
Randy Pinsonneault • B.B.A., Marquette University • M.B.A., New Hampshire College
Lorrie Piper • B.S., Endicott College • M.S., Rivier College
Lynda Plante • B.S., University of New Hampshire • M.B.A., New Hampshire College
Jonathan Posner • B.A., Boston University • M.B.A., University of Denver • J.D., Suffolk University
Frankie Pugh • B.S.N., George Mason University • M.B.A., New Hampshire College

Donna Raymond • B.S., M.S., Lesley University
Andreas Reif • B.A., University of Maryland • M.S., Gordon Conwell Theological Seminary
r *Mark Revels* • B.B.A., University of Kentucky Lexington • M.S., University of Denver
Linda Richelson • B.S., Emerson College • M.B.A., New Hampshire College
Monique Ring • B.S., M.B.A., New Hampshire College • D.B.A., University of Florida
Joyce Roberts • B.S., M.Ed., Salem State College
William Robertson • B.S., Saint Francis College • M.A., Fordham University • M.B.A., New York University
Jacqueline Rose • B.S., Franklin Pierce College • M.A., Seton Hall University

Guy Sammartano • B.A., M.B.A., Anna Maria College
Stuart Sanborn • B.Ed., M.A., Plymouth State College
Kathleen Sawtelle • B.A., Bates College • M.Ed., Boston College
Susan Saveikonis • B.S., M.S., Southern New Hampshire University
Robert Schaumann • B.S., Villanova University • M.B.A., Rivier College
Marc Schiffman • B.A., The George Washington University • M.F.A., University of Massachusetts
s *Jason Schneiderman* • B.S., New Hampshire College • M.B.A., Babson College
Stephen Schroeder • B.A., University of Nebraska–Omaha • M.A., University of Phoenix
George Scollin • B.A., Merrimack College • M.Ed., Salem State College
John Sears • B.S., Boston College • J.D., University of San Diego
Deborah Shaw • B.A., Clark University • M.S., Rivier College
Geoffrey Smith • B.S., Bradley University • M.B.A., DePaul University
Cary Sommers • B.A., Harvard University • M.A., Goddard College • Ph.D., The Fielding Institute
Roland Sparks • B.S., University of New Hampshire • M.S., M.B.A., New Hampshire College
Andrew Stangel • B.A., Ph.D., University of California • M.A., University of Wisconsin
Naim Syed • B.E., University of Engineering & Technology • M.B.A., Southern New Hampshire University

Susan Taylor • B.A., Boston University • M.B.A., New Hampshire College
t *Paul Thibault* • B.S., New Hampshire College • M.S., Rivier College
David Thrope • B.A., New York University • M.B.A., Babson College
Salvatore Torrisi • B.S., Northeastern University • M.B.A., Babson College
Richard Tremblay • B.S., M.B.A., New Hampshire College

v *Michael Van Uden* • B.S., M.B.A., New Hampshire College
Mary Ellen Verville • A.S., Franklin Pierce College • B.S., Lesley College • M.B.A., Rivier College
William Webb • B.A., New York University • M.B.A., New Hampshire College • M.Ed., University of New Hampshire
• M.P.A., Golden Gate University
Richard Weissman • B.A., Rutgers University • M.S., Lesley College
Micheline West • B.S., M.B.A., New Hampshire College
Roy Whalen • B.A., University of New Hampshire • M.A., Bowdoin College
Robert Wheeler • B.A., M.A., University of New Hampshire

w *Candice Whitesel* • A.A.S., University of Akron • B.A., Rivier College • M.S.W., Boston University
Jennifer Wiatrowski • B.S., Beloit College • M.S., Western Illinois University
George Wilkerson • B.A., State University of New York • M.A., Syracuse University, Ph.D. University of Texas
Georgine Williams • B.A., Good Counsel College • M.Ed., Plymouth State College
Howard Williams • B.S., M.Ed., Boston University
Stephen Wilson • B.A., University of Rhode Island • M.A., University of London
Patty Winingger • B.S., M.B.A., New Hampshire College
Stephen Wood • B.S., University of Maine • M.B.A., Northeastern University
Linda Worden • B.S., M.Ed., University of New Hampshire

Z *Michael Zulauf* • B.A., Nasson College • M.A.T., Manhattanville College

Index

Academic Calendar	Inside front cover	Grading System	77
Academic Complaint	71	Graduation	78
Academic Honesty	71	Graduation with Distinction	78
Academic Program Structure	14	Graphic Design	51
Academic Programs	16	High Honors	76
Academic Renewal	71	History	51
Academic Review	71	Holy Days	74
Academic Standards and Regulations	71	Honor Societies	76
Accounting	38	Incomplete Final Grades	77
Accreditation and Membership	4	Independent Study	70
Advising	6	Information Technology	54
Allied Courses and Free Electives	14	Institutional Examinations	70
Alternatives for Earning Credit	69	International Business	53
Amendment of Degree Requirements	72	Leave of Absence	74
Anthropology	40	Liberal Arts Programs	28
Anti-Violence Policy	73	Library Services	80
Application	6	Literature	57
Associate Degrees	32	Literature Electives	38
Associate Degrees, Minors and Certificates	32	Major Courses	14
Awarding of Credit for Courses Taken at Other Postsecondary Settings	69	Management Advisory Services	60
Basic Writing Competency Examination	14	Marketing	60
Business Administration	40	Mathematics	60
Career Development Office	79	Minors	33
Certificate Programs	37	Modern Languages	56
Changing Majors or Degree Programs	72	Opportunities to Take Graduate-Level Business Courses	70
Child Development	41	Organizational Leadership	62
Class Attendance	72	Payment of Tuition	81
Class Cancellations	72	Philosophy	63
Class Periods	6	Policies	71
Class Standing	75	Political Science	64
Communications	40	Portfolio Assessment	70
Computer Services	79	Privacy of Student Records	73
Continuing Education	4	Psychology	65
Continuing Education Adjunct Faculty	85	Quantitative Studies	66
Continuing Education Centers	84	Re-admission	74
Continuing Education's Mission	4	Registration	6
Cooperative Education	70	Repeating Courses	74
Copyright Policy	73	Requirements for School of Education Program Acceptance	23
Course Descriptions	38	Residency Requirements	78
Course Load	6	Sample Academic Worksheets	8
Course-by-Arrangement	70	Scheduling	6
Degree Requirements	78	School of Business	16
Disciplinary Dismissal	73	School of Business Programs	16
Economics	43	School of Education	23
Education	45	School of Liberal Arts	28
English	48	Science	67
Federal Programs	82	Senior Citizens	83
Final Examinations	77	Services for Students with Disabilities	78
Finance	50	SNHU Online	7
Financial Aid	82	Social Science	67
Financial Matters	81	Sociology	68
Fine Arts	49	Southern New Hampshire University	4
Gender Studies	51	Southern New Hampshire University Network Acceptable Use Policy	73
Geography	51	Southern New Hampshire University Seminar	68
Getting Started	5	Special Topics Courses	38
Grade Changes	77	Standardized Testing Programs	69
Grade-Point Average	77	Standards	75

Index

Standards of Satisfactory Academic Progress to Maintain	
Financial Aid Eligibility	75
Student Fees	83
Student Records	74
Substitution of B.A./B.S. Core Courses	14
Support Services	78
Teacher Education	43
Testing Accommodations for Students with Disabilities	77
Testing and Grading	77
The B.A./B.S. Core	14
The Business Core	16
The Undergraduate Curriculum	14
The University's Mission	4
Transcript Request	75
Transfer from Accredited Institutions of Higher Education	69
Transfer Policies	69
Tuition Rates	81
Veterans' Benefits	82
Withdrawal from Class	76
Worksheets	76
Writing Competency	14





Division of Continuing Education

Application for Admission

No Application Fee

_____ Date

Social Security# - -

Please Print or Type

Full Legal Name _____
First Middle Last Maiden Name

Home Address _____
Apartment, or Street Name and Number

City State Zip

Home Telephone _____ Birth Date _____
Area Code Month Day Year

E-mail _____ Sex: Male Female

Are you a citizen or permanent resident (Green Card, H or J Visa) of the United States? Yes No*

If no, what is the country of your citizenship? _____ Visa No. _____

*Note: If you are not a United States citizen or a permanent resident (Green Card, H or J Visa), you must contact the International Admission office for instruction.

Are you now on active duty in the U.S. Armed Forces? Yes No

If yes, what is your current rate/rating or pay grade? _____ Years in Service _____

Are you entitled to veterans' benefits? Yes No

Employer:

Name _____ Business Telephone _____ Ext. _____

Address _____
Street Name and Number City State Zip

Director of Human Resources _____ Fax # _____

Do you receive corporate tuition assistance? Yes No

Prior Education: (Note: Not needed for CWO students)

High School Name _____ City _____ State _____

Year of Graduation from High School _____ Or year of G.E.D. _____

Years Attended _____ Last name while attending _____

Other Colleges, Institutions or Armed Forces Service Schools			Dates Attended
1. Institution _____	City _____	State _____	_____ to _____
2. Institution _____	City _____	State _____	_____ to _____
3. Institution _____	City _____	State _____	_____ to _____
4. Institution _____	City _____	State _____	_____ to _____

Name used at prior schools (if different) _____

Will you be requesting financial aid? Yes No

Only former Southern New Hampshire University students fill in the following:

I last attended Southern New Hampshire University in (month/year): _____

Day School Continuing Education (Specify center location) _____

Certificate in _____ Course Work Only

Degree Candidate in _____



Please complete other side

Program Selection:

Please choose one. Not all degrees offered at all centers.

Bachelor of Science in:

- Accounting
- Accounting/Finance
- Business Administration
 - Concentrations in:*
 - Human Resource Management
 - Organizational Leadership
 - Small Business Management
- Business Studies
 - Concentrations in:*
 - Accounting
 - Business Administration
 - Business Finance
 - Human Resource Management
 - Information Technology
 - International Business
 - Marketing
 - Organizational Leadership
 - Small Business Management
- Economics/Finance
- Information Technology
- International Business
- Management Advisory Services
- Marketing
- Professional Studies in Liberal Arts
- Secondary Teacher Education in Business
- Technical Management

Associate of Science in:

- Accounting
 - Business Administration
 - Information Technology
 - Marketing
- Bachelor of Arts in:**
- Child Development
 - Communication
 - Early Childhood Education*
 - Elementary Education*
 - English Language and Literature
 - Political Science
 - Professional Studies in Liberal Arts
 - Psychology
 - Secondary Teacher Education*
(English Social Studies)
 - Social Science

Associate of Arts in:

- Liberal Arts

Certificate in:

- Accounting
- Human Resource Management
- Software Development

 Course Work Only**Which location do you wish as your center of record?**

Your center of record is where your file will be maintained, and where you will meet with Academic Advisors. This should be where you plan to take most of your courses in your degree program.

- Brunswick, ME
- SNHU Online
- Laconia
- Nashua
- Manchester
- Salem
- Seacoast Center at Pease

NOTE: Not all degrees, programs and/or certificates are available at every location. Please check with your center director or advisor to confirm availability.

*Additional Certification in Special Education Available

Statements of Understanding

Starting at Southern New Hampshire University: You need not wait for the arrival of transcripts and a formal evaluation and acceptance into SNHU. You can start in any term you choose. However, you should ensure that transcripts of prior studies are sent to SNHU as soon as possible after you start. This urgency especially applies to transfer students to make sure the first few courses taken at SNHU do not duplicate transferable courses taken at other colleges.

Documents from Degree Candidates: You, the degree candidate, must contact the aforementioned schools and institutions and have the following documents sent to the continuing education center you have chosen to attend.

- High School: Official high school transcript or original copy of your G.E.D. scores are needed to be officially admitted into Southern New Hampshire University (SNHU). This applies to transfer students as well as new students with no transfer credits. "Issued-to-student" copies will not be accepted. All high school and college transcripts must be "official," with school seals and signatures.
- Prior college(s): Official college transcript(s) are needed to evaluate prior college credits for possible transfer into SNHU.
- Other institutions, armed forces service schools or industry schools: For evaluation/transfer purposes, you must supply credentials such as DD214, and document or certificate that shows course name, course number, course starting date and ending dates, school name and location.

Unofficial Evaluation of Transfer Credits: Each center director or academic advisor can unofficially evaluate prior college credits. This unofficial evaluation will give you:

1. A first indication of the number of SNHU courses you will need to take to complete your chosen degree.
2. A rough idea of how long it will take to finish your degree.
3. A preliminary course schedule if future courses have been projected by your chosen center.

Most importantly, because students are responsible for choosing their courses, this unofficial evaluation will help make sure your first courses do not duplicate prior college work, thus permitting you to start your studies before receiving your official evaluation.

Official Evaluation of Transfer Credits: Only the registrar of SNHU is authorized to officially evaluate prior academic work. Further, the official evaluation and any official transfer of credits into SNHU will not be made until:

1. After the student has submitted the SNHU application for admission and a registration form for the current term.
2. After the student has submitted proof of finishing high school work (high school transcript or G.E.D. scores).
3. After the student has had official college transcript(s) sent to SNHU.
4. After the student has registered and is taking courses at SNHU.

Readmitted Southern New Hampshire University Students: Students who have been absent from SNHU for less than a year should stay on their original planning sheet. If you have not attended for one year or more, you must formally reapply for admission by (1) filling out the application for admission and selecting your major, plus (2) filling out a course registration form and choosing your new courses.

Further, if you have not attended for one year or more, you must follow the current curriculum (planning sheet) set for your chosen degree program as of the date of this application.

Student Responsibilities: Each student is responsible for maintaining a personal, up-to-date copy of the planning sheet that is issued to the student at the time the student started studies at SNHU. Further, the student is responsible for understanding and following all continuing education policies and practices, choosing courses to take, handling registration details, and determination if all credits for graduation have been completed.

Non-Discrimination

Southern New Hampshire University does not discriminate on the basis of race, color, national origin, citizenship, religion, marital status, age, sex or disability in admission to, access to, treatment in or employment in its programs and activities.

I have read and now understand the above statements. The information I have supplied to Southern New Hampshire University is correct to the best of my knowledge.

 Student Signature

 Date