

# ACADEMIC CATALOG

SOUTHERN NEW HAMPSHIRE UNIVERSITY

## Spring 2024

University Catalog



# University Programs

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# Welcome

## 2023-2024 Academic Calendars

### Campus Term Dates

16 Week A Term	Term Start	Term End
2023 Fall - 23FADAY	8/28/23	12/17/23
2024 Spring - 24SPDAY	1/8/24	4/28/24
2024 A-2 (May - Aug)	5/6/24	8/25/24
2024 A-2 (May - Aug) - First 8 Weeks (FEW)	5/6/24	6/30/24
2024 A-2 (May - Aug) - Second 8 Weeks (SEW)	7/1/24	8/25/24

8 Week A Term	Term Start	Term End
2023 Summer - 23DY06	6/26/23	8/20/23
2023 Fall - 23DY01	8/28/23	10/22/23
2023 Fall - 23DY02	10/23/23	12/17/23
2024 Spring - 24DY03	1/8/24	3/3/24
2024 Spring - 24DY04	3/4/24	4/28/24
2024 Summer - 2024 A-2 (May-Aug)	5/6/24	6/30/24
2024 Summer - 2024 A-2 (Jul-Aug)	7/1/24	8/25/24

MFA Term	Term Start	Term End
2023 Fall - 23SIX01	6/17/23	11/18/23
2024 Spring - 24SIX02	1/6/24	6/8/24

### Online Term Dates

### Undergraduate Academic Calendar - 8 Weeks

Term	Term Start	Term End
23EW6	6/26/23	8/20/23
23EW1	8/28/23	10/22/23
23EW2	10/23/23	12/17/23
24EW3	1/8/24	3/3/24
24EW4	3/4/24	4/28/24
2024 C-3 (May-Jun)	5/6/24	6/30/24
2024 C-4 (Jul-Aug)	7/1/24	8/25/24

### Graduate Academic Calendar - 10 Weeks

## University Programs

Term	Term Start	Term End
23TW5	7/3/23	9/10/23
23TW1	9/18/23	11/26/23
23TW2	12/4/23	2/18/24
24TW3	2/26/24	5/5/24
24TW4	5/13/24	7/21/24
2024 D-3 (Jul-Oct)	7/29/24	10/6/24

### Kenzie Academy Term Dates

Term Start	Term End
5/2/23	7/23/23
8/1/23	10/22/23
10/31/23	1/21/24
1/23/24	4/15/24
4/23/24	7/15/24
7/23/24	10/14/24

### Direct Assessment Competency-Based Education Programs Term Structure

College for America enrolls students in a 16-week trimester structure.

Term	Term Start	Term End
23DA06	6/26/23	10/15/23
23DA08	8/28/23	12/17/23
23DA10	10/23/23	2/11/24
24DA01	1/8/24	4/28/24
24DA03	3/4/24	6/23/24
2024 A-2 (May-Aug)	5/6/24	8/25/24
2024 B-2 (Jul-Oct)	7/1/24	10/20/24

### Message from the President



It gives me great pleasure to present our Southern New Hampshire University Catalog.

This catalog provides a comprehensive overview of the variety of programs and classes offered both on campus and online and along with SNHU's website, contains information about our history and mission, our services and outreach, our facilities and the many opportunities we provide students for meeting their life and career goals.

It's certainly an exciting time to be a student at SNHU. Since our founding in 1932, the University has transformed from a school of accounting and secretarial science into an institution offering more than 200 programs, from certificates to doctoral-level degrees, including business, education, healthcare, liberal arts, social sciences and STEM. Recognized by *U.S. News & World Report*, *Forbes* and *Fast Company*, SNHU is committed to providing an exceptional student experience and programs that fit the needs of today's students.

SNHU continues to give you more options to complete your degree than almost any other institution. You can take traditional on-campus courses with wholly online courses or experience a mix with one of our hybrid courses, at a competitive cost.

We welcome you to explore all that we have to offer. We think that you'll find us to be an exciting institution that is dedicated to helping you make the most of your potential and committed to providing the types of programs that make all of your career aspirations possible.

A handwritten signature of Paul J. LeBlanc in black ink, enclosed in a rectangular box.

Sincerely,  
Paul J. LeBlanc  
President

### **Inclusivity and Belonging**

Southern New Hampshire University values and promotes social diversity, inclusivity, and social justice. In order to provide an inclusive, respectful, and constructive educational environment, all members of the SNHU community will:

- Respect the varied histories, identities, ideas, and experiences of all people.
- Respect the diversity of all social groups, including race, ethnicity, sex, gender identity, gender expression, nationality, veteran status, sexual orientation, ability, age, religion, socio-economic class, and all intersections.
- Reject bigotry and discrimination of all forms, including harassment, bullying, hate speech, and non-compliance with preferred names and gender pronoun requests.

### **Minimum Technical Hardware Requirements**

For information regarding hardware and software requirements prior to starting classes, please review the [Technical Requirements for Online and Campus Students](#) page.



## University Programs

### Special Programs

#### Campus Honors Program

For information about the Campus Honors Program, please click [here](#).

#### Kenzie Academy Tech Certificate Programs from Southern New Hampshire University

Kenzie Academy is a set of online certificate programs from Southern New Hampshire University (SNHU). These 9- and 12-month coding and tech programs provide skills-based training to prepare the next generation of tech workers. Kenzie Academy, founded as an educational startup, continues its mission of creating equitable access to an education for anyone from any background who wants to change their lives through tech. Kenzie programs also serve to diversify the tech workforce and meet industry needs. In addition to education, learners receive career-readiness support, connections to job opportunities, and financing options including federal student aid.

#### NHCUC (New Hampshire College & University Council) Student Exchange

NHCUC helps facilitate student exchange among NHCUC member institutions to provide increased learning opportunities for students. SNHU's full-time undergraduate students are eligible to participate in a part-time enrollment or full-time enrollment at NHCUC member institutions during the regular academic year (all online courses, summer courses, and continuing education courses are excluded from the exchange agreement). Students involved in the exchange program are subject to the rules, regulations, and restrictions in both the home and visited institutions. Students should, therefore, seek the counsel of the exchange representative in the Office of the University Registrar prior to enrolling in such courses. Courses through the exchange agreement are subject to the add/drop regulations of the visited institution of those courses.

#### NHCUC Participating Colleges and Universities:

<ul style="list-style-type: none"><li>• Colby-Sawyer College</li><li>• Franklin Pierce University</li><li>• Hellenic American University</li><li>• Keene State College</li><li>• New England College</li></ul>	<ul style="list-style-type: none"><li>• Plymouth State University</li><li>• Rivier University</li><li>• St. Anselm College</li><li>• University of NH - Durham</li><li>• University of NH - Manchester</li></ul>
--	--

#### Students who wish to take courses through NHCUC must meet the following requirements:

- Satisfactory discipline, financial, and academic standing (full time enrollment requires a minimum 2.50 GPA)
- Permission of both institutions involved in a particular exchange

Courses must be approved in advance by the Office of the University Registrar and are subject to available space. Courses completed at visited institutions under the program are recorded on SNHU transcripts and grades are computed into the SNHU GPA.

#### Student Costs:

Eligible students will pay normal tuition to their home institution, any additional fees such as room and board, parking, or lab fees will be paid to the visited institution where the "service" is being provided. Students are encouraged to contact their instructors about any additional lab fees at the visited institution.

### Student Handbook

While the Academic Catalog contains academic policies, the Student Handbook(s) contains general behavior policies to ensure the safety and well-being of our community. These policies apply to all registered undergraduate, graduate, full and part-time students. In addition, certain programs may have specific handbooks. Please connect with your admission counselor/advisor for specific guidance. Students are expected to be familiar with and comply with all policies and procedures.

Student handbook(s) are critical documents for SNHU students, containing many of the institution's policies, expectations, and student rights and responsibilities, as well as important federal compliance information regarding the use of substances. The handbook(s) include(s) information on the discipline system, expectations, and university conduct policies.

Students may access the SNHU Student Handbook by going to [my.snhu.edu](http://my.snhu.edu), or through searching within the university's website [www.snhu.edu](http://www.snhu.edu). All members of the university community are expected to take the necessary time to review SNHU student and relevant program-specific handbook(s), familiarize themselves with the content, and seek clarification of information that is not clear to them.

### The Purpose of an Academic Catalog

The purpose of an academic catalog is to present current or potential students and family members and the general public with important information about an institution's academic programs and academic policies. Every effort has been made to ensure the accuracy at the time of publication.

Southern New Hampshire University reserves the right to make changes it deems necessary to any aspect of this catalog. Schedules, course content, delivery methods or modalities (such as online, remote, or hybrid delivery), requirements, academic programs, calendar, tuition and fees, services, or any other aspect of the University's operations, are all subject to change. The University reserves the right to cancel classes, close its campus or facilities, or discontinue courses or programs when deemed necessary or in the University's best interest, including when emergencies arise. Publication of changes to the online catalog constitutes notice to the University community, and students are encouraged to periodically check the online catalog and monitor their SNHU email, SNHU websites, and other SNHU communications for future announcements, notifications, or amendments. Where appropriate, certain procedural or policy changes may have retroactive effect to the beginning of the enrollment period.

There are three central places for students to locate the policies and expectations that will apply to them throughout their education, whether taking courses online, on-campus, or at one of the instructional locations or across modalities. These resources are the:

- Academic Catalogs, which primarily pertains to academic-related policies; and
- Student Handbooks, which address both academic and non-academic-related policies; and
- Consumer Information page, which includes disclosure information required by the Higher Education Opportunity Act.

## University Directory

### Main Campus

2500 North River Road  
Manchester, NH 03106  
1.603.668.2211

### Online Offices

33 South Commercial St.  
Manchester, NH 03101  
1.888.327.SNHU

### Kenzie Academy from Southern New Hampshire University

2500 North River Road  
Manchester, NH 03106  
1.844.804.4404

Admissions				
Locations	Address	Email	Phone Number	Fax
Campus Admission	2500 North River Road Manchester, NH 03106	<a href="mailto:admission@snhu.edu">admission@snhu.edu</a>	603.645.9611	603.645.9693
Online Admission	33 South Commercial St. Manchester, NH 03101*	<a href="mailto:moreinfo@snhu.edu">moreinfo@snhu.edu</a>	888.327.SNHU	
International Admission (campus students)	2500 North River Road Manchester, NH 03106 USA	<a href="mailto:international@snhu.edu">international@snhu.edu</a>	1.603.645.9629	1.603.645.9603
Military Admission		<a href="mailto:military@snhu.edu">military@snhu.edu</a>	888.327.SNHU	
Kenzie Academy from Southern New Hampshire University	47 S Meridian St., Suite 200 Indianapolis, IN 46204	<a href="mailto:admissions.info@kenzie.academy">admissions.info@kenzie.academy</a>	317.644.4973	
*All admissions related transcript evaluation requests to be mailed to this address.				

Information about the leadership, history, and faculty at Southern New Hampshire University, as well as program-specific disclosures, can be found by clicking on the links below:

- [Leadership](#)
- [History](#)
- [Campus Faculty](#)
- [Online Faculty](#)
- [Education Programming Disclosure Information](#)
- [Licensure and Certification Disclosures](#)

## University Mission

Southern New Hampshire University transforms the lives of learners. Our success is defined by our learners' success. By relentlessly challenging the status quo and providing the best support in higher education, Southern New Hampshire University expands access to education by creating high quality, affordable and innovative pathways to meet the unique needs of each and every learner.

## Accreditations and State Authorizations

SNHU builds programs and courses based on real-world knowledge, skills, and abilities that are grounded both in the academic canon of knowledge and the expertise of practitioners in the field. Southern New Hampshire University programs complete a comprehensive review on a 3- to 5-year schedule. This review includes analysis of program outcomes and involves multiple constituents across the University, including department chairs, executive directors, assessment committees and academic leadership. The University continually fosters transparency within program and course creation, assessment and evaluation, and alignment of program outcomes. In addition, all Southern New Hampshire University faculty are either academically or professionally qualified to teach, per the institution's credentialing requirements. This continuous improvement process is used to support the following accreditations and state authorizations.

# University Programs

## Degree Granting Approval:

### New Hampshire Department of Education, Division of Higher Education - Higher Education Commission

Southern New Hampshire University maintains degree granting approval from the New Hampshire Department of Education, Division of Higher Education - Higher Education Commission.

## Regional Accreditation:

### **New England Commission of Higher Education**

Southern New Hampshire University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Inquiries regarding accreditations should be emailed to [accreditation@snhu.edu](mailto:accreditation@snhu.edu).

Individuals may also contact:

New England Commission of Higher Education  
301 Edgewater Place, Suite 210  
Wakefield, MA 01880  
(781) 425-7785  
[info@neche.org](mailto:info@neche.org)

The New England Commission of Higher Education (NECHE) is recognized by the US Secretary of Education as a reliable authority on the quality of education for the institutions it accredits. The Commission is also recognized by the Council for Higher Education Accreditation (CHEA), affirming that its standards and processes are consistent with the quality, improvement and accountability expectations that CHEA has established. Recognition by the Department of Education provides access to federal financial aid for US students attending institutions accredited by the Commission.

## Programmatic Accreditations:

In addition to regional accreditation, certain SNHU undergraduate and graduate programs also carry specialized programmatic accreditations.

### **Accreditation Council for Business Schools and Programs (ACBSP)**

Many of the undergraduate and graduate business programs offered by Southern New Hampshire University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Business programs that are currently not listed as ACBSP accredited may become accredited upon eligibility.

### **Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)**

The Health Information Management accreditor of Southern New Hampshire University (SNHU) is the [Commission on Accreditation for Health Informatics and Information Management Education](#) (CAHIIM). SNHU's accreditation for the baccalaureate degree in Health Information Management has been reaffirmed through 2029. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 E. Randolph St., Suite 5100, Chicago, IL 60601; by phone at 312.235.3255; or by email at [info@cahiim.org](mailto:info@cahiim.org).

The Master's Degree Health Information Management Program is in Candidacy Status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

### **Commission on Collegiate Nursing Education (CCNE)**

The baccalaureate degree in nursing program and master's degree in nursing program at Southern New Hampshire University are accredited by the [Commission on Collegiate Nursing Education](#), 655 K St. NW, Suite 750, Washington, DC 20001, 202.887.6791.



## University Programs

### Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The Master of Arts in Clinical Mental Health Counseling is accredited by the [Council for Accreditation of Counseling and Related Educational Programs](#) (CACREP).

### [Council for the Accreditation of Educator Preparation](#) (CAEP)

The Elementary Education program at Southern New Hampshire University has been awarded [CAEP](#) accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP). Please access the following documents by clicking on the hyperlinks: [Summary of the Case](#); [Decision Letter](#); [CAEP Annual Reporting Measures](#)

### Council on Education for Public Health (CEPH)

Southern New Hampshire University is an applicant for accreditation by the Council on Education for Public Health. The accreditation review will address the Master of Public Health and the Master of Public Health with a concentration in Global Health programs. Other degrees and areas of study offered by this institution will not be included in the unit of accreditation review. Additional information can be found on the [CEPH website](#).

### Engineering Accreditation Commission of ABET (Accreditation Board for Engineering and Technology)

The baccalaureate degree in Mechanical Engineering, the baccalaureate degree in Aeronautical Engineering and the baccalaureate degree in Electrical Engineering offered by Southern New Hampshire University's School of Engineering, Technology and Aeronautics (SETA) are accredited by the [Engineering Accreditation Commission of ABET](#).

### New Hampshire State Department of Education for Teacher Certification

Please review the [list of New Hampshire approved collegiate programs of preparation for the education professions](#)

### State Authorizations:

State Authorization is a legal and regulatory term that refers to federal, state and professional licensing board regulations regarding any post-secondary institution's compliance with statutes, regulations and rules in each state in which it operates. Authorization requirements vary by state and program and may impact university operations.

As an institution with students residing across the United States, Southern New Hampshire University (SNHU) is required to obtain approval to operate in each state for which it conducts educational activities..

In some states SNHU is exempt from seeking approval to operate, as some state regulations allow for institutions that meet specific criteria to apply for an exemption in lieu of approval to operate.

In other states SNHU has National Council for State Authorization Reciprocity Agreement (NC-SARA or 'SARA') approval to operate. SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts: <https://nc-sara.org/regional-education-compacts>

State	Status
<a href="#">Alabama</a>	SARA
<a href="#">Alaska</a>	SARA
<a href="#">Arizona</a>	SARA
<a href="#">Arkansas</a>	SARA
<a href="#">California</a>	EXEMPT
<a href="#">Colorado</a>	SARA
<a href="#">Connecticut</a>	SARA
<a href="#">Delaware</a>	SARA
<a href="#">District of Columbia</a>	SARA
<a href="#">Florida</a>	SARA

## University Programs

<a href="#">Georgia</a>	SARA
<a href="#">Hawaii</a>	SARA
<a href="#">Idaho</a>	SARA
<a href="#">Illinois</a>	SARA
<a href="#">Indiana</a>	SARA
<a href="#">Iowa</a>	SARA
<a href="#">Kansas</a>	SARA
<a href="#">Kentucky</a>	SARA
<a href="#">Louisiana</a>	SARA & APPROVAL TO OPERATE
<a href="#">Maine</a>	SARA
<a href="#">Maryland</a>	SARA
<a href="#">Massachusetts</a>	SARA
<a href="#">Michigan</a>	SARA
<a href="#">Minnesota</a>	SARA
<a href="#">Mississippi</a>	SARA
<a href="#">Missouri</a>	SARA
<a href="#">Montana</a>	SARA
<a href="#">Nebraska</a>	SARA
<a href="#">Nevada</a>	SARA
<a href="#">New Hampshire</a>	SARA & APPROVAL TO OPERATE
<a href="#">New Jersey</a>	SARA
<a href="#">New Mexico</a>	SARA
<a href="#">New York</a>	SARA
<a href="#">North Carolina</a>	SARA
<a href="#">North Dakota</a>	SARA
<a href="#">Ohio</a>	SARA
<a href="#">Oklahoma</a>	SARA
<a href="#">Oregon</a>	SARA
<a href="#">Pennsylvania</a>	SARA
<a href="#">Rhode Island</a>	SARA
<a href="#">South Carolina</a>	SARA
<a href="#">South Dakota</a>	SARA
<a href="#">Tennessee</a>	SARA
<a href="#">Texas</a>	SARA
<a href="#">Utah</a>	SARA
<a href="#">Vermont</a>	SARA & APPROVAL TO OPERATE
<a href="#">Virginia</a>	SARA
<a href="#">Washington</a>	SARA
<a href="#">West Virginia</a>	SARA
<a href="#">Wisconsin</a>	SARA
<a href="#">Wyoming</a>	SARA
US Territories:	
<a href="#">Guam</a>	EXEMPT
<a href="#">Puerto Rico</a>	SARA
<a href="#">US Virgin Islands</a>	SARA

## Definition of Terms

### Academic Programs

A degree program is any program of study that results in the awarding of a formal, post-secondary degree. It is generally defined as the combination of the degree type (associate, bachelor's, master's or doctorate) and the major/discipline of study (accounting, business administration, history, etc.). A certificate is a formal award that requires completion of an organized program of study.

## University Programs

- **Undergraduate Certificate.** An undergraduate certificate includes the equivalent of at least 12 credit hours certifying the satisfactory completion of a postsecondary education program. Undergraduate certificates require discipline-specific (or interdisciplinary) coursework.
- **Associate Degree.** A degree granted for the successful completion of a pre-baccalaureate program of study equivalent to two years of full-time study. An associate degree includes the equivalent of a minimum of 60 credit hours drawn from general education courses, electives and courses required for a specific major. Associate degree programs may not have any program additions (majors, minors, concentrations) added to the base program.
- **Bachelor's Degree.** A degree granted for the successful completion of a baccalaureate program of study equivalent to four years of full-time study. A bachelor's degree includes the equivalent of a minimum of 120 credit hours drawn from general education course requirements, major course requirements and elective courses.
- **Graduate Certificate.** A graduate certificate includes the equivalent of at least 12 credit hours beyond the bachelor's degree, but not meeting the requirements of a master's degree. All graduate certificate coursework must be at the post-baccalaureate level.
- **Master's Degree.** A degree awarded for successful completion of a post-baccalaureate program of study. A master's degree includes the equivalent of a minimum of 30 credit hours, with most requiring 36 or more credit hours. All coursework must be at the post-baccalaureate level.
- **Doctorate Degree.** A degree awarded for successful completion of a program of advanced study and scholarly work equivalent to at least three years of full-time study beyond the master's degree level. A doctoral degree includes at least 39 credit hours (but may require substantially more) and commonly requires a dissertation, comprehensive exam(s) or a comparable exit option. Required credit hours vary according to discipline and the speed at which the student can complete the work.

For information about earning a second (or subsequent) undergraduate degree or graduate degree, please refer to the Special Academic Options section in the [Degree and Certificate Requirements](#) policy.

### Academic Year

An academic year extends from Sept. 1 through Aug. 31 of the following year.

### Accreditation

Accreditation indicates the review of the quality of institutions and/or programs and ensures that certain standards have been met. There are two types of accreditation: institutional and programmatic/specialized. Institutional accreditation is granted when an entire college, university or vocational school is accredited by a regional or national association. Programmatic/specialized accreditation is granted when individual programs, departments or schools are accredited within an institution.

### Asynchronous

Course-based teaching and learning experience where students can access readings, videos, exercises and projects at their own pace and around their own schedule, connecting with their classmates and instructor in discussion boards, study groups, office hours and by appointment. This modality is primarily used for online or remote courses.

### Cohort

A specific group of students who begin and progress through academic requirements together.

### Commencement

The commencement ceremonies are the formal celebration for those who have completed or are near completing all requirements for their chosen degree. Please refer to the [Commencement Participation](#) policy for details around commencement.

### Competency

Curricular statement representing explicit knowledge, skills, abilities, and intellectual behaviors needed to demonstrate mastery.

### Concentration

## University Programs

A concentration is a sequence of interrelated coursework that a student chooses to pursue within a major or discipline. A concentration generally replaces elective coursework in the major or discipline, allowing students to focus their studies on an area of interest. A concentration is not an official credential, nor is it noted on the diploma. It is, however, acknowledged on student transcripts. A concentration is typically an optional component within a program of study. A concentration consists of at least 9 credit hours.

For undergraduate programs only, concentrations are part of the major and count towards major institutional credit requirements.

For graduate programs, concentrations are not part of the major.

For specifics about earning a second (or subsequent) concentration, please refer to the Special Academic Options section in the [Degree and Certificate Requirements](#) policy.

### Conferral

A degree is considered conferred when it is posted to the student's academic record (transcript). This is SNHU's official seal of approval, indicating that all degree requirements are complete. Conferral can take place before or after the commencement ceremony.

### Conferral Date

The conferral date is the date on which a degree is effective. Degrees are conferred 15 times per year, the first of every month and the days of the May and Mountainview Low Residency MFA commencement ceremonies.

### Course-by-Arrangement

Course-by-arrangement is a Southern New Hampshire University course appearing in the university catalog and required in the student's academic program of study, yet extraordinary circumstances prevent the student from enrolling in the course when it is normally offered. As such, all other possible alternatives should be exhausted.

Course-by-arrangement may be available to Southern New Hampshire University students who are unable to obtain a required course during the normal registration and scheduling process, when it is needed to fulfill a program requirement.

### Course Numbering

Course Number Range	Description
001-099	Developmental coursework which does not count toward total hours needed for degree completion
100-299	Lower-division coursework; introductory level
300-499	Upper-division coursework
500-799	Graduate-level coursework
800-999	Doctorate-level coursework

### Credit Hours

SNHU has adopted the US Department of Education and the New England Commission of Higher Education guidelines regarding the definition of a credit hour. See the [Credit Hour Definition](#) policy.

### Credit Load

Credit load refers to the number of credits or competencies a student takes in a term and is further defined by academic level as well as degree program, as needed. Please refer to the [Credit Load](#) policy. For students attending at a less than half-time credit load status, loans will not go into deferment and eligibility for other benefits may be affected.

# University Programs

## Developmental Course

A course with a course number from 001 to 099 which does not count toward total hours needed for degree completion. Developmental courses do not count toward institutional credit requirements.

## Direct Assessment Competency-Based

Learning organized by competencies that are mapped to course equivalencies. Student progression is measured by mastery of competencies.

## Elective Courses

An elective is a course that students choose from among various optional courses in a curriculum. Two types of electives exist. One type is an elective within a specific subject area, which fulfills the requirements of a major or program of study. The second type is a free elective, used to complete the number of credits required for a degree (commonly 60 for an associate, and 120 for a bachelor's). Students may choose any eligible courses they wish as free electives to broaden their educational experience while completing their degree requirements.

## Foundation Courses, Graduate

Certain master's degree programs may require foundational coursework as a prerequisite to core program requirements. Graduate program foundation courses cover essential knowledge needed as a basis for future work in the program.

## General Education Requirements

General education requirements strive to provide undergraduate students with an educational foundation of knowledge, skills and cultural awareness.

Students pursuing an associate degree must complete the equivalent of a minimum of 20\* credit hours of general education coursework to include one composition course, one mathematics course, and one social and behavioral science course.

Students pursuing a bachelor's degree must complete the equivalent of a minimum of 42 credit hours of general education.

\*Per New England Commission of Higher Education requirements.

## Grade Point Average (GPA) Requirements

A grade point average (GPA) is a measure of scholastic achievement, calculated by dividing the number of quality points earned by the number of credits attempted. A detailed description of how SNHU calculates GPA is included in the [Grade Scale and GPA](#) policy. Please see the [Degree and Certificate Requirements](#) policy for the minimum required GPA for each program type.

## Graduation

The term *graduation* is used interchangeably to refer to both commencement and conferral. It is more accurate to refer to these two events separately, as they have different requirements, and one does not necessarily include the other. For example, attending commencement does not guarantee the conferral of a degree.

## Hybrid

A combination of two or more modalities.

## Independent Study

A Southern New Hampshire University student enrolled in an academic program may request approval to take an independent study course in a subject area that is not represented in any regularly scheduled Southern New Hampshire University course, for no more than six credits.

# University Programs

## **Institutional Credit Hours**

Institutional credit hours are defined as learning experiences completed for credit through Southern New Hampshire University. Approved international study and consortium courses are considered to be institutional credit.

## **Internship**

An internship is a course of supervised practical training, frequently in an off-campus workplace, where the student is guided in his or her learning by a site supervisor and a faculty sponsor. Internships may be paid or unpaid, depending on the specific location and duties involved.

## **Low Residency**

Learning that includes intensive, shortened face-to-face sessions scheduled within the term.

## **Major**

A major is the disciplinary (or interdisciplinary) area of emphasis for an undergraduate degree program that includes coursework focused on a specific professional or academic area. Students pursuing a bachelor's degree must complete at least 12 credit hours of institutional credit at SNHU within the major in addition to school core courses. Students pursuing an associate degree must complete at least nine credit hours of institutional credits at SNHU within the major.

No major courses may be used to meet general education requirements. For specifics about earning a second (or subsequent) major, please refer to the Special Academic Options section in the [Degree and Certificate Requirements](#) policy.

## **Matriculated**

Students who wish to pursue a degree or certificate are considered matriculated upon enrollment in an academic program.

## **Minor**

A minor is an optional secondary area of emphasis for a bachelor's degree program intended to enhance or broaden students' knowledge, skills and abilities.

A minor consists of at least 15 credit hours. Of these, at least nine credit hours must be institutional credits completed at SNHU.

No more than 50% of the courses that fulfill a student's minor requirements can also be applied to a student's major requirements. Students cannot minor in the same area of the major or concentration which they are pursuing.

Courses taken to complete a student's minor can also be used to fulfill general education, school core and free elective requirements.

For specifics about earning a second (or subsequent) minor, please refer to the Special Academic Options section in the [Degree and Certificate Requirements](#) policy.

## **Modality**

The method of instruction in which a course is delivered, typically face to face, online or hybrid.

## **Program Offering**

A program offering is any credit or non-credit course of study offered at SNHU by any of its divisions. Examples of program offerings include a concentration, certificate, minor, undergraduate program and graduate program.

## **Program of Study**

A program of study is a coherent, logically sequenced learning path that progressively leads to the mastery of a predefined set

## University Programs

of program outcomes. A program of study is a general term used to describe awarded credentials, including an undergraduate or graduate-level degree or certificate.

### **Scholastic Standing**

In order to remain enrolled in courses and qualify for graduation, a student must be in good scholastic standing. Students with a cumulative GPA that falls below the minimum face scholastic sanctions that include Scholastic Warning, Continued Scholastic Warning and Academic Suspension, and Academic Dismissal. See the [Scholastic Standing](#) policy.

### **Second (or subsequent) Undergraduate or Graduate Degrees**

A student with a SNHU undergraduate or graduate degree may seek to earn an additional degree at the same level if they meet the requirements specified in the [Degree and Certificate Requirements](#) policy. Please note that a second degree is not the same as a second major. These are two separate degrees, with two separate diplomas.

### **Seminar**

A seminar is a course offered to a small group of students engaged in intensive study.

### **Synchronous**

A “live” class where students log in or show up in person to join class at a designated time, when the instructor will provide a mix of live lecture, discussions, videos, presentations, and other real-time class experiences. This modality is primarily used for on-campus courses with face-to-face instruction.

# Policies

## Academic Program Policies

### Academic Progression Requirements for Kenzie Academy Programs

- Students must achieve a grade of C- or better in all Kenzie Academy required program courses completed at Kenzie Academy to be allowed to continue in the program.

Students who do not achieve a C- or better in a Kenzie Academy required program course completed at Kenzie Academy, will be placed on Scholastic Warning. Students may not enroll in any other courses until they have successfully retaken the course. During the Scholastic Warning, students are encouraged to communicate regularly and consistently with their learner success advisors and academic team, as well as utilize coaching and study halls to ensure students have the resources to maximize their opportunity for success when they retake the course.

If the student achieves a C- or better after repeating the Kenzie Academy required program course, the student may enroll in the proceeding courses in the course progression. Scholastic standing status will follow the [Scholastic Standing](#) policy.

***Students unable to achieve satisfactory grades in the Kenzie Academy program pathway may request enrollment in a program in other academic areas at Kenzie Academy or SNHU.***

### Campus-Based Intensive English Program Policies (Campus Only)

#### Introduction

Southern New Hampshire University is committed to the success of its campus-based international students. The Institute for Language Education has adopted the following policy to ensure that international students enrolled in the Intensive English Program (IEP) located on the Manchester, NH campus are sufficiently prepared to meaningfully participate in academic programs in which the medium of instruction is English. The policy is also designed to articulate the requirements for completion of the IEP to maintain compliance with all applicable federal regulations concerning IEP students' regular course participation and maintenance of good scholastic standing.

#### Course Participation

The campus [Course Participation](#) policy defines "excessive absence" as not attending at least 10% of the scheduled classes of a particular course. **For students enrolled in the campus-based Intensive English Program, this means missing nine or more classes during one term will be considered excessive.** Since enrollment in the Intensive English Program consists of three courses per day, this equals a total of three full days of absence during one term.

- Upon accruing nine class absences (three full days of class), the student receives a warning letter from the department.
- If a student accumulates 12 absences, they will be required to meet with the Intensive English Program administrator.
- After 12 absences, if a student continues to not attend class, the Office of International Student Services will be notified of the student's absenteeism, and the student will be required to stand before the ILE Scholastic Standing Committee.
- If a student accumulates more than 18 absences within one semester, they may be administratively withdrawn from the program.

Students are expected to attend all classes, arrive on time, remain for the entire class period, and report to class prepared with textbooks, assignments, and additional required materials. Arriving late for class is not tolerated. Arriving late for class three times will lead to one absence. When absent, a student is responsible for the work covered in class that day as well as assignments for the next class. At the discretion of the course instructor, being absent on the day of a scheduled test or presentation will result in a score of zero (0). Absence due to religious observance is outlined within the [Observing Days of Faith or Conscience](#) policy.

If a student is experiencing extenuating circumstances that prevent regular class attendance, they are encouraged to contact the Office of International Student Services as soon as possible to determine leave options available. Extenuating circumstances may include but are not limited to death of an immediate family member or serious documented medical issues.

#### Scholastic Standing

At the end of each term and at any other time deemed appropriate, the IEP Scholastic Standing Committee will review the records of all students whose cumulative or term grade point average is below 2.00. Students meeting this criteria are either placed on Scholastic Warning or Academic Suspension or academically dismissed at the committee's discretion.

Please note that students who are placed on scholastic warning or academic suspension will be required to repeat the Intensive English Program (IEP) level in the following term in order to advance through the program or continue on to their



## University Programs

undergraduate/graduate academic program. These students are also not permitted to substitute external English proficiency scores for direct admission to SNHU undergraduate/graduate academic programs. Please see the [Scholastic Standing](#) policy for additional information.

### Program Completion

Completion of the Intensive English Program (IEP) is possible through one of two routes:

- If a student successfully completes two terms of study at Level 3 of the program with a GPA of 3.3 or higher, that student may be considered for completion of the program at the discretion of the ILE chair and the ESOL program manager upon the recommendation of the IEP faculty.
- or-
- If a student achieves the prerequisite score on a standardized test of academic English language proficiency (e.g., TOEFL, IELTS, etc.) to enter into either the Academic Language Training programs or degree course of study, that student will be eligible for having completed the requirements of the IEP.

### Procedure

At the end of each term, students will be evaluated for completion of the program and recommended for placement in other programs based on the following criteria:

1. Completion of two eight-week terms of Level 3 of the IEP with a semester GPA of 3.3 or greater for undergraduate and graduate students.
  - a. At the end of the second term, if an undergraduate student doesn't reach the prerequisite score on the TOEFL ITP but has achieved a cumulative GPA of 3.3 in their IEP courses for both terms of Level 3, at the recommendation of the IEP faculty, that student may be eligible for consideration to enter into the Undergraduate Language Studies (Bridge). At the end of the second term, if a graduate student doesn't reach the prerequisite score on the TOEFL-ITP but has achieved a cumulative GPA of 3.3 in their IEP courses for both terms of Level 3, at the recommendation of the IEP faculty, that student may be eligible for consideration to enter a graduate program.
  - b. Any exemptions to the IEP completion policy must come in the form of a written recommendation from the IEP Chair's Office for entry into the Bridge, and from both the IEP and student's academic program Dean's Office for direct entry into a graduate program.
2. Achievement on standardized test of academic English language proficiency (undergraduate and graduate students). The Institute for Language Education administers the TOEFL-ITP at the end of every two terms for all students. After the administration of the TOEFL-ITP, the student will be recommended for completion and placement into a new program based on their overall score, according to the following rubric:
  - a. Undergraduate Students
    - i. Recommendation for direct entry into an undergraduate program, **placement into ENG 099i followed by ENG 120**: a TOEFL-ITP score of 530 or greater (IELTS 6.0 or greater with sub scores 5.5).
    - ii. Recommendation for entry to Undergraduate Language Studies (Bridge): a TOEFL-ITP score of 500 to 529 (IELTS 6.0 with sub scores 5.0), OR a TOEFL-ITP score of 480 to 499, a writing sample score of 4.5 or greater, and a recommendation from the IEP faculty.
  - b. Graduate Students
    - i. Recommendation for direct entry into a graduate program: TOEFL-ITP score of 530 or greater (IELTS 6.0 with sub scores 5.5). \*

\*Students who have not been accepted into a degree program prior to enrollment into the Intensive English Program will be required to submit an application through the International Admissions office.

If a receipt of an official score report of another test taken at an outside test center (e.g., TOEFL-iBT of 71, IELTS of 6 with sub scores of 5.5, etc.) is provided before a term is ended, an F-1 international student's language training SEVIS record will be shortened to the date of last class attendance in ILE. From the conclusion of the classes, the F-1 student will have the appropriate 60-day grace period to be admitted to a new academic program if they wish to remain in the US. For a school transfer or change of education level, the student must begin the new program in the next available start term, which may be no longer than five months from the conclusion of the ESL program.

Please refer to the [Grade Scale and GPA](#) policy for additional information regarding the SNHU grading system.

## Counseling-MA Clinical Mental Health Counseling Program Progression

A student's progression in the MA.CMHC program is dependent on three aspects of student performance: course grades, ongoing assessment of clinical skills and professional counseling dispositions, and field experience preparation.

### Course Grades

CMHC students must earn a minimum of a B- in all SNHU counseling courses (except for the Practicum and Internship courses, which are graded Pass/Fail) before progressing in the program.

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Students who do not achieve a B- or better in a counseling course will be placed on an Academic Student Support Plan that will include a plan for academic success, which will be developed by the student and the Counseling Student Support Committee. The Academic Support Plan will be reviewed by an academic unit leader to ensure that the student has the resources to maximize the opportunity for success when retaking the course. During the term in which the student is retaking the course, the faculty advisor or a faculty member appointed by the Counseling Student Support Committee will monitor the student's progress in the course.

If the student achieves a B- or better after repeating the course, the student will be removed from the plan and restored to good standing. If the student does not achieve a B- or better after repeating the course, the student will be permanently dismissed from the counseling program. The student remains eligible to enroll in an alternate degree-granting program offered by SNHU, provided they meet admissions requirements and are in good academic standing.

### Ongoing Assessment and Registration Holds

#### ASSESSMENT OF CLINICAL SKILLS AND PROFESSIONAL COUNSELING DISPOSITIONS

As described in the [Master of Arts in Clinical Mental Health Counseling Student Handbook](#) each student will be evaluated on counseling skills (the methods used for helping clients), professional behaviors, and dispositions (the observable behaviors related to respect for individuals and openness to learning that are demonstrated in interactions with peers, faculty, and clients). Evaluation of skills and dispositions is an ongoing process throughout the program and will be assessed formally with the Counselor's Developing Competency Scale (CDCS). An identified deficiency in meeting clinical skills or professional dispositional criteria may result in a failing grade, a student support plan, or consequences that are outlined in the [Professional Standards for Counseling, Nursing, and Licensure-Leading Education Programs policy](#).

#### ACADEMIC, DISPOSITIONAL and/or CLINICAL SKILLS SUPPORT PLANS.

Students who are placed on an Academic, Dispositional and/or Clinical Skills Support Plan(s) are required to successfully complete the plan before resuming coursework and therefore may have a registration hold placed on their account. This may occur at the outset of the academic plan or during the student's attempt to complete the plan, should the student fail to accomplish any of the required steps of the plan within the timeline specified in the plan. This required hold will prevent future registrations in COU or MHC courses and will remain on the student's account until plan benchmarks are successfully met as outlined in the support plan.

### Field Experience Preparation

To ensure that students are well prepared for beginning the field experience portion of their training, and to ensure that the program is in compliance with the legal regulations, accreditation standards and the ethical codes that direct clinical experience management, students in the CMHC program are required to complete a series of tasks and clinical assessment benchmarks related to applying to, securing and preparing for eligibility to participate in a clinical placement.

Students who do not meet deadlines or minimum expectations related to field experience preparation, eligibility and field site securement may have a registration hold placed on their account until the student completes the missing tasks.

### First Year Cornerstone Policy

Students must complete the equivalent of SNHU's general education foundation, or Cornerstone, course requirements, to include one approved Mathematics course and two composition courses, either via transfer courses or through taking the courses at SNHU.

All entering SNHU students are encouraged to discuss course requirements with their advisor for appropriate placement and scheduling.

Students should complete their Cornerstone Social Justice, English, and Mathematics requirements within their first 63 credits.

Students with 12 or more transfer credits may replace 2 of the 3 of the following domains with Commons electives: Cornerstone Humanities, Cornerstone Social Justice or Cornerstone Sustainability.

Students enrolled in FYS-101 First Year Seminar who withdraw from or fail the course must repeat it in the next term. Students needing a third attempt to pass the course should consult with their academic advisor.

Specific programs may have different or additional dictations based on accreditation and licensure standards. Refer to your program for details.

### General Education, Anti-Encroachment Policy

A student's program may dictate the required Cornerstone Mathematics course and any two (2) additional courses in the Exploration section of the General Education program. Programs will not dictate where General Education courses are completed (e.g., online, in person, etc.).

Note: Specific programs may have different or additional dictations based on accreditation standards. Refer to your program for details.

# University Programs

## General Education Transfer Policy

Students who have a conferred bachelor's or higher degree from an accredited institution are considered to have met their general education requirements. Transfer of general education credits from conferred associate degrees and other credits are assessed on a case-by-case basis.

This policy complies with the University [Transfer Credit](#) policy.

*Note: It is the responsibility of the student to be familiar with their program-specific requirements, as these may dictate specific general education courses be taken as part of the program. Transfer for these courses will be evaluated on a case-by-case basis. In addition, students with a conferred bachelor's degree from a recognized international higher education institution will be reviewed on a case-by-case basis to ensure student attainment of the general education content areas.*

## Nursing-Academic Progression Requirements for Nursing Programs

- Students must achieve a grade of B- or better in all NUR and IHP required program courses completed at SNHU to be allowed to continue in the program.
- Students must remain in compliance with the SNHU Code of Conduct and the American Nurses' Association Code of Ethics throughout their enrollment.
- Students must maintain an active unencumbered Registered Nurse license. If a student holds active licenses in more than one state/jurisdiction, all licenses must be unencumbered. Students must notify the advisor for any licensure status change and criminal arrests or convictions while enrolled in a nursing program.
- Students must notify advising prior to relocation, as continued enrollment and academic progression are contingent upon SNHU full authorization in other geographic locations.

Students who do not achieve a B- or better in a NUR or IHP required program course completed at SNHU **will be placed on Nursing program academic probation**. Students may not enroll in any other nursing courses until they have successfully retaken the course. During the probation period, students are encouraged to communicate regularly and consistently with their academic advisors and nursing program faculty to ensure that students have the resources to maximize their opportunity for success when they retake the course.

If the student achieves a B- or better after repeating the NUR or IHP required program course, the nursing program academic probation status will be removed and the student restored to good standing. If the student does not achieve a B- or better after repeating the NUR or IHP required program course, the student will be dismissed from the nursing program. Nursing students are allowed to repeat only one required course in the nursing major, and subsequent failure to meet academic requirements will result in immediate dismissal from the program. The student remains eligible to enroll in an alternate non-nursing degree-granting program offered by SNHU, provided they meet admissions requirements and are in good academic standing.

***Students unable to achieve satisfactory grades in the nursing program pathway may request enrollment in a program in another academic area.***

## Nursing-Enrolling in Nursing Courses as Non-Degree-Seeking Students

Students seeking to enroll in NUR coursework as non-degree-seeking students must adhere to the following requirements:

- Meet all nursing programs admission requirements for the level of coursework sought:
  - [Nursing-RN to BSN Nursing Admission and Academic Requirements](#)
  - [Nursing-Graduate Nursing Admission and Academic Requirements](#)
- Earn a grade of B- or better in a Nursing (NUR) course in order to register for a subsequent course(s).
- Qualified health professionals who are not nurses may be eligible to take nursing courses in the Healthcare Quality and Safety Post-Master's Certificate as non-degree-seeking students if they meet certificate admissions requirements.

## Nursing-Graduate Nursing Admission and Academic Requirements

MSN admission requirements for nursing executive leadership, population healthcare, healthcare quality and safety, and nursing education tracks:

- Must maintain an active unencumbered registered nurse license. Licensure exam must be equivalent to NCLEX-RN examination. (If a student holds licenses in more than one state/jurisdiction, all licenses must be unencumbered.)
- Must have an earned bachelor's degree from an accredited nursing program.
- ***The required minimum cumulative GPA for MSN admission is a 3.0. For purposes of MSN admission, cumulative GPA is calculated by including the pre-licensure BSN or associates degree/diploma in nursing and the BSN.***
- **Students who have completed non-SNHU graduate-level courses, with a minimum of 3.0 GPA, will be considered for MSN admission on a case-by-case basis. Graduate credits will be considered as part of**

## University Programs

**an applicant's academic profile but will not be applied as transfer credits unless they meet the transfer credit criteria. See Transfer Credit section below and [Transfer Credit policy](#).**

- Must complete the MSN Program Acknowledgement Form.
- Provisional acceptance may be extended to applicants with an undergraduate GPA between 2.67 and 2.99. (provisional acceptance is not offered for the FNP track).

For family nurse practitioner track:

- Must maintain an active unencumbered registered nurse license. Licensure exam must be equivalent to NCLEX-RN examination. (If a student holds licenses in more than one state/jurisdiction, all licenses must be unencumbered.)
- Must have an earned bachelor's degree from an accredited nursing program.
- ***The required minimum cumulative GPA for MSN admission is a 3.0. For purposes of MSN admission, cumulative GPA is calculated by including the pre-licensure BSN or associates degree/diploma in nursing and the BSN.***
  - ***Students must also have earned a cumulative GPA of 3.0 in their nursing applicable science courses related to the above.***
- Must complete the MSN Program Acknowledgement Form.
- Must have a minimum of two years of current, full-time RN clinical practice experience.
- Must identify one potential preceptor for a clinical practicum.
- Must be available for one week-long in-person immersion experience.
- No provisional acceptance for this track.

### Internationally Educated Nurses

Internationally educated nurses will be reviewed by the nursing team for admission to the nursing programs if they do not meet the above nursing admission requirements. Criteria established by the National Council of State Boards of Nursing (NCSBN) will be used to review applicants to ensure sufficient academic preparation, comparable licensure requirements and English language proficiency. Internationally educated nurses are defined by NCSBN.

### Post-Master's Healthcare Quality and Safety Certificate Program

Open to qualified nursing and health professions candidates only:

- **Nurse applicants** who wish to pursue this certificate must meet MSN nursing program admission requirements AND have earned a master's degree from an accredited nursing program with a minimum cumulative GPA of 3.0.
- **Non-nursing health professionals** who wish to pursue this certificate must have earned a health professions master's degree from an accredited institution with a minimum cumulative GPA of 3.0.

### Provisional Acceptance into Graduate Nursing

Please see the [Provisional Acceptance](#) policy.

## MSN ACADEMIC REQUIREMENTS

### Accelerated Pathway for MSN

Students who have graduated from SNHU's RN-BSN program and have successfully completed the graduate-level coursework in the Accelerated Pathway may earn credit toward applicable coursework in their MSN track. Students should speak with their advisor before undertaking Accelerated Pathway coursework. Criterion for acceptance into the Accelerated Pathway is a 3.5 in SNHU RN-BSN coursework. Admission to the Accelerated Pathway for MSN does not guarantee admission to the SNHU MSN program. All students must apply to the MSN program after completing the BSN.

### Transfer Credit

Students seeking to transfer credit for nursing courses must submit a course syllabus, course description, and transcript for the nursing course(s) for which they are seeking credit. A member of the nursing academic administration team or their designee will review the transcripts, course syllabi, and any other required documentation to determine if nursing transfer credits can be awarded. Graduate courses accepted for transfer credit require a grade of "B" or higher and must have been completed within the last five (5) years. The MSN program may accept a maximum of 12 graduate credits at time of admission. Please see the [Transfer Credit](#) policy.

### Requirements for Clinical Practice Experience

- Students must comply with the requirements of the organizations where their clinical practice experiences will be completed. These requirements must be met prior to registering for the clinical practice experience.
- These requirements include (but are not limited to) criminal background checks and verification of licensure, immunization records, health insurance, and liability insurance. Students may incur additional costs to meet the clinical practice organizations' requirements.

## Nursing-RN to BSN Nursing Admission and Academic Requirements

### RN to BSN ADMISSION REQUIREMENTS

## University Programs

To be fully accepted to the undergraduate nursing program, students must meet the following requirements:

- Hold a conferred diploma or associate degree in nursing from a State Board of Nursing approved program that prepares students for the NCLEX-RN exam OR an accredited nursing program.
- Have a cumulative GPA of at least 2.5 on the degree-awarding transcript OR a cumulative GPA between 2.0 and 2.49 on the degree-awarding transcript with a minimum of nine (9) credit hours earned subsequent to the diploma or associate degree with at least a 2.5 cumulative GPA.
- Must maintain an active unencumbered Registered Nurse license. Licensure exam must be equivalent to NCLEX-RN examination. If a student holds licenses in more than one state/jurisdiction, all licenses must be unencumbered.
- Students who graduated from a nursing program, and do not yet have their nursing license, may be admitted if they meet all other admission requirements. However, evidence of licensure must be provided prior to the course start date of the second nursing term in the program.

### Internationally Educated Nurses

Internationally educated nurses will be reviewed by the nursing team for admission to the nursing programs if they do not meet the above nursing admission requirements. Criteria established by the National Council of State Boards of Nursing (NCSBN) will be used to review applicants to ensure sufficient academic preparation, comparable licensure requirements and English language proficiency. Internationally educated nurses are defined by NCSBN.

### Academic Progression, RN to BSN Program

Nursing students must achieve a grade of B- or better in all undergraduate NUR and IHP required program courses completed at SNHU in order to continue in the program. See [Nursing-Academic Progression Requirements for Nursing Programs](#).

### Provisional Acceptance to Program

Students who do not meet requirements for full acceptance into the undergraduate nursing program may be eligible for provisional acceptance. Provisional acceptance may be extended to students with a cumulative GPA between 2.0 and 2.49 who meet all other admission criteria.

To be eligible for full acceptance, provisionally accepted students must achieve a cumulative GPA of at least 2.7 by the end of their second term. To foster success, it is recommended that students take one course per term, but students may choose to take up to two courses each term. Regardless of the number of courses taken each term, the same rule applies: students must achieve a cumulative GPA of 2.7 by the end of their second term.

### Provisional Student Enrollment in Another Undergraduate Program

Provisionally accepted students who do not achieve full acceptance (those who do not receive a cumulative GPA of 2.7 by the end of their second term) in the nursing program may request enrollment in a new program in another academic area. Students must satisfy the admissions requirements of the new program.

## RN to BSN ACADEMIC REQUIREMENTS

### Transfer Credit

Up to 90 transfer credits may be accepted. A transfer block of 45 credits shall be awarded to students with an active unencumbered registered nurse license. If the student holds an associate degree or diploma in nursing from an accredited nursing program, they may be awarded additional credits in non-nursing courses, such as those which fulfill General Education or free elective requirements. There is no time limit for accepting science courses. In the case where transfer credits are granted, the student still will need to complete the 30 hours of institutional credit required for degree conferral at SNHU.

### Transfer of Nursing Courses

The RN-BSN program has a unique curriculum that can make transfer credit for nursing courses difficult. Students who have completed nursing courses similar to those required in the nursing major may be required to submit a completed petition to amend degree requirements to request approval to transfer individual nursing course(s) into their program. The petition must be approved by a member of the nursing academic team and include a course syllabus, course description and transcript for the nursing course for which they are seeking to receive credit. The course being considered must have been completed at an approved or accredited school of nursing. Unless otherwise stated, courses considered for transfer must be discrete courses and students must have achieved a B- or better. For example, health assessment content integrated in a medical-surgical course will not be considered for transfer credit.

Information regarding admission to the MSN program can be found in the [Nursing-Graduate Nursing Admission and Academic Requirements](#) policy.

### Accelerated Pathway for MSN

Students who have graduated from SNHU's RN-BSN program and have successfully completed the graduate level coursework in the Accelerated Pathway may earn credit toward applicable coursework in their MSN track. Students should speak

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with their advisor before undertaking Accelerated Pathway coursework. Criterion for acceptance into the Accelerated Pathway is a 3.5 GPA in SNHU RN-BSN coursework.

Admission to coursework in the RN-MSN Accelerated Pathway does not guarantee admission to the SNHU MSN program. All students must apply to the MSN program and meet all requirements as outlined within the [Nursing-Graduate Nursing Admission and Academic Requirements](#) policy.

### Professional Standards for Counseling, Nursing and Licensure-Leading Education Programs

#### 1 - Ethics, Dispositions, Proficiencies and Professional Standards

Southern New Hampshire University (SNHU) supports professional practice standards and behaviors for students enrolled in clinical mental health counseling, nursing and licensure-leading education programs that are aligned with applicable regulatory and legal standards. Students enrolled in these professional practice programs at SNHU will be required to demonstrate compliance with applicable professional organizations' standards and codes of ethics throughout their enrollment in the program. These ethics, dispositions, proficiencies and professional standards are critical components of the academic programs and review under this policy is conducted under the academic authority of the program.

Violations may include, but are not limited to disrespectful or unprofessional conduct, failure to respond to supervisory feedback, deliberate misrepresentation or falsification of information, failure to meet professional obligations (including non-adherence to affiliation agreements), criminal acts, abuse of or improper relationship with clients/students/patients or peers, misuse of alcohol or drugs, improper financial conduct, and disclosure of confidential client/student/patient information (excepted as required or permitted by law).

See: [ANA Code of Ethics](#); [ACA Code of Ethics](#); [AMHCA Code of Ethics](#); [Code of Conduct for NH Educators](#); [Code of Ethics for NH Educators](#); Nursing Student Handbook; MA Counseling Student Handbook; Student Teaching Handbook; and the Clinical Masters in Education program handbook.

Students are responsible for demonstrating behaviors that are consistent with the guidelines for their profession throughout their participation in the program, including in classes, during residencies, in communications with other students and university staff and faculty, and during practicum, internship, clinical and other learning experiences. When confronted with an ethical question or dilemma and in instances where the guidelines do not suggest a clear course of action, students are expected to seek consultation with a member of the faculty or program administration.

#### 2 - Violation of Ethics, Standards, or Disposition

Conduct unbecoming of a student may constitute a valid reason not to recommend a student for clinical placement, progression or licensure, and may result in the removal of the student from the educational program at SNHU. In addition, failure to adhere to the applicable code of ethics or dispositions, proficiencies and professional standards as outlined above may result in academic interventions up to and including expulsion from the program.

This policy and associated processes do not review violations of the SNHU code of conduct. However, potential violations of SNHU's Code of Conduct as set forth in the university catalog and university student handbook may be reviewed separately through the Office of Student Conduct in the event that a violation overlaps multiple policies. For clarity, the SNHU Code of Conduct focuses on student discipline while violations of ethics, standards or dispositions are academic-based decisions.

##### 2.1 - SNHU Professional Standards Committee for Professional Practice Programs

In cases where a student's behavior raises a concern about violations of ethics, dispositions, proficiencies or professional standards, the student will initially be referred to their respective program for resolution and/or remediation.

Concerns that are not successfully addressed through the program-level processes outlined in corresponding program handbooks or on the [webpage](#) for licensure-leading education programs will be referred to the SNHU Professional Standards Committee for Professional Practice Programs (hereafter referred to as "the Committee"). The Committee receives, investigates, and resolves or makes recommendations regarding violations of the dispositions, proficiencies, professional standards or an applicable code of ethics. The Committee does not review violations of the SNHU Code of Conduct. The Committee consists of:

- One (1) dean or director (or their academic designee) from *each* program affected by this policy (voting member) for a total of three voting members.

The Committee meets on an as-needed basis and is chaired by the committee representative from the student's professional practice program.

##### 2.2 - Filing and Investigation of Concerns

Any concern alleging a violation of the dispositions, proficiencies, professional standards or applicable code of ethics under this policy may be submitted by a student, mentor, preceptor, staff member, clinical instructor, lab instructor, clinical agency personnel, clinical educator or patient/client. All concerns must be submitted in writing using the SNHU Ethics & Professional Standards Referral Form. To request a form, click here: [Counseling, Education, Nursing](#). The form will include the following:



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- Identifying information regarding the student, including name and program of record
- A description of how the notifier became aware of the concern
- A description of the concern that references the specific ethics, disposition, proficiency or professional standard being addressed and how the student's behavior failed to meet that standard.

The Committee will investigate each student concern according to the following procedure:

- When a potential violation is reported, the Committee Chair will initiate and conduct an investigation of the concern. (In cases where a standing Committee member was the person who initiated the original concern, another dean or director from the same program may serve on the Committee in their stead.)
- The investigation will include the collection of any information necessary to thoroughly investigate the concern, which may include meeting with external clinical agencies or schools that students engage with during their practicum, internship, clinical or other learning experiences; faculty and/or SNHU staff; and other direct witnesses to the behavior, in addition to the student.
- Once the investigation is complete, the Committee Chair will share the information collected, along with a recommendation regarding the proposed resolution and corrective action, with the full Committee and the affected student for resolution (see 2.3 below).

### 2.3 - Determining Resolution

Once the investigation is complete, the Committee Chair will contact the student by email to arrange a time to discuss the investigation results with the full Committee and attempt to resolve behavioral changes required to align the student's conduct with the standards of professional conduct described in this policy. Generally, 72-hour notice is given prior to this meeting. The student may attend the meeting with a faculty or staff support person, with prior approval from the Committee Chair. The support person may not participate directly in the hearing or disrupt it in any way. In the event that a student attends a meeting with legal representation without having notified the Committee, the Committee may immediately choose to reschedule the meeting.

If a student fails to respond to the meeting request within three business days or does not attend a mutually-agreed to meeting, the Committee will make its determination based on the information that is available to it from the investigation.

### 2.4 - Actions

After a concern is investigated and the Committee has met with the student, the Committee will vote on one of the following actions:

- Dismissal of the complaint as unfounded;
- Referral of the student to the program's student remediation/support committee for corrective action;
- Suspension of the student from the program for up to one calendar year, subject to remediation conditions set by the Committee. Failure to meet the remediation conditions will result in referral back to the Committee which may result in dismissal from the program;
- Dismissal of the student from the program. Provided no other SNHU standards of conduct were violated, students who are dismissed from a program due to a violation of this policy may be able to pursue another academic program at SNHU if they meet the requirements. Students should recognize, however, that certain violations of this code may bar entrance to other SNHU professional practice programs.

A record of the Committee's decision will be sent to the student electronically and placed in the student's file. The Committee Chair will notify the student in writing within three business days of the decision and any action being taken.

Students who wish to respond to a decision must respond to the Committee Chair in writing within three business days, indicating either their agreement with the corrective action or reasons for appealing a decision, along with any new documentation for consideration. Appeals will be accepted only based upon new information that was not known at the time of original decision or procedural concerns based on grounds other than general dissatisfaction with the current resolution. The written appeal must explain why the factual information considered was incomplete and/or the appropriate procedure was not applied, and how this should change the Committee's determination of the matter. Appeals involving new information will be reviewed by the Committee and the Executive Director of the student's professional practice program (online programs) or the Vice President of Academic Affairs (campus programs). Appeals based on procedural concerns will be reviewed by the Executive Director and Associate Vice President for the student's professional practice program (online programs) or the Vice President of Academic Affairs (campus programs). Students who fail to respond are considered to have accepted the Committee's decision and actions.

#### 1. Student Rights

Students have the following rights pertaining to alleged and confirmed violations of the standards of professional conduct set forth in this code:

- The student must be notified in writing if they become the subject of a justifiable concern.
- The student must be provided an opportunity to respond to a concern and explain their behavior to the Committee.
- The Committee must notify the student in writing of its decision, including, as appropriate, the unacceptable behavior, the standard violated and the corrective action.
- At the discretion of the Committee, students may be permitted to participate in SNHU course(s) during the investigation and decision-making processes. However, they may be excluded from any lab or clinical experience

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until a final decision allowing participation is reached.

### 2 - Academic Actions and Education Records

Records of concerns and corrective action will be maintained according to SNHU policy regarding student academic disciplinary records as well as applicable state and federal laws concerning maintenance and disclosure of student information.

### Study Abroad, Faculty Led Programs and National Student Exchange

Note: Online students are only eligible for Faculty Led Programs.

#### Student Eligibility

In fulfillment of its mission, SNHU encourages all its students to live and study away from campus for at least one week during their studies, and for a maximum of two semesters. Programs covered by this policy include but aren't limited to Study Abroad, Faculty-Led Programs (FLP), National Student Exchange (NSE) and Virtual International Exchange. This opportunity is provided to qualified domestic and international SNHU campus students in all academic majors, subject to availability of existing programs and resources. Online students are eligible for Faculty Led Programs only. Approval may be denied for disciplinary infractions, academic dishonesty or low academic performance, based on SNHU policies. The University also reserves the right to deny or withdraw approval for student participation in study abroad and/or limit the number of students allowed to study abroad at any given time or location.

1. The Study Abroad Office maintains a centralized application system and will determine whether each applicant meets basic eligibility requirements. It is also responsible for collecting and maintaining all consent forms, insurance and other documents required by law, MOU agreements and University policy.
2. All students participating in Study Abroad, FLP's or NSE of any length must be in good scholastic standing with no disciplinary and academic integrity infractions. Students must be cleared through Student Financial Services and Wellness of any financial holds prior to the start of their Study Abroad or NSE term. Depending on specific programs, some additional academic requirements (e.g., minimum GPA) may be required for participation. The eligibility criteria for all programs are available in the Study Abroad Office.
3. International students must obtain written authorization from their corporate or government sponsor, if any, prior to applying for Study Abroad, FLPs or NSE. All international students who wish to engage in Study Abroad, FLPs or NSE will need to consult with International Student Services regarding their visa requirements.
4. The maximum length of Study Abroad or NSE is one academic year or two Fall and/or Spring semesters, which can be non-consecutive. There is no limit to the number of Summer Semester or Faculty-Led Programs eligible students may apply and enroll into.
5. The University will not recognize or grant any applicable institutional credit to any student who fails to complete the application requirements or fails to receive acceptance prior to departure.
6. Students must sign the following documents:
  - a. Written waivers in compliance with federal law to authorize examination of their academic and disciplinary records.
  - b. For Study Abroad, a release of their SNHU Wellness Center medical records and authorization of their disclosure in confidence to the host institution for purposes of appropriate health care.
  - c. A "Statement of Responsibility & Release from Liability" agreement.
  - d. A "Disclosure Agreement" permitting SNHU officials to contact parents or other authorized individuals in the event of emergencies or other special circumstances.
7. SNHU will provide students with international insurance coverage for their travel period, as applicable.
8. Students are advised by Student Financial Services regarding scholarships and financial aid concerns.

#### Academic Credit

Southern New Hampshire University's list of Study Abroad, FLP and NSE destinations includes only the programs offered through SNHU direct partnerships. The Office of the Registrar will initiate and oversee the process for transferring courses through its partners.

1. While participating in Study Abroad or with NSE, students must maintain a full-time course load each semester as defined by SNHU (a minimum of 12 program applicable undergraduate credit hours). Students may enroll in a maximum of 15 undergraduate credit hours per semester except where programs permit more. Failure to keep full-time status may result in cancellation of the student's Study Abroad/NSE trip abroad with the subsequent loss of academic credits, tuition payment, and Federal or other financial aid. A summer semester must be for a minimum of 3 credits.
2. Beginning in 2024 FLPs will be linked to a 3-credit campus course, as assigned by the faculty leaders, with a remote 3-credit course available for the online learners.
3. Students must take all Study Abroad or NSE courses at partner institutions for an alphanumeric grade and not on a Pass/Fail basis. If the partner institution uses Pass/Fail basis, they will need to provide a letter stating the letter grade equivalent.  
Grade appeals regarding Study Abroad or NSE courses will be considered in accordance with the procedures of the partner/host institution as applicable.
4. Any course substitutions or changes sought by a student while participating in Study Abroad/NSE will require new



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approval from the Study Abroad Office and the Office of the University Registrar. Such approvals may be confirmed via email, no later than two weeks into the host institution's semester or one week into the host institution's summer session. Students must notify the Study Abroad Office in writing regarding proposed course substitutions or changes, which will be updated in their Course Approval Form. Unless these requirements have been met, students will not be granted academic credit for any unauthorized course substitutions or changes, regardless of whether they have completed them, or have paid for the new courses.

5. Some partner institutions may require a language placement examination. If a student is placed on a different level (higher or lower) than the one indicated on the Course Approval Form, the student will be awarded SNHU equivalent credit based on the actual level taken abroad/away.

### Financial Policy A. Financial Aid and Scholarships

1. Students participating through direct partner institutions will continue to be registered at and pay tuition to SNHU, thus remaining eligible to use current financial aid and scholarships. All students pursuing Study Abroad and/or NSE are required to set up a financial planning appointment with a Student Financial Services representative as part of the Study Abroad/NSE application process.
2. In case of emergency program cancellation or evacuation, as deemed by the International Travel Policy, SNHU will work to facilitate the completion of coursework or alternative ways for students to complete their planned number of credits in the semester involved at no additional cost. Should the University determine an early termination of a program due to an emergency program cancellation or evacuation, SNHU will cover airfare penalties, if any. This does not apply if students cut short their participation on their own, or if their program is canceled due to academic or behavioral infractions.

### B. Tuition, Fees and Costs

1. Students participating in Study Abroad/NSE for a semester or academic year will pay tuition to SNHU. Students participating in a summer session will pay the host institution program cost (tuition, housing, fees, etc.) as defined by the host institution. These fees will be paid by SNHU but then billed to the student's account.
2. The Study Abroad Administrative Fee is charged to the student for each application to a study abroad program (semester, summer or academic year). This fee is non-refundable.
3. The National Student Exchange Administrative Fee is charged to the student for each application to the NSE program, via the NSE website. This fee is non-refundable.
4. For most SNHU partnership programs, the Study Abroad Office will coordinate housing payments with the overseas institution, and the student will be billed the housing cost on their account. For NSE, students will either pay the host institution or find off-campus housing and pay for that accordingly.
5. Any housing, flights or tuition fees paid by the student for SNHU-sponsored semester, summer or year-long Study Abroad or National Student Exchange will be subject to the university refund policy.
6. Tuition waiver benefits for children of university employees and for children of exchange consortium members apply only to study on campus and cannot be turned into a cash benefit for payment of a Study Abroad or NSE tuition. Tuition waiver students wishing to Study Abroad or do NSE will have to secure alternative financing.
7. For SNHU partnership programs and Faculty-Led Programs, the international health insurance cost is in addition to the SNHU tuition charge. Coverage through International ISOS applies only for program start and end dates.

### C. Refund Policy

#### **Study Abroad and NSE Withdrawal and Cancellation Policy Overview**

After a student has been accepted to a Study Abroad/NSE program and paid the required deposit, they are considered an enrolled participant in that program. By making such payment, students are expressing their intention to participate in the program, acknowledge that the deposit is non-refundable and recognize that they will be held responsible for some or all of the full program fee, even if students do not participate in the program.

#### **Faculty-Led Program Fees Refund Policy**

Students participating in an SNHU-sponsored FLP are not subject to the standard Study Abroad administrative fees. Students are billed for the experiential costs of FLP travel, including (but not limited to) airfare, lodging, some meals and excursions. These program fees are charged to the student in one lump sum at the time they are billed for the term in which the travel occurs.

<b>If you withdraw ON or AFTER,</b>	<b>Then your financial obligation will be:</b>
90 days or more prior to departure date	25% of program costs
60-89 days prior to departure date	50% of program costs
30-59 days prior to departure date	75% of program costs
29 days or less prior to departure	100% of program costs

SNHU students participating in SNHU-approved, third-party-led educational international tours, such as Education First, will be responsible to follow the fee and refund structure set forth by the partner.

#### **Faculty-Led Program Cancellation Policy**

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**Cancellations by SNHU Policy:** In the event that SNHU cancels a FLP, students will be refunded deposits/program fees paid to SNHU. Deposit, program or application fees paid to third-party providers or international host universities are in accordance with their policies. Students can check with the Study Abroad Office for a current list of approved third-party providers.

**Cancellations or Withdrawal by Students:** In the event that a student makes the personal choice to withdraw from the FLP and the program is not canceled by SNHU, students will be subject to the partners' refund policy.

**Flight Booking Policy:** In accordance with the SNHU International Travel Policy, all SNHU-sponsored flights (including traditional Study Abroad, FLP and NSE) must be booked through the appropriate SNHU contracted services provider (ProTravel). Students are required to cover the costs of their flight expenses, which are in turn billed through their student accounts, unless payments are otherwise required to be made to SNHU's third party provider. Students are responsible for coordinating their flights directly with ProTravel for semester, year-long and summer-long Study Abroad as well as NSE, to ensure timely arrival for their program start dates. Students arranging travel will be provided with different cost options for refundable or non-refundable ticket prices. If a student selects a non-refundable ticket price, they will not be refunded the flight amount should they cancel their flights. If a student, staff or faculty does not book their Study Abroad/NSE/FLP flight through our approved provider (ProTravel) or designated third-party provider, SNHU will not be subject to any costs or fees should the flight or program be canceled for any reason.

DISCLAIMER: All students should contact their admission counselor to confirm the correct catalog based upon their enrollment.

### Waiver Eligibility for PCC 201 (Campus Only)

Campus-based students with extensive, up-to-date, professional experience may be waived from PCC 201. Students seeking to be waived from PCC 201 should contact the Director of General Education at least 10 days prior to the registration period when the student would be expected to register for PCC 201. If a student is waived by the Director of General Education from PCC 201, three credits will be added to their free elective requirement.

## Academic Standards

### Academic Honors

#### President's List and Dean's List

At the close of each reporting term (fall, winter/spring, summer) at Southern New Hampshire University, the Registrar's office publishes two lists of undergraduate students who have achieved standards of academic excellence during the reporting term's work. Full-time undergraduate students who have earned a minimum grade-point average of 3.700 and above for the reporting term are named to the President's List. Undergraduate students who have earned a minimum grade-point average of 3.500 to 3.699 for the reporting term are named to the Dean's List. Full-time status is achieved by earning 12 credits over each 16-week term or paired 8-week terms grouped in fall, winter/spring, and summer.

Kenzie Academy students are not eligible for President's List and Dean's List at this time.

#### Honor Societies

Please refer to the Student Handbook and my.SNHU for a list of honor society chapters at Southern New Hampshire University and their eligibility requirements.

### Credit Hour Definition

Southern New Hampshire University has adopted the US Department of Education and the New England Commission of Higher Education guidelines regarding the definition of a credit hour. Federal regulations define a credit hour under Section 600.2 of the Higher Education Opportunity Act as: an amount of student work defined by an institution, as approved by the institution's accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education and that:

(1) Reasonably approximates not less than—

(i) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or

(ii) At least an equivalent amount of work as required in paragraph (1)(i) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours; and

(2) Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels.

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## Unit of Credit

The unit of credit at Southern New Hampshire University for all modalities is the semester hour.

## Scholastic Standing

To remain enrolled in courses and qualify for degree conferral, a student must be in good scholastic standing. A student with a cumulative GPA that falls below the minimum will face scholastic sanctions as defined below.

### Undergraduate Scholastic Standing

An undergraduate student must maintain a cumulative GPA of 2.0 or higher. Certain programs have GPA requirements that supersede university minimums. Please check with your academic advisor for this information and review the [Degree and Certificate Requirements](#) policy. Students are evaluated for scholastic standing at the end of each term. Depending on whether you are an online student or an on-campus student, the below sanctions apply.

**Scholastic Warning:** A student with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 is placed on Scholastic Warning.

**Continued Scholastic Warning 1** (Online Students Only): A student on Scholastic Warning who does not achieve a cumulative GPA of 2.0 the following term is placed on Continued Scholastic Warning 1.

**Continued Scholastic Warning 2** (Online Student Only): A student is placed on Continued Scholastic Warning 2 in the following circumstances:

- A student on Continued Scholastic Warning 1 who does not achieve a cumulative GPA of 2.0 the following term.
- A student on Continued Scholastic Warning 2 from a previous term who achieves at least a 2.0 term GPA for the current term but does not achieve a cumulative GPA of 2.0 to allow them the opportunity to improve their cumulative GPA.
- As long a student continues to achieve at least a 2.0 term GPA, they remain on Continued Scholastic Warning until they achieve a cumulative GPA of at least 2.0.

**Academic Suspension:** A campus student on Scholastic Warning or online student on Continued Scholastic Warning 2 from a previous term who does not meet a minimum term GPA of 2.0 for the current term is placed on Academic Suspension. A student who does not meet these standards due to extenuating circumstances but who is making substantial progress toward the demonstration of the standard will be reviewed on a case-by-case basis.

**Academic Dismissal:** Students are dismissed from undergraduate programs at the university in the following circumstances:

- Students who do not maintain a term GPA of 2.0 each term following their return from suspension.
- Students who are on any level of Scholastic Warning who cease submission of graded assignments for all registered classes prior to 60% of the term in two consecutive terms (online students only).

Academic Dismissal is considered final, and appeals are not accepted.

**Good Scholastic Standing:** Students who meet the required cumulative GPA of 2.0 or above are returned to good scholastic standing.

**Readmission after Academic Suspension:** A campus student who has been academically suspended must wait a period of one 16-week term before returning. An online student must wait a period of two (2) eight-week terms before returning. A student who would like to return early due to extenuating circumstances must appeal to the Scholastic Standing Committee.

Note: Nursing has program-specific requirements that supersede these minimum standards. Please see the [Nursing-Academic Progression Requirements for Nursing Programs](#) and [Professional Standards for Counseling, Nursing and Licensure-Leading Education Programs](#) policies.

### Kenzie Academy Scholastic Standing

A Kenzie certificate program student must maintain a cumulative GPA of 2.0 or higher. Students are evaluated for scholastic standing at the end of each term.

**Good Scholastic Standing:** Students who meet the required cumulative GPA of 2.0 or above are returned to good scholastic standing.

**Scholastic Warning:** A student with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 is placed on Scholastic Warning.

**Academic Suspension:** A student on Scholastic Warning who does not achieve a cumulative GPA of 2.0 the following term is placed on Academic Suspension. A student who does not meet these standards due to extenuating circumstances but is making substantial progress towards demonstrating the standard will be reviewed on a case-by-case basis.

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**Academic Probation:** Students previously on Academic Suspension who re-enter a certificate program are placed on Academic Probation during the first term post re-entry. Students who obtain a term GPA of 2.0, with a cumulative GPA below 2.0 can continue into future terms and courses but will remain on Academic Probation until the cumulative GPA is at or above 2.0.

**Academic Dismissal:** Students are dismissed from certificate programs in the following circumstances:

- Students on Academic Probation who do not maintain a term GPA of 2.0.
- Students must meet the [Academic Progression Requirements for Kenzie Academy Programs](#)

**Re-entry after Academic Suspension:** A student must wait for a period of one (1) 12-week term before returning and fill out a [re-entry form](#). Students returning from an Academic Suspension re-enter a certificate program on Academic Probation. A student who would like to return early due to extenuating circumstances must appeal to the Kenzie Academy Registrar.

**Note:** Kenzie Academy has program-specific requirements that supersede these minimum standards.

Please see the [Academic Progression Requirements for Kenzie Academy Programs](#) policy.

### Direct Assessment Competency-Based (CBE) Scholastic Standing

A student's scholastic standing is determined based upon information contained in the student's academic record at the end of each term. A student must meet both qualitative and quantitative (minimum completion rate) standards to remain in good scholastic standing. A student meets both the qualitative and quantitative requirements by completing at least 67% of competencies attempted during each term.

A student who does not meet scholastic standing requirements faces scholastic sanctions that include Scholastic Warning, Academic Suspension or Dismissal. Students who withdraw prior to completing 60% of the term will not be subject to scholastic sanctions for the term.

**Scholastic Warning:** A student who does not complete at least 67% of competencies attempted in a term is placed on Scholastic Warning for the following term.

**Continued Scholastic Warning 1:** A student on Scholastic Warning who does not complete at least 67% of competencies attempted in a term is placed on Continued Scholastic Warning 1 for the following term.

**Academic Suspension:** A student who is on Continued Scholastic Warning and fails to complete at least 67% of competencies attempted in the current term is placed on Academic Suspension. A student who does not meet these standards due to extenuating circumstances but who is making substantial progress toward the demonstration of the standard will be reviewed on a case-by-case basis.

**Academic Dismissal:** A student who is readmitted after Academic Suspension and fails to complete at least 67% of competencies attempted for the term in which they are readmitted will be dismissed from undergraduate programs at the university.

Academic Dismissal is considered final, and appeals are not accepted.

**Good Scholastic Standing:** A student who completes at least 67% of competencies attempted is returned to good scholastic standing.

**Readmission after Academic Suspension:** A student who has been academically suspended must wait one term before returning. A student who would like to return early due to extenuating circumstances must appeal to the Scholastic Standing Committee. A student must complete at least 67% of competencies attempted during the term they are readmitted. If they fail to do so, they are dismissed from the university. Academic Dismissal is considered final and appeals are not accepted.

**Note:** Students with a successful completion percentage of 66.50% of competencies attempted and above will be rounded up to 67%.

### Graduate and Doctoral Scholastic Standing

A graduate student must maintain a cumulative GPA of 3.0 or higher. Certain programs have GPA requirements that supersede university minimums. Please check with your academic advisor for this information and review the Degree and Certificate Requirements policy.

**Scholastic Warning:** A student with a cumulative GPA that falls below the minimum cumulative GPA of 3.0 is placed on Scholastic Warning.

**Continued Scholastic Warning:** A student is placed on Continued Scholastic Warning in the following circumstances:

- A student on Scholastic Warning who does not achieve a cumulative GPA of 3.0 the following term.
- A student on Continued Scholastic Warning from a previous term who achieves at least a 3.0 term GPA for the

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current term but does not achieve a cumulative GPA of 3.0 to allow them the opportunity to improve their cumulative GPA.

- As long as students continue to achieve at least a 3.0 term GPA, they remain on Continued Scholastic Warning until they achieve a cumulative GPA of at least 3.0.

**Academic Suspension:** A student on Continued Scholastic Warning from a previous term who does not meet a minimum term GPA of 3.0 for the current term is placed on Academic Suspension. A student who does not meet these standards due to extenuating circumstances but who is making substantial progress toward the demonstration of the standard will be reviewed on a case-by-case basis.

**Academic Dismissal:** A student is dismissed from graduate programs at the university in the following circumstances:

- A student who is on any level of Scholastic Warning who ceases submission of graded assignments for all registered classes prior to 60% of the term in two consecutive terms.
- A student who does not maintain a term GPA of 3.0 each term following their return from suspension.

### Academic Program Dismissal:

- Mountainview Low-Residence MFA (campus) students who earn two Unsatisfactory (U) grades in the program, or are enrolled in the MFA program for more than three years, are dismissed from the MFA program.
- Doctoral students who earn 2 Unsatisfactory (U) grades or/and 2 Fails (F) grades or 2 any combination of "U" and "F" grades or are enrolled for more than eight (8) years (calculated by using the first term of enrollment) are dismissed from the program.
- Doctoral students enrolled in the International Business PhD who fail the comprehensive exam after two attempts will be dismissed from the program.

Academic Dismissal is considered final, and appeals are not accepted.

**Good Scholastic Standing:** Students who meet the required cumulative GPA of 3.0 or above are returned to good scholastic standing.

**Readmission after Academic Suspension:** A student who has been academically suspended must wait one term before returning. A student who would like to return early due to extenuating circumstances must appeal to the Scholastic Standing Committee.

Note: Nursing and Counseling have program-specific requirements that supersede these minimum standards. Please see the [Nursing-Academic Progression Requirements for Nursing Programs](#) [Counseling-MA Clinical Mental Health Counseling Program Progression](#) and the [Professional Standards for Counseling, Nursing and Licensure-Leading Education Programs](#) policies.

Exceptions to this process must be approved by the VPAA using the "Exception to Policy" process.

## Admissions

### Admission Requirements, Graduate

#### General Information

Applicants who have earned a bachelor's degree or a graduate degree at an accredited institution in the United States or the equivalent of this degree from a comparable international postsecondary institution are eligible for application to graduate programs at the university.

#### Limited Acceptance

Applicants who are in their final year of completing their undergraduate degree and who have at least 105 credits completed may apply for admission to a graduate program. Applicants can take a maximum of two introductory graduate-level courses at SNHU before they are required to supply proof of bachelor degree conferral. They must provide this proof before registering for a third course. Not all programs allow for this option. Please check with your admission counselor for guidance.

The decision to admit an applicant to a graduate program is based on a combination of criteria according to the requirements of the specific program. Applications are reviewed on a rolling basis unless otherwise noted.

#### Basic Admission Requirements

- Completed application and an application fee that may apply.
- Official transcripts from previous institutions showing degree and post-degree coursework. A minimum of a bachelor's degree is required. All transcripts are to be submitted from the original institutions.
  - Completed bachelor's degree (admission to a master's program) or a completed master's degree (admission to a doctoral program) from an accredited institution listed by the Council for Higher Education Accreditation (CHEA) or the Department of Education (DOE/DAPIP).

## University Programs

- All applicants must demonstrate collegiate-level skills in the English language.
- International students must meet the admission requirements for international students.
- Certain programs may require applicants to complete an attestation form to verify information and acknowledge understanding of program requirements. (See Additional Program Requirements below).

### Full Acceptance and Provisional Acceptance

Students with a conferred bachelor's degree showing a GPA of 2.75 or greater as well as meeting any additional program requirements will be offered full acceptance. Applicants whose cumulative GPA falls below 2.75, but who have at least 2.0, may be offered provisional acceptance. See Provisional Acceptance policy for more information.

Some SNHU programs may require a higher cumulative GPA. Please see program specific requirements outlined below.

### Accepted Evaluation Pending (AEP)

A graduate student whose status is accepted with evaluation pending (AEP) must provide official transcripts showing a conferred bachelor's degree by the end of their second term at SNHU. At the end of the second term, students remaining as AEP will be reviewed and automatically transitioned from AEP status to ACCEPTED status when SNHU has received official transcripts showing a conferred bachelor's degree, and any other outstanding transcript will be waived. If SNHU does not have official transcripts showing a conferred bachelor's degree, the student will not be eligible to enroll in a third term.

### Initial Enrollment

Students must enroll within one year of the date of their acceptance. Students who do not enroll within one year will be required to resubmit application materials and be readmitted under the catalog in effect at the time of readmission.

### Admission Decisions

Southern New Hampshire University reserves the right to revoke a student's acceptance in the following circumstances:

- Inaccurate information is submitted in the application process
- High school transcripts are not submitted when requested
- Any required documentation is not submitted
- Significant changes in qualifications occur after admission is offered, for example, if a student's disciplinary or criminal background changes
- Other information of a serious nature becomes available that was not considered at the time of admission

### VA Benefit Recipients

US Military Veteran students, including family members utilizing military benefits, are encouraged to apply to the campus programs at Southern New Hampshire University (SNHU). SNHU is proud to participate in the Yellow Ribbon Program for the new Post-9/11 GI Bill ® to help bridge the gap between these benefits and SNHU's on-campus tuition and fees. Students on campus have access to the DeColfmaeker Veterans Lounge and other veteran-specific resources.

Items required to be submitted for VA education benefits:

- A completed [application](#)
- Official college transcripts from every institution attended
- A list of your current college courses in progress (if applicable)
- Dependent benefit recipients, attestation form verifying graduation from a high school or the equivalent as outlined above in this policy
- Joint Services Transcript
- Complete the [Military Transcript Request Form](#) to have SNHU request this on your behalf
- Copy of their Certificate of Eligibility and/or any other necessary Veterans Affairs paperwork

### Additional Program Requirements

#### MA in Clinical Mental Health Counseling

- Personal statement, which may include video and/or written responses to questions that addresses the student's interest in becoming a counselor.
- Two professional letters of recommendation using SNHU Letter of Recommendation form
- MA Counseling Recommendation Waiver form
- Availability for two in-person, weeklong residencies
- MA Counseling State Licensure Acknowledgement form\*

*\*Due to the variance of state educational requirements for counseling licensure, the state selected on an applicant's State Licensing Acknowledgement Form must be the applicant's state of residence at the time of admission. The only exception to this requirement is for military students and/or spouses of active military members who may be deployed in a state other than their state of residence. Students living in a state in which the program cannot meet the state education requirements for licensure are not eligible for the MA.CMHC program.*

# University Programs

## MA in Communication

- Personal statement (500-600 words) that addresses the student's interest in the field of communication. Students in this program are expected to have a mastery of college-level writing.

## MA in English

- Personal statement (500-600 words) that addresses the student's interest in the field of English. Students in this program are expected to have a mastery of college-level writing.

## MA in English and Creative Writing

- Personal statement (500-600 words) that addresses the student's interest in the fields of English and creative writing. Students in this program are expected to have a mastery of college-level writing.

## MA in History

- Personal statement (500-600 words) that addresses the student's interest in the field of history. Students in this program are expected to have a mastery of college-level writing.

## Master of Education (MEd) (excluding MEd in Curriculum and Instruction, MEd in Educational Studies, MEd in Educator Practices)

- **Acceptance decisions are made on a rolling basis throughout the year. This is a cohort program with one start date in June. Applications must be received one month prior to the start of the first term.**
- Essay
- Resume
- Interview with School of Arts, Sciences, and Education and the public-school partner district
- Students seeking an additional endorsement to their current teaching certificate will be required to complete an acknowledgement form and submit a copy of their current teaching certificate

## MEd in Curriculum and Instruction

- Resume including any relevant K-12 instructional or curriculum development experience, for at least six months
- Non-Licensure Acknowledgment form

## MEd in Educator Practices or Certificate in Advanced Graduate Study

- Personal resume

## MFA in Creative Writing (online MFA)

- A personal statement of 200-300 words is required. Students are asked to explain how someone else's story - such as a novel, movie or personal account - has impacted their life and influenced their drive to become a writer.
- A creative writing sample of 8-12 pages of fiction is required (either a short story or an excerpt from a longer work). The creative writing sample should include a brief, up to 50-word introductory paragraph that explains the literary genre of the submission, whether the submission is a complete short story or an excerpt from something longer, and, if the latter, any information the writer believes is essential to properly evaluate the submission.

## Graduate Certificate in Online Teaching of Writing and Certificate in Professional Writing

- Enrollment is restricted to candidates concurrently enrolled in the Master of Fine Arts in Creative Writing (online)
- Students who are enrolled in the Master of Fine Arts in Creative Writing (online) must select one of the two certificates with their program

## MFA in Fiction/Non-Fiction (Mountainview Low Residency MFA) (Requires face-to-face learning component)

- Minimum GPA: 3.0.
- Two (2) Letters of Recommendation. The letters of recommendation should be from those capable of assessing the applicant's preparation to succeed in a low-residency MFA program in writing.
- Personal statement (800-1,000 words) describing writing experience and commitment to writing. The applicant should include an assessment of why they are a good candidate for the MFA program at SNHU.
- Twenty (20) pages of manuscript double-spaced and numbered in the genre (fiction/nonfiction) the applicant plans to study.

## MS Business Analytics (cohort-based program)

- Conferred bachelor's degree.
- Phone call with admissions representative.
- Resume.
- Written personal and professional statements in response to career-related questions.
- Recorded video telling us about yourself, your career aspirations and how this program will help you meet those goals. For an accommodation due to a disability, please contact Online Accessibility ([SNHU Accessibility](#)).



# University Programs

## MS in Cyber Security

- Resume

## MS in Data Analytics

- Resume

## MS in Health Information Management

- Students must demonstrate competency in pathophysiology/pharmacology, anatomy and physiology, medical terminology, computer concepts and applications, and statistics to be admitted to the program. Competency may be demonstrated by the following options: provide proof of prior college-level academic credit or provide proof of professional experience via professional resume. Resumes due at application. Applicants have the option to provide proficiency in these topics by taking optional assessments. Please speak to an admission counselor for more information.

## MS in Information Technology

- Resume

## MSN, MS Nursing

### **MSN admission requirements for MSN. NEL Nurse Executive Leadership, MSN.PHC Population Healthcare, MSN.HQS Healthcare Quality and Safety, and MSN.NSE Nursing Education tracks:**

- Must maintain an active unencumbered registered nurse license. Licensure exam must be equivalent to NCLEX-RN examination. (If a student holds licenses in more than one state/jurisdiction, all licenses must be unencumbered.)
- Must have an earned bachelor's degree from an accredited nursing program.
- The required minimum cumulative GPA for MSN admission is a 3.0. For purposes of MSN admission, cumulative GPA is calculated by including the pre-licensure BSN or associates degree/diploma in nursing and the BSN.
- Students who have completed non-SNHU graduate-level courses, with a minimum of 3.0 GPA, will be considered for MSN admission on a case-by-case basis. Graduate credits will be considered as part of an applicant's academic profile but will not be applied as transfer credits unless they meet the transfer credit criteria. See [Nursing-Graduate Admission and Academic Requirements](#) policy.
- Must complete the MSN Program Acknowledgement Form.
- Provisional acceptance may be extended to applicants with an undergraduate GPA between 2.67 and 2.99.

### **MSN.FNP Family Nurse Practitioner track:**

- Must maintain an active unencumbered registered nurse license. Licensure exam must be equivalent to NCLEX-RN examination. (If a student holds licenses in more than one state/jurisdiction, all licenses must be unencumbered.)
- Must have an earned bachelor's degree from an accredited nursing program.
- ***The required minimum cumulative GPA for MSN admission is a 3.0. For purposes of MSN admission, cumulative GPA is calculated by including the pre-licensure BSN or associates degree/diploma in nursing and the BSN.***
  - ***Students must also have earned a cumulative GPA of 3.0 in their nursing applicable science courses related to the above.***
- Must complete the MSN Program Acknowledgement Form.
- Must have a minimum of two years of current, full-time RN clinical practice experience.
- Must identify one potential preceptor for a clinical practicum.
- Must be available for one week-long in-person immersion experience.
- No provisional acceptance policy for this track.

### **Post Master's Graduate Certificate in Healthcare Quality and Safety** (Open to qualified nursing and health professions candidates only)

- **Nurse** applicants who wish to pursue this certificate must meet MSN nursing program admissions requirements **AND** have earned a master's degree from an accredited nursing program with a minimum cumulative GPA of 3.0.
- **Non-nursing health professionals** who wish to pursue this certificate must have earned a health professions master's degree from an accredited institution with a minimum cumulative GPA of 3.0.

## MS in Professional Accountancy

- Interview with accounting department.
- Resume
- Minimum GPA: 3.0
- Conferred bachelor's degree in accounting or equivalent

## MS in Psychology

- Non-Licensure Acknowledgment Form



# University Programs

## Master of Public Health

- Completion of the MPH acknowledgement form

## MS in Teaching English as a Foreign Language

- Conferred bachelor's degree

## EdD in Educational Leadership & PhD in Education Leadership

- Interview
- Two (2) letters of recommendation
- Personal statement/statement of purpose
- Conferred master's degree

## PhD in International Business Campus or Low Residency

- Interview
- Three (3) letters of recommendation from individuals familiar with the applicant's academic record and potential for doctoral work in International Business.
- Statement of Purpose
- Resume or Curriculum Vitae
- Official Bachelor's degree
- Official Master's degree

Some programs may not be available to international students. Please contact your admission counselor for additional information.

## Admission Requirements, International Students

International students must meet all SNHU admission requirements for [Admission Requirements, Undergraduate](#) or [Admission Requirements, Graduate](#). **International students may not be eligible for admission depending on programmatic requirements and/or existing regulations based on the country in which they reside.** Please speak with your admission counselor for more information. Students should check [www.snhu.edu](http://www.snhu.edu) for any specific requirements for their program of interest. Individuals requiring a visa to study cannot receive a student visa for online programs.

International students must also meet the following requirements:

### Undergraduate Admissions Requirements

1. Official diploma or document showing proof of graduation from high school (secondary school)

OR

A college transcript showing at least 24 transferrable post-secondary credits by a NACES or AICE recognized international evaluation agency or US institution, or a designated, approved credential evaluation service.

OR

A signed form attesting to the completion of high school requirements or earned GED with applicable dates and locations.

2. Proof of English language proficiency as demonstrated by the Test of English as a Foreign Language or equivalent. Test scores from one of the acceptable assessment tests must be sent to SNHU (ETS Code: 3649) directly from the administering organization or released by the test provider to SNHU. Test scores are expected to be equivalent to a B2 CEFR Level - Upper Independent User, at a minimum.

Proficiency requirements are as follows:

Undergraduate

## University Programs

Modality	Placement	Acceptable Assessment Tests:				Other Entry Pathway(s)
		TOEFL iBT	IELTS	PTE	Duolingo	
Online/Campus	Direct to program	79 Sub-scores: $\geq 15$	6.5 Sub-scores: $\geq 5.5$	56	110	Successful completion of appropriate level at an English Pathway Partner based on terms of current agreement.
Campus	Direct to program, placement into ENG099i followed by ENG120	71-78	6.0 Sub-scores $\geq 5.5$	50	105	Successful completion of SNHU's English bridge program.  Successful completion of SNHU's ESL program with a qualifying score
Campus	Undergraduate Language Studies / ESL Bridge*	61-70	6.0 Sub-scores $\geq 5.0$	46	95	Successful completion of SNHU's ESL program  Successful completion of appropriate level at an English Pathway Partner based on terms of current agreement
Campus	<a href="#">Intensive English Program</a> (ESL)**					

\* Students with the indicated scores will be assigned to the undergraduate bridge program (ULS) with some English and some academic coursework. Students entering undergraduate programs via ESL will be required to complete the English Bridge Program unless their English proficiency scores meet direct-to-program requirements.

\*\* Campus Students with scores that do not meet SNHU's current English requirements may apply for consideration for admittance into their academic program via the Intensive English Program. Some programs may not be eligible for entry via a pathway program.

### Graduate Admissions Requirements:

1. Proof of bachelor's degree or graduate degree completion or equivalent with certified evaluation of university transcripts by a NACES or AICE recognized international evaluation agency, or a designated, approved credential evaluation service.
2. Proof of English language proficiency as demonstrated by the Test of English as a Foreign Language or equivalent. Test scores from one of the acceptable assessment tests must be sent to SNHU (ETS code: 3649) directly from the administering organization or released by the test provider to SNHU. Test scores are expected to be equivalent to a B2 CEFR Level - Upper Independent User, at a minimum.

Proficiency requirements are as follows:

Graduate

## University Programs

Modality	Placement	Acceptable Assessment Tests:				Other Entry Pathway(s)
		TOEFL iBT	IELTS	PTE	Duolingo	
Online	Direct to program	79 Sub-scores: $\geq 15$	6.5 Sub-scores: $\geq 5.5$	56	110	
Campus	Direct to program; supports in place	71	6.0	50	105	Successful completion of SNHU's ESL program.  Successful completion of appropriate level at an English Pathway Partner based on terms of current agreement.

*Note: SNHU does not consider TOIEC or EF SET English proficiency exams for admission consideration*

### Doctorate Admission Requirements:

1. Official diploma and transcripts showing proof of graduation and completed bachelor's and master's degrees. Degrees earned outside of the US must be evaluated by a NACES or AICE-approved evaluator.
2. For requirements or additional information on doctoral admission, please see the PhD Admission (link to PhD Admission page) section. Admission decisions for the PhD program are at the discretion of the Doctoral Admission Committee.

### India - Evaluating Three-Year Bachelor's Degrees from India

SNHU will adopt the following protocol on Selected Three-Year Bachelor's Degree from India. SNHU will recognize Indian 3-year bachelor's degrees as equivalent to U.S. Bachelor's degrees when the following conditions are met:

- The degrees have been earned in Division I; and
- The awarding institutions have been accredited by India's [National Assessment and Accreditation Council \(NAAC\)](#) with a grade of "B+" or better.

This equivalency applies *only* to institutions accredited by the NAAC. It takes into consideration the relative standing of a university as reflected by the NAAC grade, and the individual degree holder's performance as indicated by the degree classification of the degree.

*SNHU will continue to regard all other three-year degrees from India as equivalent to three years of undergraduate study.*

### Intensive English Program Admission Requirements for Non-Degree-Seeking Applicants:

No academic documents are required for Intensive English Program only admission.

SNHU uses a number of factors and criteria when evaluating an applicant for admissions to the Intensive English Program. The decision to offer admission is at the general discretion of the International Admissions Office after a careful and holistic review of all materials for submission.

### Exemptions to English Language Requirement

The following exemptions exist for the English language proficiency requirement:

- Proof of US citizenship as demonstrated by an approved government-issued document
- Proof of a full academic year of high school in the US with passing grade in one year of standard English (not including ESL or developmental coursework)
- Proof of a full year of postsecondary education in the US with a minimum of 24 transferrable semester hours or equivalent at the baccalaureate level taught in English (not including ESL or developmental coursework)
- Applicants may be considered for an English proficiency test waiver on a case-by-case basis at the discretion of SNHU International Admissions.

### Immigration Documentation

International students accepted to in-person programs must submit the following documentation to receive an I20:

- Financial documents - Applicants must submit documentation that funds are available, i.e., an official bank letter. A demonstrated level of support not only for tuition and room and board, but also for living expenses, pocket money,

## University Programs

books, etc., is necessary. Documents must be dated within the past six months.

Affidavit of support - required if funds are not in applicant's name.

A copy of applicant's passport identification page.

A transfer i20 form (for applicants transferring from other institutions within the US.)

Students may be required to pay a tuition deposit indicating an intent to enroll.

An accepted student must enroll within one year of the term indicated on the original acceptance offer. Those who fail to do so will be required to resubmit an application and may be required to resubmit materials and be reconsidered for admission. The student would be required to satisfy program and degree requirements implemented after the original acceptance date.

Students from partner institutions may be considered for exemption from language tests based upon written agreement of language proficiency with partner language school officials.

DISCLAIMER: All students should contact their admission counselor to confirm the correct catalog based upon their enrollment

### International Programs

If you're interested in exploring SNHU's Academic Programs, please visit our [Program Finder](#)

## Admission Requirements, Undergraduate

To be considered for admission, students must submit the following documents:

Undergraduate application.

Transcript Request Release Form to allow us to request U.S. transcripts directly from previous accredited institutions **OR** Official U.S. transcripts **OR** Transcript Waiver Form (indicating previous accredited institutions being waived). International applicants should refer to the [Admission Requirements, International Students](#) policy. Applicants using Military Education Benefits should consult their Admission Counselor or Academic Advisor regarding previously attempted academic credits.

Attestation Form verifying graduation or anticipated graduation from a high school or successful completion of a high school equivalency exam. Students applying to Southern New Hampshire University may submit one of the following credentials as proof of high school completion:

High school diploma

General Education Development (GED) credential

A state-authorized high school equivalent certificate such as the High School Equivalency Test (HiSET) or the Test Assessing Secondary Completion (TASC)

Homeschooled documentation (see Homeschool Admission Policy)

A conferred associate or bachelor's degree from an accredited institution listed by the Council for Higher Education Accreditation (CHEA) or the Department of Education (DOE/DAPIP).

In addition to providing proof of high school completion as outlined above, applicants seeking admission to the Kenzie Academy programs must also be 18 years or older. Interested applicants may submit their application via the Kenzie Academy [website](#).

Additional admission criteria may apply. Students should check [www.snhu.edu](http://www.snhu.edu) for any specific requirements for their program of interest.

Students applying to a campus-based program may have the following additional admission requirements:

An application essay.

Official high school transcript (or alternative credential, see list below) including at least first-quarter senior year grades, unless the student has applied for Early Action, in which case senior grades are not required. A copy of the final transcript must be submitted following high school graduation.

One letter of recommendation from a school counselor or teacher.

Additional admission criteria may apply. Students should check [www.snhu.edu](http://www.snhu.edu) for any specific requirement for their program of interest.

### VA Benefit Recipients

US Military Veteran students, including family members utilizing military benefits, are encouraged to apply to the campus programs at Southern New Hampshire University (SNHU). SNHU is proud to participate in the Yellow Ribbon Program for the new Post-9/11 GI Bill ® to help bridge the gap between these benefits and SNHU's on-campus tuition and fees. Students on campus have access to the DeColfmaeker Veterans Lounge and other veteran-specific resources.

Items required to be submitted for VA education benefits:

A completed [application](#)

Official college transcripts from every institution attended

## University Programs

A list of your current college courses in progress (if applicable)

Dependent benefit recipients, attestation form verifying graduation from a high school or the equivalent as outlined above in this policy

The Joint Services Transcript for service members. Complete the [Military Transcript Request Form](#) to have SNHU request this on your behalf

Copy of their Certificate of Eligibility and/or any other necessary Veterans Affairs paperwork

### Admission Decisions

An admission decision is considered official upon notification to the student. Southern New Hampshire University may rescind an admission decision for any of the following reasons:

Inaccurate information submitted in the application process

High school transcripts not submitted, as required

Any other required documentation not submitted

Significant changes in qualifications after admission is offered, for example, if a student's disciplinary or criminal background changes

### Homeschool Admission Policy

The following admission parameters are for applicants who completed a homeschool program:

An applicant must submit the equivalent of a high school transcript or records of homeschool studies. If the applicant has finished coursework in a non-homeschool setting, official transcripts or an official copy of the General Educational Development (GED) test scores or equivalent are required.

An applicant must provide verification that he or she has completed a secondary school education. This requirement may be satisfied by a signed statement from the parent or guardian, a home education diploma, or a graduation date posted on the home education records.

The applicant must provide verification that the home education was carried out in compliance with applicable commonwealth or state laws. The form of this documentation will vary depending on the state statutes governing home education. The documentation may be a letter from the local school board or public school superintendent, a letter from an umbrella school, or a signed affidavit from the parent or guardian.

If the homeschool program is not accredited, the applicant must meet all state regulations put forth by their home state and the state of New Hampshire, and may be asked to submit a portfolio including course descriptions, an annotated reading list, and graded work for review.

### Non-Degree-Seeking Students

Students who do not wish to pursue a degree or certificate may enroll in courses as non-degree-seeking students upon meeting any of the following requirements:

High school graduates who wish to enroll in undergraduate courses must submit an attestation of high school completion or the equivalent.

Current high school students who wish to enroll in undergraduate courses must submit proof that they (1) hold junior or senior standing in high school, (2) have a minimum high school grade point average of 2.0 and (3) have the permission of a parent or guardian.

Students with a bachelor's degree or higher who wish to enroll in graduate courses must submit proof of completion of that degree.

Graduate students must fulfill course prerequisite requirements.

Non-degree-seeking students who choose to enroll as degree-seeking students at a later date must meet the admission and academic requirements for that degree or certificate, including any required prerequisites. Admission as a non-degree-seeking student does not guarantee later admission as a degree-seeking student.

Students seeking to enroll in nursing courses as non-degree-seeking students should refer to the [Nursing-Enrolling in Nursing Courses as Non-Degree-Seeking Students](#) policy.

Not all courses are open to non-degree-seeking students, and certain undergraduate courses will require prerequisites for non-degree-seeking students. Please ask your admission counselor for more information on specific courses.

### Provisional Acceptance

#### Provisional Status in Graduate Programs

A student may be accepted with a Provisional status with a conferred bachelor's degree with a GPA below 2.75 but above or equal to 2.0; or to students with a conferred bachelor's degree with a GPA below 3.0 but above or equal to 2.67 for the MS in Nursing program (provisional acceptance is not offered for the MSN Family Nurse Practitioner track). Not all programs permit provisional acceptance.

## University Programs

A student with a Provisional status must achieve a term GPA of at least 3.0 in their first term and a cumulative GPA of at least 3.0 in their second term, at which point they will be removed from Provisional status. A student who does not meet these criteria will be denied full acceptance to graduate programs at the university.

### Provisional Student Enrollment in another Graduate Program

Students accepted with a Provisional status who do not achieve full acceptance in their program may, on a one-time basis, request enrollment in a new program in another academic area. Students are not eligible to enroll for at least one term prior to enrolling in a second program and must satisfy the admissions requirement of the second program. Students who have been denied full acceptance are readmitted as provisional students with a Provisional status indicating a program change. They must meet all requirements for full acceptance in the second program by maintaining a term GPA of at least 3.0 each term until they achieve a cumulative GPA of at least 3.0. Upon receiving a cumulative GPA of 3.0, students will be fully accepted in good academic standing. Students who do not meet this requirement will be denied full acceptance and withdrawn from the program. Students who enroll in a second program and who are denied full acceptance and withdrawn from the program will not be allowed to request enrollment in another graduate program.

### Provisional Student Appeal to Re-enroll in the Same Graduate Program after Denial

Students accepted with a Provisional status who have been denied full acceptance because they did not meet the academic requirements must wait a term before being readmitted to their program under continued provisional status. They must meet all requirements for full acceptance by maintaining a term GPA of at least 3.0 each term until they achieve a cumulative GPA of at least 3.0. Upon receiving a cumulative GPA of 3.0, students will be fully accepted in good academic standing. Students who re-enroll in a program and who are denied full acceptance and withdrawn from the program will not be allowed to request enrollment in another graduate program.

Students who are readmitted may be limited to enrolling in only one course per term and will need to meet regularly with the advisor to discuss resources and review progress toward achieving the cumulative GPA required for good standing. All students must meet cumulative GPA requirements for good standing prior to graduation.

**Note:** Students are ineligible for Title IV funds unless they are either under Accepted Evaluation Pending (AEP) status or fully accepted. Certain programs may have requirements that supersede university minimums. Please check with your admission counselor for that information.

## Readmission

Students maintain an active status by registering for at least one course per year. If a student withdraws from the institution, they must go through the readmission process. Online students looking to return to their program must contact [advising@snhu.edu](mailto:advising@snhu.edu) to begin the readmission process. A student who previously took courses as a campus student and wishes to enroll for a future term must complete the [Readmission Form](#). Kenzie Academy students should contact their learner success advisor at [advising@kenzie.academy](mailto:advising@kenzie.academy). Kenzie Academy students seeking to re-enroll should submit the [Re-Entry Application](#).

The following conditions apply to readmission, regardless of modality:

Students who are absent for more than one year will be placed under the current academic catalog when they return. If their original program requirements have changed, they will have to meet any additional program requirements.

A prior acceptance to SNHU does not guarantee readmission.

### Military Students

Southern New Hampshire University (SNHU) acknowledges that students may be temporarily unable to attend classes or be required to suspend their studies to perform military service. SNHU encourages students in this situation to resume their education once a military service obligation has ended and adopts this policy to ensure timely readmission into their program.

The University will promptly readmit service members who seek readmission into a program that was interrupted due to a military service obligation. A student is eligible for readmission if, during an absence, the student is called to service, voluntary or involuntary, in the Armed Forces, including the National Guard, Reserve, active duty, active duty for training, or full-time National Guard (under federal authority). The cumulative length of all absences for service (service time only) must not exceed five (5) years.

A student should provide notice of military service as far in advance as possible to Academic Advising, unless precluded by military necessity. The notice does not need to indicate when the student will return to the university. However, the student must also give oral or written notice of their intent to return to SNHU within three years after the completion of the

## University Programs

period of service. Immediately upon the student's return to school, the student must provide notice that they may be entitled to the tuition and enrollment benefits outlined in this policy. A returning student must be charged the same tuition and fees in effect during the last academic year the student attended unless veterans' education benefits or other service member education benefits will pay the amount in excess. For subsequent academic years, the returning student may not be charged tuition and fees in excess of what other students in the program are charged.

A returning student will be permitted to reenroll in the next class(es) scheduled in the same academic program unless the student requests a later date of reenrollment or agrees to a different program. A returning student will be readmitted into the same academic program the student was enrolled in before the military service obligation. If the original program requirements have changed, additional program requirements may need to be met. If the exact program no longer exists, the student will be admitted to the most similar program, unless the student requests or agrees to admission to a different program. Returning students will be reenrolled with the same enrollment status and academic standing as the last academic year of attendance. The changing of a program at the request of the student could affect credit counts based on the new program's degree requirements.

## Course and Program Enrollment

### Academic Renewal

#### Undergraduate Level

After changing to another undergraduate program and successfully completing 12 institutional credit hours in a 16-week or greater time frame with a grade of "C" or above in each course, an undergraduate student who has been academically unsuccessful in the past at SNHU may apply for academic renewal. This will remove the negative impact to their cumulative GPA for grades lower than "C."

#### Graduate Level

After changing to another graduate program and successfully completing the first nine institutional credit hours with a grade of "B-" or above in each course, a graduate student who has been academically unsuccessful in the past at SNHU may apply for academic renewal. This will remove the negative impact to their cumulative GPA for grades lower than "B-."

Academic Renewal at either the undergraduate or graduate level:

1. Will be granted only once per academic level at the undergraduate and/or graduate level at SNHU
2. Cannot be reversed
3. Must be approved by the Scholastic Standing Committee. Kenzie Academy students will require the approval of the Academic Integrity Committee.
4. Will impact transcripts, cumulative GPA and credit toward graduation as follows:
  - a. Undergraduate courses with a final grade below "C" and graduate courses with a final grade below "B-" will have an "R" precede the original grade (for example, an "RC-" will replace a final grade of "C-", "RF" will replace a final grade of "F," etc.). A new grade point average will be calculated as academic renewal grades are applied. Courses so designated will:
    - i. appear on the transcript in the new format
    - ii. be eliminated from the student's cumulative GPA
    - iii. not earn credit toward graduation
  - b. Undergraduate courses with a final grade of "C" or better and graduate courses with a final grade of "B-" or better will:
    - i. appear on the transcript
    - ii. be included in the student's cumulative GPA
    - iii. earn credit toward graduation

#### Additional Information:

1. Academic Renewal **may** have a negative impact on the calculations utilized by financial aid to determine Satisfactory Academic Progress for Title IV purposes.
2. Admission standards for certain programs may not allow for Academic Renewal.
3. Change in concentration is not considered a program change for Academic Renewal purposes.
4. Academic Renewal does not nullify policies restricting the age of coursework or time limits on program completion.

### Class Schedules, Locations, Cancellations and Modalities

The course locations, times and delivery methods listed in the Catalog and course syllabi are subject to change. Courses may be canceled due to low enrollment, scheduling issues or government order.

Individual class sessions can be canceled, or the time and location of classes changed, due to a variety of circumstances, including weather, illness, emergency, campus construction or government order.

Class cancellations for in-person or synchronous online classes will be announced, prior to class start whenever possible, by either a faculty or staff member of the university. Cancellations may also be announced by posted notice issued by the school's dean's office. When in doubt as to whether a class has been canceled, students should check with school administrative staff. Canceled classes and courses can be rescheduled at the option of the university or instructor but are



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not always made up. In-person classes can be taught remotely if necessary. There will be no refund or reduction of tuition or fees when classes are canceled or moved to an online format, except as otherwise required by the university refund policy.

### SNHU Alerts

SNHU Alerts is an optional emergency alert text messaging service for students, faculty and staff. SNHU Alerts is just one method the university will use to communicate emergency information. We will continue to use a variety of methods as appropriate, including email, telephone and the web.

SNHU uses this notification system to send alerts about:

- Crisis situations affecting the SNHU community
- Closings, cancellations or delays of office hours or classes

To register for SNHU Alerts, please go to <https://snhuweb.snhu.edu/snhu-alerts/>.\*

\*Kenzie students are automatically enrolled in the emergency alerts text messaging service upon admission.

### Course-by-Arrangement

Course-by-arrangement is a Southern New Hampshire University course appearing in the university catalog and required in the student's academic program of study, yet extraordinary circumstances prevent the student from enrolling in the course when it is normally offered. As such, all other possible alternatives should be exhausted. Course-by-arrangement may be available to Southern New Hampshire University students, who are unable to obtain a required course during the normal registration and scheduling process, but it is needed to fulfill a program requirement. Students who need to request this option should consult with their academic advisor as early as possible to discuss next steps.

### Course Participation

Course participation is at the center of learning and accomplishment. Each student is expected to arrange a course schedule that minimizes conflicts with other commitments. This includes personal obligations, participation in athletics or other university-sanctioned events, and the like. Therefore, the responsibility of participation belongs to the student.

Course participation (including, but not limited to, online module work, in-person class attendance, and working toward completion of competencies) is required in all courses. For in-person courses, being absent and/or late for class may impact a student's grade. Students are responsible for all missed work and assignments. Policies on participation and making up work must be included in the course syllabus.

Course participation is required within the first week of the term. Participation is defined as completing one graded assignment during the first week of the course; otherwise students will be administratively removed for non-participation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course or courses after the first week and who do not officially withdraw will receive a grade calculated on the basis of all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. Please see the [Course Withdrawal Policy](#) for more information regarding course withdrawal.

Direct assessment competency-based students are required to submit at least one project by day 14 of each term. Students who do not submit by day 14 of each term will be administratively dropped on day 15.

For all modalities, it is the responsibility of the student to be familiar with program-specific requirements around participation, as these may supersede the university's minimum standards. Students should consult with their advisor on program requirements.

Absences resulting from [Observing Days of Faith or Conscience](#) and/or extenuating circumstances, such as personal illness, involvement in sanctioned university events, a death in the immediate family, etc., should not negatively impact a student's grade or academic standing. Notwithstanding the previous statement, once a student has missed enough classes that the instructor believes that the student cannot meet the goals of the course within the remaining time frame, the student may be given a failing grade, be withdrawn from the class, or in extenuating circumstances may be considered for an Incomplete (I) grade and given a defined period of time to complete remaining coursework.

If military obligations present themselves during a term, the student should inquire with their faculty on whether the obligations will allow them to be successful in their course. If the student is unable to successfully participate in a current term due to their military obligations, they should consult with their advisor on next steps regarding withdrawal. Should the possibility exist for a student to be successful in their term, students should work with their faculty on makeup work expectations. Should an Incomplete be a part of the plan for successful completion, it must adhere to the [Incomplete Grades](#) policy.

In accordance with US immigration regulations, international students must attend all classes in their designated modality (in-person, hybrid, or online) from the start of the term until the end in order to remain in active immigration status. Campus-based international students must be physically present for in-person classes and are only permitted to take one online course per term toward their full-time enrollment (for additional details please see the [Credit Load Policy](#)).



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For students in the Intensive English Program (IEP), please refer to the [Campus-Based Intensive English Program Policies \(Campus Only\)](#).

### Course Registration, Add and Drop

Students enrolled in campus courses are eligible to register for courses based on their completed credit hours. Students eligible for early registration will register one day prior to the day that would align with their completed credit hours. Military students and students with involvement in certain campus groups and registered with specific departments may be eligible for early registration. Students should connect with their Academic Advisor if they have any questions about their registration date.

A course drop is defined by Southern New Hampshire University as a course being removed from enrollment prior to the conclusion of week 1 of the term. In all cases, no tuition charges are incurred by students who drop courses during the first week of the term, and dropped course(s) will not appear on the student's academic transcript. All term weeks begin on Monday and end on Sunday. Holidays throughout the term do not impact these timelines.

Any removal of course(s) after week 1 would constitute a course withdrawal, may have financial implications, and would result in a "W" grade on the student's transcript. Students should reference the university's [Course Withdrawal Policy](#) for more information.

Course or competency additions and drops may occur at the beginning of a term under the following circumstances:

For campus courses, students can add and drop courses up through the first seven days of a term without penalty. Students who miss the first two sessions of a class may be dropped by the instructor without prior notice.

For online courses, students who are looking to add courses after the term has begun must have extenuating circumstances and have approval by an Academic Advisor. For online courses, students may drop within the first seven days of the term without penalty by reaching out to the Advising Department. Students enrolled in online courses are required to submit a graded assignment or discussion during the first week of class or they will be administratively dropped.

Under no circumstances may Kenzie Academy students add courses after the term has begun. Kenzie Academy students must submit the required first week assignment as specified in the course syllabus.

For direct assessment, competency-based courses, students can add competencies throughout the term, with no more than a maximum of 12 unmastered competencies at a time. Students can drop within the first 14 days without penalty. However, no new competencies may be added when only one week remains in the term.

Unless students are dropped by an instructor or officially dropped or withdrawn from a class, they will receive an official grade. Non-attendance could result in a failing grade and could have possible financial implications, unless administratively dropped in the first week due to non-participation or withdrawing. Students should reference the university's [Course Participation](#) policy and reach out to their academic advisor with any questions. It is the responsibility of the student to be familiar with program-specific requirements around participation in the first week, as they may supersede the university's minimum standards. Students are encouraged to consult with their advisor on program requirements.

Exception: No student is allowed to drop or withdraw from FYS-101, except in the case of extenuating circumstances supported by documentation. Students missing the first two sessions of FYS-101 will not be dropped by the instructor. Students seeking to withdraw from FYS-101 must complete a Student-Initiated Course Withdrawal form that contains the approval of their advisor and the Director of First-Year Seminar.

*Students should refer to the [Financial Aid Enrollment Status Criteria](#) policy for more information on impacts to financial aid eligibility.*

### Course Withdrawal Policy

Graduate and undergraduate students may drop courses prior to the start of term and through week one without any academic penalty. For more information, students can reference the university's [Course Add and Drop](#) policy. If a student wants to withdraw from course(s) after week 1, they may do so and should consult with their Academic Advisor to discuss possible financial and academic implications. Students can withdraw at any point in the term except for the last week of a term. Withdrawals in the last week of a term are not permitted. All term weeks begin on Monday and end on Sunday. For Kenzie Academy, all terms begin on Tuesday and end on Monday. Holidays throughout the term do not impact these timelines. Kenzie Academy students may withdraw by submitting the [Kenzie Academy Withdrawal Form](#).

In all cases, the date of withdrawal is the date the completed form is received for processing. Any withdrawal prior to the last week of the term will result in a grade of "W" on a student's academic transcript. Credit hours for courses from which a student withdraws are included in their total number of credit hours, and as such, withdrawn courses will appear as credits attempted, but no credits earned in a student's academic records. This could have implications in terms of financial aid, [Satisfactory Academic Progress \(SAP\)](#), and [Scholastic Standing](#) with SNHU. Students who do not maintain Satisfactory Academic Progress will experience an impact on financial aid eligibility, and withdrawal from class does not reduce account charges. Withdrawal from a course will likely impact eligibility for financial aid for the current term as well as future terms. Students should discuss these concerns with their academic advisor.

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Merely ceasing to attend classes does not constitute an official withdrawal for academic or financial reasons. Any student who has not officially withdrawn from a course will be assigned the grade calculated on the basis of all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. Any student who has not officially withdrawn from a course will be responsible for full tuition and any accompanying fees.

Exception: No student is allowed to drop or withdraw from FYS-101, except in the case of extenuating circumstances supported by documentation. Students missing the first two sessions of FYS-101 will not be dropped by the instructor. Students seeking to withdraw from FYS-101 must complete a Student-Initiated Course Withdrawal form that contains the approval of their advisor and the Director of First-Year Seminar.

### Direct Assessment Competency-Based Student Withdrawal

When the student initiates the withdrawal process in the first 14 days of any term, they are dropped from all competencies at no charge regardless of participation. Any competencies mastered during this time are removed from the student's record. A Return to Title IV federal financial aid funds (R2T4) calculation may be completed using the student's last date of attendance. Any previously scheduled Title IV financial aid will be canceled for the term and if eligible, a post-withdrawal disbursement will be offered. The student is reported as withdrawn to the National Student Clearinghouse, and any outstanding student loans will enter the applicable grace period repayment.

### Military Withdrawal

After week 1, enrolled military personnel may withdraw from a class(es), if military duties preclude their ability to satisfactorily complete required coursework or participate in class, by completing the Student Initiated Course Withdrawal Form. Any tuition refund requires students to provide a copy of military orders, as well as a letter from the superior officer confirming the lack of availability of civilian internet access. In appropriately documented cases, a student may be eligible to withdraw from a term with a full tuition refund if their withdrawal is predicated on an injury or illness directly related to their military service. Any such refund requires the student to provide supporting medical documentation.

### Medical Withdrawal

In cases of medical withdrawals, a student may be allowed to withdraw from a term in exceptional circumstances, such as serious illness, which must be documented by a letter from a physician, or other appropriately documented serious condition beyond the student's control. Administration reserves the right to make the final determination and give or deny approval for such a withdrawal. Any withdrawal made after the second week of the term will be processed at no refund to the student.

### Emergency Withdrawal

The goal of the Emergency Withdrawal policy is to support students who may be experiencing serious extenuating personal circumstances during a term by allowing a course withdrawal after week 1 of the term. An **Emergency Withdrawal**, which is noted as a "W" on a student's transcript, may be granted for extraordinary cases in which a serious and unexpected medical issue or other significant personal circumstance prevents a student from continuing his or her class(es). While the **Withdrawal and Refunds** policy applies, the University reserves discretion to allow financial consideration for Emergency Withdrawals.

In order for an Emergency Withdrawal to be considered, the circumstance must be *serious*, *unforeseen* and *documented*, and must not be able to be addressed through a reasonable academic arrangement:

*Serious*: Reserved for circumstances that fall well outside the norm of everyday challenges or stresses and are severe enough to reasonably cause disruption to a student's personal and academic life.

*Unforeseen*: Reserved for circumstances that are outside a student's control and were unanticipated at the time of registration and/or during the term's drop period. Students applying based on chronic or intermittent issues (including pregnancy) known at the time of registration will be reviewed on a case-by-case basis.

*Documented*: All Emergency Withdrawal requests must be accompanied by supporting documentation which clearly shows that the student was not able to complete the class successfully.

Examples of serious, unforeseen, extenuating circumstances include unexpected extended hospitalization, death of an immediate family member, severe illness of a dependent, or natural disaster. For the purposes of the Emergency Withdrawal policy, immediate family is defined as a spouse, domestic partner, parent, sibling, child, grandparent, parent-in-law, grandchild or a member of the immediate household.

Emergency Withdrawals are not granted for circumstances that are foreseeable or avoidable, or do not significantly and reasonably impact a student's ability to complete his or her online class. Examples of Emergency Withdrawal requests that do not qualify as an Emergency Withdrawal include change in employment, relocation, vacation, financial difficulties, or life stresses. Emergency Withdrawals are also not granted if a student does not provide sufficient documentation.

### Mandatory Leave

On occasion, when a student's immediate needs, including medical or emergency needs, demand resources or knowledge beyond what can reasonably be accommodated within the University community, a student may be placed on mandatory leave. Such a leave may occur concurrently with a medical or emergency withdrawal. The

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Mandatory Leave Policy may be found in the Student Handbook.

### Deadlines

All **Emergency Withdrawal** requests must be received no later than end of day on the Sunday preceding the last week of the term. Kenzie students may request an emergency withdrawal by using the [Kenzie Academy Withdrawal Form](#). Students who are not able to provide new documentation or who are not able to meet the deadlines of the Emergency Withdrawal policy can file a dispute up to 90 days after the close of the term.

An Emergency Withdrawal, just like any withdrawal after the first week of the term, could have financial implications beyond the cost of the course, including a student's eligibility for Federal Student Aid, employer benefits, military/veterans benefits, etc. An Emergency Withdrawal could also impact a student's academic completion rate and/or delay a student's graduation date. *Students are strongly encouraged to speak with their Academic Advisor and Student Financial Services about the potential implications of withdrawing before submitting an Emergency Withdrawal request.*

**Approval of an Emergency Withdrawal request and possible financial consideration are not guaranteed.**

### Withdrawal Disputes

Withdrawal disputes must be submitted within thirty (30) days after the end of the term during which the student withdrew. Please consult your Academic Advisor if you are looking to go through the Withdrawal Dispute process.

Students should refer to the [Financial Aid Enrollment Status Criteria](#) policy for more information on impacts to financial aid eligibility.

### Credit Load

Credit load is determined by total trimester credits. Based on either fulltime, three-quarter-time or halftime credit load status, student loans will automatically go into deferment. Based on less than half-time academic load status, student loans will not go into deferment.

**All SNHU undergraduate students (online, on campus and direct assessment competency-based) and on-campus Mountainview Low-Residency Master of Fine Arts (MFA) program in 22-week term:**

Enrollment Status	Credit Load
Fulltime*	12 credits (12 competencies)
Three-Quarter Time	9 – 11.99 credits (9 –11 competencies)
Halftime	6 – 8.99 credits (6 - 8 competencies)
Less Than Halftime	Under 6 credits (fewer than 6 competencies)

\*NOTE: Undergraduate students are considered fulltime with any combination of undergraduate and approved graduate courses provided they have met all eligibility requirements as outlined within the [Undergraduates Taking Graduate Courses](#) policy.

Undergraduate students in eight-week terms:

Credit load is based on total credits over entire 16-week trimester (two consecutive eight-week terms)  
In order to enroll in more than six credits in any given term, a student must obtain permission from their academic advisor and have a cumulative GPA of 3.0 or higher

Undergraduate students in all other undergraduate terms:

Credit load is based on total credits in a single term.

**All SNHU Online Graduate Students, Education Graduate Field-Based Programs, and Doctoral Programs and Mountainview Low-Residency Master of Fine Arts (MFA) program in 16-week term:**

Enrollment Status	Credit Load
Fulltime	6 credits
Three-Quarter Time	4.5 – 5.99 credits
Halftime	3 – 4.49 credits
Less Than Halftime	Under 3 credits

Credit load is based on total credits in a single term  
In order to enroll in more than six credits in any given term, a student must obtain permission from their academic advisor and have a cumulative GPA of 3.0 or higher

**On-Campus SNHU Graduate Students - School of Business, Master of Arts in Teaching English as a Second or Other Language, and Education Programs**

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Enrollment Status	Credit Load
Fulltime	9 credits
Three-Quarter Time	7 – 8.99 credits
Halftime	5 – 6.99 credits
Less Than Halftime	Under 5 credits

### Kenzie Academy Certificate Programs

Software Engineering - Backend Development  
Full-Stack Web Development  
UX Design  
Cyber Security

Enrollment Status	Credit Load
Fulltime*	8 credits
Three-Quarter Time	6
Halftime	4
Less Than Halftime	Under 4 credits

### Additional Information:

Graduate students enrolled in their comprehensive exam or who are in dissertation status are considered fulltime.

Graduate students who are registered in a continuation course for a counseling practicum or internship are considered “halftime,” due to the academic and experiential requirements of the counseling continuation courses.

International students in F-1 and J-1 student status must be enrolled full time to maintain lawful presence in the US. Online classes are limited to one class per term counting toward your minimum full-time course load. Any classes taken over the minimum full-time course load may be in-class or online format.

NOTE: All reductions in a full course load for academic or medical reasons, as well as terms off, must be approved by the Office of International Student Services prior to the start of the term or class load reduction. In a final term, if only one course is remaining, it must be taken in-class to maintain F-1 or J-1 student status.

Students should refer to the [Financial Aid Enrollment Status Criteria](#) policy for more information on impacts to financial aid eligibility.

### Credit Overload

A student who wants to take more than 19 credit hours in a single term (fall or spring) must receive permission to take these extra credit hours from the appropriate school dean. Credit hours for courses from which the student withdraws are included in his or her total number of credit hours.

A student will be required to pay for each credit hour he or she takes in excess of 19 credit hours in one term (fall or spring). Undergraduate Day Credit Overload costs per credit will vary. Please contact Student Financial Services for any questions related to cost of overload.

Summer enrollment is limited to **7 credits** at any point in time (excluding students enrolled in the BS Aviation Operations and Management program and graduate students). Note: If a student opts to take EW and DY/SU courses simultaneously, this 7 credit limit still applies. A student who wants to take more than 7 credits at a time in the summer term must receive permission to take these extra credit hours from the appropriate school dean.

### Final Exam

If a student has three or more synchronous (in-person) final exams scheduled for the same day, they may work with their respective faculty member(s) to reschedule one of the exams. Rescheduling arrangements should be made as early as possible, but no later than two weeks prior to the end of the term. The exam will be moved to a time which is agreed upon by the student and instructor.

If a student is unable to reschedule with faculty members, they may appeal to the dean or dean's office to mediate the rescheduling of the exam(s).

### Independent Study

A Southern New Hampshire University student enrolled in an academic program may request approval to take an

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independent study course in a subject area, in which the content is not offered in any regularly scheduled Southern New Hampshire University course, for no more than six credits. Students should work with their advisor to make sure there is room in their academic program for this course. Independent studies will fulfill a student's free electives unless a petition to amend degree requirements is submitted. A qualified Southern New Hampshire University full-time or adjunct faculty member is required to oversee and grade a student's work during the independent study. Students should consult with their academic advisor for more information about required documentation and identifying an appropriate faculty member.

### Late Assignments

Timely submission of assignments is important for ongoing success in courses. In the event that a student is unable to submit an assignment on time, they should refer to their course syllabus for late assignment expectations.

If a student is experiencing, or knows that they will be experiencing, a circumstance that is protected under the Americans with Disabilities Act or Title IX, including pregnancy, they are encouraged to contact the [Accessibility Center](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all accommodations established through the Accessibility Center.

Kenzie Academy students seeking academic accommodations are encouraged to contact the Kenzie Academy [Disability & Accessibility Services](#) team.

### Modifications to Course of Study

#### Enrolling in Multiple Programs

An undergraduate or graduate student, with the exception of those enrolled in a direct assessment competency-based program, may choose to be enrolled in multiple programs at the same time. SNHU's institutional credit minimums apply separately, however, to each degree or certificate awarded. Students should be aware that enrollment in multiple programs may increase the number of courses they are required to take to complete their programs, above and beyond the minimums within the programs themselves. Please refer to the [Degree and Certificate Requirements](#) policy for more information. Kenzie Academy students can only be enrolled in one Kenzie Academy program at a time and are not allowed to be enrolled in any other SNHU program while enrolled in a Kenzie Academy program.

#### Change, Update, or Addition to Program

All SNHU students have the option to change, update, or add to their academic degree program by working with their academic advisor. This could include a full program change, adding a minor or concentration, or declaring a certificate. The advisor will work with the student to explain the impact and requirements of changing, updating, or adding to their program. Students are responsible for being aware of any financial implications or the possibility of extending their time to degree completion. If the request is approved, all changes will take effect at the end of the current term.

The courses required for a specific degree are outlined in the university catalog. Any change in program course requirements must be approved through a Petition to Amend Degree Requirements, signed by the appropriate academic administrator(s) and submitted to the Office of the University Registrar before the change can become effective.

#### Transition to a Different Delivery/Modality

Students in an academic program may wish to fully transfer to the same program, or a different program, at another one of SNHU's offerings, including on campus, online, direct assessment competency based or Kenzie Academy. Students must be in good academic standing and are advised to work with their respective academic advising and admission teams.

#### Concurrent Enrollments Across Modalities

Students can be concurrently enrolled in courses both on campus and online only if the eight-week online term start and end dates fall entirely within the campus 16-week term. Students are not permitted to be concurrently enrolled in direct assessment competency-based offerings and online or campus offerings within the same term.

#### Additional Information

In all instances, students should connect with their academic advisor and refer to the Financial Aid Enrollment Status Criteria policy for more information on impacts to financial aid eligibility. For international students, please reach out to the Office of International Student Services (ISS).

*Military students seeking to enroll in additional degrees or programs should consult with the Military Benefits team to determine benefit eligibility.*

### Undergraduates Taking Graduate Courses

Undergraduate students who have completed a minimum of 90 program credits\* and have earned a minimum cumulative GPA of 3.0 may apply to take graduate courses through their academic advisor. Students may enroll in a 500- or 600-level graduate course provided the following eligibility requirements have been met:

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The course is an active course and is being offered in an upcoming term/semester.

There is space available in the course.

The student has met the prerequisites of the course.

The course has been approved to fulfill program requirements.

The graduate term dates fall within the undergraduate trimester/semester start and end dates.

The student has submitted a completed copy of the **Undergraduate Student Request to Take Graduate Courses** form for each course including all necessary approvals. Students may enroll in more than one graduate course per term/semester.

Approval is limited to a maximum of twelve (12) credits. Undergraduate credits will be awarded upon successful completion of the course. If the student goes on to enroll in a graduate program at Southern New Hampshire University, graduate credit will be awarded only if the student earned a grade of "B" or better; the course grade earned at the undergraduate level will not apply to the graduate program or appear on the graduate transcript. Students with courses that do not meet the minimum grade requirement will be required to repeat the course upon enrollment in the graduate program.

Specific SNHU programs may have dictated pathways that outline specific graduate courses for enrollment and could require alternative minimum grade requirements.

Students should contact their academic advisor for any questions surrounding course pathways, course availability or financial implications of enrollment.

## Unearned F

At SNHU, there are two categories of failing a course. Students can earn an "F" by participating and submitting their work, but not meeting minimum course requirements. Students can also receive an "unearned F" as a result of insufficient participation or submission of academic work. Students who fail all courses in a term and use financial aid or any type of military benefits will be reviewed for participation. Students who cease participation in graded activities before the 60 percent mark of the term and do not resume participation after this point will be classified as receiving an "unearned F" and a recalculation of their Financial Aid or military benefits eligibility will be conducted based on their last date of attendance. The last date of attendance is defined as the last time the student participated in a graded activity in each course. This recalculation may result in a balance owed and could place future financial aid, military benefits funding, and registration at risk. Students using Military Tuition Assistance should refer to the [Return of Military Tuition Assistance](#) for Department of Defense Memorandum of Understanding requirements. Students using VA Benefits should refer to the Department of Veterans Affairs guidelines regarding course participation requirements. Students who participate at any point past the 60 percent mark are considered to have earned their grades and no adjustments will be made.

Within SNHU's direct assessment competency-based programs and other programs that utilize a mastery model, the grade of an unearned F is not applicable. Instead, Not Mastered (NM) grades are considered unsuccessful attempts and are factored into the student's Satisfactory Academic Progress (SAP).

## Withdrawal from SNHU

Students wishing to withdraw from the institution can do so by completing the **Withdrawal from SNHU form\***. Students should communicate and work with their academic advisor when completing this process. International students should work with the International Student Services department.

Submission of the completed form will withdraw students from the university and from all courses/competencies in which they are currently enrolled, unless the student indicates on the form that they have intentions of completing the current semester/term. For students under the age of 18 years, a written parental/guardian consent is required. If a student cannot access the form due to extenuating circumstances, they must notify their academic advisor to begin the withdrawal process.

The official withdrawal date is the date the form is submitted, unless students choose to complete the current term, in which case their withdrawal from the University will be processed after final grades have been entered. The withdrawal date will be used to determine any tuition refund, in accordance with the University's refund policy. Students are encouraged to talk to their academic advisor and Student Financial Services regarding potential impacts to GPA, military benefits and financial aid, especially as students near the end of their semester/term. Students can withdraw from the university at any point. However, any requests within the last week of the term will be processed after term end and final grades have been awarded.

The University reserves the right to withdraw students who fail to meet academic requirements or who, because of misconduct, disrupt the academic process.

\*Kenzie Academy students should submit the [Kenzie Academy Withdrawal Form](#).

## Financial Aid and Resources



# University Programs

## Applying for Financial Aid

### Eligibility Requirements

To be eligible for federal financial aid, including grants, loans, and work-study funds, a student must meet certain requirements:

- Enroll as a degree-seeking student
- A US citizen or an eligible non-citizen
- Not be in default on a federal student loan
- Not owe a refund on a federal student grant or loan
- Have a high school diploma or equivalent
- Maintain satisfactory academic progress

### Dependency Status Criteria

The US Department of Education considers the following students to be independent of their parents for purposes of offering federal financial aid for the 2023-2024 school year (July 1, 2023, through June 30, 2024):

- Students who were born before January 1, 2000
- Students who are married
- Students who are veterans of the US Armed Forces\*
- Students who have children, or will have children, if they provide or will provide more than half of the support for the child
- Students who have dependents (other than a child or spouse) living with them, if they provide more than half of the support for the dependent
- Students who will be graduate/professional students in 2023-2024
- Students who are serving on active duty in the armed forces for purposes other than training
- Students who are or were emancipated minors as determined by a court
- Students who are orphans or wards of the court, or were wards of the court as of age 13
- Students who are or were in a legal guardianship as determined by a court
- Students who are or were considered an unaccompanied youth who was homeless on or after May 1, 2022

*\*Please answer "no" to the dependency status question for veteran status if you (1) have never engaged in active duty in the US armed forces, (2) are currently a Reserve Officers' Training Corps (ROTC) student, cadet or midshipman at a service academy, (3) are a National Guard or Reserves enlistee activated only for state or training purposes, or (4) were engaged in active duty in the US armed forces but were released under dishonorable conditions.*

As the questions above illustrate, financial independence is not one of the criteria used in determining whether a student is considered dependent or independent. Parental data must be provided on the Free Application for Federal Student Aid (FAFSA) for students who are unable to answer "yes" to one of the listed criteria. Southern New Hampshire University (SNHU) uses the US Department of Education's definition of dependency status for all federal, state, institution, and private financial aid programs. Students should refer to the FAFSA for specific details on each of the above criteria or contact SNHU Student Financial Services for assistance in determining dependency status.

### Prior Bachelor's Degree

Students who possess a bachelor's degree prior to enrollment at the university are not eligible for certain grant programs, including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant and state scholarship/grant programs.

### Federal Financial Aid Application

#### Free Application for Federal Student Aid (FAFSA)

All students who would like to be considered for federal financial aid must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate award year. The FAFSA will determine eligibility for need-based aid, such as Pell Grants and Direct Subsidized Loans. In addition, completion of the FAFSA will determine eligibility for non-need-based aid, such as Direct Unsubsidized Loans, as well as being necessary to apply for a Federal PLUS Loan. The FAFSA can be completed at <https://studentaid.gov/h/apply-for-aid/fafsa>, with the SNHU federal school code of 002580. The Kenzie Academy federal school code is E40528.

FAFSA Follow-Up

#### C-Flags, Verification, Unusual Enrollment History

In some instances, SNHU is required by federal and state regulations to review the student's FAFSA and confirm the accuracy of the information provided. SNHU reserves the right to verify any data submitted by applicants or the parents of applicants.

After the FAFSA has been signed, the application is run through a series of database matches, including but not limited to Social Security Administration, National Student Loan Data System, and the Department of Homeland Security. If the

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student and/or parent does not successfully pass one of the matches, the student and/or parent may be required to submit additional documentation to the university to verify the accuracy of the data provided on the FAFSA. If additional documentation is required, the student will be notified via email of the documentation requirements.

Failure to submit requested documents within thirty (30) days may result in a delay or cancellation of a financial aid offer. If during the process, data is found to be incorrect, the data may be corrected and the financial aid offer revised.

If a student is found to have knowingly submitted falsified or intentionally misleading information, Southern New Hampshire University shall reserve the right to (1) refuse to offer financial aid or (2) cancel all aid that has previously been disbursed, with all fraudulent information forwarded to the Office of the Inspector General for further investigation.

### FAFSA Corrections

Any corrections to a student's FAFSA information will be reported electronically by Southern New Hampshire University to the Central Processing System (the CPS) for processing. When electronic corrections are made, the school will receive a corrected Institutional Student Information Report (ISIR) and the CPS will notify the student of the corrections electronically via a Student Aid Report (SAR).

### Duration & Renewal of Aid

The FAFSA becomes available for the new aid year typically by October 1. By law, the U.S. Department of Education must post the new FAFSA no later than January 1 of the aid year for which it is intended. It is the student's responsibility to complete this application each year to meet any applicable deadlines. Students intending to use financial aid in future terms will need to file a FAFSA that corresponds with the appropriate award year.

## Direct Assessment Competency-Based Education Standards for Satisfactory Academic Progress (SAP)

The university will evaluate SAP for students pursuing direct assessment competency-based education and using financial aid on a payment period basis after each term.

To comply with federal requirements, student academic progress will be measured based on a completion rate minimum of 67% (standard rounding rules apply) of attempted competencies. SAP is calculated cumulatively every term.

The maximum time frame for federal financial aid eligibility is based on 150% of the number of competencies (or credit hour equivalencies) required to complete the program. For example, an Associate of Arts degree requires mastery of 60 competencies. An associate degree student may attempt no more than 90 competencies while receiving federal financial aid.

### Competencies Included in the Calculation

Attempted competencies are competencies that a student has participated in during the trimester regardless of the outcome.

Successfully completed competencies are defined through the assignment of a Mastery (MA) grade.

Unsuccessfully completed competencies are defined through the assignment of a Non-Mastery (NM) grade.

Repeated competencies are counted in the calculation each term the competency is attempted.

Transfer credits are considered to be credits attempted and completed toward the completion of the student's program and counted toward the maximum time frame.

Competencies with a grade of "W" are counted in the calculation as attempted.

Dropped competencies are not counted in the calculation as attempted.

Grade changes will be monitored and SAP will be recalculated using any new information.

### Enforcement

A student who does not meet the minimum of mastering 67% (standard rounding rules apply) of attempted competencies cumulatively is placed on either Warning or Suspension for federal financial aid. The student will be notified of their status via their SNHU email address. This notification will come with instructions to contact their advisor.

### SAP Warning

Students who fail to make Satisfactory Academic Progress (SAP) after a previous period of Satisfactory progress will be placed on SAP Warning. Students with the SAP Warning status will retain federal financial aid eligibility for one subsequent term. A student on a SAP Warning must meet SAP requirements during the following term or the student will be placed on SAP Suspension.

### SAP Suspension

A student who does not meet SAP after being placed on Warning is placed on SAP Suspension. A student on Suspension is not eligible for federal financial aid, but may continue working in their program. All future, pending federal financial aid will be canceled. A student on SAP Suspension has a right to appeal this decision.

### Appeal Process



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Students who lose their aid may appeal, provided there are mitigating circumstances that inhibited their academic progress. Students can appeal on the basis of illness, death of a relative, or other extenuating circumstance. The student must also explain why they failed to meet the SAP requirement and what has changed to allow them to be successful in future terms. If mitigating circumstances do not exist, and an appeal is not warranted, students may continue to enroll in competencies at their own expense until such time as they are meeting the minimum completion standard.

### Financial Aid SAP Appeal

Students who have been placed on financial aid suspension will be allowed to appeal this decision.

To be considered, the appeal must include the following:

1. Reason(s) why the student failed to maintain SAP.
2. What has/will change that will allow the student to make SAP at the next evaluation period.
3. An academic plan agreed to by the student, developed by and in place with their academic advisor. The plan must ensure that the student is able to meet SAP standards by a specific point in time. The plan should include a start term and an end term as well as the number of competencies required to reach the minimum SAP standards.
4. Grades of "NM" or "W" are not allowed while on an academic plan.

### Financial Aid SAP Probation

Students who have been initially placed on SAP Suspension and whose appeal is then approved are placed on SAP Probation. The student's eligibility for aid is reinstated.

### Financial Aid Appeal Approval and Academic Plan

Students with an approved appeal who are placed on SAP Probation and an Academic Plan will have their status reviewed after each term following their successful appeal. Students who are not meeting the requirements of their Academic Plan will be returned to Suspension and all undisbursed aid from that date forward will be canceled immediately, regardless of current enrollment. Students who are suspended from receiving financial aid as part of this process may appeal this decision after one (1) term.

## Disbursement of Financial Aid Funds

After confirming enrollment and attendance, SNHU credits all available financial aid funds (excluding Federal Work-Study) to the eligible charges on a student's account. Eligible charges will include tuition, book voucher (if used), room & board (if on-campus) and fees (if applicable). Once the charges are covered, any remaining financial aid funds will be released to the student in the form of a refund. If subsequent charges occur on the student's account after a refund is processed in a given term, the student will be responsible for these new charges.

### Credit Balances and Refund

When financial aid is disbursed and/or payments are made, the funds will be applied to the student's allowable costs. If the amount credited to the account totals more than the billed amount, the additional funds will be refunded to the student.

The university processes refunds to students based on a published refund processing schedule and in a manner that complies with the Department of Education requirements for refunding federal financial aid funds. All refunds will be processed through a student's refund preference with BankMobile. Any refunds occurring as a result of fees paid with a credit card will be credited back to the same credit card account, should a student fully withdraw from the university, prior to the start of the term.

In the event that non-eligible financial aid funds are disbursed in error, the student agrees to repay the full amount to SNHU. If a mistake was made, whether by the student, SNHU or another agency, federal regulations require that the mistake be corrected and funds be returned.

### Kenzie Academy Refunds:

Kenzie Academy processes refunds in a manner that complies with the Department of Education requirements for refunding federal financial aid funds. For Kenzie Academy students, all refunds will be issued via check and mailed to the address on file. All refunds occurring as a result of fees paid with a credit card, via Stripe, will be credited back to the same credit card account, with the exception of any credit card fees, should a student fully withdraw from the university, prior to the start of the term.

## Educational Loans

Direct Loans are fixed-rate student loans for undergraduate and graduate students to help pay for the cost of their education. The lender of the loan will be the US Department of Education.

The Direct Student Loan program offers the following types of loans for students in eligible programs:

**Direct Subsidized Loan:** Available to eligible undergraduate students who demonstrate financial need. The US Department of Education pays the interest on a Direct Subsidized Loan while the student is in school at least halftime, and

## University Programs

for the first six months after the student leaves the institution.

**Direct Unsubsidized Loan:** Available to eligible undergraduate and graduate students. In order to be eligible, the student does not need to demonstrate financial need. Unlike the Direct Subsidized Loan, the interest begins accruing once the loan disburses on the student's account. Repayment of the loan begins six months after a student is no longer maintaining a minimum enrollment status of halftime.

**Direct PLUS Loan:** Available to eligible graduate or professional students and parents of undergraduate students to help pay for educational expenses not covered by other financial aid. To be eligible, the student must be enrolled at least half time in an eligible program of study. During the application process, the borrower may request any amount of PLUS funds, but only up to COA. There currently are not aggregate limits for PLUS loans.

A credit check is required for PLUS Loan approvals which reviews credit history. If the potential borrower has an adverse credit history, an endorser option is available. If approved, the borrower(s) must complete adverse credit counseling for each PLUS Loan prior to receiving the funds.

PLUS Loans must be repaid with interest. Repayment of principal and interest begins 30-60 days after the loan is fully disbursed.

\*Grace Period: For Direct Subsidized and Unsubsidized loans, the grace period is the period of time after the student graduates, leaves school or drops below half-time enrollment. During this time, the student is not required to make payments.

### Federal Direct Loan Lifetime Limit

All student types are subject to aggregate lifetime borrowing limits. Please see the chart below:

Academic Career	Maximum Subsidized	Additional Unsubsidized	Combined Subsidized and Unsubsidized
Dependent Undergraduate	\$23,000	\$8,000	\$31,000
Independent Undergraduate	\$23,000	\$34,500	\$57,500
Graduate (Includes UG)	\$65,500*	\$73,000	\$138,500

\*As of the 2013-2014 award year, graduate students are no longer eligible to borrow Direct Subsidized Loans.

### Private Student Loans

A private student loan is from a private lender. It may be used to pay up to COA, less any federal financial aid received for educational related expenses. Private loans usually require the applicant to be credit worthy or have a co-signer. Private loans have varying interest rates, fees and repayment options. Repayment of interest (and often principal) generally begins immediately, with some lenders offering deferment options for in-school periods.

## Federal Work-Study (FWS)

The Federal Work-Study (FWS) Program is an employment program funded by the federal government and the University. This program allows students with financial need to receive an hourly wage by working on or off campus. Work-Study funds are available to students who demonstrate financial need through the completion of the Free Application for Federal Student Aid (FAFSA) and are enrolled in a degree program.

Each fall, Southern New Hampshire University will sponsor a job fair prior to the start of classes in order to assist students in locating employment through the Work-Study program. It is the responsibility of the student to locate the employment as well as earning funds. The amount of funds earned may vary depending on the position offered.

Typical Federal Work-Study positions on campus are in the library, in department offices, in the recreation center, and in

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postal services. Students may also work off campus in community service positions such as the YMCA, Easter Seals, and the Salvation Army.

Federal Work-Study positions and other student employment opportunities are available throughout the year online at [www.snhu.edu/jobs](http://www.snhu.edu/jobs).

For further information, please email [workstudy@snhu.edu](mailto:workstudy@snhu.edu).

## Financial Aid Enrollment Status Criteria

As mandated by the US Department of Education, for financial aid purposes, only courses that are considered a requirement to complete the program can be included when the financial aid office determines the student's enrollment status.

For repeat coursework, students may retake coursework until they receive a grade above an F. If a student passes a course, but would like to receive a higher grade or it is required by their program, the student may retake the course one time while receiving financial aid.

Students' financial aid eligibility is based on two parts: enrollment status and participation. The student's enrollment status is reviewed at time of disbursement and throughout the given term of enrollment. The student's participation is defined as the submission of a graded project or discussion, for online forums. The student must participate in any given class in order to receive disbursement.

### Direct Assessment Competency-Based Programs

As required by federal student aid rules, only competencies required for a student's degree can be used in determining undergraduate enrollment status for financial aid purposes.

## Grants

### Federal Grants

#### Pell Grants

Federal Pell Grants are awarded on a sliding scale up to \$7,395 per year to students with exceptional financial need. Applicants must be enrolled in a degree program and have not already have obtained a bachelor's degree. Student eligibility and grant amounts are determined by the US Department of Education but vary with enrollment status and program of study.

**Federal Pell Grant Lifetime limit:** An eligible Federal Pell Grant recipient has a lifetime limit of 12 full-time semesters or six full years of eligibility. This federal policy is retroactive to whenever a student first received a Federal Pell Grant and includes payments received at colleges or universities that the student attended prior to SNHU.

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a campus-based federal grant program with awards ranging from \$100 to \$1,000 per year, depending on demonstrated need and availability of funds. Grants are awarded to students with exceptional financial need, and typically to students receiving Federal Pell Grants.

#### Iraq and Afghanistan Service Grant

A student may be eligible to receive the Iraq and Afghanistan Service Grant if they are not eligible for a Pell Grant, and their parent or guardian was a member of the US Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001. Additional rules require the student to be under 24 years old or enrolled in college at least halftime at the time of the parent or guardian's death.

#### Children of Fallen Heroes Scholarship

A student may be eligible to receive the Children of Fallen Heroes Scholarship if the following terms are met: the student is eligible for a Pell Grant and the student must have been less than 24 years of age or enrolled at an institute of higher education at the time of his or her parent's or guardian's death. The student becomes eligible if the parent or guardian died in the line of duty as a result of service while performing as a public safety officer or military service person. Unlike the Iraq and Afghanistan Service Grant, a student is not eligible for this scholarship if they are not Pell Grant eligible.

### State Grants

#### State Grants and UNIQUE

State grant funding is received by SNHU from various states to assist students with the cost of education. Students should contact their home state agencies to see if they qualify for state assistance at Southern New Hampshire University.

#### NH Residents

The state of New Hampshire does not have a state grant program. However, students may qualify for the UNIQUE program. Eligible New Hampshire students will be automatically notified of their financial aid offer if they qualify.

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## Campus Grants

### Need-Based Grants

Southern New Hampshire University grants are based on demonstrated financial need and are available for full-time undergraduate day students. Need-Based Grants range from \$400 to \$14,400 annually.

## Loan Counseling and Federal Student Loan Repayment Options

### Entrance Counseling

Federal law requires any students who have not previously received a subsidized or unsubsidized loan (or PLUS Loan) to complete Entrance Counseling. The purpose of completing this process is to gain a greater understanding of students' rights and responsibilities in borrowing through the Direct Loan program. While completing entrance counseling, the student will learn about what a Direct Loan is, how the loan process works, how to manage educational expenses, other financial resources, and what repayment programs are available. Entrance Counseling can be completed online at [studentaid.gov](http://studentaid.gov).

### Financial Awareness Counseling

Unlike Entrance Counseling, Financial Awareness Counseling is not a requirement by federal law. However, SNHU encourages all students to complete Awareness Counseling routinely in order to stay up to date with Direct Loan information. This counseling includes topics such as understanding your loans, managing spending, repayment plans, avoiding default, and how to make finances a priority. Financial Awareness Counseling can be completed online at [studentaid.gov](http://studentaid.gov).

### Exit Counseling

Similar to Entrance Counseling, Exit Counseling is a federal requirement of all students who received subsidized, unsubsidized, or PLUS loans under the Direct Loan Program or the Federal Family Education Loan (FFEL) Program to complete once the student graduates, leaves school, or drops below half-time enrollment. As part of the Exit Counseling requirements, the student will be reminded of their obligations to repay, along with other information on deferment, forbearance, avoiding default, and how to make finances a priority.

Borrowers of Federal Direct or Graduate PLUS loans can complete the online Exit Counseling requirement at [studentaid.gov](http://studentaid.gov).

### Perkins Loan Exit Counseling:

Borrowers of Federal Perkins Loans will be contacted by their Perkins Loan Servicer, ECSI, with additional directions on how to complete Exit Counseling.

### Federal Direct Student Loan Repayment Options

Repayment Plan	Eligible Loans	Monthly Payment and Time Frame	Eligibility and Other Information
Standard Repayment Plan	Direct Subsidized Loans and Unsubsidized Loans	Payments are a fixed amount that ensures that your loans are paid off within 10 years (within 10 to 30 years for Consolidation Loans)	All borrowers are eligible for this plan.
	Subsidized and Unsubsidized Federal Stafford Loans All PLUS Loans All Consolidation Loans (Direct or FFEL)		You'll usually pay less over time than under other plans.  Is not a good option for those seeking Public Service Loan Forgiveness (PSLF).  Standard Repayment Plan for Consolidation Loans is not a qualifying repayment plan for PSLF.
Graduated Repayment Plan	Direct Subsidized and Unsubsidized Loans	Payments are lower at first, then increase, usually every two years, and are for an amount that will ensure that your loans are paid off within 10 years (within 10 to 30 years for Consolidation Loans)	All borrowers are eligible for this plan.
	Subsidized and Unsubsidized Federal Stafford Loans All PLUS Loans All Consolidation Loans (Direct or FFEL)		You'll pay more over time than under the 10-year Standard Plan.  Generally not a qualifying repayment plan for PSLF.

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Extended Repayment Plan	Direct Subsidized and Unsubsidized Loans Subsidized and Unsubsidized Federal Stafford Loans All PLUS Loans All Consolidation Loans (Direct or FFEL)	Payments may be fixed or graduated, and will ensure that your loans are paid off within 25 years	If you're a Direct Loan borrower, you must have more than \$30,000 in outstanding Direct Loans.
			If you're an FFEL borrower, you must have more than \$30,000 in outstanding FFEL Program Loans.  Your monthly payments will be lower than under the 10-year Standard Plan or the Graduated Repayment Plan.  Not a qualifying repayment plan for PSLF.
Pay as You Earn Repayment Plan (PAYE)	Direct Subsidized and Unsubsidized Loans Direct PLUS Loans made to students Direct Consolidation Loans that do not include PLUS Loans (Direct or FFEL) made to parents	Your monthly payments will be 10% of your discretionary income, but never more than you would have paid under the 10-year Standard Repayment Plan.  Plans are recalculated each year and are based on your updated income and family size.  You must update your income and family size each year, even if they haven't changed.	In order to be eligible, you will need to have a high debt relative to your income.
			You will usually pay more over time than under the 10-year Standard Plan.  You may have to pay income tax on any amount that is forgiven.
Revised Pay As You Earn Repayment Plan (REPAYE)	Direct Subsidized and Unsubsidized Loans Direct PLUS Loans made to students Direct Consolidation Loans that do not include PLUS Loans (Direct or FFEL) made to parents	You will have 20 years to repay these loans. If you have not paid off your loans by 20 years of payment, the remaining amount will be forgiven.	This is a good option for those seeking PSLF (Public Service Loan Forgiveness).
			You must be a new borrower on or after October 1, 2007, and must have received a disbursement of a Direct Loan on or after October 1, 2011.
			You must have a high debt relative to your income.
			Your monthly payment will never be more than a 10-year Standard Plan amount.
		Your monthly payments will be 10% of discretionary income.  Payments are recalculated each year and are based on your updated income and family size.  You must update your income and family size each year, even if they haven't changed.	You'll usually pay more over time than under the 10-year Standard Plan.
			If you are married, your spouse's income or loan debt will be considered only if you file a joint tax return.
		Any outstanding balance on your loan will be forgiven if you haven't repaid your loan in full after 20 years.	You may have to pay income tax on any amount that is forgiven.
			Good option for those seeking PSLF.

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Income-Based Repayment Plan (IBR)	Direct Subsidized and Unsubsidized Loans	Your monthly payments will be either 10% or 15% of your discretionary income (depending on when you received your first loans), but never more than you would have paid under the 10-year Standard Repayment Plan.	You must have high debt relative to your income.
	Subsidized and Unsubsidized Federal Stafford Loans All PLUS Loans made to students Consolidation Loans (Direct or FFEL) that do not include Direct or FFEL PLUS Loans made to parents	<p>Payments are recalculated each year and are based on your updated income and family size.</p> <p>You must update your income and family size each year, even if they haven't changed.</p> <p>If you're married, your spouse's income or loan debt will be considered only if you file a joint tax return.</p> <p>Any outstanding balance on your loan will be forgiven if you haven't repaid your loan in full after 20 years or 25 years, depending on when you received your first loans.</p> <p>Your monthly payment will be the lesser of:</p> <ul style="list-style-type: none"> <li>20% of discretionary income, or</li> <li>the amount you would pay on a repayment plan with a fixed payment over 12 years, adjusted according to your income.</li> </ul>	<p>Your monthly payment will never be more than the 10-year Standard Plan amount.</p> <p>You'll usually pay more over time than under the 10-year Standard Plan.</p> <p>You may have to pay income tax on any amount that is forgiven.</p> <p>Good option for those seeking PSLF.</p>
Income-Contingent Repayment Plan (ICR)	Direct Subsidized and Unsubsidized Loans	Payments are recalculated each year and are based on your updated income, family size, and the total amount of your Direct Loans.	Any Direct Loan borrower with an eligible loan type may choose this plan.
	Direct PLUS Loans made to students Direct Consolidation Loans	<p>You must update your income and family size each year, even if they haven't changed.</p> <p>If you're married, your spouse's income or loan debt will be considered only if you file a joint tax return or if you choose to repay your Direct Loans jointly with your spouse.</p> <p>Any outstanding balance will be forgiven if you haven't repaid your loan in full after 25 years.</p>	<p>You'll usually pay more over time than under the 10-year Standard Plan.</p> <p>You may have to pay income tax on any amount that is forgiven.</p> <p>Good option for those seeking PSLF.</p> <p>Parent borrowers can access this plan by consolidating their Parent PLUS Loans into a Direct Consolidation Loan.</p>

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Income-Sensitive Repayment Plan	Subsidized and Unsubsidized Federal Stafford Loans FFEL PLUS Loans FFEL Consolidation Loans	Your monthly payment is based on annual income, but your loan will be paid in full within 15 years.	You'll pay more over time than under the 10-year Standard Plan.
			The formula for determining the monthly payment amount can vary from lender to lender.
			Available only for FFEL Program loans, which are not eligible for PSLF.

## Loan Repayment Responsibility

It is the responsibility of the student borrower to repay student loans. This is true even if financial circumstances become difficult, if the student did not receive the education or job expected, or if the education was not completed. At SNHU, there are many comprehensive resources available to help students learn about repayment options as well as how to manage finances with the student's respective economic conditions.

## Prepayment of Student Loans

There are no penalties for paying on student loans prior to repayment or making larger monthly payments than is required. By doing this, the student will reduce the total interest applied to the loans and will pay less over the repayment time period.

## National Student Loan Data System (NSLDS)

Although NSLDS is still available for students, currently FSA is moving toward a consolidation of all websites to a "one-stop shop" at [studentaid.gov](http://studentaid.gov). Students will be able to get student aid information collected from NSLDS by logging into [studentaid.gov](http://studentaid.gov) using their FSA credentials. See [FSA Partners](#) for more information.

## Loan Servicer

A loan servicer is a company that handles the billing and other services on a student's loan(s). Loans are assigned to a loan servicer by the U.S. Department of Education after the entire loan amount has been disbursed (paid out). Once a loan servicer has been assigned, the company will work with the student to find appropriate repayment plans and to review the loan consolidation if necessary. This servicer will serve as a main contact point for the student when questions arise regarding student loan accounts. It is also the responsibility of the student to update the loan servicer at any time during the repayment period if circumstances change. Circumstances may include financial difficulty, address updates, and any name updates. Students can view their loan servicer on the National Student Loan Data System (NSLDS) at [NSLDS.ed.gov](http://NSLDS.ed.gov) or by logging into [studentaid.gov](http://studentaid.gov).

## Federal Student Aid Loan Simulator

In order to help students review and compare loan repayment options, SNHU encourages all students to use the Federal Student Aid Repayment Estimator in order to see what options will fit for their financial circumstances. The Federal Student Aid Repayment Estimator will allow students to make use of an interactive online tool to look through the above repayment options. It can be found online at <https://studentaid.gov/loan-simulator/>

## Deferment

A deferment is a period during which payments of principal are postponed. No interest accrues on either Direct Subsidized or Perkins loans. Interest is charged on Direct Unsubsidized Loans and may be paid or allowed to accrue and capitalize. Borrowers must meet specific eligibility criteria and request the deferment from their lender(s).

## Forbearance

Forbearance is defined as a period in which your monthly loan payments are temporarily suspended or reduced. It is important that the student works hand in hand with their lender in order to obtain a grant of forbearance if the student is unable to make loan payments due to certain types of financial hardships. During the time of forbearance, principal payments are postponed but interest will still continue to accrue.

Visit <https://studentaid.gov/h/manage-loans> to learn more about the payment plans, payment deferment, and payment forbearance options that are available.

## Military Benefits

### Veterans Affairs Beneficiaries and Department of Defense Federal Tuition Assistance Recipients

Southern New Hampshire University is approved for the education of VA beneficiaries and Department of Defense Federal Tuition Assistance recipients. Questions regarding benefits should be directed to the Military Benefits department. Each new applicant should apply through the Southern New Hampshire University Portal. All VA beneficiaries and Department of

## University Programs

Defense Federal Tuition Assistance recipients are required to have all previous postsecondary educational experience evaluated for possible transfer credits in order to be eligible for benefits. New 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.

Students who take courses that are not applicable to or not required for their chosen degrees will not be certified through the VA or eligible for Federal Tuition Assistance for those courses.

Students using Military Tuition Assistance must present a Tuition Assistance Authorization form from their respective service branch, or secure Tuition Assistance in the Army Portal to allow direct billing and payment from the military. Any portion of the tuition cost not covered must be paid prior to term start. If Tuition Assistance is not secured, your account will be placed on a financial hold. This will prevent future registration and you will be responsible for the unpaid balance.

VA beneficiaries enrolling under the G.I. Bill® for the first time may experience a delay of up to two months before they receive their funding from the VA. Any questions regarding their payment should be directed to the VA Office at 1.888.442.4551.

If a student is transferring directly from another school where they had been using VA benefits, the student should ensure that the other school promptly notifies the VA of their effective date of termination. The student is also required to file Form 22-1995/22-5495 with the Veterans Affairs Office.

The VA requires strict compliance with a number of other regulations, including maintaining satisfactory academic progress and notification of any status changes, such as withdrawal from a course. It is the VA benefit recipient's responsibility to be aware of all VA regulations that affect his or her educational program. This would include [Public Law 116-315 Section 1019](#).

### Veteran Benefits Transition Act of 2018

#### Title 38 United States Code Section 3679(e) School Compliance

**NOTE:** A **Covered Individual** is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

Any covered individual may attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VA 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Southern New Hampshire University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

In addition, any covered individual will be required to provide the following:

A certificate of eligibility for entitlement to Chapter 33 educational assistance as soon as it is available but no later than the last day of the second term of enrollment.

Any additional information necessary to the proper certification of enrollment by Southern New Hampshire University.

Any covered individual will be responsible for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

Kenzie Academy students are not eligible for Military Benefits at this time.

*GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official US government website at <http://www.benefits.va.gov/gibill>.*

## Offering Financial Aid

### Cost of Attendance

The cost of attendance (COA) is an estimate of the student's educational expenses for the period of enrollment. For the purposes of Southern New Hampshire University (SNHU), the period of enrollment will be one academic year. The COA at SNHU follows along with federal guidelines for what are considered allowable costs and exceptions to the rules. The components of the COA are tuition, fees, books, miscellaneous expenses, transportation, and room & board. Currently at SNHU, the COA will be based on on-campus enrollment, off-campus enrollment or with-parent enrollment.

For students attending less than halftime, the COA cannot include allowances for miscellaneous expenses. In addition, the financial offer may not exceed the COA for the academic year.



# University Programs

## Expected Family Contribution (EFC)

The Expected Family Contribution (EFC) is a measure of a family's financial strength and is calculated according to a formula established by law. It is an index number that the staff at SNHU will use to determine how much financial aid the student would be eligible for; it is not the amount the student's family are required to pay. The student's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are family size and the number of family members who will attend college during the year.

## Determining Financial Need

The financial need for the student is determined by a simple formula: COA minus EFC equals the student's financial aid. This number is then used by SNHU to determine the amount of need-based financial aid the student is eligible to receive. Need-based financial aid includes Direct Subsidized Loans and Federal Pell Grants, as well as Federal Supplemental Educational Opportunity Grants (FSEOG). As the COA cannot be exceeded for the academic year, the financial need also cannot be exceeded within the academic year.

## Financial Aid Offer Package

Once the COA, EFC, and financial need are determined, the student will receive the notification of a financial aid offer package electronically. After the student reviews the package, the offer may be reduced or canceled according to request. To complete a request, the student may contact Student Financial Services at Southern New Hampshire University.

## Outside Resources

In addition to federal funds in the initial financial aid offer, the student may receive additional outside resources to assist with educational expenses. This additional assistance may include, but is not limited to, employer reimbursement, tuition waivers, private scholarships, fellowships, veteran's benefits or vocational rehabilitation benefits. Any outside resource that is used by the student will need to be reported to the financial aid office and be included in the student's financial aid package. If the student fails to inform the school of the additional funds, the student may be required to repay the school or the government all or part of the need-based financial aid package.

If the student's financial aid offer with the outside resources exceeds either the COA or need, the student's financial aid package will be adjusted, even if the financial aid has already been disbursed. Should the additional funds result in a change to a student's financial aid status or eligibility, they will receive notification of the change.

## Use of Aid

Funds listed on financial aid offers may be used only for educationally related expenses incurred at SNHU for the respective academic year.

## Return of Title IV Funds

Return of Title IV funds requirements apply to a Title IV grant and/or loan recipient or eligible recipient who withdraws or ceases attendance from Southern New Hampshire University (SNHU) before completing the payment period.

The payment period is the academic period established for which financial aid is offered and disbursed. This may not always align with the registration and billing periods for a program. Students are encouraged to learn and understand their program's payment period definition.

SNHU will perform a Return to Title IV calculation and notify the student of any Federal Student Aid (FSA) fund return within 30 days of the date of withdrawal or the last date of attendance.

SNHU has 45 days from the date of determination that the student withdrew to return all unearned FSA funds that it is responsible to return.

SNHU divides the number of days attended for the student (numerator) by the number of days scheduled in the period (denominator), excluding breaks of five days or more. Once this calculation is completed, it will show the percent of earned aid. However, if the student has earned greater than 60% of the payment period, they are considered to be 100% earned.

The percent earned multiplied by the total federal aid (grants and/or loans) for the payment period is the amount the student earned based upon his or her withdrawal date or last date of attendance. If this amount is greater than what was actually disbursed, then SNHU will offer the student a post-withdrawal disbursement, provided the funds meet the conditions for a late disbursement. If the amount that was actually disbursed is greater than the amount earned, the excess is considered unearned federal aid.

SNHU will return a portion of any unearned FSA based upon the student's institutional charges for the payment period. Institutional charges may include tuition, book vouchers, and institutional housing and meal plans. The total amount of institutional charges is multiplied by the percent earned to determine the unearned amount of institutional charges. SNHU will return the lesser of the unearned institutional charges or the total amount unearned.

## Return of Funds

SNHU will return FSA to the programs from which the student received aid during the payment period in the following

## University Programs

order, up to the net amount disbursed from each source:

- Direct Unsubsidized Loan
- Direct Subsidized Loan
- Direct PLUS Loan
- Federal Pell Grant\*
- Federal Supplemental Education Opportunity Grant (FSEOG)
- Iraq and Afghanistan Service Grant\*

\*There is a 50% grant protection allowance for the student built into the Return to Title IV calculation. Students are also not required to return unearned funds of \$50 or less for Title IV grant programs.

Students are responsible for immediate payment on account balances that are a result of a Return to Title IV calculation.

Within the Return to Title IV calculation, there is also an amount of unearned Title IV aid due from the student.

Title IV grant funds are typically repaid by SNHU and the student is responsible for payment to the University. SNHU will waive any grant repayment and will not report an overpayment for any affected individual covered by the HEROES Act.

Direct Loans are to be repaid in accordance with the terms and conditions outlined in the student's signed Master Promissory Note (MPN).

### Post-Withdrawal Disbursement

There may be an instance of a student who is subject to a return of unearned aid as a result of a Return to Title IV calculation, but may also be eligible to receive a portion of earned, but undisbursed aid. In this case, the student must decide if they would like the post-withdrawal disbursement of aid applied to their account. Post-withdrawal disbursements fall into two categories when it comes to authorization: (1) grants do not require authorization, while (2) Direct Loan funds require student authorization.

Student Financial Services will notify the student in writing if they are eligible for any Direct Loan post-withdrawal disbursement. In order to receive the post-withdrawal disbursement, the student must sign and return the authorization letter within fourteen (14) days of the date of the notice. The Direct Loans are to be repaid in accordance with the terms and conditions outlined in the student's signed Master Promissory Note (MPN).

### Programs Offered in Modules

At SNHU, some programs are "offered in modules." According to the Department of Education, if a program is 'offered in modules,' it means that the course(s) do not span the entire length of the payment period or period of enrollment (this excludes subscription-based programs). For programs that are offered in modules (i.e., online undergraduate programs), the payment period would be considered two modules (eight-week academic terms) within one trimester (16-week payment period).

A student in a program offered in modules is scheduled to complete the days in a module if the student's coursework in that module was used to determine the amount of the student's eligibility for Title IV funds for the payment period. SNHU monitors changes in the student's enrollment throughout the payment period to determine the number of days scheduled to complete in modules that the student did not attend.

A student will have their Return to Title IV calculation "undone" if the student ceases attendance during a payment period, then returns during the same payment period. This process will restore the FSA funds to the amount that the student was originally eligible/scheduled to receive. This process is applicable only to programs that are offered by the University where the student has the ability to cease attendance during a payment period.

### Return to Title IV Calculation Example

The term start date is September 7 and the end date is December 23. There is a five-day break for Thanksgiving. The total number of days for the term is 103. The student withdraws on October 2, which is day 26 of the term. The percentage of earned aid would be 25.2% (26 days/103 days) and the unearned aid percentage is 74.8%.

If the student received \$5,500 in Title IV aid, then the student earned \$1,386 in Title IV aid and \$4,114 is the unearned amount.

If institutional charges are \$6,000, then the amount of earned charges would be \$1,512 and the unearned charges would be \$4,488.

SNHU is responsible for returning the lesser of the unearned institutional charges or the total amount of unearned Title IV aid, so SNHU would return \$4,114 in this example. The student is responsible for the immediate payment of the balance on the account.

### Return of Title IV Fund Requirements

Return of Title IV funds requirements do apply to a student who:

- Officially withdraws during a payment period; or

## University Programs

Unofficially withdraws during a payment period (student stops attending without providing notification to the university); or  
Ceases attendance during a payment period

### **Direct Assessment Competency-Based Programs**

Competencies not attempted by the end of the student's current term will be administratively dropped.

Students whose registrations are dropped will be reviewed for potential adjustments based on the number of registrations reported at the beginning of the term versus the actual number of registrations attempted:

Students receiving Title IV Pell Grant funds will have their financial aid enrollment status reviewed to determine if funds must be returned due to not having attempted enough competencies equivalent to the enrollment status used to determine their original eligibility. If funds must be returned, this may result in a balance owed to the University.

Students will be notified of any adjustments to their aid eligibility through a revised financial aid offer notice via the student's SNHU email address.

### **Return of Title IV funds requirements do not apply to a student who:**

Graduates during a payment period; or  
Successfully completes 49% (a non-rounded percentage) of a payment period that is constructed of modules (successful completion equates to earning a passing grade); or  
Withdraws from some classes but remains enrolled in other courses during the same payment period at Southern New Hampshire University; or  
Never attended any classes, or for whom SNHU cannot document academic engagement in at least one class for the payment period or period of enrollment. If the student never attended any classes or SNHU cannot document the student's academic engagement in at least one class, the student did not establish Title IV eligibility for the payment period and all funds must be returned.

## **Scholarships**

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

Online & Campus Scholarships Named and Endowed:

### **Alumni Leadership Scholarship**

Created by the Alumni Board of Directors, this scholarship supports students who have completed at least two terms with a minimum GPA of 3.0. Recipients will have demonstrated leadership skills in the SNHU community and be actively engaged in student life.

### **Edward Nassar Veterans Memorial Scholarship**

In memory of Edward Nassar, a former student at Southern New Hampshire University, the Southern New Hampshire University Alumni Association has created a scholarship fund designed to provide assistance to deserving, needy Southern New Hampshire University students. Preference is given to veterans of the armed forces and/or their dependents. Candidates are required to submit a letter of consideration. A GPA of 2.8 or higher is required, awarded based on financial need and academic standing.

### **Finlay Family Scholarship**

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

### **Fisher Family Scholarship**

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

### **Hassa Jadvani Memorial Scholarship**

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

## University Programs

### **John and Nancy Burk Endowed Scholarship**

The scholarship is created in memory of George Teloian, professor emeritus of accounting. Professor Teloian served as long-term chairman of the Accounting Board at SNHU. During the course of his 36-year career, he inspired, mentored and helped launch the accounting careers of many students until his retirement in 1998. This scholarship supports undergrad or graduate students, on-campus or online, majoring in accounting who demonstrate financial need. Undergraduate students must be of junior or senior status.

### **Li Xu Scholarship Fund**

This fund was established in memory of SNHU student Li Xu (aka Oscar). This scholarship is awarded to International and US undergraduate or graduate students who demonstrate the strong giving and sharing spirit of Li Xu by showing their commitment to the needs of new students. Scholarship applicants should demonstrate an interest in helping new students understand the academic culture of the University and social culture of New Hampshire in an effort to assist them in adjusting to the University.

### **Matthew Stuart Van Kleek**

This fund supports graduate students enrolled in a business program.

### **School of Business Scholarship Fund**

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

### **Veterans Scholarship**

This scholarship, founded by alumni who are veterans of the Vietnam War, supports current students who are veterans, the dependents of veterans or actively serving in the military. Awards are based on need and academic criteria.

Online Only Undergraduate or Graduate Students

### **The Online and Continuing Education Scholarship**

This scholarship is offered specifically to online students who show financial need.

### **Elaine I. Routhier Costigan & Ronald J. Costigan Scholarship**

This scholarship supports continuing education students who have completed no less than half of the necessary credits and show financial need.

### **Dr. Jeannette A. Ritzenthaler Scholarship**

The estate of Dr. Jeanette Ritzenthaler made provisions for an endowed scholarship to be awarded to a student from the Lakes Region of New Hampshire. The student must be in their junior year (or with junior-level credits) pursuing a bachelor's degree, have financial need, be maintaining a GPA of 3.0 or higher, and provide evidence of leadership through involvement in school and community activities.

### **Martha Van Hyland Scholarship**

This fund was created in memory of Southern New Hampshire University alumna Martha Van Hyland to support Belknap County residents. Students must maintain 3.0 GPA or higher and show financial need.

### **New Hampshire Governor's Scholarship**

The New Hampshire governor's scholarship program is designed to provide financial assistance for tuition, fees, and direct costs to eligible high school graduates or recent high school graduates within the state of New Hampshire. Eligibility is limited to first time, full time students who are Federal Pell Grant recipients. Requirements include New Hampshire residency, graduation from a New Hampshire high school or a NH high school equivalency, and cannot be an adjudicated delinquent or convicted or pled guilty or nolo contendere to any felonies or any second or subsequent alcohol or drug related offenses. Annual awards are based on students who demonstrate exceptional financial need through the filing of the FAFSA and the availability of funding. Two categories of scholarships include:

Designated New Hampshire scholars will receive \$2,000 per year and must maintain at least a 2.5 GPA to renew their scholarship for up to four years; and

Non-New Hampshire scholars will receive a \$1,000 scholarship and must maintain at least a 2.0 GPA to renew their scholarship for up to four years.

Campus Only

### **Charles and Barbara Bickford International Scholarship**

## University Programs

The scholarship shall be awarded to graduate or undergraduate international student(s) studying on the Manchester campus.

### **Housing Scholarship**

The Housing Scholarship is awarded to new full-time undergraduate day students who qualify with strong academics and choose to reside on campus. This scholarship is renewable based on the maintenance of resident status and a 2.0 cumulative grade point average.

### **New Hampshire Governor's Scholarship**

The New Hampshire governor's scholarship program is designed to provide financial assistance for tuition, fees, and direct costs to eligible high school graduates or recent high school graduates within the state of New Hampshire. Eligibility is limited to first time, full time students who are Federal Pell Grant recipients. Requirements include New Hampshire residency, graduation from a New Hampshire high school or a NH high school equivalency, and cannot be an adjudicated delinquent or convicted or pled guilty or nolo contendere to any felonies or any second or subsequent alcohol or drug related offenses. Annual awards are based on students who demonstrate exceptional financial need through the filing of the FAFSA and the availability of funding. Two categories of scholarships include:

Designated New Hampshire scholars will receive \$2,000 per year and must maintain at least a 2.5 GPA to renew their scholarship for up to four years; and

Non-New Hampshire scholars will receive a \$1,000 scholarship and must maintain at least a 2.0 GPA to renew their scholarship for up to four years.

### **Women's Faculty Scholarship**

The Southern New Hampshire University (SNHU) Women's Faculty Scholarship was created in 1990 by the women faculty of SNHU (then New Hampshire College). The scholarship acknowledges and supports students who demonstrate an ongoing commitment to human and environmental rights, economic justice, gender equity and community service. Each year SNHU Women's Faculty Scholarships will be awarded to those on campus applicants who best represent those values.

Graduate Students

### **Dr. Jacqueline Mara Scholarship**

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

Named and Endowed Scholarships

### **The Athletic Scholarship Fund**

This scholarship supports student-athletes who have sophomore, junior or senior standing. Students must possess the appropriate athletic skills and meet the current NCAA and institutional eligibility standards.

### **Christine Zimmermann Memorial Scholarship Fund**

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

### **Dow Scholarship**

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

### **Dr. Marty J. Bradley 3 Year Business Honors Scholarship**

This scholarship was created in memory of Marty J. Bradley, a former SNHU professor. This scholarship will be awarded to full-time students entering their second or third year as an honors student in the Degree in Three program. To be eligible, students must have a minimum GPA of 3.0, and be highly involved in university life and activities. Priority is given to students who are making significant contributions to the Degree in Three program, and who demonstrate financial need.

### **Economic/Finance Scholarship Fund**

This scholarship supports students enrolled in the Economics/Finance or related programs. Applicants must have a minimum GPA of 3.0.

### **Educational Continuum Scholarship**

This fund was established by the Southern New Hampshire University Educational Continuum. This scholarship is awarded

## University Programs

to qualified students from Manchester and the surrounding area based on financial need and academic merit.

### **The Edward S. Wolak Scholarship**

This fund is established in honor of Edward S. Wolak, SNHU Trustee. Scholarships from this fund are designated for students who are enrolled fulltime in the University College division and at least in their second year of study with a minimum GPA of 2.0. Preferences will be given to students who are present or former members of the Boys and Girls Club or have worked at least one year in a quick-service restaurant.

### **Ernest Lamundo/Labatt USA Scholarship**

This scholarship was established by Labatt USA in honor of longtime employee Ernest Lamundo. It supports students majoring in hospitality management with a minimum 3.0 GPA and financial need. Preference is given to juniors and seniors.

### **Frank & Eleanor Barnes Alumni Scholarship**

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

### **George Teloian Scholarship**

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

### **Hawaux Foundation Scholarship**

This scholarship supports students enrolled in the traditional full-time undergraduate day program. It will be awarded to rising seniors in the Sports Management Program with a minimum GPA of 2.7. The recipient must demonstrate financial need.

### **Hector Boiardi Scholarship**

This fund was established in memory of Hector Boiardi to provide scholarships to students with financial need who have shown a real interest in culinary studies.

### **Henry W. Bloch Scholarship**

This scholarship is awarded to fulltime undergraduate students who are enrolled in their junior or senior year at Southern New Hampshire University, are academically qualified students in a business major and have demonstrated financial need. Priority is given to students who are highly involved in college life and activities.

### **Hospitality Scholarship Fund**

Scholarships are awarded to students majoring in hospitality management who show financial need.

### **James D. Walter Memorial Scholarship**

Established in memory of James D. Walter, a longtime professor of sociology at SNHU, this scholarship supports full-time undergraduate students majoring in a liberal arts discipline, with preference given to sociology majors.

### **John P. Fleming Memorial Scholarship**

Established in memory of John P. Fleming, a former SNHU faculty member, this scholarship supports undergraduate students majoring in the programs traditionally identified as the Liberal Arts.

### **John & Betty Miles Scholarship**

The principal requirement for candidates to be eligible for the scholarships will be the inability to afford the total tuition after available financial aid. An additional requirement will be a history of a serious learning attitude and achievement (grades, projects, etc.). Students eligible for scholarships will be US citizens enrolled in the undergraduate school.

### **Kappa Chi Scholarship**

The Southern New Hampshire University Alumni Association and the Kappa Delta Phi National Affiliated Sorority, Kappa Chi Chapter have raised money to support this scholarship.

### **Kappa Delta Phi Scholarship**

The scholarship supports needy and deserving students at Southern New Hampshire University.

### **Kappa Sigma Scholarship**

## University Programs

This scholarship supports needy and deserving students at Southern New Hampshire University.

### **Kimon and Anne Zachos Scholarship**

Awards will be made to full-time undergraduate day students majoring in a liberal arts discipline. The scholarship will primarily be based on financial need.

### **Liberal Arts Scholarship**

Awards will be made to undergraduate students majoring in the programs traditionally identified as the liberal arts who have maintained a GPA of 3.3 or higher, using standard need and academic criteria.

### **Michael DeBlasi Scholarship Fund**

This scholarship supports full-time undergraduate day students with a minimum GPA of 3.0 and financial need.

### **Phi Delta Psi Scholarship**

The scholarship supports needy and deserving students at Southern New Hampshire University.

### **The Richard and Joanne Gustafson Scholarship Fund**

This scholarship will be awarded to a student who has demonstrated an active engagement in campus life, combined with a practical application of their degree program. The scholarship will be a balance of need and academic performance. Preference will be given to a student who is a legal resident of New Hampshire.

### **Ronald L. Woodward Memorial Scholarship**

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

### **Scott Caswell Memorial Scholarship**

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

### **Student Ambassador Scholarship**

This fund, created by the Student Ambassadors at SNHU, is selected by a committee of the Student Ambassadors to deserving students who possess a cumulative grade point average of 3.0 or better, have demonstrated financial need and have shown outstanding service to the University community.

### **Timothy Russell Travel/Study Scholarship**

This scholarship supports students who to travel to and from their internship location. Students must have a minimum of 3.0 GPA majoring in hospitality management and must qualify for credit-bearing internships outside of New England, either nationally or internationally.

### **Tony Lambert Scholarship Fund**

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

### **Tremblay/Eldridge Scholarship Fund**

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

### **The Walter Zimmermann Scholarship**

Established by former Southern New Hampshire University faculty member Walter Zimmermann. This scholarship supports students who are enrolled fulltime on campus with a declared major of psychology. Students must be of junior or senior status and in good academic standing. Preferences will be given to students who are making positive contributions to the psychology department and have demonstrated financial need.

### **William S. Green Scholarship**

This fund was established in honor of William S. Green, a charter member of the Southern New Hampshire University Board of Trustees and Chancellor Emeritus. Scholarships from this fund are designated for juniors or seniors who have maintained cumulative grade-point averages of 3.0 or higher and have conducted themselves in a manner that has both served and brought credit to the university. Financial need is also a factor in determining recipients of this scholarship.

### **William Trueheart Scholarship**

## University Programs

Established in honor of former SNHU professor William Trueheart, this scholarship fund is offered to support information technology majors with financial need. Preference is given to juniors or seniors with a GPA of 3.3 or better.

### Standards for Satisfactory Academic Progress (SAP)

In order to remain eligible for federal financial aid funds, students must make Satisfactory Academic Progress (SAP) by meeting both qualitative and quantitative standards as defined by this policy.

#### Qualitative Standard

Cumulative GPA is the qualitative measure of SAP, meaning that it looks at the quality of the grades that each student earns in their courses.

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

Students enrolled in graduate degree programs must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale.

#### Quantitative Standard

A student must have successfully completed at least 67% (standard rounding rules apply) of all the credits attempted at Southern New Hampshire University during the entire period of enrollment.

Total credits earned divided by total credits attempted equals the percentage.

Note: 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.

#### Credit Hour Completion/Pace

SNHU is a credit hour school, meaning that each academic program is defined by a set number of credits required for completion. In order to complete the program within the maximum time frame, the student must complete the program within 150% of the published credits.

Associate degree candidates may attempt a maximum of 90 credits.

Bachelor degree candidates may attempt a maximum of 180 credits.

Graduate degree candidates may attempt a maximum of eight years of study in a specific graduate program.

See chart below for Kenzie Academy maximum credits attempted per program

Program	Credits Required in Program	150% Program Credit Maximum
Software Engineering-Backend Development	36	54
Full Stack Web Development	28	42
UX Design	18	27
Cyber Security	18	27

With the exception of remedial, non-degree courses and Pass/Fail courses, all grades earned at SNHU will count toward cumulative Grade Point Average (GPA).

The number of credit hours a student may attempt cannot exceed the maximum number of credit hours allowed in his/her program of study, less the number of applicable transfer credits accepted from other institutions.

All credits attempted will count toward the maximum qualitative time frame except for remedial and non-degree courses.

SNHU will perform continual reviews of the student's progress toward successful program completion. For example, if a SAP review shows that a student is at 110% of maximum time frame and cannot complete his/her program within 180 credits, all federal financial aid must stop.

#### Coursework Included in the SAP Calculation

##### Grades

Failed (F), incomplete (I, IF), and unearned (UF) grades are not considered successfully completed grades but must be counted as credits attempted.

##### Grade Changes

Grade changes will be monitored and SAP will be rechecked using any new information to comply with the SAP new/conflicting information requirement.



# University Programs

## Repeated Coursework

Repeat coursework will count as attempted for the purposes of determining SAP. GPA calculations will follow the method used by SNHU when calculating academic GPA. Specifically, in reference to students repeating the same course to improve a grade, prior attempts will not be calculated into the total GPA. Instead, only the most recent grade will be used. Multiple course attempts do, however, count toward the number of credits attempted, which is used to calculate a student's completion rate and pace (maximum time frame).

## Withdrawals

Withdrawn grades are considered to be credits attempted but not earned.

Note: Courses that are dropped prior to the course start date or during the add/drop period in week one of the term will not count toward attempted credits.

## Incompletes

Incomplete grades will be counted as attempted credits but not earned. Incomplete grades that are later updated with an actual grade are not considered grade changes, so SAP will not be re-run. Incomplete was the valid grade at the time of the SAP run and the changed grade was earned at a later point. The updated grade will be picked up with the student's next SAP evaluation. However, if the student would like to request a re-evaluation, the student can send in a written request asking for a new SAP evaluation.

## Transfer Credits from Other Schools

For the purposes of SAP calculation, program-applicable transfer credits are considered to be credits attempted and completed toward the completion of the student's program (pace or maximum time frame) but are not counted toward the student's GPA.

## Frequency of Reviews

### Online

Annual review not to exceed 52 calendar weeks for undergraduate students

Annual review at the end of the fourth term for online graduate students

Graduate students enrolled in the Master of Education in Online Instruction (K-12) will be reviewed at the end of each term

For Title IV eligible certificate and degree programs that are less than or equal to one year in length, students will be reviewed after each payment period (term)

Prior to a continuing SNHU student receiving financial aid funds for the first time at our university or upon readmission after a period of absence

### On Campus

Students are reviewed annually, usually at the end of each academic year. However, this may not always be the case, as some students are able to start in certain programs at different times during the year.

For undergraduate campus programs where the student started the program in the Fall term, students are reviewed at the end of the Spring term

For undergraduate campus programs where the student started the program in the Spring term, students are reviewed at the end of the Fall term

For campus students who switch from an online program, there may be schedules that do not align with the end of the Spring term, when the SAP run would have occurred. In this case, the student would have SAP run after whatever campus term was closest to the annual run, without going over the one-year mark.

Graduate programs are typically reviewed at the end of the Summer term, except for:

Mountainview Low Residency Master of Fine Arts (MFA, campus) is reviewed at the end of the term based on the term structure the student was admitted under.

Students who start or transfer to a graduate program during the middle of an academic year will be evaluated after whichever term is close to the annual run, without going over the one-year mark.

## Kenzie Academy:

Evaluations are performed based on the grades posted at the end of each 12-week term prior to the start date of the following term.

## Enforcement

### Financial Aid Suspension

According to federal regulations, students who are scheduled for an annual SAP review and fail to meet either the qualitative or quantitative requirement of their program will lose federal financial aid eligibility. Students who fall into this category are SAP suspended. Students who are SAP suspended are allowed to appeal their suspension.

# University Programs

## Financial Aid SAP Appeal

Students who have been placed on financial aid suspension will be allowed to appeal their suspension. To be considered, SAP appeals must include the following elements:

Reason(s) why the student failed to maintain SAP.

What has changed/will change that will allow the student to make SAP at the next evaluation period?

An academic plan agreed to by the student, developed by and in place with their academic advisor. The plan must ensure that the student is able to meet SAP standards by a specific point in time.

## Financial Aid SAP Probation

Students who have been initially placed on financial aid suspension, and who have an approved appeal, are placed on SAP probation. The student's eligibility for aid is considered to be reinstated.

## Financial Aid Appeal Approval

Students with an approved appeal who are placed on SAP probation will have their status reviewed after each payment period or applicable term following their successful appeal. Students who are not meeting the plan requirements will be returned to suspension and all aid from that date forward will be canceled immediately, regardless of current enrollment.

On-campus students who are suspended as part of this process may appeal this decision.

Online students who are suspended from receiving financial aid as part of this process may appeal this decision after 2 terms (graduate) or 1 payment period (undergraduate).

Kenzie Academy students who are suspended as part of this process may appeal after each payment period.

Students meeting SAP requirements after successful completion of an academic plan will not be reviewed again until the next regularly scheduled annual SAP review. Kenzie students meeting SAP requirements after the successful completion of an academic plan will continue to be reviewed after each payment period.

## Student Rights and Responsibilities

Each year, Southern New Hampshire University students request student financial assistance to help defray the cost of education. Federal, state, and institutional resources form a partnership with the student (and the student's family) to meet educational costs. Federal, state, and institutional student financial aid is a privilege, which creates both rights and responsibilities.

### Student Responsibilities

Complete and submit application materials to the appropriate agencies within required or recommended time frames.

Read all materials sent from Southern New Hampshire University and other agencies awarding student financial aid. Read, understand, and keep copies of all signed forms.

Know and comply with the rules governing the aid received. These rules include but are not limited to: the student must not be in default on any prior educational loan, and they must not owe a refund on a Federal Pell Grant or a Federal Supplemental Educational Opportunity Grant due to repayment.

Provide additional documentation, federal tax returns, W2s, and any additional information if requested by Southern New Hampshire University.

Comply with the provisions of any promissory note and all other agreements signed, including repaying student loans.

Complete the registration process each term by the end of the drop/add period in order to ensure availability of all student aid funds offered.

Use student financial aid proceeds solely for direct educational costs and related living expenses.

Maintain satisfactory academic progress.

Report private sources of student financial aid to Southern New Hampshire University.

Report any changes in status: marital, academic, enrollment, residential or name changes.

Keep local and permanent addresses current with the University Registrar and loan servicers.

Understand SNHU's withdrawal policies and how they affect the return of financial aid.

For those who borrowed from the Direct Loan program, complete mandatory exit counseling upon ceasing to be enrolled at least half-time or more.

Perform and complete satisfactory work assignments accepted through the Federal Work-Study program (if applicable).

### Student Rights

Have all records and data submitted with an application for financial aid treated as confidential information, as prescribed by the Family Education Rights and Privacy Act (FERPA).

Have an explanation of the financial aid offer process, including understanding the financial aid programs offered, the cost of attending, the criteria used to offer aid, and how financial need is determined.

Understand the method by which disbursements will be made and the frequency of those disbursements.

Understand the criteria for satisfactory academic progress.

## University Programs

Be notified of changes in financial aid status and the reasons for those changes.

Know the conditions (interest rate, when repayment begins, and repayment programs) of any accepted loan.

Know the terms, conditions, and pay rate for any student job accepted.

## Grades and Credits

### Audit a Course

Students may choose to audit a course provided there is availability within the course. An audited course does not earn credits and a grade of "AU" will appear on the student's transcripts and grade report. The cost of an audited course is the same as if taken for credit. Students auditing a course may attend classes and will not be held accountable for class requirements. Any student wanting to audit a course must register for that course as an audit by Sunday 11:59 p.m. EST during the first week of the term. No student may change any of their courses to an audit status after the registration time frame is closed. A student may not convert back to a graded status after registering to audit a course. Auditing a course is not eligible for financial aid.

### Credit for Prior Learning

Credit for Prior Learning (CPL) comprises the processes and practices of determining if knowledge gained in a variety of settings, and through formal and non-formal means, may warrant consideration of college credit and/or requirements (i.e., award of credit or a waiver of program requirement). To be eligible for prior learning credit, students must be enrolled in an undergraduate or graduate program at SNHU. Official documentation that can be authenticated is required. For evaluating non-traditional learning experience, SNHU recognizes the services of American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS). For more information on any of the services below, students are encouraged to speak with their academic advisor or admission counselor:

Credit by Examination. SNHU evaluates the results from nationally recognized external testing programs as well as institutionally developed examinations and learning experiences for acceptance toward satisfying degree requirements.

Credit for Industry-recognized certification(s) that are not currently assessed for college credit by ACE/NCCRS and/or listed above may be awarded with departmental approval.

Formal coursework taken in non-accredited, postsecondary educational settings. These settings include postsecondary vocational and technical training, in-service training courses in the workplace, military service training programs and career-related workshops and seminars.

SNHU will evaluate transfer credit for continuing education units (CEUs) that were awarded from an accredited university provided:

The CEU course is listed on an official transcript with a grade and credits earned

The CEU course fulfills one of the academic program requirements at the awarding institution

The degree program for which the CEU course applies is accredited

Credit for Prior Learning does not factor into the student's grade point average (GPA) or institutional credit requirements at SNHU.

For more information, see [Get Credit for Work or Life Experience](#)

## Grade Appeals and Academic Disputes

### Grade Appeals

The purpose of a grade appeal is to provide students an avenue by which to raise concerns specific to the accurate grading of submitted assignments and have those concerns reviewed. A grade appeal shall be confined to issues of grading accuracy specific to an individual student, and it may not involve challenging an instructor's judgment in assessing the quality of a student's work.

### Grounds for Appeal

In a grade appeal, only the following will be considered legitimate grounds for appeal:

Error: The awarded grade was miscalculated;

Prejudice: The assignment's grade was assessed based on factors other than the student's performance in the course;

Arbitrariness:

The student was not clearly notified as to the basis of the grade determination; or

The awarded grade departed substantially from the instructor's previously announced standards or the defined rubrics.

The grade appeal process does not cover instances in which students have been assigned grades based on academic integrity concerns. Those instances are covered by the [Academic Integrity Policy](#).

### Pre-Appeal Actions

## University Programs

The expectation is that student and instructor resolve the grade disagreement informally in a collegial manner. The student is strongly encouraged to talk through the situation with their advisor regarding how best to approach the instructor. In all cases, a student who believes a grade has been inappropriately awarded, in accordance with the Grounds for Appeal above, must seek to resolve the matter with the instructor within thirty (30) days after the term ends.

### Academic Disputes

If the grade dispute cannot be resolved informally with the instructor, then the student may submit a formal appeal no later than 30 days after the term ends.

For all grade appeals, a completed dispute form is required:

[Campus Dispute Form](#)

[Online Dispute Form](#)

[Kenzie Dispute Form](#)

For all other academic concerns about a course, program, service or instructor, students are encouraged to address their concerns first with their instructor. If the issue cannot be resolved at that level:

For campus-based courses or concerns, if the student is not satisfied or cannot resolve the issue at that level, then they should speak to the program coordinator/department chair. If the student is still not satisfied, then they should contact the appropriate Dean's office. If the student wishes to pursue the matter further, then they should speak to a representative from the Academic Affairs Office, who will review the matter and make a final decision. Discrimination related complaints will follow the [Discrimination Complaint Protocol](#).

For online or direct assessment competency-based courses or concerns, students should complete the [Student Concern Dispute Form](#)\*. Upon receipt of the form, a member of the Dispute Resolution team will review and research the concern to determine a fair resolution in consultation with the appropriate academic leadership. While disputes are being reviewed, students should continue to participate in their courses/program unless instructed otherwise by the Dispute Resolution team member.

### Grade Change

Grade change requests may be made within thirty (30) days after the term grade due date under the following circumstances:

- The instructor has made an error in calculating the grade;
- An Incomplete grade is being replaced with a letter grade;
- The instructor inadvertently did not post (or mis-posted) a grade in the Grade Center\*;
- The change is the result of a successful grade appeal;
- The change a result of fraud, misrepresentation or other egregious actions; or
- A grading error is detected as a result of an internal grade audit.

\*The equivalent for Kenzie Academy would be if the academic team inadvertently did not post (or mis-posted) a grade in Canvas.

Grades change requests may be made by the instructor, or in extenuating circumstances, by an authorized academic dean or equivalent. Extenuating circumstances include, but are not limited to, instructor unavailability or unwillingness to change a grade despite a successful grade appeal. Grade changes are processed by the Registrar's office. Grade changes may also be requested for replacing incomplete grades or successful grade appeals that are resolved outside the 30-day window, if those processes were initiated within the parameters set by the [Incomplete Grades](#) and [Grade Appeals and Other Academic Disputes](#) policies. A grading error detected by an internal audit outside of thirty (30) days after the term grade due date will be changed only if it increases the original posted grade unless the grade change is a result of fraud, misrepresentation or other egregious actions.

After the last day of the term, late work will not be accepted unless an Incomplete is already submitted. Please see the [Incomplete Grades](#) policy.

No grade changes will be accepted after the degree has been conferred.

### Grade Scale and GPA

Grading System

## University Programs

Grade	Definition	Points	In GPA Calculation?	Numerical Equivalent (Undergraduate)	Numerical Equivalent (Graduate)
A	Excellent	4.00	Yes	93-100	93-100
A-		3.67	Yes	90-92	90-92
B+		3.33	Yes	87-89	87-89
B		3.00	Yes	83-86	83-86
B-	Good	2.67	Yes	80-82	80-82
C+		2.33	Yes	77-79	77-79
C		2.00	Yes	73-76	73-76
C-		1.67	Yes	70-72	
D+	Average	1.33	Yes	67-69	
D		1.00	Yes	60-66	
F		0.00	Yes	0-59	0-72
IF		0.00	Yes		
UF	Unearned Fail	0.00	Yes		
SDR	Revocation	0.00	No		
I	Incomplete	N/A	No		
AU	Audit	N/A	No		
CR	Credit	N/A	No		
IP	In Progress Passing	N/A	No		
IPT	In Progress Transfer	N/A	No		
MA	Mastery	N/A	No		
NG	Non-graded	N/A	No		
P	Pass	N/A	No		
S	Satisfactory	N/A	No		
T	Transfer Credit	N/A	No		
U	Unsatisfactory	N/A	No		
W	Withdrawal	N/A	No		
WV	Course Waived	N/A	No		

### Academic Renewal:

Grades preceded by “R” (i.e. RC, RF) denote academic renewal and are excluded from the GPA calculation. For more information, see the [Academic Renewal](#) policy.

### Incomplete & Incomplete/Fail (I & IF)

Incomplete grades are awarded when a student has been granted an exception to submit work beyond the end of the term. An Incomplete “I” grade automatically becomes an Incomplete Fail “IF” grade if work has not been completed and a grade has not been submitted prior to the pre-determined expiration date. For more information, see the [Incomplete Grades](#) policy.

### In Progress Passing (IP)

“IP” grades are issued for some internships, practicums, and courses that span more than one academic term. For more information, see the [IP Grade](#) policy

### Mastery (MA)

“MA” grades are issued for direct assessment competency-based programs once individual competencies and equivalencies are mastered. “MA” is equivalent to an “A-” grade or better on a traditional grade scale. There are no grade points associated with MA grades, therefore there is no GPA for students in direct assessment competency-based programs. Competencies attempted, but not mastered by the end of the term will receive a status of “Not Mastered” (NM) and will not appear on the transcript. The student must re-register for these competencies in a future term.

### Passing (P) and Satisfactory (S)

Pass “P” and Satisfactory “S” grades are defined as a “C” or better at the undergraduate level and a “B” or better at the graduate level. P/F grades were allowed for spring 2020 courses in response to COVID19.

### Satisfactory (S) and Unsatisfactory (U)

An “S/U” option is available in some courses to students in lieu of letter grades. A satisfactory grade may be applied toward

## University Programs

fulfilling degree credits but will not be applied toward the grade point average. Programs may use a combination of letter grades and S/U grades or S/U grades exclusively. See program requirements for more information.

### Revocation Grade (SDR)

SDR grades are issued when grades are revoked as a result of fraud, misrepresentation or other egregious actions.

### Unearned Fail (UF)

Students receive a "UF" grade in each course in which they cease participation in graded activities prior to completing 60% of the term. For more information see the [Unearned F](#) policy.

### Grade Point Average

The grade-point average (GPA) is determined by dividing the sum of the grade points (GP) by the sum of the attempted credit hours (CR). An example of a student's grades and grade-point average is as follows:

Course	Calculation	Grade Points
ENG-120	3 Credits x A(4)=	12 GP
MAT-240	3 Credits x B(3)=	9 GP
MKT-113	3 Credits x C(2)=	6 GP
PSY-108	3 Credits x D(1)=	3 GP
IT-145	3 Credits x F(0)=	0 GP
<b>Total</b>	15 Credits	30 GP

30 GP divided by 15 CR = 2.00 GPA

### Incomplete Grades

There may be times when a student requests an incomplete grade, defined as an exception to submit work beyond the end of the term. Allowing a student an *Incomplete* grade is left to the instructor's discretion, and students should not assume that they will be allowed to complete work after the term has ended. Requests for an incomplete must be submitted to the instructor prior to the end of the term, and students granted an incomplete grade have a maximum of 30 days from the last day of the term to complete their work.

The circumstances that have compelled the student to request the Incomplete should be serious and unforeseen extenuating circumstances that prevent the student from completing the requirements of the course, such as, but not limited to, unexpected extended hospitalization, death of an immediate family member, or natural disaster. Incomplete grades may be considered when the student has submitted 70% of graded course assignments, including discussion boards if appropriate. The instructor grants the incomplete grade after reviewing the remaining work to be completed and determining if the student is likely to be successful in completing the work and passing the course within 30 days.

Instructors must honor all accommodations established through the Accessibility Center. If a student is protected under the

## University Programs

Americans with Disabilities Act or Title IX, including pregnancy, and has an accommodation for additional time, the student must request an incomplete if the additional time is needed and instructors must approve the incomplete request.

See [Grade Scale and GPA](#) for additional information.

### IP Grade

For courses that span more than one academic term, IP grades will be used to indicate each student's academic progress at the end of each associated term. IP grades indicate In-progress Passing. After the last term ends, the instructor will submit a grade change form with the final grade. IP grades for all sections of the course will receive that final grade.

Students should refer to their specific program for procedures regarding the application of the IP grade.

### Repeating Courses

Students may repeat a course unless otherwise stated by their program-specific requirements. Credit is earned only once with a passing grade. The last grade is included in the cumulative GPA; any other attempts are excluded. All prior grades will appear on the students' transcripts. There may be financial aid implications to repeating courses (see [Financial Aid Enrollment Status Criteria](#)).

### Transfer Credit

#### General Information

Only official transcripts are considered for transfer credit. Official transcripts must be sent directly from the issuing institution to SNHU. Electronic transcripts can be considered official if they are sent by an approved and secure file transfer system. Credit considered for transfer must be from the issuing institution; transfer credit posted on another institution's transcript will not be accepted.

Courses accepted for transfer credit must be at college level from an accredited institution listed by the Council for Higher Education Accreditation (CHEA) or the Department of Education (DOE/DAPIP). In order for SNHU to accept credit in transfer, the coursework must be completed during dates that the institution or relevant program was accredited.

The grades for transfer courses are not factored into the student's grade point average (GPA) at SNHU. Developmental or remedial coursework is not accepted for transfer credit. In the event that the program from which the student wishes to transfer credit awards grades using a Pass/Fail or Satisfactory/Unsatisfactory system, rather than a letter-grade system, the credit may be transferred only if a grade of "Pass" or "Satisfactory" is described on the official transcript issued by the institution as the equivalent of a "C-" or higher for undergraduate transfer credit or "B" or higher for graduate transfer credit.

Students cannot receive duplicate transfer credit. Duplicate transfer credit occurs when the content of two external courses has been equated to one SNHU course. In this instance, credit will only be awarded for one of the two external courses. SNHU awards transfer equivalencies based on individual course content.

Regardless of the total number of transfer credits awarded, students must meet minimum degree, program and institutional credit requirements, as appropriate. See the [Degree and Certificate Requirements](#) and [Institutional Credit Requirements](#) policies.

#### Articulation Agreements & Required Written Arrangements

The Office of Academic Quality, Accreditation & Support at Southern New Hampshire University maintains a list of schools and organizations with which we have articulation agreements and required written arrangements. Please visit the [Consumer Information](#) page for more information.

#### Semester Hour Conversion

One (1) quarter hour is equivalent to .67 semester hours. One (1) semester hour is equivalent to 37.5 clock hours.

Two (2) semester hours of transfer credit for a transfer course that aligns to a corresponding SNHU course meets the required SNHU course equivalency. Students still must meet overall program and degree credit hour requirements.

#### Undergraduate Programs

Undergraduate courses accepted for transfer credit require a grade of "C-" or higher. Most credits taken externally will be considered for transfer credit regardless of when they were completed. However, time limits exist in some academic programs to ensure that transfer credits meet present-day academic standards. Students should consult with their Admission Counselor or Academic Advisor regarding these time limits. Time limits are set and approved by academic program leadership.

#### Graduate Programs

Graduate courses accepted for transfer credit require a grade of "B" or higher and must have been completed within the

## University Programs

last five (5) years. However, shorter time limits exist in some academic programs to ensure that transfer credits meet present-day academic standards. Students should consult with their admission counselor or academic advisor regarding these time limits. Time limits are set and approved by academic program leadership. A graduate course may be used only once to fulfill a requirement.

Graduate students may be awarded a maximum of credit hours, as follows:

Master's degree: a maximum of four graduate-level courses not to exceed twelve (12) graduate-level credits.

Graduate certificate program: three (3) graduate-level credits.

Mountainview Low-Residency MFA students may transfer up to one (1) full semester of credit from another low-residency or full-residency MFA program in creative writing. A successfully completed semester at another low-residency or full-residency MFA program may be counted as one fifteen (15)-credit semester in the Low-Residency MFA, which includes both residency and semester coursework.

### Doctoral Programs

No transfer credit will be applied to doctoral programs.

### Cohort-Based Programs

Transfer credit is generally not accepted and requires an exception from the respective academic dean.

### Nursing Programs

Students that are seeking transfer of nursing courses should review the [Nursing-RN to BSN Nursing Admission and Academic Requirements](#) and [Nursing-Graduate Nursing Admission and Academic Requirements](#) policies.

### Transfer Credit for Programmatic Accreditations and Affiliations

In addition to regional accreditation, certain SNHU undergraduate and graduate programs also carry specialized programmatic accreditations and affiliations. Programs with specific licensure, programmatic accreditation or affiliation requirements may place restrictions on transfer credits into major and concentration courses. In these instances, transfer students will have their previous credit and coursework evaluated by the appropriate Admission Office or the Office of the University Registrar, in conjunction with the appropriate academic department on a case-by-case basis. If you are a prospective student and need more information, please contact Admissions. If you are a current student and need more information, please contact your academic advisor.

### Request to Take Courses at Another Institution

Students who are enrolled at SNHU and wish to take a course elsewhere must submit a request by filling out the Request to Take Courses at Another Institution to ensure that the course fulfills the desired requirement. Failure to obtain prior approval to take a course at another institution may lead to SNHU not granting transfer credit for that course. Upon approval and once the course is completed, the student must arrange to have an official transcript sent directly to SNHU so that credit for the course may be applied toward degree completion. Students should reach out to their academic advisor if they needed additional support in this process.

### International Transfer Credit

Please see the [Admission Requirements](#), [International Students](#) policy for more information on the transferability of credit.

## Graduation and Commencement

### Awarding Degrees in Cases of Death or Incapacity

A degree may be conferred posthumously in the unfortunate event of a student's death prior to completion of all degree requirements. Should a posthumous degree be conferred, a diploma is made available to the student's family as a source of solace. If requested by the family, an SNHU degree can be awarded if at least 75 percent of the degree program requirements have been completed (and in the case of thesis-based graduate degrees, the student had achieved significant progress on a thesis or dissertation, according to the opinion of the faculty advisor), the student has met 75 percent of institutional credit requirements, is in good standing and meeting the minimum GPA of 2.0 for undergraduate students and 3.0 GPA for graduate and doctoral students at the time of death.

If a student is permanently incapacitated to the point that continued academic progress is impossible even after reasonable accommodation, an honorary diploma can be awarded to the student. At the request of the student or the family, the student will be evaluated with the same criteria list above. Documentation may be required to support the request.

### Ceremonial and Latin Honors

#### Academic Honors, Associate and Baccalaureate Degrees



## University Programs

The university acknowledges outstanding academic performance through Ceremonial Honors and Latin Honors. Ceremonial and Latin Honors apply only to associate and bachelor's degrees completed through non-direct assessment programs. Graduate programs are not eligible for academic honors.

### Ceremonial Honors

Ceremonial Honors serve as a way of recognizing students' outstanding academic performance during commencement ceremonies for those students who either do not qualify for Latin Honors at the time of commencement or who do not have enough institutional credits to be eligible for Latin Honors upon degree completion.

Ceremonial Honors are not recorded on the student's permanent record, transcript or diploma.

For commencement purposes, Ceremonial Honors are assessed as of the first business day after the petitioning deadline of March 1 for the Spring ceremony and Oct. 1 for the Fall ceremony and are based on GPA at that time.

Students who are still completing course work as of the petitioning deadline are eligible only for Ceremonial Honors at the Commencement Ceremony. Latin Honors will be assessed at the time of conferral.

### Latin Honors

Latin Honors (highest honors, high honors and honors for associate degrees; summa cum laude, magna cum laude and cum laude for bachelor's degrees) signify varying levels of academic achievement. Latin Honors are assessed at the time of conferral. Students must complete a minimum of 60 institutional credits for a bachelor's degree or 30 institutional credits for an associate degree to be eligible for Latin Honors upon conferral.

Only Latin Honors are recorded on the student's permanent record, transcript and diploma.

Students who meet the criteria for either Ceremonial Honors or Latin Honors are recognized as honors recipients as they cross the stage at commencement. They receive honors regalia indicating their achievement.

See criteria for Ceremonial and Latin Honors below.

### Criteria for Ceremonial Honors

Minimum Institutional Credits Completed	Cumulative GPA	Associate Degree Honors Designation	Baccalaureate Degree Honors Designation
Associate = 15 Bachelor's = 30	3.500 - 3.699	Honors	Cum Laude
Associate = 15 Bachelor's = 30	3.700 - 3.849	High Honors	Magna Cum Laude
Associate = 15 Bachelor's = 30	3.850 - 4.000	Highest Honors	Summa Cum Laude

### Criteria for Latin Honors

Minimum Institutional Credits Completed	Cumulative GPA	Associate Degree Honors Designation	Baccalaureate Degree Honors Designation
Associate = 30 Bachelor's = 60	3.500 - 3.699	Honors	Cum Laude
Associate = 30 Bachelor's = 60	3.700 - 3.849	High Honors	Magna Cum Laude
Associate = 30 Bachelor's = 60	3.850 - 4.000	Highest Honors	Summa Cum Laude

## Commencement Participation

### Petition to Graduate

In order for degrees to be conferred and eligibility to participate in the commencement ceremony to be determined, students must submit Petition to Graduate (also known as a Petition for Degree Conferral). This link can be found in mySNHU. Kenzie Academy students must submit the [Commencement Participation Request & Petition to Graduate](#) form. For full details on degree and certificate conferral, click [here](#).

### Participation in Commencement

## University Programs

Conferral of a degree and participation in the commencement ceremony are two distinct events. Participation in the ceremony does not indicate degree conferral. Degree conferral is confirmed only when recorded on the official transcript. Those earning certificates or who are non-degree-seeking students are not eligible to participate in any commencement ceremony.

Students are permitted to participate in only one commencement ceremony per degree. Students are assigned to a commencement ceremony in accordance with this policy based on their anticipated conferral date at the time of their initial degree audit. Changes to a student's anticipated conferral date do not change their original commencement ceremony eligibility. All requests to participate in a ceremony other than the one for which a student was originally eligible must be made by submitting a Request for Change of Commencement Ceremony via mySNHU. This applies to both in-person and virtual ceremonies.

**\*Kenzie Academy Students follow special guidelines.** Kenzie Academy holds separate graduation ceremonies from the spring and fall University commencement ceremonies. These graduation ceremonies are held at the end of the program. Kenzie Academy students are permitted to participate in only one (1) graduation ceremony per certificate. Changes to an anticipated conferral date do not change the original graduation ceremony eligibility.

### Commencement Ceremonies

Southern New Hampshire University holds both in-person and virtual commencement ceremonies in the spring and fall. Guidelines for participation are as follows:

#### Eligibility to Participate in a Spring Commencement Ceremony

Candidates who have an anticipated conferral degree date between February 1 and July 1 will be invited to attend a spring commencement ceremony.

To be eligible to participate in the spring commencement ceremony:

campus undergraduate and graduate students must complete the Petition to Graduate **by 11 pm ET on December 1;**

online students (including direct assessment and students in international locations) must complete the Petition to Graduate **by 11 pm ET on March 1;**

doctoral candidates must complete the Petition to Graduate **by 11 pm ET on February 1.**

Doctoral candidates have the following additional criteria:

Doctoral candidates must have all requirements completed, including dissertation defense, no later than **April 1** with upload and verification in ProQuest **by April 15**. Exceptions may be requested by a dean for students who are expected to meet all requirements, including defense, after April 1, if approved by the VPAA's office after consulting with the commencement office.

To be assigned to participate in a commencement ceremony, all students must be in good academic standing with at least a 2.0 cumulative GPA (undergraduate) and a 3.0 cumulative GPA (graduate and doctoral).

#### Requesting Participation in a Different Ceremony

Students who wish to file a Request for Change of Commencement Ceremony to participate in a ceremony different than the one for which the student was originally eligible should work with their academic advisors to submit their request through the service portal to the Ceremonies and Events Office, which will make the final determination in consideration of space availability. Please note that all credit for prior learning must be entered in the student information system before any Request for Change of Commencement Ceremony can be considered.

All requests must be submitted by **11 pm on April 1.**

#### Eligibility to Participate in a Fall Commencement Ceremony

Candidates who have an anticipated conferral degree date between August 1 and January 1 will be invited to attend a fall commencement ceremony.

To be eligible to participate in a fall commencement ceremony:

all undergraduate and graduate students (including direct assessment and students in international locations) must complete the Petition for Degree Conferral by **11 pm ET on October 1;**

doctoral candidates must complete the Petition for Degree Conferral by **11 pm ET on August 1.**

Doctoral candidates have the following additional criteria:

Doctoral candidates must have all requirements completed, including dissertation defense no later than **October 1** with upload and verification in ProQuest **by October 15**. Exceptions may be requested by a dean for students who are expected to meet all requirements, including defense, after October 15 if approved by the VPAA's office

## University Programs

after consulting with the commencement office.

To be assigned to participate in a commencement ceremony, all students must be in good academic standing with at least a 2.0 cumulative GPA (undergraduate) and a 3.0 cumulative GPA (graduate and doctoral).

### Special Case for Campus Students

Campus students who complete degree requirements in the fall semester will have the option to participate in the spring commencement ceremony.

See **Requesting Participation in a Different Ceremony** below.

### Requesting Participation in a Different Ceremony

Students who wish to file a Request for Change of Commencement Ceremony to participate in a ceremony different than the one for which the student was originally eligible should work with their academic advisors to submit their request through the service portal to the Ceremonies and Events Office, which will make the final determination in consideration of space availability. Please note that all credit for prior learning must be entered in the student information system before any Request for Change of Commencement Ceremony can be considered.

All requests must be submitted by **11 pm ET on November 1**.

## Degree and Certificate Conferral

### Petition for Degree Conferral

In order for degrees to be conferred and eligibility to participate in the commencement ceremony to be determined, students must submit a Petition for Degree Conferral (commonly referred to as the Petition to Graduate). This link can be found in mySNHU. Kenzie Academy students must submit the [Commencement Participation Request & Petition to Graduate](#) form.

### Participation in Commencement

Conferral of a degree and participation in the commencement ceremony are two distinct events. Participation in the ceremony does not indicate degree completion. Degree conferral is confirmed only when recorded on the official transcript. Those earning certificates\* or who are non-degree-seeking students are not eligible to participate in any commencement ceremony. Students are permitted to participate in only one commencement ceremony per degree.

\*Kenzie Academy students are eligible to participate in a separate graduation ceremony.

For full details on participation in commencement, click [here](#).

### Petition for Degree Conferral Deadlines

#### Campus Student

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

<b>For a conferral date of:</b>	January 1	May 1
<b>Petitions to Graduate are due no later than:</b>	October 1	December 1
<b>Program requirements must be complete and grades must be received and verified by the University registrar by:</b>	December 31	April 30
<b>Conferral Posted Date:</b>	10 business days after the conferral date	10 business days after the conferral date

### Campus Graduate Students and Online Graduate and Undergraduate Students (including direct assessment and students in international locations)

Students must submit a petition to graduate to the Office of the University Registrar no later than two months prior to their planned conferral date. For example, a student planning to be conferred as of March 1 must submit their petition by January 1.

Direct assessment students must petition for both eligible programs:

Undergraduate Degree Program (ex. AA.GST)  
Competency Program (ex. AA.GST.CFA)

## University Programs

Failure to petition for both programs may result in a delay to the graduation process.

### Conferral Dates

Degrees are conferred 12 times per year, effective the first of every month.

### Conferral Requirements

A credential will be conferred only when all program requirements are complete and all grades are received and verified by the Office of the University Registrar within the University's information system prior to or on the last business day of the month.

A period of 10 business days following the conferral date is required to post the conferral information to the student record.

### Credentials (Diplomas and Certificates)

Only the degree, primary major, Latin honors (if earned) and the University Honors program graduate indication will appear on the credential.

The name on the credential must be the legal name of the graduate or preferred name on the SNHU record, or within reason. For example, a student can request their middle initial rather than their full middle name.

All credentials will be mailed from the University's vendor within 20 business days of the conferral date.

If the student does not receive their credential within 30 days of it being mailed, at the address specified through the Petition to Graduate process, the student should contact the Office of the University Registrar. The student will be sent another credential. However, if the mailing address was not updated, the student will need to provide the updated address and pay the cost of a replacement credential.

## Degree and Certificate Requirements

### Undergraduate Students

Students, including direct assessment students, must fulfill the following university requirements to be eligible for an undergraduate degree or certificate:

#### Undergraduate Degree

1. General education requirements.
2. All prescribed courses and program requirements.
3. A minimum of 120 credits of work in a bachelor's degree program (more than 120 credits may be required depending on the program of study) or 60 credits in a program leading to an associate degree (more than 60 credits may be required depending on the program of study). A minimum of 15 credit hours for an associate degree or 30 credit hours for a bachelor's degree must be institutional credit taken at SNHU. This excludes developmental courses. See the [Institutional Credit Requirements](#) policy for additional details.
4. An overall undergraduate level GPA of 2.0 or higher or equivalent for programs where no GPA is calculated. Students who have a mix of modalities must have a 2.0 GPA in all course work at the academic level.

#### Undergraduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours of institutional credit taken at SNHU.
3. An overall undergraduate level GPA of 2.0 or higher or equivalent for programs where no GPA is calculated. Students who have a mix of modalities must have a 2.0 GPA in all course work at the academic level.

In addition to the university requirements outlined above, the following programs maintain minimum grade/GPA requirements that supersede the University's minimum standards.

## University Programs

### Undergraduate Program

Aeronautical Engineering (BS)  
Electrical Engineering (BS)  
Mechanical Engineering (BS)

Education (Licensure Programs)

Construction Management  
Nursing

Sport Management (BS)  
Kenzie Academy Programs

### Requirements

A minimum grade of C- in all engineering general education courses (EG 110, EG 498 and EG 499), major, core and major electives courses.

Courses with the prefixes of DEV, ECE, EDU, or SPED must have an earned grade of C- or higher to be applied toward State of NH educator licensure requirements.

Major courses require a minimum grade of C-.

Students must achieve a grade of B- or better in all NUR and IHP required program courses.\*

\*Please see the [Nursing-Academic Progression Requirements for Nursing Programs](#) policy.

Students must maintain a minimum cumulative GPA of 2.5.  
Students must achieve a grade of C- or better in all Kenzie Academy courses.

\*Please see the [Academic Progression Requirements for Kenzie Academy Programs](#) policy.

### Graduate Students

Students must fulfill the following university requirements to be eligible for a graduate degree or graduate certificate:

#### Doctoral Degree

1. Complete the minimum number of credits of required courses for a specific doctoral program with a GPA of 3.0 or higher.
2. Complete and satisfactorily pass all written/oral comprehensive and qualifying examinations.
3. Submit and receive approval for a dissertation topic and all approvals required for conducting a dissertation and original research.
4. Complete and defend a doctoral dissertation.
5. Submit a final copy of the dissertation for publication in the University's institutional repository and through an approved external scholarly database.
6. Completion within eight years of the first day of the first term.

#### Master's Degree

1. All prescribed courses and program requirements.
2. A minimum of 24 credit hours of institutional credits taken at SNHU, with no more than four transfer courses, a maximum of 12 transfer credit hours.
3. An overall graduate-level GPA of 3.0 or higher or equivalent for programs where no GPA is calculated. Students who have a mix of modalities must have a 3.0 GPA in the all course work at the academic level.
4. No more than two grades of "C" or "C+" within the program's prescribed courses.
5. Completion within eight years of the first day of the first term.

#### Graduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours of institutional credit taken at SNHU.
3. An overall graduate level GPA of 3.0 or higher or equivalent for programs where no GPA is calculated. Students who have a mix of modalities must have a 3.0 GPA in the all course work at the academic level.
4. No more than one grade of "C" or "C+" within the certificate's prescribed courses.
5. Completion within eight years of the first day of the first term.

In addition to the university requirements outlined above, the following programs maintain minimum grade/GPA requirements that supersede the University's minimum standards.

## University Programs

### Graduate Program

International Business (PhD) International Business (Low Residency PhD)

Clinical Mental Health Counseling (MA)

Educational Leadership (EdD) Education Leadership (PhD)  
Education (Licensure Programs)

Nursing

### Requirements

No more than two grades of "C" or "C+"\*. \*Students receiving a 3rd grade of "C" or "C+" must re-take one of these courses to be eligible for degree conferral.

A minimum of a B- in all SNHU counseling courses except for the practicum and internship courses which are graded Pass/Fail.\*

\*Please see the [Counseling-MA Clinical Mental Health Counseling Program Progression](#) policy.

Students must earn a minimum grade of B in all courses.

Courses with the prefixes of DEV, ECE, EDU, or SPED must have an earned grade of C- or higher to be applied toward State of NH educator licensure requirements.

Students must achieve a grade of B- or better in all NUR and IHP required program courses.\*

\*Please see the [Nursing-Academic Progression Requirements for Nursing Programs](#) policy.

### Special Academic Options

#### Second (or subsequent) Concentration (Bachelor Degree Programs Only)

Second, or subsequent, concentrations are allowed at the undergraduate level in any program as long as all concentrations provide a more in-depth focus related to the major and each concentration has at least nine credits separate from the major and the other concentration(s). Requests to add additional concentrations must be reviewed and approved by the student's advisor.

Multiple concentrations are not permitted at the graduate level.

#### Second (or subsequent) Minor (Bachelor Degree Programs Only)

A student may elect to earn a second, or subsequent, minor by completing both the requirements associated with the primary minor and the requirements of second, or subsequent, minor(s).

No more than 50% of minor courses can count toward another major, minor, or concentration.

Courses taken to complete a student's second, or subsequent, minor can also be used to fulfill general education, school core and free elective requirements.

#### Second (or subsequent) Major (Bachelor Degree Programs only)

An undergraduate student may elect to earn a second major by:

1. Completing the degree requirements of both majors, excluding the associated school core courses.
2. Having no more than two courses in the secondary major that overlap with the primary major.

Please note that a second major is not the same as a second degree. It is a single degree. The student's diploma will show the primary major as the conferred degree; the transcript will reflect both majors.

#### Second (or subsequent) Undergraduate Degrees

A student with a SNHU undergraduate degree seeking to earn an additional degree of the same level must:

1. Complete at least 30 additional credit hours of institutional credit taken at SNHU for a bachelor's degree. For a second (or subsequent) associate degree, complete at least 15 additional credit hours of institutional credit taken at SNHU.
2. Satisfy all other requirements of the new degree.
3. Have no more than two (2) courses in the major of the new degree that overlap with the major(s) of the previous degree(s).

Second (or subsequent) degrees may be pursued concurrently; however, the courses satisfying institutional credit requirements cannot be shared between credentials. See the Institutional Credit Requirements policy for additional details.

Please note that a second degree is not the same as a second major. These are two separate degrees, with two separate diplomas.

#### Second (or subsequent) Graduate Degrees

A student who wishes to earn an additional master's degree through Southern New Hampshire University must:

1. Take a minimum of seven graduate courses beyond the first degree.

## University Programs

2. Satisfy all other requirements in the new degree program.
3. Meet all institutional credit requirements. See the [Institutional Credit Requirements](#) policy for additional details.

Students considering pursuing an additional degree at the same level should speak with an advisor to determine specific additional requirements.

International students seeking an additional degree at the same level also must obtain a new visa eligibility certificate (I-20 or DS-2019). This requires a new statement of financial responsibility and admission into the second (or subsequent) degree. Students should contact International Admissions for more details and specific requirements.

For information on other special academic options, talk to your advisor.

***NOTE: It is the responsibility of the student to be familiar with program-specific requirements, as these may supersede the university's minimum standards.***

### Institutional Credit Requirements

Institutional credit hours are defined as learning experiences completed for credit through Southern New Hampshire University. Institutional credit requirements cannot be fulfilled by developmental courses. Approved international study and consortium courses are considered to be institutional credit.

## University Programs

Award Level	Minimum Institutional Credit Hours Required	Minimum Institutional Credit Hours Required within the Major	Additional Institutional Credit Hours Required to Earn a Subsequent Credential at the Same Level	Notes
Certificate	12	NA	9	Students may use the same institutional credit to fulfill requirements for their first certificate and degree of the same level. <a href="#">Credit for Prior Learning</a> may fulfill up to 25% of the total credit requirements for certificates of 30 credits or fewer.
Associate	15	9	15	Students may use credits from the associate degree to fulfill credit requirements for the bachelor's degree. Second (or subsequent) degrees at the same level may be pursued concurrently; however, institutional credits may not be shared between these degrees. Please refer to the Special Academic Options in the <a href="#">Degree and Certificate Requirements</a> policy for additional information.
Bachelor's	30	12	30	Second (or subsequent) degrees at the same level may be pursued concurrently; however, institutional credits may not be shared between these degrees. Please refer to the Special Academic Options in the <a href="#">Degree and Certificate Requirements</a> policy for additional information.
Graduate	24	N/A	21	Second (or subsequent) degrees at the same level may be pursued concurrently; however, the additional institutional credits required may not be shared between these degrees. Please refer to the Special Academic Options in the <a href="#">Degree and Certificate Requirements</a> policy for additional information.

### Non-Conferred Completer (NCC)

A "non-conferred completer" is a student who has completed all program requirements or is enrolled in courses that will complete their program requirements.



## University Programs

The Office of the University Registrar will notify students via their SNHU email if they fall into one of the above categories. Students intending to increase their remaining program requirements (for example, adding a minor) must file a Program Modification form available via mySNHU within five business days of the notification email.\*

If the student does not intend to increase their program requirements, they should file the Petition for Degree Conferral (commonly referred to as the Petition to Graduate) via mySNHU in accordance with official deadlines in the [Degree and Certificate Conferral policy](#).

If the student does not submit a Program Modification form or a Petition for Degree Conferral (Petition to Graduate), a registration hold will be placed on the student's account on the fifth business day. The student will be removed from any course registrations in future terms and will not be able to register for any new courses.

The Office of the University Registrar will file a Petition for Degree Conferral (Petition to Graduate) and officially confer the student's credential in accordance with normal degree and certificate conferral deadlines.

\*NOTE: The costs of courses taken above and beyond program requirements are not eligible for financial aid. If the student intends to take additional courses simply to raise their GPA, they must pay for the courses out of pocket. The registration hold will remain in place on the student's account, so registration for these courses must be processed manually. Once the credential in question is officially conferred, the registration hold will be removed.

## Records and Right to Privacy

### Academic Record Retention

#### Introduction

Southern New Hampshire University (the "University") requires that University student academic and course records be retained for specific periods of time. These academic records must be managed according to the guidelines outlined in this policy.

This policy establishes guidelines that set forth the minimum length of time that records should be retained. This will allow the University to:

- Meet its business and legal needs
- Optimize the use of space and minimize the cost of academic records retention
- Ensure that outdated or useless records are deleted/destroyed

Record retention periods for selected academic records may be increased for various reasons, including government regulation, judicial or administrative orders, contracts, pending or threatened litigation, or audit requirements. Such changes in the records retention schedule supersede the requirements listed in this schedule and will be so noted on the appropriate document. When needed, the Dean of the University Library, or designee, provides advice as to what non-current records of enduring value should be transferred to the University Archives at the Shapiro Library.

#### Definitions

##### Academic Record

An academic record is anything containing academic or course-related information regardless of format (paper, digital, photographic, recordings, etc.). Typical academic records include transcripts, admission documents, waivers and other items found in student files, as well as instructor grade books, final exams, etc. Records will be retained, archived and/or destroyed based on the retention periods defined in this policy.

##### Retention Schedule

A descriptive schedule that provides a guideline for the minimum length of time that selected records should be retained before they are deleted/destroyed or placed in archival preservation.

##### Retention Period

Minimum required length of time for maintaining records. Records may be held longer than the retention period, but should not be disposed of prior to that date.

##### Records Destruction

The physical or electronic destruction of a record after it has become obsolete or otherwise in accordance with this policy.

##### Litigation Hold

A communication issued as the result of current or anticipated litigation, audit, government investigation or other similar matter that suspends the normal process regarding the retention and disposition of University records.

##### Associate

## University Programs

An employee, faculty member or staff member of the University.

### Policy

#### **Purpose**

The purpose of this policy is to allow the University to make sensible decisions about what information to keep and what information to discard, and to establish procedures for the maintenance, retention, preservation, and disposal of academic records.

#### **Roles and Responsibilities**

All employees, faculty members or staff members of the University are responsible for being aware of, and adhering to, the provisions outlined within this Policy.

### Procedure

Records for which there is a retention requirement in the retention schedule are recommended to be deleted/destroyed when they have reached the conclusion of their retention period. Academic records not specifically identified in this document should be retained a minimum of five (5) years if there is a legitimate business reason to do so, and deleted/destroyed if there is not.

Academic records should be deleted/destroyed in ways commensurate with their confidentiality and with methods which do not permit recovery, reconstruction or future use of confidential information. For example, paper records should be cross-shredded and not placed in recycle bins and electronic or machine readable records should undergo multiple overwrites, physical destruction or degaussing. Emails should be handled as any other record in terms of retention and disposal.

# University Programs

## Academic Record Retention/Purge Schedule

### Admission records for applicants who do not enroll

#### Retention Period: 2 years after application term

Record Type	Description
Acceptance Letters/Admission Letters/Decision Letters	Notices of admission, denial or waitlist
Alien Registration Receipt Card (international students)	Evidence of admissibility as a permanent resident
Application for admission or readmission	Admission applications such as undergraduate, graduate, international or non-degree/special admittance
Attestation Form	Student document certifying completion of high school program
Credit by examination Diploma	Reports/scores on AP, CLEP, etc.
Disciplinary Action	Documentation of violation and Disciplinary Action, including plagiarism
Dual Enrollment forms	
Entrance examination reports/test scores	Standardized test scores, such as ACT/SAT, LSAT, MCAT, GRE, TOEFL
Honors Application/Honors Essay 1-20 (international students)	Certificate of eligibility for F-1 visa status
Letter of intent	
Manuscript (admission)	
Military documents	including Certificate of Eligibility, DD214, etc.
Personal Statement Request for final transcript letters Resume	
School Report	Common Application: includes senior grades, recommendation and transcript
Transcript - high school Transcript - other colleges	Including college courses in progress
Preliminary Transfer Credit Evaluation	
Statement of Educational Costs (international students)	Estimate of total school year costs
Statement of Financial Responsibility (international students)	Evidence of adequate financial resources
Waivers of rights of access	Waiving right of access to admission letters of recommendation
Waiver requests	Forms to waive: transfer credit evaluation from another institution, application fee, deposit fee

### Admission records for applicants who do not enroll and Student Academic Records

#### Retention Period: 4 years after application term

Record Type	Description
Text Opt In	

#### Student Academic Records

#### Retention Period: 5 years from receipt

Record Type	Description
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## University Programs

Academic Advising Records	Including, but not limited to, electronic and non-electronic documents, forms and records
Acceptance Letters/Admission Letters/Decision Letters	Notices of admission, denial, or waitlist
Add/Drop Course Withdrawal Form	(non-electronic)
Alien Registration Receipt Card (international students)	Evidence of admissibility as a permanent resident
Application for admission or readmission	Admission applications such as undergraduate, graduate, international, or non-degree/special admittance, MFA Manuscript
Athletic Eligibility Reports	
Attestation Form	Student document certifying completion of high school program
Class Schedules (students)	Student schedules for each term
Enrollment Verifications	Verifications of enrollment, graduation, GPA, and other related academics
Entrance examination reports/test scores	Standardized test scores, such as ACT/SAT, LSAT, MCAT, GRE, TOEFL
Degree Audit records	Degree audits in support of graduation clearing
Grade Change Forms	Non-electronic record of authorization to change grade
Grade Dispute Documents	Student final grade disputes
Honors Application/Honors Essay	
1-20 (international students)	Certificate of eligibility for F-1 visa status
Leave of Absence Forms	
Major/Minor Add/Drop Forms	
MFA Manuscript	
Military documents	
Personal Data Information Forms	Including Certificate of Eligibility, DD214, etc.
Personal Statement	Non-electronic change of address and other demographic data (excluding name changes)
Petitions to Graduate	
Preliminary Transfer Credit Evaluation	Degree application, record of degree name, etc.
Registration/Enrollment Records	
Release from high school or Dual Enrollment forms	(non-electronic)
Resume	
Returned Diplomas	
Scholastic Standing Documentation	Notice of academic scholastic standing related to academic nonperformance/deficiency (except academic dismissal, which is permanent)
Statement of Educational Costs (international students)	Estimate of total school year costs
Statement of Financial Responsibility	Evidence of adequate financial resources (international students)
Student Inquiries Relating to Academic Records	
Teacher Certifications	
Transcript Request Forms	Official transcript requests by student
Transfer Credit Evaluations	

## University Programs

VA certification records	Certifying documents for federal VA benefits
Waiver requests	Forms to waive: transfer credit evaluation from another institution, application fee, deposit fee
Withdrawal from the University Forms	(non-electronic)

### Course Records

#### Retention Period: 1 year after course completion

Record Type	Description
Final Exams	If not returned to the student
Graded Coursework	If not returned to the student

### Course Records

#### Retention Period: 2 years after course completion

Record Type	Description
Faculty grade book	Record of students in course and work completed

### Student Academic Records

#### Retention Period: 7 years after course completion

Record Type	Description
Field Trip permission slips	

### Student Academic Records

#### Retention Period: 10 years after graduation or non-attendance

Record Type	Description
Athletic Records	Initial and continuing eligibility information, academic information, documentation of participation, tutor evaluation and assessment
Data Change Logs	Electronic log of changes to enrollment and other data, including date/time stamp information and use that changed data if that data is maintained separately in the system
Email data/information	Emails and other electronic communications that authorize academic/enrollment actions and/or provide directory/non-directory information about a student
Enrollment Data	Electronic record of enrollment in classes, including records of drop, add and enrollment change activity
Letter of Intent	

### Student Academic Records

#### Retention Period: 50 years after graduation or non-attendance

Record Type	Description
Student Demographic Information	Electronic student data, including student characteristics, date of birth, former names, address information, photo ID and ethnic information, etc.

# University Programs

## Student Academic Records

### Retention Period: Permanent

Record Type	Description
Academic Dismissal	Notice of academic action related to academic non-performance/deficiency
Academic Integrity Code Violations (with sanctions)	Documentation of violation and disciplinary action, including plagiarism
Approvals for:	
Course Audit	
Course Repeat	
Credit/no Credit	Authorization for various enrollment options
Exceptions	Exceptions to academic rules
Overrides	Exceptions to academic rules
Petitions to Amend	Exceptions to academic rules
Waivers	Approvals to meet program requirements with administrative action
Catalogs	Published annually or bi-annually, record of courses, degrees and programs of study offered
Class Lists/Rosters	Record of class rosters for each term
Commencement programs	Published annually or bi-annually, record of courses, degrees and programs of study offered
Comprehensive Exams	
Credit by examination	Reports/scores on AP, CLEP, etc.
Degree statistics	Record of degrees granted by institution per graduation term and/or annually
Diploma	
Enrollment Statistics	Per term report of enrolled students, e.g., by class, by course, totals, head count and FTE
FERPA	(unless terminated by student)
Requests for formal hearings	Student-initiated request for formal hearing regarding amendment of education record
Authorization to disclose non-directory information	Necessary for compliance with record-keeping requirements in FERPA
Authorization to prevent or resume directory information	Student request to opt out of directory information disclosure
Statements on content of records regarding hearing panel decision	Documentation when student request for amendment of a record is not granted
Written decision of hearing panels	Decisions resulting from hearings regarding amendment of education records
Grade Data	Electronic record of submitted grades and grade changes, including date/time stamp and user data
Grade distribution and other grade statistics	Report of grades given, including summary grade point statistics by class
Grade submission sheets	Non-electronic original record of grades submitted at end of term
Graduation lists	Lists of graduates for graduating class
Narrative Evaluations and Competency Assessments	
Race/ethnicity reporting	Report of student enrollment, graduation and other metrics by race and ethnic origin
School Report	Common Application: includes senior grades, recommendation and transcript
Transcripts - high school	Including request for final transcript letters
Transcripts - other colleges	Including college courses in progress documents and request for final transcript letters
Thesis/Dissertation	

## Change of Student Name, SSN or DOB

To request a change of legal name, diploma name, Social Security number or date of birth from the one that is currently on record at SNHU, a student must submit appropriate documentation using the Change to Biographical Record form through the Service Portal on mySNHU\*. **This must be completed by the student requesting the change.**

\*Kenzie Academy students submit their documentation via the [Kenzie Academy Change to Biographical Record Request](#)

# University Programs

Form.

The student must provide official supporting documentation. Acceptable documentation is limited to one of the following:

- Driver's license
- Marriage certificate
- Divorce decree
- Social Security card
- Court order verifying name change
- Government-issued non-driver ID card
- Government-issued passport

NOTE: Students who have submitted a Petition to Graduate, and wish to have their name updated on their diploma, should indicate that in their request.

## FERPA Student Right to Privacy

### Student Rights Under FERPA

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

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

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

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

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

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

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

The University forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the students' enrollment or transfer.

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

(4) The right to file a complaint with the US Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

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

### SNHU Directory Information

In compliance with FERPA, Southern New Hampshire University (SNHU) does not disclose personally identifiable information contained in student education records, except as authorized by law. SNHU may disclose appropriately designated

## University Programs

directory information without a student's consent, unless the student has advised SNHU to the contrary in accordance with established procedures.

SNHU has designated the following information as directory information:

- Student's name
- Address(es)
- Telephone listing(s)
- Electronic mail address
- Photograph(s)
- Fields of study (major(s), minor(s), etc.)
- Dates of attendance/Enrollment status
- Anticipated program completion date
- Class level
- Degrees, honors and awards received
- Weight and height of members of athletic teams
- Participation in officially recognized activities and sports
- The most recent educational agency or institution attended

If you do not want SNHU to disclose directory information from your education records without your prior written consent, you must notify the University in writing. This may be done at any time by submitting an [Authorization to Prevent or Resume Disclosure of Directory Information](#) to the Office of the University Registrar by fax to 603-629-4647 or by email to [registrar@snhu.edu](mailto:registrar@snhu.edu). Kenzie Academy students may submit an [Authorization to Prevent or Resume Disclosure of Directory Information](#) to the Office of the University Registrar.

The primary purpose of Directory Information is to allow the University to confirm attendance to prospective employers and other third parties, and to include this type of information from your education records in certain University publications. Examples include a playbill, showing your role in a drama production, the annual yearbook, Dean's List, President's List, recognition lists, Commencement Ceremony Program, and sports activity sheets/team rosters, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Disclosures of directory information will be limited to specific parties for specific purposes or both.

### Solomon Amendment & FERPA

**Solomon Amendment** is a federal law that allows military recruiters to access the following "student recruiting" information on students age 17 and older at the time of the request:

- First name
- Last name
- Student class level (e.g. Freshman, Sophomore)
- Academic program (e.g. BS in Accounting)
- Age
- Phone - Cell
- Phone - Home
- SNHU Email Address
- Preferred Address

Under the Solomon Amendment, information will be released for military recruitment purposes only. The military recruiters must be from one of the 12 eligible units within the five branches of the service:

1. **Army:** Army, Army Reserve, Army National Guard
2. **Navy:** Navy, Navy Reserve
3. **Marine Corps:** Marine Corps, Marine Corps Reserve
4. **Air Force:** Air Force, Air Force Reserve, Air Force National Guard
5. **Coast Guard:** Coast Guard, Coast Guard Reserve

The Department of Education has determined that the Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data included in the list, which may or may not match FERPA directory information. However, if a student has submitted an [Authorization to Prevent Disclosure of Directory Information](#) to the Office of the University Registrar to prevent the release of their directory information, then no information from the student's education record will be released under the Solomon Amendment.

### Releasing Academic Records of Deceased Students

Education records are no longer protected under FERPA after a student's death; consequently the disposition of records pertaining to a deceased individual is not a FERPA issue but a matter of institutional policy. Southern New Hampshire University maintains full discretion in deciding whether, and under what conditions, education records of deceased students



# University Programs

should be disclosed.

The university will not release education records without written authorization of the executor/executrix of the deceased student's estate, or next of kin if an executor/executrix has not been appointed.

## Request for Transcript

Except as provided by the Federal Family Education Rights and Privacy Act and in instances in which a student consents to release their transcript to another party, the Office of the University Registrar will not release a transcript to any person other than to the person identified by name on the transcript. To request an official copy, please visit the [National Student Clearinghouse](#) website.

### **Kenzie Academy**

Active Kenzie students or alumni who attended from January 2018 to January 24, 2022 may request a transcript from Kenzie Academy by emailing [Kenzie@snhu.edu](mailto:Kenzie@snhu.edu). All other Kenzie Alumni may request a transcript via the [National Student Clearinghouse](#) website.

## Transcripts from Other Institutions

Student transcripts from previously attended institutions that were provided to the university for any reason become the property of SNHU and are considered official only at the time of receipt. SNHU does not provide copies of transcripts from other institutions that are part of a student's education record to the student or any other third party. In order to obtain accurate, up-to-date information and ensure that no protocol of the issuing institution is circumvented, a student must contact the originating school for a copy of that transcript.

# Rights and Responsibilities

## Academic Integrity Policy

### **Standards of Academic Integrity**

As an academic community committed to fostering an ethical and intellectual environment, Southern New Hampshire University holds its students to these standards of academic integrity; the University expects that all aspects of a student's educational path are conducted with the highest degree of integrity, accountability for one's own work and respect for the intellectual property of others. Violations of these academic standards, such as cheating and plagiarism, will result in sanctions. This policy identifies the behaviors and sets the guidelines that members of the SNHU academic community are expected to follow.

### **Academic Integrity Expectations**

All members of the university community have a responsibility to acquaint themselves with the expectations for academic integrity noted within this policy. Faculty and staff are asked to join in educating students about academic integrity, while students are expected to understand and follow policy, engaging in ethical academic practices.

A student remains responsible for the academic integrity of work submitted in courses at Southern New Hampshire University even if the student has received a final grade. Ignorance of these standards will not be considered a valid excuse or defense.

### **Academic Integrity Definitions**

Violating the University's standards of academic integrity constitutes a serious offense. Violations of academic integrity include, but are not limited to, the major behaviors below.

**Academic Misconduct:** The intentional violation of college policies by tampering with grades or taking part in obtaining or distributing any part of a test, quiz or graded assignment. Academic Misconduct includes, but is not limited to:

- Stealing, buying, downloading or otherwise obtaining any coursework
- Distributing materials for the purpose of cheating
- Asking or bribing any other person to obtain a test or any information about a test
- Misrepresenting the truth; lying to an instructor to increase a grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty
- Changing, altering, or being an accessory to changing and/or altering of a grade in a grade book or any other academic record, on a computer, on a test, on a "change of grade" form, or on other official academic records of the college that relate to grades
- Sabotaging the work of another student
- Altering, forging or misusing University-related documents
- Intentionally reporting a false violation of academic integrity
- Offering a bribe to any University member in exchange for special consideration or favors

**Alteration or Fabrication of Data:** The submission of data not obtained or generated by the student during the course

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of research. The deceitful alteration of data obtained by the student during the course of research.

**Cheating:** The act of deceiving, which includes such acts as, but is not limited to:

- Using unauthorized notes, materials or other study aids during course work
- Using unauthorized technology in completing course work
- Obtaining or providing assessment materials prior to its administration
- Allowing another person to do one's work and submitting it as one's own
- Doing work for another person for them to submit as their own
- Obstructing or interfering with another student's academic work
- Undertaking any activity intended to obtain an unfair advantage over other students
- Or whatever else is deemed contrary to the rules of fairness, including special rules designated by the instructor/reviewer in the course/competency

**Conspiracy:** Agreeing with any other person to commit or attempt to commit academic dishonesty.

**Contract Cheating:** The obtaining of academic work from another person or entity that is then submitted for academic credit as if the student had created the work themselves. Contract cheating can include, but is not limited to:

- The exchange of work for money or other goods, such as providing your own academic work to another or receiving work done by another person
- Can occur on a single assignment, an entire course or multiple courses in an academic program

**Electronic Devices:** Examples of the improper use of electronic devices (such as personal computer, tablet, cell phone and other devices) include but are not limited to:

- Unauthorized access, modification, use, creation or destruction of data stored on electronic devices
- Selling or giving away all or part of the information on electronic devices that will be used as graded material
- Sharing an electronic device while leaving answers on display or in memory

**Misrepresentation:** The substitution of another student/individual during the taking of a quiz/examination or for the completion of a course. Submitting a duplicate assignment with the student's name changed.

**Plagiarism:** The use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation. Examples include:

- Misrepresentation of sources used in a work for which the student claims authorship
- Improper use of course materials in a work for which the student claims authorship
- Submission of written work such as laboratory reports, computer programs or papers that have been copied from the work of other students, with or without their knowledge or consent

A student can avoid the risk of plagiarism in written work, oral presentations or other critical tasks by clearly identifying and indicating, either in citations or in the paper or presentation itself, the source of the idea or wording that they did not produce. Sources must be given regardless of whether the idea, phrase or material is quoted directly, paraphrased or summarized in the student's own words.

**Self-Plagiarism:** Self-plagiarism is work done for one course and submitted to another and refers to work previously submitted at this or any other institution to fulfill academic requirements in another class, to include repeated classes. Slightly altered work from one course that has been resubmitted to another is also considered to be fraudulent. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance. Under no circumstances will a complaint be considered if resubmitted work earns a different grade than from the original submission. Some programs may have outlined exceptions to this policy, including in their curricular expectations.

**Unauthorized Collaboration:** Unauthorized collaboration is the sharing of work completed for an assignment, project, quiz, or examination questions or answers with another student without the permission of the faculty member. Examples of unauthorized collaboration include, but are not limited to:

- Copying another student's academic work
- Allowing another student to copy one's work
- Group collaboration on individual assignments without express permission of the faculty member

The processes for addressing concerns regarding academic integrity can be found in the current Student Handbook.

## Academic Record and Degree Revocation

Southern New Hampshire University's awards of academic credit and degrees constitute its certification of student achievement. However, a student's academic record, admission and/or conferred degree may be awarded in error or as a result of fraud, misrepresentation, or other intentional or unintentional actions. To preserve the integrity of Southern New Hampshire University's academic standards and the degrees granted by the University, the University may exercise its right to revoke a previously conferred degree or academic credit as outlined in this procedure. The authority to revoke a

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degree rests with the president. The president has delegated that authority to the University chief academic officer (CAO).

Definitions/general provisions:

1. **Clear and convincing evidence:** Clear and convincing evidence is defined as evidence of such convincing force that it demonstrates, in contrast to the opposing evidence, a high probability of the truth of fact(s) for which it is offered as proof. Such evidence requires a higher standard of proof than proof "by a preponderance of the evidence" but a lower standard than required for proof "beyond a reasonable doubt."
2. **Academic record:** An academic record is defined as any academic activity attempted that becomes part of the student's permanent record, including credits earned.
3. **Degree:** A degree is defined as any form of degree, academic credential, certificate, professional designation or another award (e.g., Honors designation) conferred by the University or any of its colleges, departments or units.
4. **Registrar:** Registrar is defined as the management personnel in the Office of the Registrar at the University.
5. **Notice of Intent to Revoke:** Notice of Intent to Revoke is defined as the written notice issued to a student whose academic record, admission and/or conferred degree the University intends to revoke under the terms of this policy.
6. **University Academic Record and Degree Revocation Committee:** The University Academic Record and Degree Revocation Committee shall consist of members of each business unit.
7. **Timelines:** The University may, but is not required to, extend timelines set forth herein. The University chief academic officer shall determine extensions. The CAO or designee shall promptly and in writing notify the student and any University administrators involved of any revised timeline.

Basis for revocation:

An academic record, admission and/or conferred degree may be revoked by the University if 1) upon examination of a student's record, it is determined that the requirements for the admission, credit earned and/or a conferred degree as established by Southern New Hampshire University at the time of admission or degree conferral were not met or 2) information comes to light which, if known at the time of admission or the awarding of the credit/degree, would have resulted in a determination that the admission or the credit/degree should not have occurred. The basis for an academic record, admission and/or conferred degree revocation include, but are not limited to, the following:

1. Intentional misconduct by administrators, faculty, staff or students, including fraud, dishonesty, or falsification or unauthorized altering of information of a student record (including in an official University student information system).
2. Error(s) by administrators, faculty, staff or students which resulted in the granting of the degree when the degree otherwise would not have been awarded.
3. Other violations of the University's Student Conduct Code that are of such a nature that had they been discovered before the issuance of the degree; they would have resulted in the suspension or expulsion of the student from the University.

Investigation via the Community Standards Team:

1. Most violations of the academic integrity policy and/or reports of fraudulent behavior submitted to the Community Standards team can be adjudicated through the hearing processes outlined for students in the Student Code of Conduct. All student conduct issues involving current students are reviewed through the standard processes, along with most reports of academic integrity violations committed by alumni. If there is a question about whether the case can first be reviewed through the Code of Conduct the Community Standards team will consult with the Office of the University Registrar. When information comes to light that places into question the validity of an academic record or admission, and the potential for a revocation of credits exists, the University Registrar or assistant vice president of academic operations shall be notified.
2. Community Standards will conduct an investigation.
3. Notice of Hearing - Students will receive a letter electronically from the appropriate university staff member, informing them of a conduct board hearing to review the incident. Students must be given 48 hours' notice for conduct board hearings. For online students, every reasonable effort is made to contact involved parties via SNHU email and/or telephone. The student receives electronic notification indicating the date, time, and location of the conduct board hearing.
4. The university shall place a hold on the student's record until the completion of the investigation and result.
5. Attendance - If the student fails to attend the hearing, the review will be made in their absence and the student will also forfeit their right to appeal the findings.
6. Presentation - A conduct board will review the incident report and evidence and the student will have an opportunity to present their own case. A member of the Office of the University Registrar team may be present as an observer at any hearing for which the potential for a revocation of credits exists.
7. Finding and Sanction - Based upon the information presented, the conduct board will determine if the student is responsible for the alleged violation(s). The evidentiary standard for sanctions outlined in the Code of Conduct is preponderance of the evidence. Sanctioning is considered only after responsibility has been determined and is based solely on the severity of the violation and a student's previous conduct record. The conduct board can determine any sanction outlined in the Code of Conduct (e.g., suspension or dismissal), but can only recommend to appropriate academic leadership the revocation of credits or the changing of a course grade. The decision on whether to change a grade to "F" rests with academic deans and their leadership, and the decision on whether to revoke credits or a conferred degree rests solely with the CAO. The decision of the conduct board may be subject to

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final review by senior leadership.

8. Determining the Revocation of Credits – If, following a hearing, Community Standards determines that there is clear and convincing evidence that the student engaged in a serious violation of the Code of Conduct or committed academic fraud which undermines an academic credential, Community Standards may submit a written recommendation to the Chief Academic Officer to impose the additional sanction of credit revocation. The Chief Academic Officer shall review the record of the case, the findings, and the recommendation and determine whether revocation is warranted as an additional sanction. The CAO shall also consider whether the student should be permitted to complete the requirements for their Degree after all sanctions are applied. Additional sanctions available to the CAO may include, but are not limited to, a ban from enrollment for some period of time or permanently, or a loss of catalog year rights.
9. Notice of Outcome - An emailed letter notifying the student of the conduct board hearing outcome will be sent electronically by Community Standards no later than five business days following the hearing. Additional time may be needed if the case is complicated in nature. If Community Standards has recommended to the Chief Academic Officer that credits should be revoked, the student will be notified of this recommendation and will be informed that findings on this additional sanctions will be sent directly by the Office of the Chief Academic Officer. A copy of the notification may also be sent to the student's parents/guardians, in accordance with FERPA regulations. Decisions made by the conduct board are final pending the appeal process.
10. The University Chief Academic Officer shall prepare a letter that explains the reasons for the decision. The decision letter shall be issued within ten calendar days of the board hearing.
11. The sanction of credit or degree revocation can be appealed provided the student establishes that they were unable to respond to the university or attend the board hearing due to a documented extenuating circumstance. At the discretion of the CAO, a student who meets the above-noted requirement shall be provided an opportunity for a hearing in the manner described in this policy. Appeals of all other sanctions are appealed through the process for Code of Conduct appeals as outlined in the Student Handbook.
12. Nothing in this policy shall be construed to prevent the University Chief Academic Officer from agreeing to an informal resolution of the matter with a student in lieu of, or after, a hearing.

For situations that are not able to be adjudicated through the Community Standards process: When information comes to light that places into question the validity of an academic record or admission, the University Registrar or assistant vice president of academic operations shall be notified.

1. Upon receipt of such information, the University Registrar/assistant vice president of academic operations shall conduct an initial review of the information and determine whether such information is credible and whether, if established as true, the evidence would justify the revocation of a Degree and/or academic record.
2. The university shall place a hold on the student's records until the completion of the investigation and result.
3. A written notice shall be sent to the student informing the student that the university has substantial evidence that justifies academic integrity violations. The Notice shall describe the evidence based on sufficient detail to allow the student to respond to the Notice. A copy of this policy shall also accompany the Notice. The university shall schedule a hearing no sooner than thirty and no later than sixty calendar days from the date of the confirmed receipt of the Notice. The confirmed receipt can be a document signed by the person who delivered the Notice indicating that the student was given the Notice; a receipt signed by the student acknowledging receipt of the Notice by certified mail; a signed acknowledgement by the student of receipt of the overnight mail containing the Notice; or other proof of actual receipt by the student, such as email delivery confirmation.
4. The student shall be provided with written notice of the scheduled hearing date and location no later than fourteen days before the hearing.
5. The Notice shall be sent by certified mail, personal or overnight delivery, to the last known mailing or contact address for the student.
6. The student shall be entitled to review the evidence that supports the University's Notice and may request a copy of such evidence at cost.
7. The University Registrar/assistant vice president will lead a further investigation. After such investigation, a report of the findings will be sent to the Degree Revocation Committee and the student(s).
8. The student and the university may be accompanied at the hearing by an Advisor, who may neither speak for, nor on behalf of, the student or university.
9. The student and the university shall be allowed to introduce evidence and call witnesses to testify at the hearing. The formal rules of evidence applied in courtroom proceedings do not apply in the hearing.
10. If the student fails to appear at the hearing without good cause, the hearing shall proceed, and the University Chief Academic Officer shall render a decision based on the evidence submitted and the recommendation from the Degree Revocation Committee. The University Chief Academic Officer shall weigh the evidence presented and shall draw no inferences from the student's absence from the hearing.

Process, when Notice of Intent to Revoke Degree and/or academic record ("Notice") is issued:

1. If despite its own due diligence, the University received no confirmation that the student received the Notice or is unable to locate the student to provide the Notice, the University may nonetheless seek revocation of the Degree and/or academic credit. The University shall schedule a hearing within 60 calendar days of the date of the Notice that shall proceed in the absence of the student. The University chief academic officer shall consider the evidence presented at the hearing by the University and shall determine whether there is sufficient evidence to revoke the student's academic record, admission and/or conferred degree under this policy.

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2. The University chief academic officer shall consider and weigh the evidence and shall prepare written findings concerning whether there is clear and convincing evidence to revoke the degree and/or academic credit. If the University chief academic officer finds that the evidence establishes that the degree and/or academic credit should be revoked, they shall also consider whether the student should be permitted to complete the requirements for their academic program after some sanction is applied. Sanctions may include but are not limited to a ban from enrollment for some period or permanently or a loss of catalog year rights.
3. The University chief academic officer shall prepare a letter that explains the reasons for the decision. The decision letter shall be issued within 10 calendar days of the hearing.
4. Nothing in this policy shall be construed to prevent the University chief academic officer from agreeing to an informal resolution of the matter with a student in lieu of, or after, a hearing.
5. The University shall allow any affected student to petition the University to reopen the revocation decision, provided the student establishes that they received notice after the 60-day time frame discussed above or, for a good cause shown, was unable to contact the University or to respond within the period specified. Any student who meets the above-noted requirements shall be provided an opportunity to respond and a hearing in the manner described in this policy.

Post-revocation Steps - If an academic record, admission and/or conferred degree is revoked:

1. The University Registrar will ensure that all relevant records of the University relating to the student are promptly amended to reflect the revocation.
2. The University Registrar will note the effective date of the revocation on the student's transcript and use reasonable efforts to transmit a copy of the official (revised) transcript to the student.
3. The student should take appropriate steps to notify all former and current employers, relevant educational institutions, professional registration bodies or associations, or others as applicable to the revocation.
4. If at the time of the revocation the student is enrolled at the University, the University Registrar shall promptly notify the Community Standards Team of the revocation so that they can consider whether to take any further steps.
5. The student is not relieved of any financial obligation unless it is determined that fees shall be reversed after a comprehensive review completed by Student Financial Services.

## Criminal Background Check

Criminal background checks may be required for entry and/or continuation in various programs based on applicable law and/or programmatic or accreditor requirements. For example, students enrolling in nursing and counseling programs may be subject to criminal background checks prior to their field experiences.

In addition, all students taking education courses where there is a field experience\* or observation must complete a criminal background check per NH RSA 189:13-a. Once a student is accepted into an educator preparation program for initial or advanced licensure, another complete criminal background check to include an FBI check must be completed and submitted to the New Hampshire Department of Education. This process must be initiated through SNHU's Department of Education.

If you are a currently licensed teacher in New Hampshire who is accepted into one of the education programs, this requirement still applies to you as an SNHU student.

\*An education "field experience" is considered to occur when a student is working with children (whether supervised or not) and is required as part of a course/competency.

The above is not an exhaustive list and students should reach out to their admissions counselor or academic advisor for more information.

## Institutional Review Board (IRB)

The Institutional Review Board (IRB) protects the rights and welfare of human subjects recruited to participate in research activities conducted on or by Southern New Hampshire University (SNHU) stakeholders. The IRB has the primary responsibility to review and monitor all human subject research in compliance with all local, state and federal laws; SNHU policies and procedures; and the highest standards of ethical conduct and practice. All submissions come through one online platform and will be reviewed by appropriate IRB committee members.

The IRB follows [SNHU's Institutional Review Board \(IRB\) Handbook](#) which is designed to assist students, faculty and staff who are seeking approval to conduct research while affiliated with SNHU. This includes all research involving human participants and dissertations, Applied Doctoral Projects (ADP), and other related research projects.

## Non-Discrimination, Equal Access & Equal Opportunity Policies

### Non-Discrimination, Equal Access & Equal Opportunity Statement

Consistent with all applicable federal and state laws, rules, regulations and ordinances (e.g., Title III, Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as amended), and in recognition of its responsibilities to its faculty, staff and students as well as to the communities in which it operates, Southern New

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Hampshire University reaffirms its continuing commitment to afford qualified or qualifiable individuals equal access and equal opportunity within the University. To ensure equal access and equal opportunity, Southern New Hampshire University shall not discriminate against any individual or group because of race, color, creed, ethnicity, sex, religion, national origin, citizenship, marital or parental status, disability (including intellectual disability), age, gender, gender identity or expression, sexual orientation, pregnancy, veteran/military status, genetic information or on any other legally prohibited basis.

### Discrimination Complaint Process

The University will respond swiftly to concerns raised about behavior that is considered discriminatory, harassing or hateful. Complainants can expect a thorough investigative process which is outlined in the [Discrimination Complaint Protocol](#).

### ADA/504 Grievances

Southern New Hampshire University (the University) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act of 2008. The University prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The University has adopted the [ADA/504 Grievances Policy](#) (version 1.2, effective October 16, 2017) providing for prompt and equitable resolution of complaints regarding any action prohibited by the ADA or Section 504.

For further information regarding accessibility support and services, please visit the [Disability & Accessibility Services](#) web page.

### Observing Days of Faith or Conscience

Southern New Hampshire University recognizes the important role that faith and conscience days play in the lives of its students. These days may include, but are not limited to, organized activities within a religion, culture, identity or political affiliation. Students may be excused from course participation and associated deadlines on days that they identify for a reason of faith or conscience. Students are expected to plan in advance and notify their instructor as soon as possible, ordinarily at the beginning of a term, if a reasonable accommodation is needed. Instructors are expected to be inclusive of diverse reasons of faith or conscience, cultivate an academic culture of belonging, and work collaboratively with students. Such non-participation related to faith or conscience, when preceded by proper notification to instructors, will not carry any penalty or sanction; however, excused non-participation related to faith or conscience does not mean students are excused from meeting course standards and expectations. If a reasonable accommodation is not made or additional resolution is needed, students should reference SNHU's [Grade Appeals and Other Academic Disputes](#) policy.

### Sexual Misconduct

#### 1. Introduction

Southern New Hampshire University ("the University") is committed to providing a workplace and educational environment that are free from Sexual Misconduct, including unlawful Sexual Harassment, or associated Retaliation, on the basis of sex. Accordingly, the University adopts this policy and the associated procedures for a prompt and equitable grievance process for claims of Sexual Misconduct and Sexual Harassment, including sexual assault, stalking, Sexual Exploitation, dating violence or domestic violence, all as further defined in this Policy. The University encourages prompt reporting of these matters to allow the University to quickly respond, address allegations and offer immediate support to the affected community members, as set forth in this Policy.

##### 1.1

Reports of Sexual Harassment and any inquiries concerning this Policy should be directed to the University's Title IX Coordinator, whose contact information is as follows:

Kristin Scaduto  
Title IX Coordinator/Equity Officer  
2500 North River Road  
Manchester, NH 03106  
603.644.3188  
[k.scaduto@snhu.edu](mailto:k.scaduto@snhu.edu)  
[titleix@snhu.edu](mailto:titleix@snhu.edu)

Further information regarding reporting is found in Section 6 of this Policy.

#### 2. Definitions

For purposes of this Policy, these words have the following definitions:

##### 2.1

## University Programs

**Advisor** means a person chosen by a Party or appointed by the University to accompany the Party to meetings related to the Resolution process, to advise the Party on that process, and to conduct cross-examination for the Party at the hearing, if any.

2.2

**Complainant** means an individual who is alleged to be the victim of conduct that could constitute Sexual Misconduct, Sexual Harassment, or Retaliation for engaging in a protected activity.

2.3

**Confidential Professional** means an employee who has a legally recognized professional duty of confidentiality and is not a Required Reporter of Notice of Sexual Misconduct, Sexual Harassment, or Retaliation on the basis of sex (irrespective of Clery Act Campus Security Authority status).

2.4

**Consent:** See Section 3.5 of this Policy.

2.5

**Day** means a business day when Southern New Hampshire University is in normal operation. It does not include weekends or holidays.

2.6

**Education Program or Activity** means locations, events or circumstances where the University exercises substantial control over both the Respondent and the context in which the Sexual Harassment or discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by Southern New Hampshire University.

2.7

**Final Determination** means a binding conclusion by a Decision-Maker by a preponderance of the evidence concerning whether the alleged conduct did or did not violate policy.

2.8

**Finding** means a conclusion by a preponderance of the evidence that conduct alleged did or did not occur.

2.9

**Formal Complaint** means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the University investigate the allegation.

2.10

**Formal Grievance Process** means the method of formal resolution designated by this Policy, by which the University addresses conduct prohibited by this Policy in compliance with the legal requirements of 34 CFR Part 106.45.

2.11

**Grievance Process Pool** includes any Investigators, Decision-Makers, appeal officers, and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same case). At the discretion of the Title IX Coordinator, certain members of the Pool may be restricted to certain roles based on availability and individual training levels.

2.12

**Decision-Maker or Panel** refers to those who have decision-making and Sanctioning authority within the University's formal grievance processes.

2.13

**Investigator** means the person or persons tasked by the University with gathering facts about an alleged violation of this Policy, assessing relevance and credibility, synthesizing the evidence and compiling this information into an investigation report and file of directly related evidence.

2.14

**Notice** means that an employee, student or third party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of harassing, discriminatory and/or retaliatory conduct, or of violations of this Policy. When used in lower case format in this Policy, notice has its normal dictionary meaning.

2.15

## University Programs

**Official with Authority** means an employee of the University explicitly vested with the responsibility to implement corrective measures for harassment or other conduct prohibited by this Policy, on behalf of the University.

2.16

**Party/Parties** include the Complainant(s) and Respondent(s), collectively. Neither the Title IX Coordinator nor the University are Parties.

2.17

**Required Reporter** means a University employee who is obligated by policy to share knowledge, Notice, and/or reports of Sexual Harassment, Sexual Misconduct, or Retaliation with the Title IX Coordinator. This reporting obligation is separate and independent from any reporting obligation under other University policies or from applicable state law reporting obligations with respect to child abuse, elder/incapacitated adult abuse, hazing/bullying, etc., though these responsibilities may overlap with reporting obligations set forth in this Policy.

2.18

**Remedies** are actions taken by the University after a Final Determination, which are directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence and ensure equitable access to the University's educational programs or activities.

2.19

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Misconduct, Sexual Harassment, Retaliation for engaging in a protected activity or otherwise violating this Policy.

2.20

**Resolution** means the result of an informal or Formal Grievance Process.

2.21

**Retaliation** means words or actions that intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this Policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Policy or Title IX.

2.22

**Sanction** means a consequence imposed by the University on a Respondent who is found to have violated this policy.

2.23

**Sexual Exploitation** occurs when an individual takes sexual advantage of another person for the benefit of anyone other than that person without that person's Consent, or in a circumstance where that person cannot legally Consent. Examples of behavior that could rise to the level of Sexual Exploitation include:

- I. Prostituting another person;
- II. Recording images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts or nakedness without that person's Consent;
- III. Distributing, or threatening to distribute, images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not Consent to such disclosure and/or objects to such disclosure; and,
- IV. Viewing another person's sexual activity, intimate body parts or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's Consent, and for the purpose of arousing or gratifying sexual desire.
- V. Coercing a person into engaging in unwanted sexual activity by exploiting that person's substance or drug dependence.

2.24

**Sexual Harassment** means harassment on the basis of sex, sexual assault, stalking, dating violence or domestic violence, each as further defined in Section 3.4 of this Policy.

2.25

**Sexual Misconduct** includes a range of unwelcome conduct of a sexual nature occurring without Consent, including, Sexual Exploitation, Sexual Harassment, sexual assault, relationship violence (including domestic violence and dating violence) or stalking.

2.26



## University Programs

**Student** means, for the purpose of this Policy, any individual who has accepted an offer of admission, or who is registered or enrolled for coursework, and who maintains an ongoing relationship with the University.

### 2.27

**Title IX Coordinator** is the official (or officials) designated by the University to ensure compliance with Title IX, this Policy and the University's Title IX program. References to the Title IX Coordinator throughout this policy may also encompass a designee of the Title IX Coordinator for specific tasks, where appropriate.

### 2.28

**Title IX Team** refers to the Title IX Coordinator, any Deputy Title IX Coordinators who may be designated from time to time, and any member of the Grievance Process Pool.

## 3. Policy 3.1 Scope

The University strictly prohibits all forms of Sexual Misconduct by any member of its community, whether occurring in University programming or off campus but having an effect on the University's educational environment or a Complainant's educational experience. This Policy applies to Parties regardless of sexual orientation, gender identity, or expression.

The Sexual Harassment Grievance Procedure set forth in Section 9 of this Policy applies to Sexual Harassment occurring in all Programs and Activities of Southern New Hampshire University, and is available to Complainants in the United States. All Sexual Misconduct which does not fall within the jurisdiction of the Sexual Harassment Grievance Procedure, but which are otherwise actionable under this Policy, may be addressed under the Institutional Sexual Misconduct Grievance Procedures set forth in Section 10 of this Policy.

Conduct or grievances that fall outside the scope of this Policy may be addressed under other Southern New Hampshire University policies and procedures, as applicable. Nothing in this Policy shall be used to deny any individual's rights under Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq. or any regulations promulgated thereunder.

### 3.2 Purpose

The purpose of this Policy is to define, prevent and respond to Sexual Misconduct and Sexual Harassment as defined in 34 C.F.R. Part 106, and achieve compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681-1688) and associated regulations, as well as applicable New Hampshire state law.

### 3.3 Policy Statement

It is the policy of Southern New Hampshire University to prohibit all forms of Sexual Misconduct and Sexual Harassment or Retaliation within the Scope of this Policy. The University will respond to Notice of allegations of Sexual Misconduct and Sexual Harassment or Retaliation in accordance with the appropriate procedures set forth below.

The University does not discriminate on the basis of sex in any education program or activity, and is prohibited from doing so by Title IX. This requirement not to discriminate extends to both admission and employment at the University.

### 3.4 Prohibited Sexual Harassment

The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC) and the State of New Hampshire regard Sexual Harassment, a specific form of discriminatory harassment, as an unlawful discriminatory practice. As stated above, Sexual Harassment is prohibited by this Policy.

The University has adopted the following definition of Sexual Harassment in order to address the unique environment of an academic community, which consists not only of employer and employees, but of students as well. Acts of Sexual Harassment can be committed by any person upon any other person, regardless of the sex, sexual orientation and/or gender identity of those involved.

Sexual Harassment, as an umbrella category, includes the offenses of Sexual Harassment, sexual assault, domestic violence, dating violence and stalking\*, and is defined as:

conduct on the basis of sex that satisfies one or more of the following:

- I. An employee of the University conditioning the provision of an aid, benefit or service of the University on an individual's participation in unwelcome sexual conduct (often referred to as "quid pro quo");
- II. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the University's education program or activity; or
- III. Sexual assault, defined as:
  - A. **Sex Offenses, Forcible:** Any sexual act directed against another person, without the Consent of the victim, including instances in which the victim is incapable of giving Consent.
  - B. **Rape:** penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the Consent of the victim. Attempts or assaults to commit rape are also included; however, statutory rape and incest are excluded (each defined separately below).
  - C. **Forcible Sodomy:** Oral or anal sexual intercourse with another person, forcibly and/or against that person's

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will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving Consent because of age or because of temporary or permanent mental or physical incapacity.

- D. **Sexual Assault with an Object:** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving Consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
- E. **Forcible Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving Consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
- F. **Sex Offenses, Non-forcible:**
  - i. **Incest:** Non-forcible sexual intercourse, between persons who are related to each other, within the degrees wherein marriage is prohibited by law.
  - ii. **Statutory Rape:** Non-forcible sexual intercourse, with a person who is under the statutory age of Consent.
- G. **Dating Violence**, defined as: violence committed by a person—
  - i. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - ii. where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - 1. The length of the relationship;
    - 2. The type of relationship;
    - 3. The frequency of interaction between the persons involved in the relationship.
- H. **Domestic Violence**, defined as: violence, on the basis of sex, committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, or by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of New Hampshire, or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of New Hampshire.
- I. **Stalking**, defined as: engaging in a course of conduct, on the basis of sex, directed at a specific person, that
  - i. would cause a reasonable person to fear for the person's safety, or
  - ii. the safety of others; or
  - iii. suffer substantial emotional distress.

The University reserves the right to impose any level of Sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this Policy.

\*The New Hampshire state law definitions of "Consent," "Domestic Violence," "Dating Violence," "Sexual Assault," and "Stalking" differ in some ways from the federal definitions listed here. SNHU will provide the state law definitions as part of its education programs for students (as required by the Clery Act) but definitions applied for purposes of this Policy will be the federal definitions provided here, as required by Title IX.

### 3.5 Force, Coercion, Consent and Incapacitation

As used in this Policy and the offenses above, the following definitions apply:

- I. **Force:** Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that is intended to overcome resistance or produce Consent.

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not Consent. Consent is not defined by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-Consent.

- II. **Coercion:** Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain Consent. Consent is the equal approval, given freely, willingly and knowingly of each participant to desired sexual involvement. Consent is an affirmative, conscious decision indicated clearly by words or actions to engage in mutually accepted sexual contact. A person forced to engage in sexual contact by force, threat of force or coercion has not Consented to contact. Coercion includes unreasonably pressuring another to engage in sexual activity. Lack of mutual Consent is the crucial factor in any Sexual Misconduct. Consent to some form of sexual activity does not necessarily constitute Consent to another form of sexual activity. Silence without demonstrating permission does not constitute Consent.

Consent is not valid when a person is incapacitated, or when an intellectual or other disability prevents a person from having the capacity to give Consent. A person is incapacitated if they lack the capacity to Consent to sexual activity because the person is asleep, unconscious, mentally and/or physically helpless, or otherwise unaware that sexual activity is occurring. Incapacitation is not necessarily the same as legal intoxication. Where alcohol or other drugs are involved, evaluating Incapacitation requires an assessment of how the consumption of alcohol and/or drugs affects a person's decision-making ability; awareness of consequences; ability to make informed, rational judgments; capacity to appreciate the nature and quality of the act; or level of consciousness. The assessment is based on objectively and reasonably apparent indications of incapacitation when viewed from the perspective of a

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sober, reasonable person.

Under New Hampshire state law, a person under 13 years of age cannot Consent to any form of sexual contact. Individuals between the ages of 13 and 16 cannot Consent to penetrative sexual activity. Individuals between the ages of 13 and 16 cannot Consent to non-penetrative sexual activity with individuals who are more than five years older than they are. Individuals older than 16 years of age can legally Consent to sexual activity.

### 3.6 Retaliation Prohibited

Retaliation in response to a protected activity is strictly prohibited by this Policy. Protected activity under this Policy includes reporting an incident that may implicate this Policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation and/or acting in good faith to oppose conduct that constitutes a violation of this Policy.

Acts of alleged Retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. The University is prepared to take appropriate steps to protect individuals who fear that they may be subjected to Retaliation.

Charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitute Retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute Retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any Party has made a materially false statement in bad faith.

### 3.7 Right to Report

Any person may report sex discrimination, Sexual Misconduct, including Sexual Harassment or related Retaliation (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute Sexual Misconduct or Sexual Harassment), in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or to an Official with Authority, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator herein.

### 3.8 False Allegations and Evidence

Deliberately false and/or malicious accusations under this Policy, as opposed to allegations which, even if erroneous, are made in good faith, are a violation of this Policy, and a serious offense that will be subject to appropriate disciplinary action. Additionally, witnesses and Parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately misleading an official conducting an investigation can be subject to discipline.

## 4. Role of the Title IX Coordinator 4.1 Role Overview

The University's designated Title IX Coordinator has the primary responsibility for coordinating the University's efforts related to the intake, investigation, resolution and implementation of measures to stop, remediate and prevent Sexual Misconduct, Sexual Harassment and Retaliation prohibited under this Policy. The University's Title IX Coordinator is also responsible to provide or facilitate ongoing training, consultation and technical assistance on Title IX for all students, faculty and staff, and other community members, including:

- I. regular training for faculty and staff outlining their rights and obligations under Title IX and this Policy, including the appropriate response to reports of Sexual Misconduct, the obligation to report Sexual Misconduct (as applicable), and the scope and availability of confidentiality;
- II. annual training for other Title IX staff, Investigators, Decision-Makers, and any person who facilitates an Informal Resolution process, on the definition of Sexual Misconduct and Sexual Harassment, the scope of the University's education program or activities, how to conduct an investigation and grievance process including hearings, appeals and Informal Resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias;
- III. annual training for investigators on issues of relevance to create an investigative report that fairly summarizes relevant evidence;
- IV. regular training for Decision-Makers on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant;
- V. regular training for students outlining their rights under Title IX, including with respect to Sexual Harassment, the reporting process (including reports to local law enforcement and confidential reporting to counselors or advocates), the procedures used to process complaints, applicable student conduct code provisions relating to Sexual Misconduct and the consequences of violating those provisions, the role of alcohol and drugs in Sexual Misconduct, the effects of trauma, strategies and skills for bystander intervention, the offices or individuals with

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whom students can speak confidentially, the offices or individuals who can provide support services, the Required Reporter employees who must report incidents to the Title IX Coordinator and Title IX's protections against Retaliation.

### 4.2 Website and Training Materials

The Title IX Coordinator is responsible to ensure that all training materials used to train the Title IX Team are made publicly available on the University's designated Title IX web page, for a period of seven years from issuance.

### 4.3 Requests for Confidentiality

The Title IX Coordinator also evaluates requests for confidentiality, as outlined below, by those who report or complain about Sexual Misconduct or Sexual Harassment in the context of the University's responsibility to provide a safe and non-discriminatory environment for all members of its community.

### 4.4 Bystander Policy

The University encourages all community members to take reasonable and prudent actions to prevent or stop an act of Sexual Harassment. Taking action may include direct intervention where it is safe to do so, creating a distraction, calling law enforcement or seeking assistance from a person in authority.

### 4.5 Amnesty Policy

- I. **Students:** Student Complainants, bystanders or witnesses may have concerns about reporting Sexual Misconduct because of the University's drug or alcohol policy, or other policy violations. The University's primary concern is community safety. A Complainant shall not be subject to a disciplinary proceeding or Sanction for a violation of the University's code of conduct related to the incident unless a University official determines that the report was not made in good faith or that the violation was egregious.
- II. **Employees:** The University may, at its discretion, offer employee Parties and witnesses amnesty from policy violations (typically more minor policy violations) related to the facts and circumstances surrounding the incident.

## 5. Healthcare and Support Resources 5.1 Resources Available

Complainant has the option to seek treatment for injuries sustained during an incident of Sexual Misconduct, preventive treatment for sexually transmitted diseases and other health services. A medical exam is also an important way for a health provider to properly collect and preserve evidence, which could later be used in a civil or criminal case. In cases where necessary, rape kits are also available at local emergency rooms.

### 5.2 Medical Treatment

Medical treatment facilities in the area of the Manchester/Hooksett campus include the following:

**Elliot Hospital**  
**4 Elliot Way, Manchester, NH 03013**  
**603-669-5300**

**Catholic Medical Center (CMC)**  
**100 McGregor St, Manchester, NH 03102**  
**603-668-3545**

Sexual assault and domestic violence resources in New Hampshire and the Manchester area include:

**New Hampshire Sexual Assault Hotline**  
**1-800-277-5570**

**New Hampshire Domestic Violence Hotline**  
**1-866-644-3574**

### 5.3 Community Services

Services for survivors of sexual assault, domestic violence, stalking and Sexual Harassment are available through the NH Coalition Against Domestic and Sexual Violence, which comprises 13 member programs throughout the state. A community member does not need to be in crisis to call. According to the Coalition's website, services are free, confidential and available to everyone regardless of gender, age, health status (including HIV-positive), physical, mental or emotional ability, sexual orientation, gender identity/expression, socioeconomic status, race, national origin, immigration status or religious or political affiliation.

Coalition member agencies serving the Manchester and Hooksett campus areas include:

**Crisis Center of Central New Hampshire (CCCNH)**  
**PO Box 1344, Concord, NH 03302-1344**  
**Crisis Line: 1-866-841-6229**  
**Office: 603-225-7376**

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### **YWCA Crisis Service**

**72 Concord Street, Manchester, NH 03101**

**Crisis Line: 603-668-2299**

**Manchester Office: 603-625-5785**

[www.ywcanh.org](http://www.ywcanh.org)

Coalition agencies provide the following services:

- Support and information, available in person and through a 24-hour hotline
- Accompaniment, support and advocacy at local hospitals, courts and police departments
- Access to emergency shelter
- Peer support groups
- Assistance with protective/restraining orders and referrals to legal services
- Information and referrals to community programs
- Community and professional outreach and education

### 5.4 Financial Assistance Resources

Community members who require medical assistance but have financial hardship or limited financial resources may qualify for financial assistance through the NH Health Access Network. The New Hampshire Health Access Network helps low-income residents of New Hampshire who have health insurance but need financial assistance to help cover out-of-pocket medical expenses such as deductibles, co-pays and co-insurance.

### **The NH Health Access Network NH Health Access Network**

**125 Airport Road**

**Concord, NH 03301**

**603-225-0900**

[www.healthynh.com](http://www.healthynh.com)

### 5.5 On-Campus Resources

Basic non-emergency medical treatment, and counseling for on-campus students, are also available at the Campus Wellness Center, located in the Robert A. Freese Student Center. Students can access health services during normal business hours by walk-in and may reach the Wellness Center counselors at 603-645-9679. Emergency counseling services are also available 24 hours a day. During regular business hours, a student can speak with a counselor by contacting the Wellness Center staff. During nights, weekends and holidays, a student seeking emergency counseling can access services by calling the Wellness Center and selecting the appropriate option to speak with an after-hours counselor.

### 5.6 Resources for Online Students and Remote Employees

In addition, a list of counseling, health, mental health, victim advocacy, legal assistance and other services available, including crisis help lines, can also be found on the COCE Wellness Center's [web page](#). Students and remote employees located outside of New Hampshire can click the "Locate Resources in Your Area" link to be directed to crisis resources based on their location.

### 5.7 Resources for Employees

Full-time and half-time University employees have access to the Employee Assistance Program (EAP) offered through Anthem, which provides assessment and referral for a wide range of concerns facing employees.

To speak with a consultant, please call 1-800-647-9151.

## 6. Reporting Sexual Misconduct, Sexual Harassment and Retaliation 6.1 Reporting Policy

The University encourages community members to promptly report incidents of Sexual Harassment, Sexual Misconduct or Retaliation immediately to the University using the process described below. Required Reporters must inform the Title IX Coordinator or any Official with Authority of incidents of Sexual Misconduct of which they are aware, as further detailed below. Any person may inform the Title IX Coordinator or other Official with Authority of an alleged violation of this policy. However only a Complainant or the Title IX Coordinator can sign a Formal Complaint.

### 6.2 Reporting Process

Concerns of a violation of this Policy or seeking supportive measures may be made using the intake forms designated here:

**University College** -- Campus students may file a report in one of two ways: First by filing a report in person at the Office of Public Safety or by filing an online [Incident Form](#).

**College of Online and Continuing Education** -- Online students may file an online [Student Dispute Form](#) through the Office of Dispute Resolution and Student Conduct.

**University Employees** may contact their Human Resources Business Partner or submit a [Complaint Notification Form](#).

Those wishing to engage the Formal Grievance Process for Sexual Harassment and/or Retaliation may file a Formal

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Complaint with the Title IX Coordinator or any Official with Authority. Such a report may be made at any time (including during non-business hours) by using the email or postal office address(es) listed for the Title IX Coordinator and/or any other official listed/designated below.

A Formal Complaint means a document filed/signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that the University investigate the allegation(s). A complaint may be filed with the Title IX Coordinator in person, by mail or by electronic mail, by using the contact information set forth below, or as described in this section. As used in this paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the University) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the complaint.

If Notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the Complainant to ensure that it is filed correctly.

### 6.3 Anonymous Reports

Reports that are submitted anonymously limit the ability of the University to respond in a formal manner. The privacy of those submitting bias reports will be maintained to the extent possible. Therefore, persons are strongly encouraged to identify themselves when submitting reports and participate in the investigation and response process.

### 6.4 Contact Information for Reporting

Complaints or Notice of alleged Sexual Misconduct, including Sexual Harassment, Retaliation, other policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to the University's Title IX Coordinator:

Kristin Scaduto, Title IX Coordinator, can be reached on the University's main campus at 2500 North River Road, Manchester NH, by telephone at 603-644-3188, or by email at [K.Scaduto@snhu.edu](mailto:K.Scaduto@snhu.edu).

The following Deputy Title IX Coordinator(s) have also been designated as Officials with Authority and may also accept Notice or complaints on behalf of the University:

Michael Graskemper is the Director of Dispute Resolution for the College of Continuing and Online Education (COCE) and is also the Deputy Title IX Coordinator for COCE. He can be reached at 603-314-7647, or at [M.Graskemper@snhu.edu](mailto:M.Graskemper@snhu.edu).

The following additional personnel are also identified as Officials with Authority by the University:

All athletics coaches and athletic directors, including assistant directors  
Residence life personnel (not including student employees)  
Dean of students, academic deans & Office of Vice President of Academic Affairs  
President and CEO  
Chief operating officer  
Executive vice president, Human Resources

### 6.5 Reporting to the Police

Complainants are also encouraged to consider reporting Sexual Misconduct that constitutes a crime, or any other related crime, to law enforcement authorities. Complainants may also wish to pursue a criminal or civil restraining order from a local court. However, Complainants have a right to choose not to file a report with law enforcement or seek a restraining order. The decision to file a criminal complaint or seek a court order is a deeply personal choice. Complainants often make this decision based on the circumstances surrounding the incident and the circumstances in their lives at the time of the incident. Complainants must also understand that SNHU Public Safety is not a police force, and a report to Public Safety is not equivalent to filing a police report.

Upon reporting an incident to the Title IX Coordinator (or other Official with Authority), Complainants will have the opportunity, if they choose, to speak with appropriate local law enforcement personnel to make the report. Confidential Resource Advisors can also assist with this process. Complainants do not need to file a criminal complaint with law enforcement in order to initiate a grievance with the University, and the University may find a Respondent responsible for violating this Policy regardless of the status or outcome of any criminal proceedings. Absent extenuating circumstances, the University will not unduly delay its grievance process to await the completion of any criminal proceeding or investigation, unless required to do so by valid court order.

In the case of an ongoing emergency, dial 911. Non-emergency contact information for local police in the Manchester area for non-emergency reporting is as follows:

#### **Hooksett Police Department**

15 Legends Dr.  
Hooksett, NH 03106  
603-624-1560

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### Manchester Police Department

405 Valley Street  
Manchester, NH 03106  
603-668-8711

#### 6.6 Employee Reporting Obligation

The University takes the position that all employees except those with a legal duty of confidentiality (e.g., a licensed counselor, doctor or nurse) or confidential resource Advisors are Required Reporters. With respect to students who are also employed by the University, only those working in the office of Residence Life (RDs, CAs, RAs), graduate teaching assistants or instructors, and those student employees with similar significant responsibility for student welfare are Required Reporters under this Policy.

A Required Reporter who witnesses or has Notice of Sexual Misconduct, Sexual Harassment or Retaliation against a student must immediately contact the Title IX Coordinator to make a report to allow the University to respond appropriately. A failure by a Required Reporter to report a violation of this Policy may warrant disciplinary action up to and including termination.

This reporting obligation does not apply for any employee who has themselves been an alleged victim of Sexual Misconduct, Sexual Harassment or retaliation, with respect to the specific conduct or incident(s) affecting them.

#### 6.7 Additional Reporting Resources

A student or applicant who believes that he or she has been discriminated against can also file a charge of discrimination with the US Department of Education Office for Civil Rights.

The Regional Office serving New Hampshire can be contacted at:

US Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
Telephone: 617-289-0111  
Facsimile: 617-289-0150  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

US Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
Telephone: 617-289-0111  
Facsimile: 617-289-0150  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

#### 6.8 Timing of Complaints

There is no time limit for filing a complaint or providing Notice under this Policy. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the University's ability to investigate, respond and provide Remedies may be limited or impossible. Complainants are therefore strongly encouraged to file complaints in a timely manner to maximize the University's ability to promptly gather evidence, and conduct a thorough, impartial and reliable investigation. If the Respondent is expected to graduate or complete a program during the pendency of the process, the University may temporarily withhold that student's Southern New Hampshire University degree, certificate or other terminal credential, pending conclusion of the complaint Resolution procedures.

#### 6.9 Independence and Conflict of Interest

- I. The Title IX Coordinator is responsible for oversight of the Title IX Team, and acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator ultimately oversees all outcomes and Resolutions under this Policy and these procedures. The members of the Title IX Team are vetted and trained to ensure that they are not biased for or against any Party in a specific case, or for or against Complainants and/or Respondents, generally. Reports of misconduct or discrimination committed by any other Title IX Team member should be reported to the Title IX Coordinator.
- II. To raise any concern involving bias or conflict of interest, or misconduct or discrimination committed by the Title IX Coordinator, contact the University's chief of staff, Donald Brezinski, by phone at 603-644-3109, or email at [d.brezinski@snhu.edu](mailto:d.brezinski@snhu.edu). The chief of staff may also coordinate with the Human Resources department regarding review and resolution of such concerns. Concerns of bias or a potential conflict of interest by any other Title IX Team member should be raised with the Title IX Coordinator.

#### 7. Privacy and Confidentiality 7.1 Disambiguation

Cases involving alleged Sexual Harassment demand special attention to issues of privacy and confidentiality. For the purpose of this Policy, privacy and confidentiality have distinct meanings.

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- I. **Privacy:** Privacy means that information related to a Formal Complaint will be shared with a limited number of University employees who "need to know" in order to assist in the assessment, investigation and Resolution of the report, as well as the Parties and their Advisors. All employees who are involved in the University's response to Notice under this policy receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law. The privacy of student education records will be protected in accordance with the Family Educational Rights and Privacy Act ("FERPA"), as outlined in the University's FERPA policy, except where limited or superseded by the applicable Title IX regulations (found at 34 C.F.R. Part 106). The University reserves the right to designate which University officials have a legitimate educational interest in being informed about incidents that are subject to this Policy, consistent with FERPA. The privacy of employee records will be protected in accordance with Human Resources policies, except where limited by applicable law.

However, privacy in this context has limits: all Complainants must understand that the following receipt of a Formal Complaint of Sexual Harassment, the University is legally required to provide prompt written notice to all known Parties to the complaint of the following information:

identities of Parties involved, if known  
conduct alleged to constitute Sexual Harassment  
date and location of incident(s)  
Notice of any additional allegations added after the initial notice to the known Parties

As further detailed below, known Parties are also entitled to receive certain evidence gathered during the investigation process that is directly related to the Formal Complaint.

The University will keep any supportive measures provided to any Complainant or Respondent private, to the extent that maintaining such privacy would not impair the ability to provide such measures.

The University may also by necessity contact parents/guardians or third parties to inform them of situations in which there is a significant and articulable health and/or safety risk, but will usually consult with the student first before doing so.

### 7.2 Confidentiality

For purposes of this Policy, Confidentiality should be understood in the context of laws that protect certain relationships, including those who provide services related to medical and clinical care, mental health providers, counselors, ordained clergy, and some sexual assault or domestic violence counselors. The law (which varies by state) creates a privilege between certain health care providers, mental health care providers, attorneys, clergy, spouses and others, with their patients, clients, parishioners and spouses. The University has designated individuals who are able to have legally privileged communications as Confidential Professionals who are exempt from Required Reporter responsibilities. All other employees of the University are Required Reporters who must inform the Title IX Coordinator or other Official with Authority of any incidents subject to this policy.

When information is shared by a Complainant with a Confidential Professional, that person cannot reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information.

All Confidential Professionals may be required or permitted to break confidentiality by law in certain circumstances, as more fully described in "Exceptions to Confidentiality," below.

Confidential Professionals will not inform the University's Title IX Coordinator of an incident, unless a Complainant directs them to do so, but can still assist the Complainant in receiving other necessary protection and support, such as academic support or accommodations, disability, health or mental health services. As a practical matter, the full availability of some of these services may be limited in certain circumstances by a victim's desire for confidentiality and level of cooperation.

A Complainant who at first requests confidentiality from a Confidential Professional may later decide to file a Formal Complaint with the University.

### 7.3 Confidential Professionals

#### I. **Professional and Pastoral Counselors**

SNHU can provide campus-based students with professional, licensed counselors who provide mental health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor). SNHU Wellness counselors can be reached at 603-645-9679. Pastoral counselors may also be available to speak to campus-based students through Campus Ministry, which can be reached at 603-645-9608 or by referral at the Wellness Center.

These counselors are not required to report any identifying information about an incident to the Title IX Coordinator without a Complainant's permission. A counselor may collect and eventually report some general, non-identifying data that will not lead to an investigation, such as the date of the report, date of the crime, and general location as part of the University's crime data reporting responsibility. A member of the community wishing to speak with a professional, licensed counselor can request to do so through the on-campus Wellness Center.

Emergency services are available 24 hours a Day. Students can access services during normal business hours by calling 603-645-9679. During nights, weekends and holidays, a student can access services by contacting Public



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Safety at 603-645-9700 who will notify a counselor on call.

Employees and students in the College of Online and Continuing Education (COCE) and other non-campus-based students can also log on to the Wellness HelpU Program [site](#) and find a list of available professional counseling resources in their state.

Employees also have access to the Employee Assistance Program (EAP) offered through Anthem, which can be reached at 1-800-647-9151.

### II. **Registered Nurses**

In addition to counseling services, the campus Wellness Center is staffed by advanced practice registered nurse(s) (APRN) and licensed registered nurse(s). New Hampshire law (RSA 326-B) provides that confidential communications made to a nurse by a patient are entitled to the same privilege as those between a physician and a patient. As a result, a nurse in the Wellness Center is not required to reveal any details of an incident to the Title IX Coordinator. As with a professional counselor, a nurse may collect and eventually report some general, non-identifying data that will not lead to an investigation, such as the date of the report, date of the crime and general location, as part of the University's crime data reporting responsibility.

### III. **Confidential Resource Advisors**

As required by New Hampshire state law, the University has also designated Confidential Resource Advisors, who shall not be Required Reporters, and who shall be permitted to assist students in a confidential manner and provide appropriate resources and information, and assist any student with the reporting process, if desired.

For purposes of this Policy, all University-appointed and trained Advisors within the Grievance Process Pool are designated as Confidential Resource Advisors. Advisors selected by parties from outside the Grievance Process Pool may not be designated as Confidential Resource Advisors as they may not have been trained or vetted by the University.

While communications between Advisors and their advisees are considered private as to the University and its personnel, Parties should be aware that legal privilege for communications made to Confidential Resource Advisors under New Hampshire law applies only to communications between victims of alleged sexual assault, alleged domestic abuse, alleged sexual harassment or alleged stalking and a Confidential Resource Advisor in the course of that relationship and in confidence. Therefore, communications made between a Respondent and their Advisor would typically be private as to the University, but may not be legally privileged communications under New Hampshire state law.

The University may from time to time designate other employees or categories of employees as Confidential Resource Advisors, and may also from time to time enter into memoranda of understanding with outside local, state or national agencies to provide third-party Confidential Resource Advisors to Parties.

## 7.4 Exceptions to Confidentiality

While these professional counselors and nurses may maintain a victim's confidentiality vis-à-vis the University, they (and other University personnel) may have mandatory reporting or other obligations under state or federal law. For example, New Hampshire has a mandated reporter law for when a person "has reasons to suspect that a child has been abused or neglected" (R.S.A. §169-C:29), which requires timely disclosure to the N.H. Department of Health and Human Services if the victim is under 18 years of age. A similar reporting law applies to incapacitated and elderly adults (RSA 161-F:46). New Hampshire also has an anti-hazing statute that requires that any person who is present or otherwise has direct knowledge of any student hazing must report the hazing to law enforcement or educational institution authorities (RSA 631:7).

Likewise, behavior that poses a serious threat of harm to self or others, or receipt of a court order or a subpoena under certain circumstances, can trigger a duty to timely disclose confidential information, irrespective of the categories above.

Also, if the University determines that the alleged perpetrator(s) poses a serious and immediate threat to the University community, Campus Safety may be called upon to issue a timely warning to the community as required by federal law. Any such warning should not include any information that identifies the Complainant.

## 8. Supportive Measures and Emergency Removal 8.1 Supportive Measures

The University will offer and implement appropriate and reasonable supportive measures to the Parties upon Notice of alleged Sexual Misconduct, including Sexual Harassment, and/or Retaliation.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Parties to restore or preserve access to the University's education program or activity, including measures designed to protect the safety of all Parties or the University's educational environment, and/or deter further harassment, discrimination and/or Retaliation.

The Title IX Coordinator promptly makes supportive measures available to the Parties upon receiving Notice or a complaint. At the time that supportive measures are offered, the University will inform the Complainant, in writing, that they may file a Formal Complaint with the University either at that time or in the future, if they have not done so already. The Title IX Coordinator works with the Complainant to ensure that their wishes are reasonably considered with respect to the supportive measures that are planned and implemented, including with respect to privacy.

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The University will maintain the privacy of the supportive measures, solely to the extent that privacy does not impair the University's ability to provide the supportive measures. The University will seek to ensure as minimal an academic impact on the Parties as reasonably possible. The University will implement measures in a way that does not unreasonably burden the other Party.

Supportive measures may include, but are not limited to:

- A. Referral to counseling, medical and/or other healthcare services
- B. Referral to the Employee Assistance Program
- C. Referral to community-based service providers
- D. Student financial aid counseling
- E. Education to the community or community subgroup(s)
- F. Altering campus housing assignment(s)
- G. Altering work arrangements for employees or student-employees
- H. Safety planning
  - I. Implementing contact limitations (restricted contact orders) between the Parties
- J. Academic support, extensions of deadlines or other course/program-related adjustments
- K. Timely warnings
- L. Class schedule modifications, withdrawals
- M. leaves of absence
- N. Increased security and monitoring of certain areas of the campus
- O. Any other actions deemed appropriate by the Title IX Coordinator

Violations of restricted contact orders will be referred to appropriate student or employee conduct processes for enforcement.

### 8.2 Emergency Removals and Administrative Leaves

#### I. **Emergency Removals**

The University can act to remove a Respondent entirely or partially from its education program or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the Public Safety Team, using objective violence risk assessment procedures.

In all cases in which an emergency removal is imposed, the student, employee or two (2) representatives from a student organization will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the action/removal should not be implemented or should be modified. This meeting will be conducted remotely using electronic video conferencing technology whenever possible.

This meeting is not a hearing on the merits of the allegation(s), but rather is an administrative process intended to determine solely whether the emergency removal is appropriate. When this meeting is not requested in a timely manner, objections to the emergency removal will be deemed waived. This section also applies to any restrictions that a coach or athletic administrator may place on a student-athlete arising from allegations related to Title IX. There is no appeal process for emergency removal decisions.

A Respondent may be accompanied by an Advisor of their choice when meeting with the Title IX Coordinator for the show cause meeting. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation.

The Title IX Coordinator has sole discretion under this policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline, which may include expulsion or termination.

The University will implement the least restrictive emergency actions reasonably possible in light of the circumstances and safety concerns. As determined by the Title IX Coordinator, these actions could include, but are not limited to removing a student from a residence hall, temporarily re-assigning an employee (in consultation with Human Resources), restricting a student's or employee's access to or use of facilities or equipment, allowing a student to withdraw or take grades of incomplete without financial penalty, authorizing an administrative leave and suspending a student's participation in extracurricular activities, student employment, student organizational leadership or intercollegiate/intramural athletics.

At the discretion of the Title IX Coordinator, alternative coursework options may be pursued to ensure as minimal an academic impact as possible on the Parties.

#### II. **Administrative Leaves**

The University reserves its right to place an employee on administrative leave during the pendency of a grievance related to alleged Sexual Misconduct, Sexual Harassment or Retaliation, in accordance with existing HR policy and procedures. No Appeal of an administrative leave is provided pursuant to this Policy.

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### 8.3 Grievance Procedures

The University will apply one of two grievance procedures based on the specific conduct alleged. As further described in Sections 9 and 10 of this Policy, these procedures largely mirror one another, with important exceptions. For purposes of both Grievance Procedures, the Respondent is presumed not responsible for the reported misconduct unless and until a Final Determination is made at the conclusion of the applicable grievance process that the Respondent is responsible. The burden of proof is on the University, and not on either Party.

- I. The Title IX Sexual Harassment Grievance Procedures set forth in Section 9 apply only to qualifying allegations of Sexual Harassment (including sexual assault, dating violence, domestic violence and stalking, as defined above) as defined in this Policy.

The Sexual Harassment Grievance Procedures may be used to address collateral misconduct only if it is determined to be arising from the investigation of or occurring in conjunction with reported Sexual Harassment (e.g., Retaliation, vandalism, physical abuse of another).

- II. The Institutional Sexual Misconduct Grievance Procedures set forth in Section 10 to apply to Sexual Misconduct that does not constitute Sexual Harassment within the definitions and/or jurisdiction of the Title IX regulations. Complaints that are dismissed from the Sexual Harassment Grievance Procedures may (and often are) referred to be processed under the Institutional Sexual Misconduct Grievance Procedures, including for Sexual Harassment that does not meet the jurisdictional requirements of Title IX.

### 8.4 Other Policies and Procedures

All other allegations of discrimination on the basis of a protected class (excluding Sexual Misconduct) will be referred to the [University's Discrimination Complaint Protocol](#), except that complaints of disability discrimination will be addressed under the [University's ADA/504 Grievance Procedure](#). Other incidents may be addressed through procedures elaborated in the student, faculty and staff handbooks, or other applicable policies or procedures.

### 8.5 Time Frame for Response & Grievance Process

The University will conduct a timely review of complaints processed under either grievance process. Absent extenuating circumstances, review and Resolution are expected to take place within sixty (60) to ninety (90) days from Notice or receipt of the Formal Complaint. Absent extenuating circumstances, decisions on appeals are typically issued within thirty (30) days of the date of receipt of the appeal.

### 8.6 Extensions

For purposes of complaints processed under either grievance process, all deadlines and time requirements in the grievance process may be extended for good cause as determined by the Title IX Coordinator or their designee. Both the Respondent and the Complainant will be notified in writing of the delay, the reason for delay and provided the date of the new deadline or event. Extensions requested by one Party will ordinarily not be longer than five business/school days.

## 9. Title IX Sexual Harassment Grievance Process 9.1 Initial Assessment

Following receipt of Notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator engages in an initial assessment, which is typically one to five days in duration. The steps in an initial assessment can include:

- I. If Notice is given, the Title IX Coordinator seeks to determine if the Complainant wishes to make a Formal Complaint, explains the process to do so and provides assistance with filing, if desired.
- II. If a Formal Complaint is received, the Title IX Coordinator assesses its sufficiency and works with the Complainant to make sure it is correctly completed.
- III. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the University.
- IV. The Title IX Coordinator reaches out to the Complainant to assess and offer supportive measures (which may also have already been offered or provided prior to the filing of a Formal Complaint).
- V. The Title IX Coordinator works with the Complainant to ensure that they are aware of the right to have an Advisor.
  - A. If a Formal Complaint has not been filed, and the Complainant wishes only to pursue supportive measures, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation of appropriate supportive measures.
  - B. If the Complainant does not wish to file a Formal Complaint after the Title IX Coordinator describes the process, discusses availability of supportive measures and considers the Complainant's wishes, the Title IX Coordinator may in their discretion still initiate a Formal Complaint by signing it in lieu of the Complainant. The Title IX Coordinator may consider a variety of factors in making this assessment, including a pattern of alleged misconduct by the Respondent.
  - C. If the Title IX Coordinator does not sign a Formal Complaint, and an Informal Resolution option is preferred by Complainant, the Title IX Coordinator assesses whether the complaint is suitable for Informal Resolution which informal mechanism may serve the situation best or is available, and seeks to determine if the Respondent is also willing to engage in Informal Resolution. If so, each Party's voluntary written Consent is required to proceed with Informal Resolution.
  - D. If a Formal Grievance Process is preferred, the Title IX Coordinator determines if the misconduct alleged falls within the scope of Title IX Sexual Harassment and this procedure.

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1. If it does, the Title IX Coordinator will initiate the formal investigation and grievance process.
2. If it does not, the Title IX Coordinator issues a determination that this procedure does not apply (and will “dismiss” that aspect of the complaint, if any), assesses which other University policies may apply and which resolution process is applicable, and will refer the matter accordingly. Dismissing a complaint under these Sexual Harassment Grievance Procedures is procedural, and does not limit the University’s authority to address a complaint with other appropriate processes and Remedies. Complaints dismissed from the Sexual Harassment Grievance Procedures will often be referred to the Institutional Sexual Misconduct Grievance Procedures (Section 10) or other applicable University process for Resolution.

† If circumstances require, the vice president of student affairs or Title IX Coordinator will designate another person to oversee the process below should an allegation be made about the Coordinator or the Coordinator be otherwise unavailable or unable to fulfill their duties.

‡ A Complainant who has graduated may still be “attempting to participate” in the University’s education program or activity; for example, where the Complainant has graduated from one program but intends to apply to a different program, or where the graduated Complainant intends to remain involved with a recipient’s alumni programs and activities. Similarly, a Complainant who is on a leave of absence may be “participating or attempting to participate” in the recipient’s education program or activity; such a Complainant may still be enrolled as a student even while on leave of absence, or may intend to re-apply after a leave of absence and thus is still “attempting to participate.”

### 9.2 Dismissal (Mandatory and Discretionary)

- I. The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:
  - A. The conduct alleged in the Formal Complaint would not constitute Sexual Harassment as defined in the Policy hereinabove, even if proved; and/or
  - B. The conduct did not occur in an educational program or activity controlled by the University (including buildings or property controlled by recognized student organizations), and/or the University does not have control of the Respondent; and/or
  - C. The conduct did not occur against a person in the United States.
- II. The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:
  - A. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or
  - B. The Respondent is no longer enrolled in or employed by the University; or
  - C. Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the Parties.

This dismissal decision is appealable by any Party under the procedures for appeal below. A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it.

### 9.3 Counterclaims

The University is obligated to ensure that the grievance process is not abused for retaliatory purposes. The University permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith. Counterclaims made with retaliatory intent will not be permitted.

Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after Resolution of the underlying initial allegation, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this policy.

### 9.4 Right to an Advisor

The Parties may each have one Advisor of their choice present with them for all meetings and interviews within the Resolution process, if they so choose. The Parties may select whomever they wish to serve as their Advisor as long as the Advisor is eligible and available. §

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A Party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s).

#### I. Who Can Serve as an Advisor

The Advisor may be a friend, mentor, family member, attorney, or any other individual a Party chooses to advise,

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support, and/or consult with them throughout the Resolution process. The Parties may choose Advisors from inside or outside the University community.

The Title IX Coordinator will also offer to assign a trained Advisor for any Party if the Party so chooses. If the Parties choose an Advisor from the pool available from the University, the Advisor will be trained by the University and be familiar with the University's Resolution process, and will have been designated as a Confidential Resource Advisor under New Hampshire law.

If the Parties choose an Advisor from outside the pool of those identified by the University, the Advisor may not have been trained by the University and may not be familiar with the University policies and procedures.

Parties also have the right to choose not to have an Advisor in the initial stages of the Resolution process, prior to a hearing.

### II. **Advisors in Hearings/The University-Appointed Advisor**

Under US Department of Education regulations applicable to Title IX, cross-examination is required during the hearing, but must be conducted by the Parties' Advisors. The Parties are not permitted to directly cross-examine each other or any witnesses. If a Party does not have an Advisor for a hearing, the University will appoint a trained Advisor for the limited purpose of conducting any cross-examination.

A Party may reject this appointment and choose their own Advisor, but they may not proceed without an Advisor. If the Party's Advisor will not conduct cross-examination, the University will appoint an Advisor who will do so thoroughly, regardless of the participation or non-participation of the advised Party in the hearing itself. Questioning of the Parties and witnesses will also be conducted by the Decision-Maker(s) during the hearing.

### III. **Advisor's Role**

The Parties may be accompanied by their Advisor in all meetings and interviews at which a Party is entitled to be present, including intake and interviews. Advisors should help the Parties prepare for each meeting and are expected to advise ethically, with integrity and in good faith.

The University cannot guarantee equal Advisory rights, meaning that if one Party selects an Advisor who is an attorney, but the other Party does not or cannot afford an attorney, the University is not obligated to provide an attorney.

### IV. **Advisor Violations of University Policy**

All Advisors are subject to the same University policies and procedures, whether they are attorneys or not. Advisors are expected to advise their advisees without disrupting proceedings. Advisors should not address University officials in a meeting or interview unless invited to (e.g., asking procedural questions). The Advisor may not make a presentation or directly represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or other Decision-Maker(s) except during a hearing proceeding, during cross-examination or as otherwise specifically permitted by this Policy.

The Parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the Resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any Resolution process meeting or interview. For longer or more involved discussions, the Parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

### V. **Sharing Information with the Advisor**

The University expects that the Parties may wish to have the University share documentation and evidence related to the allegations with their Advisors. Parties may share this information directly with their Advisor if they wish. Doing so may help the Parties participate more meaningfully in the Resolution process.

The University also provides a Consent form that authorizes the University to share such information directly with their Advisor. The Parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating Consent to a release of information to the Advisor before the University is able to share records with an Advisor.

### VI. **Privacy of Records Shared with Advisor**

Advisors are expected to maintain the privacy of the records shared with them, except where their advisees provide express permission to share private information.

### VII. **Expectations of an Advisor**

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The University generally expects an Advisor to adjust their schedule to allow them to attend University meetings when planned, but may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

The University may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

### VIII. **Expectations of the Parties with Respect to Advisors**

A Party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The Parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The Parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a Party changes Advisors, Consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least two (2) business days before the hearing.

"Available" means the Party cannot insist on an Advisor who simply doesn't have inclination, time or availability. Also, the Advisor cannot have institutionally conflicting roles, such as being a Title IX administrator who has an active role in the matter, or a supervisor who must monitor and implement sanctions.

## 9.5 Resolution Processes

Resolution proceedings are private. All persons present at any time during the Resolution process are expected to maintain the privacy of the proceedings in accordance with this Policy. While there is an expectation of privacy around what Investigators share with Parties during interviews, the Parties have discretion to share their own knowledge and evidence with others if they so choose. The University encourages Parties to discuss this with their Advisors before doing so.

### I. **Informal Resolution Options**

Informal Resolution can include three different approaches:

- A. When the Parties agree to resolve the matter through an offered alternate resolution mechanism, including mediation, restorative practices, etc.;
- B. When the Respondent accepts responsibility for violating policy, and desires to accept a Sanction and end the resolution process; or
- C. When the Title IX Coordinator can resolve the matter informally by providing supportive measures to remedy the situation.

To initiate Informal Resolution, a Complainant needs to submit a Formal Complaint, as defined above. If a Respondent wishes to initiate Informal Resolution, they should contact the Title IX Coordinator to so indicate.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any Party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process.

Prior to implementing Informal Resolution, the University will provide the Parties with written notice of the reported misconduct and any Sanctions or measures that may result from participating in such a process, including information regarding any records that will be maintained or shared by the University.

The University will obtain voluntary, written confirmation that all Parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the Parties to participate in Informal Resolution. Informal Resolution is never appropriate or available for allegations that an employee sexually harassed a student.

### II. **Alternate Resolution**

Alternate Resolution is an informal process, including mediation or restorative practices, etc., by which a mutually agreed upon Resolution of an allegation is reached. All Parties must Consent in writing to the use of Alternate Resolution.

The Title IX Coordinator may look to the following factors to assess whether Alternate Resolution is appropriate, or which form of Alternate Resolution may be most successful for the Parties:

- A. The Parties' amenability to Alternate Resolution;
- B. Likelihood of potential Resolution, taking into account any power dynamics between the Parties;
- C. The Parties' motivation to participate;
- D. Civility of the Parties;
- E. Whether an emergency removal is needed;
- F. Skill of the Alternate Resolution facilitator with this type of complaint;
- G. Complaint complexity;
- H. Emotional investment of the Parties;
- I. Rationality of the Parties;

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- J. Goals of the Parties;
- K. Adequate resources to invest in Alternate Resolution (time, staff, etc.)

The ultimate determination of whether Alternate Resolution is available (with Consent of the parties) or successful is to be made by the Title IX Coordinator. The Title IX Coordinator maintains records of any Resolution that is reached, and failure to abide by the Resolution agreement may result in appropriate responsive/disciplinary actions. Results of complaints resolved by Informal Resolution or Alternate Resolution are not appealable after a Resolution agreement has been signed.

### III. Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the Resolution process. If the Respondent indicates an intent to accept responsibility for all of the alleged misconduct, the formal process will be paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria in that section above.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all Parties and the University are able to agree on responsibility, Sanctions and/or Remedies. If so, the Title IX Coordinator implements the accepted Finding that the Respondent is in violation of University policy and implements agreed-upon Sanctions and/or Remedies, in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all Parties indicate their written assent to all agreed-upon terms of Resolution. When the Parties cannot agree on all terms of Resolution, the Formal Grievance Process will resume at the same point where it was paused.

When a Resolution is accomplished, the appropriate Sanction or responsive actions are promptly implemented under the direction of the Title IX Coordinator.

### IV. Negotiated Resolution

The Title IX Coordinator, with the written Consent of the Parties, may negotiate and implement an agreement to resolve the allegations that satisfies all Parties and the University. Negotiated Resolutions are not appealable after agreement is reached. Failure by a Party to honor and portion of an agreement may be punishable under the Student Code of Conduct, or Employee Handbook, as applicable.

## 9.6 Grievance Process Pool

The Formal Grievance Process relies on the Grievance Process Pool ("the Pool") to carry out the process.

### I. Pool Member Roles

Members of the Pool are trained and can serve in in the following roles at the direction of the Title IX Coordinator:

1. To act as an Advisor to the Parties (note that Party-selected Advisors from outside the Pool are not considered part of the Pool and do not receive training from the University)
2. To serve in a facilitation role in Informal Resolution under the direction of the Title IX Coordinator
3. To investigate complaints
4. To serve as a hearing facilitator (process administrator, no decision-making role)
5. To serve as a Decision-Maker, either individually or as part of a panel, regarding the complaint
6. To serve as an Appeal Decision-Maker

### II. Pool Member Appointment

The Title IX Coordinator appoints the Pool, which acts with independence and impartiality. While members of the Pool are typically trained in a variety of skill sets and can rotate amongst the different roles listed above in different cases, the University can also designate permanent roles for individuals in the Pool, using others as substitutes or to provide greater depth of experience when necessary. This process of role assignment may be the result of particular skills, aptitudes, or talents identified in members of the Pool that make them best suited to particular roles.

The University reserves the right to supplement the pool on an as-needed basis with individuals from external service providers, consultants or other firms.

### III. Pool Member Training

The Pool members who will serve in an Investigator Decision-Maker role, or who facilitate Informal Resolution processes, receive annual training related to their respective roles. This training includes, but is not limited to:

- A. The scope of this Policy and associated procedures
- B. The scope of the University's programs and activities
- C. The definition of Sexual Harassment
- D. How to conduct an investigation and grievance process, including hearings, appeals and Informal Resolution processes, as applicable
- E. How to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest and bias, and how to avoid reliance on sex stereotypes
- F. Any technology to be used at a live hearing

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- G. Issues of relevance of questions and evidence
- H. For those filling the Investigator role, Issues of relevance to create an investigation report that fairly summarizes relevant evidence
- I. Reporting, confidentiality and privacy requirements
- J. How to apply definitions used by the University with respect to Consent (or the absence or negation of Consent) consistently, impartially and in accordance with policy
- K. For Decision-Makers, how to determine appropriate Sanctions in reference Sexual Harassment findings

All Pool members are required to attend these trainings. The materials used to train all members of the Pool are publicly posted here: <https://www.snhu.edu/consumer-information/title-ix-sexual-misconduct>

### 9.7 Formal Grievance Process: Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the “NOIA”) to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent’s ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOIA is also copied to the Complainant, who is to be given advance notice of when the NOIA will be delivered to the Respondent.

The NOIA will include:

- I. A meaningful summary of all of allegations,
- II. The identity of the involved Parties (if known),
- III. The specific conduct alleged to constitute Sexual Harassment,
- IV. The date and location of the alleged incident(s) (if known),
- V. A copy of the specific policies implicated (including this Policy),
- VI. The URL of the University’s public web page with Title IX materials,
- VII. A description of the applicable procedures,
- VIII. A statement of the potential Sanctions/responsive actions that could result,
- IX. A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- X. A statement that Final Determinations of responsibility are made at the conclusion of the process and that the Parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period,
- XI. A statement about the University’s policy on Retaliation,
- XII. Information about the privacy of the process,
- XIII. Information on the right of Parties to have an Advisor of their choice, who may be, but is not required to be, an attorney,
- XIV. A statement informing the Parties that the University’s Policy prohibits knowingly making false statements, including knowingly submitting false information during the Resolution process,
- XV. Detail on how the Party may request disability accommodations during the interview process,
- XVI. The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any bias or conflict of interest that the Investigator(s) may have, and
- XVII. An instruction to preserve any evidence that is directly related to the allegations.

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition of various charges.

Notice will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address(es) of the Parties as indicated in official University records, or emailed to the Parties’ University-issued email or designated accounts. Once mailed, emailed and/or received in person, notice will be presumptively delivered.

### 9.8 Appointment of Investigators

Once the decision to commence a formal investigation is made, the Title IX Coordinator appoints Pool members to conduct the investigation (typically using a team of two Investigators), usually within two (2) business days of determining that an investigation should proceed.

### 9.9 Ensuring Impartiality

Any individual materially involved in the administration of the Resolution process may have neither a conflict of interest or bias for a Party generally, or for a specific Complainant or Respondent specifically.

The Title IX Coordinator will vet the assigned Investigator(s) to ensure impartiality by ensuring that there are no actual or apparent conflicts of interest or disqualifying biases. The Parties may, at any time during the Resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another Pool member will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University’s Chief of Staff.



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The Formal Grievance Process involves an objective evaluation of all relevant evidence obtained, including evidence which supports that the Respondent engaged in a policy violation and evidence which supports that the Respondent did not engage in a policy violation. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent or witness.

The University operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by a preponderance of the evidence.

### 9.10 Investigation Timeline

Investigations are completed expeditiously, normally within thirty (30) business days, though some investigations may take weeks or even months, depending on the nature, extent and complexity of the allegations, availability of witnesses, police involvement, etc.

The University will make a good faith effort to complete investigations as promptly as circumstances permit and will communicate regularly with the Parties to update them on the progress and timing of the investigation.

### 9.11 Delays in the Investigation Process and Interactions with Law Enforcement

The University may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include, but are not limited to a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of Parties and/or witnesses, and/or accommodations for disabilities or health conditions.

The University will communicate in writing the anticipated duration of the delay and reason to the Parties and provide the Parties with status updates if necessary. The University will promptly resume its investigation and Resolution process as soon as feasible. During such a delay, the University will implement supportive measures as deemed appropriate.

University action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

### 9.12 Steps in the Investigation Process

All investigations are thorough, reliable, impartial, prompt and fair. Investigations involve interviews with all relevant Parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All Parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses, and to fully review and respond to all evidence on the record.

The Title IX Coordinator or assigned Deputy Coordinator may be present to observe any of the steps in the investigation process, including party or witness interviews, as part of their oversight responsibilities.

The Investigator(s) typically take(s) the following steps, if not already completed (not necessarily in this order):

- I. Determine the identity and contact information of the Complainant
- II. In coordination with campus partners (e.g., the Title IX Coordinator), initiate or assist with any necessary supportive measures
- III. Identify all policies implicated by the alleged misconduct and notify the Complainant and Respondent of all of the specific policies implicated
- IV. Assist the Title IX Coordinator with conducting a prompt initial assessment to determine if the allegations indicate a potential policy violation
- V. Commence a thorough, reliable and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation time frame, and order of interviews for all witnesses and the Parties
- VI. Meet with the Complainant to finalize their interview/statement, if necessary
- VII. Prepare the initial Notice of Investigation and Allegation (NOIA). The NOIA may be amended with any additional or dismissed allegations
- VIII. Notice should inform the Parties of their right to have the assistance of an Advisor, who could be a member of the Pool or an Advisor of their choosing present for all meetings attended by the Party
- IX. Provide each interviewed Party and witness an opportunity to review and verify the Investigator's summary notes (or transcript) of the relevant evidence/testimony from their respective interviews and meetings
- X. Make good faith efforts to notify the Parties of any meeting or interview involving the other Party, in advance when possible
- XI. When participation of a Party is expected, provide that Party with written notice of the date, time and location of the meeting, as well as the expected participants and purpose
- XII. Interview all available, relevant witnesses and conduct follow-up interviews as necessary
- XIII. Allow each Party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other Party and witnesses, and document in the report which questions were asked, with a rationale for any changes or omissions
- XIV. Complete the investigation promptly and without unreasonable deviation from the intended timeline
- XV. Provide regular status updates to the Parties throughout the investigation

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- XVI. Prior to the conclusion of the investigation, provide the Parties and their respective Advisors (if so desired by the Parties) with a list of witnesses whose information will be used to render a Finding
- XVII. Write a comprehensive investigation report fully summarizing the investigation and all witness interviews, and addressing all relevant evidence. Appendices including relevant physical or documentary evidence will be included
- XVIII. Prior to the conclusion of the investigation, provide the Parties and their respective Advisors (if so desired by the Parties) a secured electronic or hard copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the University does not intend to rely in reaching a Final Determination, for a review and comment period of 10 business days so that each Party may meaningfully respond to the evidence. The Parties may elect to waive the full 10 days. Each copy of the materials shared will be watermarked on each page with the role of the person receiving it (e.g., Complainant, Respondent, Complainant's Advisor, Respondent's Advisor)
- XIX. The Investigator(s) may elect to respond in writing in the investigation report to the Parties' submitted responses and/or to share the responses between the Parties for additional responses
- XX. The Investigator(s) will incorporate relevant elements of the Parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report. The Investigator(s) should document all rationales for any changes made after the review and comment period
- XXI. The Investigator shall have an opportunity to receive confidential legal advice regarding any aspect of the investigation or the report from the University's legal counsel
- XXII. The Investigator will incorporate any relevant feedback, and the final report is then shared with all Parties and their Advisors through secure electronic transmission or hard copy at least ten (10) business days prior to a hearing. The Parties are also provided with a file of any directly related evidence that was not included in the report

### 9.13 Role and Participation of Witnesses in the Investigation

Witnesses (as distinguished from the Parties) who are employees of the University are expected to cooperate with and participate in the University's investigation and Resolution process. Failure of such witnesses to cooperate with and/or participate in the investigation or Resolution process constitutes a violation of policy and may warrant discipline.

While in-person interviews for Parties and all potential witnesses are ideal, circumstances (e.g., study abroad, summer break) may require individuals to be interviewed remotely. Remote conference technologies may be used for interviews in the Investigator's discretion. The University will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

### 9.14 Recording of Interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If Investigator(s) elect to audio and/or video record interviews, all involved Parties must be made aware of audio and/or video recording.

### 9.15 Evidentiary Considerations in the Investigation

The investigation does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the Parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.

### 9.16 Referral for Hearing

Provided that the complaint is not resolved through Informal Resolution, once the final investigation report is shared with the Parties, the Title IX Coordinator will refer the matter for a hearing.

The hearing cannot be less than ten (10) business days from the conclusion of the investigation --when the final investigation report is transmitted to the Parties and the Decision-Maker--unless all Parties and the Decision-Maker agree to an expedited timeline.

The Title IX Coordinator will select an appropriate Decision-Maker or panel of Decision-Makers from the Pool.

### 9.17 Hearing Decision-Maker Composition

The University will designate a single Decision-Maker or a three-member panel from the Pool, at the discretion of the Title IX Coordinator. The single Decision-maker will also Chair the hearing. With a panel, one of the three members will be appointed as Chair by the Title IX Coordinator.

The Decision-Maker(s) will not have had any previous involvement with the investigation. The Title IX Coordinator may elect to have an alternate from the Pool sit in throughout the Resolution process in the event that a substitute is needed for any reason.

Those who have served as Investigators will be witnesses in the hearing and therefore may not serve as Decision-Makers. Those who are serving as Advisors for any Party may not serve as Decision-Makers in that matter.

The Title IX Coordinator may not serve as a Decision-Maker or Chair in the matter but may serve as an administrative

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facilitator of the hearing if their previous role(s) in the matter do not create a conflict of interest. Otherwise, a designee may fulfill this role. The hearing will convene at a time determined by the Chair or designee.

Legal counsel for the University may be present in the hearing to observe and provide legal counsel to the Chair or panel during recesses which may be called by the Chair as reasonably necessary.

### 9.18 Evidentiary Considerations in the Hearing

Any evidence that the Decision-Maker(s) determine(s) is relevant and credible may be considered. The hearing does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the Parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate Sanction upon a determination of responsibility, in accordance with the University's progressive discipline system. This information is considered only at the Sanction stage of the process.

University personnel may not access, consider, disclose or otherwise use a Party's records that are made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the Party, unless the University obtains that Party's voluntary, written Consent to do so for a grievance process under this section.

After post-hearing deliberation, the Decision-Maker renders a determination, based on the preponderance of the evidence, whether it is more likely than not that the Respondent violated the Policy as alleged.

### 9.19 Notice of Hearing

No less than ten (10) business days prior to the hearing, the Title IX Coordinator or the Chair will send notice of the hearing to the Parties. Once mailed, emailed and/or received in-person, notice will be presumptively delivered.

The notice will contain:

- I. A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures and a statement of the potential Sanctions/responsive actions that could result.
- II. The time, date and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities.
- III. Any technology that will be used to facilitate the hearing.
- IV. Information about the option for the live hearing to occur with the Parties located in separate rooms using technology that enables the Decision-Maker(s) and Parties to see and hear a Party or witness answering questions. Such a request must be raised with the Title IX Coordinator at least five (5) business days prior to the hearing.
- V. A list of all those who will attend the hearing, along with an invitation to object to any Decision-Maker on the basis of demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
- VI. Information on how the hearing will be recorded or transcribed and on access to the recording for the Parties after the hearing.
- VII. A statement that if any Party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the Party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-Maker(s). For compelling reasons, the Chair may reschedule the hearing.
- VIII. Notification that the Parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The Party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each Party must have an Advisor present. There are no exceptions.
- IX. A copy of all the materials provided to the Decision-Maker(s) about the matter, unless they have been provided already.\*\*
- X. An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.

Hearings for possible violations that occur near or after the end of an academic term (assuming the Respondent is still subject to this Policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to meet the Resolution timeline followed by the University and remain within the goal of 60-90 business days for Resolution.

In these cases, if the Respondent is a graduating student, a hold may be placed on graduation and/or official transcripts until the matter is fully resolved (including any appeal). A student facing charges under this Policy is not in good standing to graduate.

\*\* The final investigation report may be shared using electronic means that preclude downloading, forwarding or otherwise

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sharing.

### 9.20 Alternative Hearing Participation Options

The Title IX Coordinator or the Chair can arrange to use web or video conferencing technology to allow remote testimony and otherwise conduct a live hearing by video conference without compromising the fairness of the hearing. Remote options may also be needed during in-person hearings for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX Coordinator or the Chair know at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

### 9.21 Pre-Hearing Preparation

The Chair, after any necessary consultation with the Parties, Investigator(s) and/or Title IX Coordinator, will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence and the final investigation report to the Parties at least ten (10) business days prior to the hearing.

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or have proffered a written statement or answered written questions, unless all Parties and the Chair assent to the witness's participation in the hearing. The same holds for any evidence that is first offered at the hearing. If the Parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair will delay the hearing and instruct that the investigation needs to be reopened to consider that evidence.

The Parties will be given a list of the names of the Decision-Maker(s) at least five (5) business days in advance of the hearing. All objections to any Decision-maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than 48 hours prior to the hearing. Decision-makers will only be substituted if the Title IX Coordinator concludes that their bias or conflict of interest precludes an impartial hearing of the allegation(s).

The Title IX Coordinator will give the Decision-Maker(s) a list of the names of all Parties, witnesses and Advisors at least five (5) business days in advance of the hearing. Any Decision-Maker who cannot make an objective determination must recuse themselves from the proceedings when notified of the identity of the Parties, witnesses and Advisors in advance of the hearing. If a Decision-Maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

During the ten (10) business Day period prior to the hearing, the Parties have the opportunity for continued review and comment on the final investigation report and available evidence. That review and comment can be shared with the Chair at the pre-hearing meeting or at the hearing and will be exchanged between each Party by the Chair.

### 9.22 Pre-Hearing Meetings

The Chair at their discretion may convene a pre-hearing meeting(s) with the Parties and their Advisors to invite them to submit the questions or topics they (the Parties and their Advisors) wish to ask or discuss at the hearing, so that the Chair can rule on their relevance ahead of time to avoid any improper evidentiary introduction in the hearing or provide recommendations for more appropriate phrasing. However, this advance review opportunity does not preclude the Advisors from asking at the hearing for a reconsideration based on any new information or testimony offered at the hearing. The Chair must document and share their rationale for any exclusion or inclusion at this pre-hearing meeting.

At each pre-hearing meeting with a Party and their Advisor, the Chair will consider arguments that evidence identified in the final investigation report as relevant is, in fact, not relevant. Similarly, evidence identified as directly related but not relevant by the Investigator(s) may be argued to be relevant. The Chair may rule on these arguments pre-hearing and will exchange those rulings between the Parties prior to the hearing to assist in preparation for the hearing. The Chair may during a recess consult with legal counsel and/or the Title IX Coordinator, or ask either or both to attend pre-hearing meetings.

### 9.23 Hearing Procedures

At the hearing, the Decision-Maker(s) has the authority to hear and make determinations on all allegations of Sexual Harassment and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the Sexual Harassment, including related Retaliation.

Participants at the hearing may include the Chair, any additional panelists, a hearing facilitator (if deemed necessary), the Investigator(s) who conducted the investigation, the Parties, Advisors to the Parties, any called witnesses, the Title IX Coordinator, observing legal counsel for the University and anyone providing authorized accommodations or assistive services.

The Chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Chair will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-Maker(s) and the Parties and will then be excused.

### 9.24 Joint Hearings

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In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly.

However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

### 9.25 The Order of the Hearing – Introductions and Explanation of Procedure

The Chair explains the procedures and introduces the participants. This may include a final opportunity for challenge or recusal of the Decision-Maker(s) on the basis of bias or conflict of interest. The Chair will rule on any such challenge unless the Chair is the individual who is the subject of the challenge, in which case the Title IX Coordinator will review and decide the challenge.

At the hearing, recording, witness logistics, Party logistics, curation of documents, separation of the Parties and other administrative elements of the hearing process are managed by a non-voting hearing facilitator appointed by the Title IX Coordinator. The hearing facilitator may attend to logistics of rooms for various Parties/witnesses as they wait; flow of Parties/witnesses in and out of the hearing space; ensuring that recording and/or virtual conferencing technology is working as intended; copying and distributing materials to participants as appropriate, etc.

### 9.26 Investigator Presents the Final Investigation Report

The Investigator(s) will then present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Decision-Maker(s) and the Parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the Parties nor the Decision-Maker(s) should ask the Investigator(s) their opinions on credibility, recommended findings or determinations, and the Investigators, Advisors and Parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

### 9.27 Testimony and Questioning

Once the Investigator(s) present their report and are questioned, the Parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The Parties/witnesses will submit to questioning by the Decision-Maker(s) and then by the Parties through their Advisors (“cross-examination”).

All questions are subject to a relevance determination by the Chair. The Advisor, who will remain seated during questioning, will pose the proposed question orally, electronically or in writing (orally is the default, but other means of submission may be permitted by the Chair upon request or agreed to by the Parties and the Chair), the proceeding will pause to allow the Chair to consider it, and the Chair will determine whether the question will be permitted, disallowed or rephrased.

The Chair may explore arguments regarding relevance with the Advisors, if the Chair so chooses. The Chair will then state their decision on the question for the record and advise the Party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant) or abusive. The Chair has final say on all questions and determinations of relevance, subject to any appeal. The Chair may consult with legal counsel on any questions of admissibility. The Chair may ask Advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If the Parties raise an issue of bias or conflict of interest of an Investigator or Decision-Maker at the hearing, the Chair may elect to address those issues, consult with legal counsel, refer them to the Title IX Coordinator and/or preserve them for appeal. If bias is not in issue at the hearing, the Chair should not permit irrelevant questions that probe for bias.

### 9.28 Refusal to Submit to Cross-Examination and Inferences

If a Party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-Maker(s) may not rely on any prior statement made by that Party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-Maker(s) must disregard that statement. Evidence provided that is something other than a statement by the Party or witness may be considered.

If the Party or witness attends the hearing and answers some cross-examination questions, only statements related to the cross-examination questions they refuse to answer cannot be relied upon. However, if the statements of the Party who is refusing to submit to cross-examination or refuses to attend the hearing are the subject of the allegation itself (e.g., the case is about verbal harassment or a quid pro quo offer), then those statements are not precluded from admission. Similarly, statements can be relied upon when questions are posed by the Decision-Maker(s), as distinguished from questions posed by Advisors through cross-examination.

The Decision-Maker(s) may not draw any inference solely from a Party’s or witness’s absence from the hearing or refusal to

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answer cross-examination or other questions.

If charges of policy violations other than Sexual Harassment are considered at the same hearing, the Decision-Maker(s) may consider all evidence they deem relevant, may rely on any relevant statement as long as the opportunity for cross-examination is afforded to all Parties through their Advisors, and may draw reasonable inferences from any decision by any Party or witness not to participate or respond to questions.

If a Party's Advisor of choice refuses to comply with the University's established rules of decorum for the hearing, the University may require the Party to use a different Advisor. If the University-provided Advisor refuses to comply with the rules of decorum, the University may provide that Party with a different Advisor to conduct cross-examination on behalf of that Party.

### 9.29 Recording Hearings

Hearings (but not deliberations) are recorded or transcribed by the University for purposes of review in the event of an appeal. The Parties may not record the proceedings and no other unauthorized recordings are permitted.

The Decision-Maker(s), the Parties, their Advisors and appropriate administrators of the University will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

### 9.30 Deliberation, Decision-Making and Standard of Proof

The Decision-Maker(s) will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question. If a panel is used, a simple majority vote is required to make a Finding or Final Determination. The preponderance of the evidence standard of proof is used. The hearing facilitator may be invited to attend the deliberation by the Chair, but is there only to facilitate procedurally, not to address the substance of the allegations.

The Decision-Maker(s) will review the statements from the hearing and any pertinent conduct history and determine the appropriate Sanction(s).

The Chair will then prepare a written determination regarding responsibility and deliver it to the Title IX Coordinator, detailing the elements listed below:

- I. Identification of the allegations potentially constituting Sexual Harassment as defined in this Policy;
- II. A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the Parties, interviews with Parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- III. Findings of fact supporting the Final Determination;
- IV. Conclusions regarding the application of the University's Policy to the facts;
- V. A statement of, and rationale for, the result as to each allegation, including a Final Determination regarding responsibility, any disciplinary Sanctions the University will impose on the Respondent, and whether Remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the University to the Complainant; and
- VI. The University's procedures and permissible bases for the Complainant and Respondent to appeal.

This report typically should not exceed five (5) pages in length and must be submitted to the Title IX Coordinator within two (2) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the Parties.

### 9.31 Resolution Letter

Within 7 days of receiving the deliberation statement, the Title IX Coordinator will assist the Decision-Maker to convey the deliberation statement to all Parties, including any Sanctions and findings of fact, in the form of an Resolution Letter, signed by the Decision-Maker.

The Resolution Letter will be shared with the Parties simultaneously. Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the Parties as indicated in official University records, or emailed to the Parties' University-issued email or otherwise approved account. Once mailed, emailed and/or received in person, notice will be presumptively delivered.

Remedies (other than Sanctions) provided to the Complainant designed to ensure access to the University's educational or employment program or activity are not typically shared with the Respondent unless the Remedy directly relates to the Respondent.

The Resolution Letter will also include information on when the results are considered by the University to be final, any changes that occur prior to finalization, and the relevant procedures and bases for any available appeal options.

### 9.32 Sanctions

#### I. **Factors:**

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Factors that may be considered when determining a Sanction/responsive action may include, but are not limited to:

- A. The nature of, severity of and circumstances surrounding the violation(s)
- B. The Respondent's disciplinary history
- C. Previous allegations or allegations involving similar conduct
- D. The need for Sanctions/responsive actions to bring an end to the Sexual Misconduct, Sexual Harassment and/or Retaliation
- E. The need for Sanctions/responsive actions to prevent the future recurrence of
- F. discrimination, harassment, and/or Retaliation
- G. The need to remedy the effects of the discrimination, harassment, and/or
- H. Retaliation on the Complainant and the community
- I. The impact on the Parties
- J. Any other information deemed relevant by the Decision-Maker(s)

The Sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The Sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken or Sanctions imposed by external authorities.

### II. Student Sanctions

The following are the usual Sanctions that may be imposed upon students or organizations singly or in combination:

- A. **Warning:** A warning consists of formal notification that the student has violated the university's community standards and advises that repetition will result in a more severe Sanction.
- B. **Reprimand:** At this increased standing, students understand a formal reprimand is in place.
- C. **Residence Probation:** Students are placed on residence probation for a minimum of one semester. The Decision-Maker reserves the right to determine the length of probation based on the incident and the student's past history. Any violation of university policy during the probationary period may result in the student's referral for residence suspension.
- D. **Residence Suspension:** automatically carries with it the status of persona non grata in the residential areas. If the student has lost the privilege to live on campus, he/she/they is barred from the residence areas and will be allowed only in non-residential spaces, administrative and academic buildings, and the Dining Center between 7:30 am and 12:00 am. The student's vehicle may be on campus only during that time, and parking is restricted to Lots 1 or 12.
- E. **University Probation:** This Sanction is the most serious warning for violation of university regulations prior to university suspension, and it places limits on the student's good standing with the university. Students on university probation may be limited in their ability to attend university programs, and if a student is currently in residence, this status automatically carries residence probation. If the student is found responsible for violating any university policy during the period of probation, both residence suspension and/or university suspension may become effective and the student may be subject to additional Sanctions.
- F. **University Suspension:** means that the student is dismissed from the university for a given period of time, with an opportunity for re-admission. If suspended from the university, the student will be persona non grata in all university facilities and online environments and from all university functions for the period of his/her/their suspension.
- G. **University Dismissal:** If a student is dismissed from the university, he/she/they is permanently dismissed from the university without opportunity for readmission. If dismissed from the university, the student will be persona non grata in all university facilities and online environments and from all university functions.

As this model is presented in increasing severity, it should be noted that violations may be cumulative. A student's prior conduct history and length of time between violations are factors considered when selecting a conduct Sanction.

In some cases, a Sanction may be held in abeyance. This means that the suspension will not be enforced immediately, but is "in place." This conduct status requires that specific conditions be fulfilled. Any violation of those conditions will result, at a minimum, in immediate enforcement of the suspension without a hearing. It may also result in further conduct action.

### III. Employee Sanctions

Responsive actions available for an employee who has engaged in Sexual Harassment, Sexual Misconduct and/or Retaliation include:

- A. Warning – Verbal or Written
- B. Performance Improvement/Management Process
- C. Required Training or Education
- D. Probation
- E. Loss of Annual Pay Increase
- F. Loss of Oversight or Supervisory Responsibility
- G. Demotion
- H. Suspension with pay
- I. Suspension without pay
- J. Termination
- K. Other Actions: In addition to or in place of the above Sanctions, the University may assign any other Sanctions as deemed appropriate.

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### 9.33 Withdrawal or Resignation While Charges Pending

#### I. **Students:**

If a student has an allegation pending for violation of this Policy, the University may place a hold on a student's ability to graduate and/or to receive an official transcript/diploma.

Should a student decide not to participate in the Resolution process, the process proceeds absent their participation to a reasonable Resolution. Should a student Respondent permanently withdraw from the University, the Resolution process ends, as the University no longer has disciplinary jurisdiction over the withdrawn student with respect to Sexual Harassment.

However, the University will continue to address and remedy any systemic issues, variables that may have contributed to the alleged violation(s) and any ongoing effects of the alleged Sexual Harassment and/or Retaliation. The student who withdraws or leaves while the process is pending may not return to the University. Such exclusion applies to all campuses and modalities of the University. A hold will be placed on their ability to be readmitted. They may also be barred from University property and/or events.

If the student Respondent withdraws or takes a leave for only a specified period of time (e.g., one semester or term), the Resolution process may continue remotely and that student is not permitted to return to the University unless and until all Sanctions have been satisfied.

#### II. **Employees:**

Should an employee Respondent resign with unresolved allegations pending, the Resolution process ends, as the University no longer has disciplinary jurisdiction over the resigned employee.

However, the University will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s) and any ongoing effects of the alleged Sexual Harassment.

The employee who resigns with unresolved allegations pending is not eligible for rehire with the University or any campus of the University, and the records retained by the Title IX Coordinator will reflect that status.

### 9.34 Appeals

Any Party may file a request for appeal ("Request for Appeal"), but it must be submitted in writing to the Title IX Coordinator within seven days of the delivery of the Notice of Outcome.

A single Appeal Decision-Maker will Chair the appeal. No Appeal Decision-Maker will have been involved in the process previously, including any dismissal appeal that may have been heard earlier in the process.

The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal.

This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

#### I. **Grounds for Appeal**

Appeals are limited to the following grounds:

- A. Procedural irregularity that affected the outcome of the matter;
- B. New evidence that was not reasonably available at the time the Final Determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. The Title IX Coordinator, Investigator(s) or Decision-Maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds in this Policy, that request will be denied by the Chair and the Parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds in this Policy, then the Appeal Chair will notify the other Party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-Maker(s).

The other Party(ies) and their Advisors, the Title IX Coordinator and, when appropriate, the Investigators and/or the original Decision-Maker(s) will be mailed, emailed and/or provided a hard copy of the request with the approved grounds and then be given seven days to submit a response to the portion of the appeal that was approved and involves them. All responses will be forwarded by the Chair to all Parties for review and comment.

The Appeal Chair will collect any additional information needed and all documentation regarding the approved grounds and the subsequent responses, and the Chair will render a decision in no more than seven business days, barring exigent circumstances.

A Notice of Appeal Outcome will be sent to all Parties simultaneously, including the decision on each approved



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ground and rationale for each decision. The Notice of Appeal Outcome will specify the Finding on each ground for appeal, any specific instructions for remand or reconsideration, any Sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the Parties as indicated in official institutional records, or emailed to the Parties' University-issued email or otherwise approved account. Once mailed, emailed and/or received in person, notice will be presumptively delivered.

### II. Sanctions Status During the Appeal

Any Sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be reinstated, subject to the supportive measure procedures above.

If any of the Sanctions are to be implemented immediately post-hearing, then emergency removal procedures (detailed above) for a hearing on the justification for doing so must be permitted within 48 hours of implementation. The University may still place holds on official transcripts, diplomas, graduations and course registration pending the outcome of an appeal when the original Sanctions included separation.

### III. Appeal Considerations

- A. Decisions on appeal are to be deferential to the original decision, making changes to the Finding only when there is clear error and to the Sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- B. Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- C. An appeal is not an opportunity for Appeal Decision-Makers to substitute their judgment for that of the original Decision-Maker(s) merely because they disagree with the Finding and/or Sanction(s).
- D. The Appeal Chair/Panel may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed. Documentation of all such consultation will be maintained.
- E. Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-Maker(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- F. Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or Sanction is changed on remand (except in the case of a new hearing).
- G. In rare cases where a procedural error cannot be cured by the original Decision-Maker(s) (as in cases of bias), the appeal may order a new hearing with a new Decision-Maker(s).
- H. The results of a new hearing can be appealed, once, on any of the three available appeal grounds.
- I. In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status.

### 9.35 Failure to Comply with Sanctions

All Respondents are expected to comply with the assigned Sanctions, responsive actions and/or corrective actions within the time frame specified by the final Decision-Maker(s) (including the Appeal Chair/Panel).

Failure to abide by the Sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect or any other reason, may result in additional Sanction(s)/action(s) pursuant to the University's standard conduct process, including suspension, expulsion and/or termination from the University.

A suspension will be lifted only when compliance is achieved to the satisfaction of the Title IX Coordinator.

### 9.36 Recordkeeping

The University will maintain for a period of at least seven years records of:

- I. Each Sexual Harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
- II. Any disciplinary Sanctions imposed on the Respondent;
- III. Any Remedies provided to the Complainant designed to restore or preserve equal access to the University's education program or activity;
- IV. Any appeal and the result therefrom;
- V. Any Informal Resolution and the result therefrom;
- VI. All materials used to train Title IX Coordinators, Investigators, Decision-Makers and any person who facilitates an Informal Resolution process. The University will make these training materials publicly available on the University's website; and
- VII. Any actions, including any supportive measures, taken in response to a report or Formal Complaint of Sexual Harassment, including:
  - A. The basis for all conclusions that the response was not deliberately indifferent;
  - B. Any measures designed to restore or preserve equal access to the University's education program or

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activity; and

- C. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The University will also maintain any and all records in accordance with state and federal laws.

### 9.37 Disabilities Accommodations in the Resolution Process

The University is committed to providing reasonable accommodations and support to qualified students, employees or others with disabilities to ensure equal access to the University's Resolution process.

Students needing such accommodations or support should contact the Campus or Online Accessibility Centers. Employees should notify their HR business partner. The request will be reviewed, and, in consultation with the person requesting the accommodation and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the process.

## 10. Southern New Hampshire University Institutional Sexual Misconduct Grievance Procedures 10.1 Scope

The University adopts these Institutional Sexual Misconduct Grievance Procedures for purposes of all Sexual Misconduct this is not otherwise subject to the Sexual Harassment Grievance Procedures (hereafter referred to as "other Sexual Misconduct").

These procedures do not apply for cases where both the Complainant and Respondent are employees, and not students. Instead, procedures and policies of the Employee Handbook and SNHUPEA Master Agreement (as applicable) apply to such matters between employees falling outside the scope of the definition/jurisdiction of Sexual Harassment under this Policy.

### 10.2 Procedure

The University adopts and will employ the same procedures as are set forth in Section 9, above, including designated appeal procedures, for purposes of addressing all other Sexual Misconduct, with the following important exceptions.

For purposes of these Institutional Sexual Misconduct Grievance Procedures:

- I. **Advisors:** Advisors may attend Investigatory meetings and hearings, but may provide input and advice only to the student for whom they are appointed directly. They may not advocate directly or represent the student in any proceedings, nor question witnesses. Reasonable breaks or recesses can be provided to permit private consultation with Advisors.
- II. **Cross Examination:** Neither a student nor his or her Advisor is permitted to directly cross-examine another Party. Questions for the witness may be submitted by the questioning student, and, after assessment by the Chair, may be asked, or modified, to the witness by the Chair directly.
- III. **Admissibility of Statements:** Statements made but which are not the subject of cross-examination may still be considered and weighed by the Decision-Maker(s). This may occur, for example, if a Respondent or Complainant does not attend a hearing, but made statements to the Investigator in the course of an Investigation. Section 9.28, therefore, does not apply.
- IV. **Dismissal Requirements:** The mandatory dismissal requirements set forth in Section 9.2, Subsection I do not apply. The discretionary dismissal standards articulated in Subsection II do apply. In addition, the Title IX Coordinator may dismiss any complaint that would not constitute Sexual Misconduct or a violation of this Policy, even if proved, or if the Respondent is not subject to the University's jurisdiction or control.

## 11. Revision of this Policy and Procedures

This Policy and procedures supersede any previous policy(ies) addressing Sexual Misconduct, including Sexual Harassment, and related Retaliation and will be reviewed and updated by the Title IX Coordinator. The University reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the Resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any Party, such as to accommodate summer schedules. The Title IX Coordinator may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Policy and procedures.

If government laws or regulations change – or court decisions alter – the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations or holdings.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

PORTIONS OF THIS POLICY WERE ADAPTED FROM THE  
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## Standards for Student Creative Work

Southern New Hampshire University practices and embraces inclusiveness, diversity and a safe learning environment. As stated in the [university mission](#), we believe in “using the power of education as a force for social good.” We encourage creative expression and respect students’ diverse voices. We strive to honor each student, instructor and voice in the classroom through a culture of equity and respect.

Creative work is here defined as writing or artwork “which displays imagination or invention (sometimes differentiated from academic, journalistic, or other forms of writing which are more constrained in style or scope)” (Oxford English Dictionary).

In line with our [Non-Discrimination, Equal Access & Equal Opportunity Statement](#), works which exhibit any of the following elements are unacceptable for student submission of creative work for grading and/or workshoping purposes:

Hate speech, defined as “Any speech, gesture, writing, or display that encourages violence or prejudice against an individual or group based on perceived membership with a social identity (often a marginalized identity) group.”

This does not apply to the speech of fictional characters that are being portrayed in a manner that advances a fictional narrative or develops a literary thematic element.

Writing or audiovisual media that creates a threatening environment in the classroom, which includes, but is not limited to, those that target, in an abusive, threatening, or discriminatory manner, specific individuals, such as instructors, peers and university administrators, especially with regard to their identity, gender, race, religion or sexuality, or that violate applicable University policy, including the [Sexual Misconduct Policy](#).

Any conversation regarding the nature of creative work is intended to first take place between the student and faculty member. If requested by the instructor and/or student, academic administration can engage in the conversation.

Southern New Hampshire University fully supports artistic work that explores mature and complex themes that contribute to the creative and artistic and literary canon, and we will continue to do so. As an institution, we reserve the right to assess student submissions to determine if they meet any of the criteria above. If the submission does not meet expectations, students will be asked to resubmit new work that aligns with SNHU policy in an agreed-upon time frame, and, if egregious, the student will be referred to the Community Standards team. If new work is not submitted, the original submission will not be evaluated and will earn a grade of zero. If a student continues to submit work that violates the policies above, further disciplinary action will be taken.

## Students and SNHU Email

All students are expected to access their official SNHU email accounts regularly to check for official University communication and to respond as necessary to such communications. Students may not set up auto-forward rules from their official university email address to a non-university email system. Students communicating to the university from a non-university email address may be asked to resend from their SNHU email in order to receive a response or action.

## Vaccination Policy

All residential students, all full-time undergraduate campus students, all international students and all full-time graduate campus students taking classes on the Manchester campus must provide complete and accurate immunization records. Students are required to provide proof of immunization against measles, mumps and rubella (MMR), hepatitis b series, meningitis, tetanus, diphtheria, pertussis (TDaP, as well as the DTaP series), and two doses of the varicella (chicken pox) vaccine or proof of having had the disease. When appropriate, titers demonstrating immunity will be accepted.

Students are required to provide this information prior to the start of their first term taking courses or residing on campus. Failure to fulfill this requirement will result in the student’s inability to participate in academic, residential or co-curricular experiences.

## Student Account and Fees

### Payment Information

#### Student Financial Services

Student Financial Services combines financial aid, billing and student account services into one centralized location. The Student Account Center on mySNHU provides quick access to student billing, payment and financial aid information. Through this site students can access their invoice, check their balance and make payments to their account online.

To speak with a Student Financial Services representative:

Online students: email questions to [studentfinance@snhu.edu](mailto:studentfinance@snhu.edu) or call 1-877-455-7648

Direct Assessment Competency-Based Education students: email questions to [sfscfa@snhu.edu](mailto:sfscfa@snhu.edu) or call 1-877-455-7648

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On campus students: email questions to [sfscampus@snhu.edu](mailto:sfscampus@snhu.edu) or call 603-645-9640.

Kenzie Academy students: email questions to [learnerfinance@kenzie.snhu.edu](mailto:learnerfinance@kenzie.snhu.edu) or call (844)-744-0056

### Student Account Payment

Tuition must be paid prior to the start of coursework. Textbooks and supplies are sold separately. Student financial accounts must be settled in one of the following ways:

1. Students may make payments online in the Student Account Center accessed through my.SNHU.edu
2. Students may make payments through Student Financial Services in person (check, money order, debit/credit cards and wires accepted)
3. Students may make payments through the mail by sending check or money orders to:

Southern New Hampshire University  
Client 800100  
PO Box 55008  
Boston, MA 02205-5008

### Kenzie Academy Account Payments

1. Students will receive an invoice via email.
2. Students can pay by debit/credit card, check, money order or wire.
3. Students may make payments through the mail by sending check or money orders to:

Remit check payment to:

SNHU Kenzie  
CL800175  
PO Box 983122  
Boston, MA 02298-3122

### Payment Options

#### Title IV Federal Financial Aid

Students enrolled at SNHU may be eligible to receive Title IV federal financial aid. A student pursuing their degree may apply for Federal Title IV financial aid by completing the Free Application for Federal Student Aid (FAFSA) form. A FAFSA form may be completed at [www.fafsa.gov](http://www.fafsa.gov). When prompted, list Southern New Hampshire University's Federal school code: 002580. The student must meet all eligibility requirements to qualify. If you have any questions regarding eligibility, please contact Student Financial Services at 1-877-455-7648. Kenzie Academy students may call 1-844-744-0056.

#### VA Education Benefits

The tuition and fees for Chapter 33, Post-9/11 GI Bill® and Chapter 31, Veteran Readiness and Employment (VR&E) programs are paid directly to the school on behalf of the student. The payment received is based on the school's enrollment certification processed by the VA and based on the student's benefit eligibility. Payments are posted to a student's account the day they are received. The student should be aware that they are responsible for any portion of the tuition charges that are not covered by the VA.

Students using the Chapter 30 and Chapter 1606 Montgomery GI Bill® and the Chapter 35, Survivors' and Dependents' Educational Assistance are required to pay at the time of registration. These VA Education Benefits pay directly to the student from the VA.

Not all SNHU Programs are approved for VA Education Benefits. If a student wishes to enroll in a program not approved for VA Education Benefits, the student must set up another payment method and cannot use their VA Education Benefit.

#### Federal Military Tuition Assistance

First-time students using tuition assistance must present a tuition assistance form from the military branch in which they are enlisted. Continuing students may enroll in successive terms without making initial payments but must submit tuition assistance forms to allow direct billing and payment from the military. If a tuition assistance form is not provided, the student's account will be placed on financial hold, which will prevent future registration, and the student will be responsible for the unpaid balance.

Army students must secure Tuition Assistance within the Army portal prior to the start of each term, rather than sending a Tuition Assistance form.

#### Industry Sponsors

The university cooperates with many company tuition sponsorships and reimbursement plans. Students attending under these plans should provide Student Financial Services the necessary authorization and inform the office how the tuition payment will be handled. Students should contact their Human Resources Department for information regarding specific

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employee reimbursement programs.

### Third Party Direct Billing

Students may authorize direct billing from the university to a third party. Students must first submit a voucher, letter of credit or military tuition assistance form to Student Financial Services. The voucher must include beginning and end dates of the term, coverage for courses, books and other fees (if any), and maximum dollar value. Paperwork is due before the term start date. Payers will be invoiced at the beginning of the term covered for item(s) specified on the voucher. Payment is due within 30 days of the billing. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing. Any balance not covered by the third-party is the student's responsibility.

### Deferred Tuition Plan

Southern New Hampshire University offers a Deferred Tuition Plan for employer-reimbursed students to take advantage of their employer's tuition benefit plan. SNHU allows students to defer tuition payments for 45 days after completion of coursework within a term. This is a contract between the student and Southern New Hampshire University. Participating students may carry a one-term outstanding balance, allowing access to registration for the next term.

To enroll in this payment option, new students would register and activate an account with ECSI, our third-party Deferred Tuition Plan company. Continuing students will do so by completing an agreement within the Student Account Center found on mySNHU. A new plan must be completed for each term. Students who are enrolled in the Deferred Tuition Plan should work with their employer to receive direct reimbursement. Tuition payment is solely the student's responsibility and is not dependent on grades, employment status or date of reimbursement from their employer.

If full payment is not received 45 days from the last day of the term, the student's personal debit/credit card on file will be charged. However, if the student pays their balance before the 45-day deadline, they may log back in to cancel the scheduled tuition payment. If the student fails to complete payment for two terms on Deferred Tuition plans, the student will no longer have the option of using a Deferred Tuition or other payment plan to resolve current balances.

### Payment Plan

Students who wish to participate in a term payment plan may do so by completing an agreement within the Student Account Center found on mySNHU. If the Student or authorized user fails to make two payments within a term, the agreement will be canceled, and tuition will be immediately due to the University. The student and authorized user will then no longer have the option of using a payment plan or Deferred Tuition plan to resolve current balances.

### Deposits

#### Deposit Policy

Following acceptance to Southern New Hampshire University, undergraduate campus students need to confirm their intention to enroll by submitting a deposit. Deposits for new and readmitted students are requested by and sent to the attention of the Office of Admission. The Office of Admissions can be contacted by phone at 603-645-9611 or by email at [admission@snhu.edu](mailto:admission@snhu.edu).

#### Housing Security Deposit

A housing security deposit is required of all students residing in university housing. The deposit is applied to the student account the second week of the first term of enrollment. The student's account is charged for any damages as they occur, and the student is required to pay for the damages. All residential damages are assessed by the Office of Residence Life. Students seeking explanation of any residential damage fees should contact Residence Life. Residence Life can be contacted by phone at 603-645-9758 or by email at [housingquestions@snhu.edu](mailto:housingquestions@snhu.edu).

#### Deposit Refund Policy

Fall and Spring Admission deposits for new domestic students are fully refundable.

International Student Admissions Deposits: All deposit refund requests need to be approved by the Office of International Admissions and are subject to their approval. Internal Admissions can be contacted by phone at 603-645-9629 or by email at [international@snhu.edu](mailto:international@snhu.edu).

### Credit and Collections Policy

All outstanding balances are the student's responsibility to pay. Unpaid balances may be subject to further collections efforts as detailed below.

### Other Information

All students with unresolved balances must contact the Credit Department for resolution. The Credit Department can be reached at:

Email: [credit@SNHU.edu](mailto:credit@SNHU.edu)

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Phone: 1-888-867-7376

Fax: 1-603-668-0259

Registration for future classes may be withheld if the student owes a balance.  
Students with unresolved balances will be placed on Financial Hold, preventing future registration.  
All student accounts sent to a third-party collection agency will be reported to the credit bureaus.  
The Credit and Collections Policy is at the discretion of the Credit and Collections Department and subject to change without notice.  
Students acknowledge and authorize SNHU and/or its agents, including attorneys and/or collection agencies, to allow contact via cellular telephone and/or all forms of electronic technology, unless such party is notified in writing to cease such communication.

## Return of Military Tuition Assistance

### Return of Military Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend for the entire period for which the assistance is awarded. When a student withdraws or stops attending, the student may no longer be eligible for the full amount of TA funds originally awarded.

SNHU will return any unearned TA funds on a proportional basis to comply with Department of Defense policy. TA funds are earned proportionally, during an enrollment period, with unearned funds returned based upon when a student stops attending. Any SNHU balance due to a TA return is the responsibility of the student.

SNHU divides the number of days attended by the number of days in the term. This percentage (standard rounding to three decimal places) represents the earned TA amount for the term and the remaining percentage will identify the amount of unearned TA funds. The amount of unearned aid is rounded to the nearest dollar using standard rounding rules. However, if the student has attended to earn greater than 60% of the term, then they are considered to have earned 100% of their Tuition Assistance.

### Calculation Example

A term start date is August 31 and the end date is October 25. The total days for the term are 56 days. The student withdraws on September 23, which is day 24 of the term. The percentage of earned aid would be 42.9% (24 days/56 days) and the unearned aid percentage is 57.1%.

If the student received \$1,350 in Tuition Assistance, then the student earned \$579 in TA funds and \$771 is the unearned amount of TA funds.

SNHU is responsible for returning the unearned amount of TA funds (\$771) to the military branch that issued the assistance.

The student is responsible for the immediate payment of the balance on the account.

In instances when a service member stops attending due to a military service obligation during the term, SNHU will remove the student from the coursework and will scholarship the amount owed to SNHU due to a return of unearned TA funds so no debt is incurred by the student. Please note -- prior existing service obligation will not warrant the reversal of charges. The service member will be required to provide documentation in the form of current military orders, signed letter from the command or a similar form of documentation.

## Tuition and Fees

<b>Undergraduate Tuition</b>	<b>Per Credit Hour</b>	<b>Per 3-Credit Course</b>	<b>Annual Cost for 30 Credits</b>
Campus courses	\$515	\$1,545	\$15,450
Campus courses: Select** Undergraduate Programs	\$330	\$990	\$9,900
Online courses	\$330	\$990	\$9,900
Online courses: Active Duty Military*	\$231	\$693	\$6,930

*\*Note: students receiving this rate are not eligible for additional discounts.*

*\*\*Select Programs include: BA Communication, BS Construction Management, BS Entrepreneurship, BS Game Art and Interactive Design, BS Game and Simulation Programming, BA Graphic Design and Media Arts. VA benefits may not be applicable to these programs; please consult Admissions with questions.*

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<b>Graduate Tuition</b>	<b>Per Credit Hour</b>	<b>Per 3-Credit Course</b>	<b>Annual Cost for 15 Credits</b>
Campus courses	\$721	\$2,163	\$10,815
Online courses	\$637	\$1,911	\$9,555
Online courses: Active Duty Military*	\$470	\$1,410	\$7,050
NH Leadership Cohorts (M.Ed., CAGS)	\$325		
FBGE (M.Ed & CAGS)	\$417		
FBGE (PDOC)	\$120		
Campus courses: Mountainview Low-Residency MFA	\$497.53	\$1,492.59	\$7,462.95

*\*Note: students receiving this rate are not eligible for additional discounts.*

<b>Direct Assessment Competency-Based Education Programs</b>	<b>Per Trimester</b>	<b>Annual Cost</b>
Flat Rate Tuition	\$1,665	\$4,995

The Direct Assessment Competency-Based Education Programs tuition is a flat rate and is not assessed based on the number of competencies that the student does or does not complete. Students may be eligible for discounted tuition based on the relationship between Southern New Hampshire University and the student's employer/partner.

Students are not required to purchase textbooks or other course materials. Students must, however, have access to a computer and an Internet connection.

<b>Nursing Undergraduate Programs</b>	<b>Per Credit Hour</b>	<b>Per 3-Credit Course</b>	<b>Annual Cost for 30 Credits</b>
Dual Enrollment for Nursing students in the Community College System of New Hampshire (prior to graduation) *	\$215	\$645	\$6,450
Community College System of New Hampshire Graduates on or after May 2012*	\$270	\$810	\$8,100
Bachelor of Science in Nursing	\$330	\$990	\$9,900

<b>Nursing Graduate Programs</b>	<b>Per Credit Hour</b>	<b>Per 3-Credit Course</b>	<b>Annual Cost for 15 Credits</b>
Master of Science in Nursing	\$637	\$1,911	\$9,555
NUR 600 Immersion Experience Fee			One time: \$2,000

*\*Note: students receiving this rate are not eligible for additional discounts.*

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<b>Kenzie Online Certificate Programs</b>	<b>Per Trimester</b>	<b>Certificate Cost</b>
Software Engineering – Backend Development (4 trimesters)	\$5,000	\$20,000
Full-Stack Web Development (3 trimesters)	\$5,666.67	\$17,000
User Experience Design (3 trimesters)	\$4,167	\$12,500
Cybersecurity (3 trimesters)	\$3,333.33	\$10,000

### **Doctoral Programs**

<b>Doctor of Education (Ed.D.)</b>	<b>Per Term</b>	<b>Other</b>	<b>Per Year</b>
Ed.D. EDGR Courses		\$627 per credit	
Ed.D. EDU Courses		\$627 per credit	
(Years 1-3)			
Ed.D. Intensive Fees		\$1,600 summer term	
Ed.D. Low-residency Dissertation Colloquium	\$921		\$2,763
<b>Ed.D. Low-Residency</b>	<b>Per Term</b>		<b>Per Year</b>
<b>(2017-2018 cohorts only)</b>			
Dissertation Colloquium	\$921		\$2,763
<b>Doctor of Philosophy (Ph.D.)</b>	<b>Per Term</b>	<b>Summer</b>	<b>Per Year</b>
Ph.D. Programs (Years 1-3)	\$5,333		\$16,000
Ph.D. Intensive/Residency		\$1,600	
Ph.D. Continuing Dissertation (Beyond Year 3)	\$921		\$2,763

### **English as a Second Language (ESL)**

<b>Tuition</b>	<b>Per Credit</b>	<b>Per 3-Credit Course</b>	<b>Per 8-Week Term</b>
ESL Tuition			\$3,195
UG Transitional Bridge Program Tuition (students transitioning to a campus program will be assessed both ESL Tuition and the UG Transitional Bridge Program Tuition during the transition)	\$515	\$1,545	
<b>Room &amp; Board</b> (All ESL students must live in university housing for at least two terms.)		<b>Per 8-Week Term</b>	<b>Per Semester</b>
Housing: Fall and Spring		\$2,250	\$4,500
Meals: Fall and Spring		\$950	\$1,900
<b>Fees</b>	<b>Per Occurrence</b>	<b>Per 8-Week Term</b>	<b>Per Semester</b>
New ESL Student Orientation	\$50		
ESL Program and Activity Fee		\$100	
Health Insurance – average \$322 per 8-week term***			

\*\*\*Note: Health Insurance is only available to students taking classes in person on campus, and costs are subject to change.



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### Student Fees

<b>Fees</b>	<b>One Time</b>	<b>Per Semester</b>	<b>Per Year</b>
Application Fee (Doctoral and International students)	\$40		
Campus: Comprehensive Fee		\$500	\$1,000
Campus: International Fee	\$350		
Campus: Study Abroad Administrative Fee	\$328		
<b>Program Fees</b>	<b>Per Course</b>	<b>Per Semester</b>	<b>Program Cost</b>
Aviation Operations Management: Flight Fee		\$15,000	\$60,000
Engineering Program Fee		\$1,500	
Unmanned Aerial Systems Certificate: Drone Exam (UAS-107)	\$350		
Unmanned Aerial Systems Certificate: Drone Rental Fee (UAS-207 and UAS-307)	\$50		
Counseling (COU 540) Residency Fee: one time	\$1,400		
Counseling (COU 690) Residency Fee: one time	\$1,400		
Mountainview Low Residency MFA (campus): Summer/Winter Residency		\$1,200	
<b>Health Fees***</b>	<b>Per Term</b>	<b>Per Semester</b>	<b>Annual</b>
Campus: Health Insurance – Domestic and International Fall Start (12 months of coverage payable with Fall charges)			\$1,931
Campus: Health Insurance – Domestic and International graduating Domestic students (4 months of coverage payable with Fall charges)		\$665	
Campus: Health Insurance – Domestic and International Spring Start (8 months of coverage payable with Spring charges)		\$1,266	
Campus: Health Insurance – Summer only (4 months of coverage payable with Summer charges)		\$602	
***Note: Health Insurance is available only to students taking classes in person on campus, and costs are subject to change.			
<b>Conditional Fees</b>			<b>Per Occurrence</b>
Dissertation Printing & Publication Fee			\$412
Transcript Domestic Federal Express (all 50 states)			\$32
Transcript International Federal Express			\$72
Replacement Diploma Fee			\$15

### Housing and Meals

## University Programs

<b><i>Windsor / Hampton / Washington / New Castle / Kingston Hall / Tuckerman Hall</i></b>	<b><i>Per Semester</i></b>	<b><i>Annual</i></b>
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Windsor / Hampton / Washington / New Castle / Kingston Hall / Tuckerman Hall - SINGLE	\$5,000	\$10,000
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New Castle / Washington - Premium Single (a double converted into a single)	\$5,250	\$10,500
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Windsor / Hampton / Washington / New Castle / Kingston Hall / Tuckerman Hall - DOUBLE	\$4,500	\$9,000
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Tuckerman Hall - TRIPLE	\$4,500	\$9,000
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Tuckerman Hall - DOUBLE WITH BATH, QUAD DOUBLE WITH BATH	\$5,000	\$10,000
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<b><i>Conway / Lincoln / Monadnock</i></b>	<b><i>Per Semester</i></b>	<b><i>Annual</i></b>
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Single Apartment Rooms	\$5,500	\$11,000
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Monadnock - DOUBLE	\$5,000	\$10,000
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<b><i>Meals</i></b>	<b><i>Per Semester</i></b>	<b><i>Annual</i></b>
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Dining Plan - resident	\$1,900	\$3,800
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# University Programs

Dining Plan - commuter (optional)

\$1,200     \$2,400

## Withdrawal and Refunds

### Course/ Institutional Withdrawal

Undergraduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Undergraduate students may withdraw from courses at any time starting week two up until the last week of the term and will earn a course grade of "W." Withdrawals are not permitted in the last week of class. All term weeks begin on Monday and end on Sunday. Holidays throughout the term do not impact these timelines.

The following policies apply to ALL students taking online, face-to-face or hybrid courses.

### Submission of Withdrawals

Requests to withdraw must be submitted via the student's academic advisor via the approved form. In all cases, the date of withdrawal is the date the completed form is received. No paper withdrawal forms or emails will be accepted. For the purpose of withdrawals, all term weeks start on Monday and end on Sunday. Holidays during the week do not impact these timelines.

Kenzie Academy students seeking to withdraw may submit the [Kenzie Academy Withdrawal form](#). Kenzie strongly encourages all students to speak to their Learner Success Advisor prior to withdrawal.

### Tuition Refund

Online & On Campus Students

Course/Institutional Withdrawals:

During Week 1 (Drop period): No tuition charged or 100% refund if full payment is submitted

During Week 2: 50% tuition charged or 50% refund if full payment is submitted

After Week 2: 100% tuition charged or no refund if full payment is submitted

\*Fees are non-refundable.

### Direct Assessment Competency-Based Education Students:

Students have 14 days from the start of the term to cancel enrollment and receive a full refund of any tuition paid for that term. If the student withdraws after the 14-day period, the student will be responsible for the full tuition amount. If the student withdraws or is dismissed from the program, the university and/or the student may be required to return a portion of any Federal Title IV financial aid received. A Return of Title IV calculation will be performed for any student who has received Federal Title IV financial aid to determine the amount of federal aid that must be returned to the federal government by the university and the student.

### Room and Board

Room and board are canceled/reduced based on calendar days, according to the following schedule for day school students.

Room and board charges:

100% refund before the first day of the term (includes fees).\*

90% refund from day 1 to day 10 of the term.

50% refund from day 11 to day 25 of the term.

25% refund from day 26 to day 52 of the term.

No refund after day 52 of the term.

Note: The refund calculation is based on calendar days.

\*Meal plan refunds are based on the above schedule, unless more dollars have been used. Should that happen, the student is responsible for the balance of the meal plan the student has at the time of the withdrawal date.

\*Fees are non-refundable.

### MA Counseling Residency Refund Policy

Students may withdraw from the residency course before the start of residency and receive a full refund of the residency

## University Programs

fee. This refund excludes any travel or other costs incurred outside what is covered by the fee. Students who fail to attend the residency without withdrawing prior to the start of residency will incur the residency fee, and will be subject to that fee a second time upon retaking the residency course.

### **Mountainview Low-Residency MFA (campus) Residency Fee**

Residencies: The Mountainview Low-Residency MFA program has two residencies per calendar year, one in January and one in June. Students may withdraw from residency up to four weeks prior to the start of the term and receive a full refund of the residency fee. This refund excludes any travel or other costs incurred outside what is covered by the fee. Students who fail to attend the residency without withdrawing at least four weeks prior to the start of the residency will incur the residency fee, as the institution has contractual obligations.

### **Nursing Immersion Refund Policy**

Students may withdraw from NUR-600 Advanced Pharmacology for the Prescriber, Immersion, during Course Drop and Withdrawal and receive a refund in accordance with the university's standard tuition refund policy. This refund excludes any travel or other costs incurred outside what is covered by the fee.

Students who fail to attend the Immersion without withdrawing prior to the start of the experience may be offered a course Incomplete with the expectation to attend the Immersion the subsequent term.

### **Study Abroad and National Student Exchange Refund Policy**

Please review the [Study Abroad and National Student Exchange \(Campus Only\)](#) policy.

### **Kenzie Academy Students Refund Policy - Indiana Residents Only**

#### **Statement of Authorization**

The institution is authorized by:

The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education  
101 West Ohio Street, Suite 300  
Indianapolis, IN 46204-4206

A student is entitled to a full refund if one (1) or more of the following criteria are met:

- Does not meet admissions requirements
- Enrollment was procured as a result of misrepresentation in the written materials utilized by Kenzie.

#### *Withdrawal from Online Courses – Kenzie Academy Indiana Residents Only:*

Upon an official withdrawal request from the student, the student's obligation at the time of cancellation will be calculated as follows:

Prior to courses beginning:

- Within 6 days following enrollment and up to course start: 100% refund.

After courses begin:

- During week 1 (drop period): No tuition fee charged or 100% refund
- After week 1 (drop period) but less than assignment completion of 10%: 90% tuition refund
- Assignment completion of 10% but less than 25%: 75% tuition refund
- Assignment completion of 25% but less than 50%: 50% tuition refund
- Assignment completion of 50% but less than 75%: 25% tuition refund
- Assignment completion of 75%: 100% of all tuition and fees charged. No refund

#### *Withdrawal from Onsite Courses – Kenzie Academy Indiana Residents Only:*

Students who begin attendance are entitled to the following refunds:

- Student fails to visit the campus prior to enrollment, and upon touring the campus or attending schedule orientation/classes, the student withdrew from the program within three (3) days: 100% tuition and fee refund
- During week 1 (Drop period): No tuition fee charged or 100% refund
- During week 2 but equal to or less than 25% of the duration of the program: 75% of the cost of the financial obligation (tuition & fees), less enrollment or application fee of 10%, not to exceed \$100
- During the program after attending more than 25% but equal to or less than 50% of the duration of the program: 50% refund of the cost of tuition, less an application/enrollment fee of 10% of the total tuition, not to exceed \$100
- During the program after attending more than 50% but equal to or less than 60% of the duration of the program: 40% of the cost of financial obligations, less an application/enrollment fee of 10% of the total tuition, not to exceed \$100

### **Financial Aid Disbursements**

## University Programs

All tuition charges and withdrawal requests are subject to review, and students who withdraw may be responsible for paying back part or all of their financial aid disbursement for that term. In addition, withdrawals may have an impact on a student's eligibility for future financial aid.

For students receiving Federal Title IV Financial Aid (Direct Loans, Plus, Federal Pell or FSEOG grants): those who withdraw before they have attended 60 percent of any particular academic term may need to have a portion of the federal financial aid canceled. These funds, if already disbursed, would then be returned to the US Department of Education. The percentage of federal financial aid "earned" is based on the amount of time a student attends in that term and is calculated using the Federal Return to Title IV funds formula provided by the US Department of Education. If the student has taken a credit refund from financial aid funds and then withdraws, these funds may need to be paid back to federal aid sources, or Southern New Hampshire University depending on the circumstances. If a student withdraws after having attended 60% of an academic term, they have earned 100% of the aid awarded for that term and there is no cancellation of aid. Institutional financial aid may also be canceled during the withdrawal process based on adjustments to charges and federal financial aid. Student accounts will be adjusted within 30 days of the notification of withdrawal.

Please contact the Student Financial Services office at 1-877-455-7648 or via email at [studentfinance@snhu.edu](mailto:studentfinance@snhu.edu) for details.

Kenzie Academy Students may call 1-844-744-0056 or email [learnerfinance@kenzie.snhu.edu](mailto:learnerfinance@kenzie.snhu.edu).

### **Participation Policy Unofficial Withdrawal**

Ongoing participation in courses and completion of assignments are two critical components to student success. The institution does not monitor attendance and withdraw students who stop participating, but students who use financial aid or any type of military benefits and fail all courses within a term will be reviewed for participation. Please refer to the [Course Participation](#) and [Unearned F](#) policies for additional information.

# Programs

## Accounting & Finance

### Accounting and Finance (BS) (Campus, Online)

#### Description

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.

#### Outcomes

1. Identify long-term corporate investment opportunities to increase shareholder value
2. Apply theories of asset allocation, security analysis, & portfolio diversification to efficiently manage an investment portfolio
3. Demonstrate knowledge of the rules and regulations for financial accounting and reporting and how they are established in a global economy
4. Generate financial records and financial statements for internal and external users in accordance with applicable governing rules and regulations
5. Analyze, interpret, and communicate financial and accounting information to various internal and external stakeholders

#### Requirements

General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Business Core

30 Total Credits

30 credit(s) from: BusCore

Major Courses

30 Total Credits

Complete all of the following

Complete:

ACC311 - Cost Accounting (3)

ACC317 - Intermediate Accounting I (3)

ACC318 - Intermediate Accounting II (3)

ECO306 - Money and Banking (3)

FIN330 - Corporate Finance (3)

FIN336 - Multinational Corporate Finance (3)

FIN340 - Fundamentals of Investments (3)

9 credit(s) from subject(s): ACC or FIN within the range of course numbers 300 - 499

Free Electives

18 Total Credits

18 credit(s).

Grand Total Credits: **120**

# University Programs

## Accounting (AS) (Campus, Online)

### Description

In the Associates of Science in Accounting program, students will gain fundamental knowledge of accounting and taxation as well as general business practices and relevant industry tools and technology. This program will provide students with marketable skills in communication, data analysis, research, problem solving, and regulatory compliance. Students will apply the skills and knowledge obtained in this program to address industry challenges and support business operations.

### Outcomes

1. Apply rules and regulations for financial and tax accounting to support the planning, preparation, and ethical practice of financial documentation
2. Apply industry relevant tools and technologies to analyze data, identify business problems, and support decision-making
3. Communicate relevant accounting information, methods, and tax information to support stakeholders in decision-making

### Requirements

General Education Courses

24 Total Credits

Complete all of the following

24 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Major Courses

33 Total Credits

Complete:

ACC201 - Financial Accounting (3)

ACC202 - Managerial Accounting (3)

ACC317 - Intermediate Accounting I (3)

ACC318 - Intermediate Accounting II (3)

ACC330 - Federal Taxation I (3)

BUS206 - Business Law I (3)

BUS210 - Managing and Leading in Business (3)

BUS225 - Critical Business Skills for Success (3)

FIN320 - Principles of Finance (3)

INT220 - Global Dimensions in Business (3)

MKT205 - Applied Marketing Strategies (3)

Free Electives

3 Total Credits

3 credit(s).

Grand Total Credits: **60**

## Accounting (BS) (Campus, Online)

# University Programs

## Description

In the Bachelor of Science in Accounting program, students will gain knowledge of accounting, taxation, and auditing principles, as well as general business practices and relevant industry tools and technologies. This program will provide students with marketable skills in data analysis and visualizations for appropriate audiences, problem solving, professional communication and ethical practice. Students will apply the skills and knowledge obtained in the program in support of the identification of challenges and recommend solutions to drive business decisions. This program is aligned to the content of the Uniform Certified Public Accountant Examination® (CPA®). \*The bachelor's in accounting degree, along with additional master's-level coursework, can also help prepare you for professional certification exams, like the CPA. Students cannot earn CPA certification through the SNHU program itself, therefore if you wish to follow the traditional CPA track, you should verify that you'll meet the necessary requirements to sit for the exam. The content in SNHU's BS in Accounting program aligns with the Content and Skill Specification Outlines (CSOs/SSOs) set by the American Institute of Certified Public Accountants (AICPA). Learners who are interested in licensure may also pursue an MS in Accounting degree to help them meet educational requirements. Completion of the BS in Accounting degree alone does not adequately prepare learners to be eligible to sit for the CPA exam or to become licensed certified public accountants. Licensing requirements to sit for the CPA exam vary from state to state. Students are encouraged to review their state specific requirements. State-by-state educational requirements can be found on the website of the National Association of State Boards of Accountancy (NASBA), while state-by-state CPA licensing requirements can be found through the Accounting Licensing Library, powered by the NASBA

## Outcomes

1. Analyze and apply the rules and regulations for financial accounting, reporting, taxation, and auditing to support the planning, preparation, and ethical practice of financial documentation
2. Select and apply industry relevant tools and technology to identify business solutions and promote effective business practices
3. Analyze quantitative and qualitative data to identify problems, inform and validate financial decision making, and recommend solutions
4. Organize and communicate accounting information to diverse internal and external stakeholders that illustrate data driven narratives and fosters emotional intelligence and professional conduct



# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

### Business Core

30 Total Credits

30 credit(s) from: BusCore

### Major Courses

33 Total Credits

Complete all of the following

Complete:

ACC315 - Accounting Information Systems (3)

ACC317 - Intermediate Accounting I (3)

ACC318 - Intermediate Accounting II (3)

ACC330 - Federal Taxation I (3)

ACC345 - Financial Statement Analysis/ Business Valuation (3)

ACC350 - Volunteer Income Tax Assistance (3)

ACC405 - Advanced Accounting (3)

ACC430 - Data Analytics for Financial Professionals (3)

1 of the following:

ACC311 - Cost Accounting (3)

ACC550 - Cost Accounting (3)

1 of the following:

ACC411 - Auditing Principles (3)

ACC640 - Auditing (3)

3 credit(s) from the following:

ACC490 - Accounting Internship (0 - 15)

ACC496 - Experiential Learning for Accounting (3)

### Free Electives or choose a Concentration

15 Total Credits

Complete 1 of the following

Free Electives

Complete all of the following

15 credit(s).

Students may choose to take ACC-645 and TAX-655 but must meet all requirements in the Undergraduate Taking Graduate Courses policy.

Free Electives and a Concentration

Complete all of the following

Concentration

12 credit(s).

Free Electives

Complete all of the following

3 credit(s).

Students may choose to take ACC-645 and TAX-655 but must meet all requirements in the Undergraduate Taking Graduate Courses policy.

Grand Total Credits: **120**

## University Programs

### **Accounting (BS) (Campus, Online) - Forensic Accounting and Fraud Examination (Concentration)**

#### **Description**

In the Forensic Accounting and Fraud Examination concentration, students will apply fundamental forensic accounting techniques to support the detection and prevention of fraudulent activity within an organization. Students will learn how to conduct legal and ethical investigations and how to properly document identified fraud. The concentration will provide students with the opportunity to learn how to leverage technology in the detection and prevention of fraud, as well as the potential risks and vulnerabilities technology can pose to an organization.

#### **Outcomes**

1. Apply fraud investigation, detection, documentation, and prevention techniques in order to mitigate accounting and financial fraud in organizations

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- ACC421 - Auditing and Forensic Accounting (3)
- ACC423 - Detection/Prevention Fraudulent Financial Statements (3)
- ACC425 - Interview Techniques/Legal Aspects Fraud (3)
- ACC427 - Investigating with Computers (3)

Grand Total Credits: **12**

### **Accounting (Certificate) (Campus, Online)**

#### **Description**

The Accounting Certificate is designed to support individuals seeking to address industry challenges and support business operations in the field of accounting. In this certificate, students will gain marketable skills in communication, research, data analysis, problem solving, and regulatory compliance. Students will gain fundamental knowledge of accounting, cost accounting, and federal taxation as well as business practices using relevant industry tools and technology.

#### **Requirements**

Certificate Courses

18 Total Credits

Complete all of the following

Complete:

- ACC201 - Financial Accounting (3)
- ACC202 - Managerial Accounting (3)
- ACC317 - Intermediate Accounting I (3)
- ACC318 - Intermediate Accounting II (3)
- ACC330 - Federal Taxation I (3)

1 of the following:

- ACC311 - Cost Accounting (3)
- ACC550 - Cost Accounting (3)

Grand Total Credits: **18**

# University Programs

## Accounting (Graduate Certificate) (Online)

### Description

The Graduate Certificate in Accounting will provide an opportunity for students to gain foundational knowledge of cost accounting, financial statements, auditing, and federal taxation of individuals. Students will explore topics within the impacts of cost accounting on strategic decision-making, financial statement analysis, accounting and auditing regulations, and tax preparation and planning. Specifically, students will gain skills and experience in financial statement analysis, generally accepted accounting principles, strategic planning, and ethical conduct. The content covered in this certificate aligns to topics within the 2024 Uniform Certified Public Accountant Examination® (CPA®). Licensing requirements to sit for the CPA exam vary from state to state, with many requiring 150 semester hours of education from an accredited college or university. Students are encouraged to review their state-specific board requirements prior to enrolling in a graduate accounting program. State-by-state educational requirements can be found on the website of the National Association of State Boards of Accountancy (NASBA). Completion of an aligned educational program does not guarantee success on the CPA exam.

### Outcomes

1. Apply accounting and taxation processes and theories to the preparation of financial data that supports the communication of strategic recommendations to a variety of stakeholders

### Requirements

Foundation Courses

0 Total Credits

Complete:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

Certificate Courses

18 Total Credits

Complete:

ACC550 - Cost Accounting (3)

ACC610 - Financial Reporting I (3)

ACC620 - Financial Reporting II (3)

ACC630 - Financial Reporting III (3)

ACC640 - Auditing (3)

TAX650 - Federal Taxation of Individuals (3)

Grand Total Credits: **18**

# University Programs

## Accounting (Minor) (Campus, Online)

### Description

In the Accounting Minor, students will gain fundamental knowledge of financial statement and cost accounting as well as relevant industry tools and technologies. Students will gain marketable skills in communication, research, data analysis, and regulatory compliance. Students will apply knowledge and skills gained in the accounting minor to address industry challenges and support stakeholders' understanding of business accounts and support business operations.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

ACC201 - Financial Accounting (3)  
ACC202 - Managerial Accounting (3)  
ACC317 - Intermediate Accounting I (3)  
ACC318 - Intermediate Accounting II (3)

1 of the following:

ACC311 - Cost Accounting (3)  
ACC550 - Cost Accounting (3)

Grand Total Credits: **15**

## Accounting (MS) (Online)

### Description

In the Master of Science in Accounting program, students will experience an in-depth study of accounting, taxation, and auditing concepts. In this program, students will explore the role of ethics and global awareness in promoting responsible business practices. Students will develop marketable skills in data analysis, communication, research, and strategic thinking as well as gain experience using industry relevant tools and technologies. Students will apply the skills and knowledge gained in this program to support an organization's effective and efficient business practices and advancement of strategic goals. This program is aligned to the content of the 2024 Uniform Certified Public Accountant Examination® (CPA®). Licensing requirements to sit for the CPA exam vary from state to state, with many requiring 150 semester hours of education from an accredited college or university. Students are encouraged to review their state specific board requirements prior to enrolling. State-by-state educational requirements can be found on the website of the National Association of State Boards of Accountancy (NASBA). Completion of an aligned educational program does not guarantee success on the CPA exam.

### Outcomes

1. Communicate and present accounting information using data-driven narratives to provide recommendations and optimal solutions to internal and external stakeholders of diverse backgrounds.
2. Utilize industry tools and technologies to integrate information that promotes effective and efficient business practices and provides insights into business operations
3. Analyze and apply quantitative and qualitative information to identify optimal solutions, evaluate implications, and provide recommendations to stakeholders.
4. Research and apply the governing rules, regulations, and ethical frameworks of accounting, taxation, and auditing to support the accurate preparation of financial documentation and recommendations.
5. Design strategies to solve complex problems with multiple variables and aid in the development of solutions that advance strategic goals

# University Programs

## Requirements

Foundation Courses  
0 Total Credits

Complete all of the following

Business Foundation Courses  
Complete:

MBA500 - Building Business Leaders (3)  
MBA504 - Applied Business Statistics (3)

Accounting Foundation Courses  
Complete:

ACC610 - Financial Reporting I (3)  
ACC620 - Financial Reporting II (3)  
ACC630 - Financial Reporting III (3)  
TAX650 - Federal Taxation of Individuals (3)

Major Courses  
30 Total Credits

Complete all of the following  
Complete:

ACC550 - Cost Accounting (3)  
ACC640 - Auditing (3)  
ACC645 - Advanced Auditing (3)  
ACC676 - Audit of Accounting Information Systems (3)  
ACC690 - Advanced Topics in Financial Reporting (3)  
ACC696 - Situational Ethics in Accounting (3)  
ACC740 - Culminating Experience for Accounting (3)  
QSO511 - Business Analytics (3)  
TAX655 - Federal Income Tax of Corporations and Partnerships (3)

Free Elective  
3 credit(s).

Grand Total Credits: **30**

# University Programs

## Business Analysis and Reporting for Accounting (Graduate Certificate) (Online)

### Description

The Graduate Certificate in Business Analysis and Reporting for Accounting will provide an opportunity for students to gain in-depth knowledge of business analytics, financial reporting, and managerial accounting. Students will explore advanced topics within predictive analytics, data cleaning and analysis, public accounting, foreign currency, and strategic business decisions. Specifically, students will gain skills and experience in preparing financial statements, financial analysis, data visualizations, data analysis, and statistical modeling. Content covered in this certificate aligns to the specialized discipline of Business Analysis and Reporting within the 2024 Uniform Certified Public Accountant Examination® (CPA®). Licensing requirements to sit for the CPA exam vary from state to state, with many requiring 150 semester hours of education from an accredited college or university. Students are encouraged to review their state-specific board requirements prior to enrolling in a graduate accounting program. State-by-state educational requirements can be found on the website of the National Association of State Boards of Accountancy (NASBA). Completion of an aligned educational program does not guarantee success on the CPA exam.

### Outcomes

1. Analyze and apply statistical analysis methods and models to communicate financial data to technical and non-technical audiences based on data-driven narratives

### Requirements

Foundation Courses

0 Total Credits

Complete all of the following

Accounting Foundation Courses

Complete:

ACC610 - Financial Reporting I (3)

ACC620 - Financial Reporting II (3)

ACC630 - Financial Reporting III (3)

TAX650 - Federal Taxation of Individuals (3)

Business Foundation Courses

Complete:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

Certificate Courses

12 Total Credits

Complete:

ACC690 - Advanced Topics in Financial Reporting (3)

ACC735 - Advanced Managerial Accounting (3)

QSO511 - Business Analytics (3)

QSO570 - Predictive Business Analytics (3)

Grand Total Credits: **12**

## Economics and Finance (BS) (Campus)

### Description

The Economics/Finance Program has a dual mission: to examine the behavior of the economy and its relationship to business and government, and to study the funding and investment needs of corporations, individuals and institutions. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business and economics. Economics/finance majors develop the analytical and quantitative skills needed for corporate and individual financial management and economic modeling and forecasting. Students who choose to major in the Economics/Finance Program will be prepared for careers in industry, financial organizations and government. Many go on to graduate school to continue their studies in economics, finance, other business-related disciplines or law.

# University Programs

## Outcomes

1. Identify long-term corporate investment opportunities to increase shareholder value.
2. Test hypotheses, forecast, and interpret results using economic data and financial models.
3. Make strategic business decisions based on the application of economic and financial knowledge and tools.
4. Apply theories of asset allocation, security analysis, & portfolio diversification to efficiently manage an investment portfolio.
5. Critique government policy proposals using concepts such as optimization, equilibrium, and the incentives faced by economic agents.

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

### Business Core

30 Total Credits

30 credit(s) from: BusCore

### Major Courses

30 Total Credits

Complete all of the following

Complete:

ECO301 - Managerial Economics (3)

ECO306 - Money and Banking (3)

ECO402 - Intermediate Macroeconometrics (3)

FIN330 - Corporate Finance (3)

FIN340 - Fundamentals of Investments (3)

FIN499 - Capstone in Finance (3)

1 of the following:

MAT225 - Calculus I: Single-Variable Calculus (3)

MAT300 - Applied Statistics II: Regression Analysis (3)

9 credit(s) from subject(s): ECO or FIN within the range of course numbers 200 - 499

### Free Electives

18 Total Credits

18 credit(s).

Grand Total Credits: **120**

## Finance (BS) (Online)

### Description

The Bachelor of Science (B.S.) in Finance is designed for motivated professionals who have an interest in the management of money and wish to pursue a career in finance. The curriculum builds upon the Southern New Hampshire University's general education and business core foundation of knowledge, which emphasizes communication, critical, creative, and entrepreneurial thinking, collaboration and teamwork, personal and social responsibility, problem solving and decision-making, and global orientation. The B.S. Finance prepares students for entry- to mid-level finance positions by providing solid foundational knowledge of the global economic environment, financial statement analysis, financial investments and markets, quantitative analysis, and topics related to wealth management. Equally important, an appreciation of ethics and the regulatory environment is emphasized.

# University Programs

## Outcomes

1. Develop financial plans that utilize appropriate investment for counseling clients in making appropriate investment recommendations
2. Assess domestic and global economic environments and market conditions for supporting strategic goals and effective financial planning within organizations
3. Analyze organizational financial statements for forecasting and meeting organizational goals and objectives
4. Apply quantitative and qualitative methods of analysis for supporting sound financial decisions
5. Apply ethical and legal practices that comply with internal policies and external regulations to guide conduct and decision-making in the field of finance

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

### Business Core

30 Total Credits

30 credit(s) from: BusCore

### Major Courses

21 Total Credits

Complete:

FIN330 - Corporate Finance (3)

FIN335 - Financial Markets (3)

FIN336 - Multinational Corporate Finance (3)

FIN340 - Fundamentals of Investments (3)

FIN341 - Financial Regulations and Ethics (3)

FIN450 - Investment Portfolio Analysis (3)

FIN470 - Undergraduate Finance Capstone (3)

### Major Electives or choose a Concentration

9 Total Credits

Complete all of the following

9 credit(s) from subject(s): ACC, DAD, DAT, ECO, or FIN within the range of course numbers 200 - 499

Undergraduate students who wish to take graduate classes as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major requirements, including the capstone. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to enroll. The acceptable graduate classes are: FIN-550, INT-620, FIN 640, or FIN 685.

### Free Electives

18 Total Credits

Complete all of the following

18 credit(s).

NOTE: Students with a concentration will have 12 credits of free electives.

Grand Total Credits: **120**



# University Programs

## **Finance (BS) (Online) - Financial Planning (Concentration)**

### **Description**

The Financial Planning concentration provides a learning environment for students to explore and experience what a financial planner does in practice. Financial Planning curriculum focuses on the application of knowledge in order to prepare students for entry or advancement in a financial planning career. The curriculum builds upon the Bachelor of Science in Finance program foundation that is focused on foundational knowledge of the global economic environment, financial statement analysis, financial investments and markets, quantitative analysis, topics related to wealth management, ethics and the regulatory environment. Additionally, the curriculum is designed with the industry standards in mind. The Financial Planning concentration is well suited for individuals interested in pursuing a career as a personal financial advisor. Students will consider professional conduct and regulation, general principles and regulation, education planning, risk management and insurance planning, investment planning, tax planning, retirement savings and income planning, and estate planning, in order to develop and recommend financial plans for a variety of client situations.

### **Outcomes**

1. Apply personal financial planning knowledge to identify immediate and long-range measures to increase income, reduce expenditures, and achieve financial stability

### **Requirements**

Concentration Courses

15 Total Credits

Complete:

- ACC330 - Federal Taxation I (3)
- FIN350 - Advanced Personal Financial Planning (3)
- FIN355 - Risk Management and Insurance Planning (3)
- FIN460 - Estate Planning and Taxation (3)
- FIN485 - Financial Plan Development (3)

Grand Total Credits: **15**

# University Programs

## Finance (Graduate Certificate) (Online)

### Description

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. This program provides students pursuing the M.B.A. or other master of science degree with focused study in finance theory to enable them to pursue management positions in the financial services industry, including corporations, insurance companies, banks, investment firms and government agencies. All courses taken in the Certificate Program could be applied toward an M.S. in Finance for those students who decide to continue their graduate education.

### Requirements

Foundation Courses

0 Total Credits

Complete:

MBA501 - Mathematics and Statistics for Business (3)

MBA502 - Economics for Business (3)

MBA503 - Financial Reporting and Analysis (3)

Certificate Courses

21 Total Credits

Complete all of the following

Complete:

ACC550 - Cost Accounting (3)

FIN550 - Corporate Financial Management (3)

FIN610 - Short-Term Financial Management (3)

FIN630 - Capital Budgeting & Financing (3)

FIN640 - Investment Analysis & Portfolio Management (3)

QSO510 - Quantitative Analysis for Decision Making (3)

3 credit(s) from subject(s): FIN within the range of course numbers 500 - 799

Grand Total Credits: **21**

# University Programs

## Finance (Minor) (Campus, Online)

### Description

The Finance minor focuses on financial markets and corporate finance concepts. Learners will develop analytical and quantitative skills to assist individuals and businesses in financial decision-making. Capital budgeting decisions, investment management, and an appreciation of ethics are primary topics of consideration.

### Requirements

Prerequisite Courses

0 Total Credits

Complete:

ACC201 - Financial Accounting (3)

ECO201 - Microeconomics (3)

MAT240 - Applied Statistics (3)

Minor Courses

18 Total Credits

Complete all of the following

Complete:

ECO202 - Macroeconomics (3)

FIN320 - Principles of Finance (3)

FIN330 - Corporate Finance (3)

FIN340 - Fundamentals of Investments (3)

6 credit(s) from FIN within the 300 - 499 range or from the following courses:

ECO306 - Money and Banking (3)

Grand Total Credits: **18**

# University Programs

## Finance (MS) (Online)

### Description

The M.S. Finance program is designed for professionals seeking the tools, knowledge, and analytical skills needed for effective business analysis, decision-making, and management in a wide variety of organizations, including non-financial corporations, banks, insurance companies, investment firms, and government units. The courses will cover the most important aspects of the core of finance including investments, capital budgeting, portfolio management, minimizing risk and maximizing return, and shareholder value. Today's business environment requires professionals to rapidly adapt to change, strategically assess resource constraints, and provide solutions to complex problems related to customers or clients, staff, structure, operations, and shareholders. Therefore, a demand exists for financial managers, analysts, and consultants who possess the skills and abilities necessary to effectively make well-informed and strategic decisions to better position their company within the market. The M.S. Finance curriculum and outcomes are aligned with the Chartered Financial Analysis Institute's (CFA) competencies and curriculum standards. While the degree does not directly lead to certification, graduates will be prepared to sit for a certification in financial analysis. In addition, graduates will be positioned to enter management-level positions in finance and related business professions to include, but not limited to financial analyst, investment consultant, U.S. interest rate strategy associate, product analyst, or risk analyst.

### Outcomes

1. Analyze and evaluate long-term corporate investment opportunities to increase shareholder value
2. Implement theories of asset allocation, security analysis, and portfolio diversification to efficiently manage an investment portfolio
3. Formulate testable hypotheses and conduct statistical tests using financial data to inform strategic corporate decision-making
4. Evaluate and interpret the effect of macroeconomic events and financial market conditions on the firm's strategic objectives
5. Utilize the tools of risk management in corporate management and portfolio management to effectively balance the relationship between risk and return

### Requirements

#### Foundation Courses

0 Total Credits

##### Complete:

MBA501 - Mathematics and Statistics for Business (3)  
MBA502 - Economics for Business (3)  
MBA503 - Financial Reporting and Analysis (3)

#### Major Courses

27 Total Credits

##### Complete:

ECO500 - Managerial Economics (3)  
FIN550 - Corporate Financial Management (3)  
FIN620 - Money and Capital Markets (3)  
FIN640 - Investment Analysis & Portfolio Management (3)  
FIN685 - Risk Management (3)  
FIN691 - Financial Modeling (3)  
FIN700 - Graduate Finance Capstone (3)  
INT620 - International Corporate Finance (3)  
QSO510 - Quantitative Analysis for Decision Making (3)

#### Major Electives or choose a Concentration

9 Total Credits

##### Complete:

FIN610 - Short-Term Financial Management (3)  
FIN630 - Capital Budgeting & Financing (3)  
FIN670 - Option Analysis & Financial Derivatives (3)

Grand Total Credits: **36**

# University Programs

## **Finance (MS) (Online) - Corporate Finance (Concentration)**

### **Description**

The Corporate Finance concentration focuses on today's corporate environment and how theory, strategy, and financing approaches are employed to effectively make decisions in a complex and ever-changing environment. Students will analyze topics within short-term and long-term financing, capital structure, capital budgeting, financial policy, mergers and acquisitions.

### **Outcomes**

1. Analyze capital structure, capital budgeting, and financial policy and apply theory, strategies, and long-term finance approaches to various decision-making situations

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

FIN610 - Short-Term Financial Management (3)

FIN660 - Creating Value: Merger/Acquisition (3)

FIN665 - Long-Term Financing & Capital Structure Theory (3)

Grand Total Credits: **9**

## **Finance (MS) (Online) - Investments (Concentration)**

### **Description**

The Investment concentration focuses on the tools and techniques used in domestic and international investments as well as effectively managing portfolios within complex environments. Students will analyze and apply financial theory, methodologies, and strategies in relation to valuation, risk management, diversification, hedging, and asset allocation.

### **Outcomes**

1. Analyze equity and alternative investments utilizing quantitative techniques and financial theories in relation to portfolio management

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

FIN645 - Analytical Tools in Portfolio Management (3)

FIN655 - International Investments/Portfolio Management (3)

FIN670 - Option Analysis & Financial Derivatives (3)

Grand Total Credits: **9**

# University Programs

## Forensic Accounting and Fraud Examination (Graduate Certificate) (Online)

### Description

The Forensic Accounting and Fraud Examination certificate will provide students with an opportunity to gain in-depth knowledge of auditing, forensic accounting, and the detection and prevention of fraud. Students will apply forensic accounting techniques to support the detection and prevention of fraudulent activity within an organization through financial analysis. Students will learn how to conduct legal and ethical investigations and properly report identified fraud. Specifically, students will gain skills and experience in fraud prevention and detecting, risk management, ethical conduct, legal knowledge, and communications. This certificate covers content that is included in the Certified Fraud Examiner (CFE) certification exam.

### Outcomes

1. Apply and develop fraud investigation, detection, documentation, and prevention techniques in order to mitigate accounting and financial fraud in organizations and adhere to the ethical responsibilities of fraud investigators

### Requirements

Foundation Courses

0 Total Credits

Complete all of the following

Accounting Foundation Courses

Complete:

ACC610 - Financial Reporting I (3)

ACC620 - Financial Reporting II (3)

ACC630 - Financial Reporting III (3)

TAX650 - Federal Taxation of Individuals (3)

Business Foundation Courses

Complete:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

Certificate Courses

12 Total Credits

Complete:

ACC640 - Auditing (3)

ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)

ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)

ACC692 - Interview Techniques/Legal Aspects of Fraud (3)

Grand Total Credits: **12**

# University Programs

## Information Systems and Controls (Graduate Certificate) (Online)

### Description

The Graduate Certificate in Information Systems and Controls will provide an opportunity for students to gain in-depth knowledge of auditing, accounting information systems, information security, and attestation. Students will explore advanced topics within accounting information system controls, information technology infrastructure and emerging attestation. Specifically, students will gain skills and experience in auditing, systems analysis, project management, business operations, critical thinking, and communications. Content covered in this certificate aligns to the specialized discipline of Information Systems and Controls within the 2024 Uniform Certified Public Accountant Examination® (CPA®). It may also satisfy educational eligibility needed to sit for the exam. Licensing requirements to sit for the CPA exam vary from state to state, with many requiring 150 semester hours of education from an accredited college or university. Students are encouraged to review their state-specific board requirements prior to enrolling in a graduate accounting program. State-by-state educational requirements can be found on the website of the National Association of State Boards of Accountancy (NASBA). Completion of an aligned educational program does not guarantee success on the CPA exam.

### Outcomes

1. Recommend and critique data governance, systems, and management processes and structures within an organization and that adhere to industry frameworks

### Requirements

Foundation Courses

0 Total Credits

Complete all of the following

Accounting Foundation Courses

Complete:

ACC610 - Financial Reporting I (3)

ACC620 - Financial Reporting II (3)

ACC630 - Financial Reporting III (3)

TAX650 - Federal Taxation of Individuals (3)

Business Foundation Courses

Complete:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

Certificate Courses

12 Total Credits

Complete:

ACC640 - Auditing (3)

ACC676 - Audit of Accounting Information Systems (3)

ACC677 - Information Systems Assurance and Advising (3)

ACC705 - Advanced Topics in Information Systems and Controls (3)

Grand Total Credits: **12**

# University Programs

## Management Accounting (Graduate Certificate) (Online)

### Description

The Graduate Certificate in Management Accounting will provide an opportunity for students to gain in-depth knowledge of cost accounting, controllership, information systems and controls, and advanced managerial accounting strategies. Students will explore advanced topics regarding the impacts of cost data on strategic decision-making, forecasting, impacts of contemporary tax legislation, tax codes and compliance standards, and financial planning. Specifically, students will gain skills and experience in financial analysis, financial management, strategic planning, budgeting, and problem solving. This certificate is aligned to exam topics covered on the Certified Management Accountant ® (CMA ®) certification exam.

### Outcomes

1. Analyze and evaluate business performance, operational, and financial data to support the recommendation of organizational operations and process improvement strategies

### Requirements

Foundation Courses

0 Total Credits

Complete all of the following

Accounting Foundation Courses

Complete:

ACC610 - Financial Reporting I (3)

ACC620 - Financial Reporting II (3)

ACC630 - Financial Reporting III (3)

TAX650 - Federal Taxation of Individuals (3)

Business Foundation Courses

Complete:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

Certificate Courses

12 Total Credits

Complete:

ACC550 - Cost Accounting (3)

ACC660 - Controllership (3)

ACC677 - Information Systems Assurance and Advising (3)

ACC735 - Advanced Managerial Accounting (3)

Grand Total Credits: **12**



# University Programs

## Professional Accountancy (MS) (Campus)

### Description

The Master of Professional Accountancy program is a graduate day program to be completed in three 16-week semesters beginning with the fall term. Summer starts (if certain prerequisites are met) and part-time options are possible. This program is aimed at students who are interested in sitting for the CPA exam and pursuing professional certification. Students have the opportunity to coordinate sitting for sections of the CPA exam during their program.

### Outcomes

1. Employ advanced financial and governmental accounting concepts and techniques to properly account for and report complex transactions in accordance with standards promulgated by FASB, GASB, IASB and IRC.
2. Develop, research, analyze, and evaluate complex business decisions, issues and results related to operational performance and efficiency, tax situations and considerations, and the practice of corporate accounting and controllership.
3. Synthesize ethical principles and technical knowledge of auditing standards and techniques, to design audit programs, evaluate risks, develop and perform appropriate audit tests, and communicate findings to internal and external constituents as required.
4. Assimilate the compendium of accounting and auditing knowledge required to sit for the Financial Accounting and Reporting, and the Auditing and Attestation sections of the CPA Exam.

### Requirements

Major Courses

36 Total Credits

Complete:

ACC550 - Cost Accounting (3)  
ACC640 - Auditing (3)  
ACC645 - Advanced Auditing (3)  
ACC660X - Controllership (2)  
ACC680X - International Accounting (2)  
ACC685 - Governmental and Nonprofit Accounting (3)  
ACC696 - Situational Ethics in Accounting (3)  
ACC700X - Seminar in Accounting Topics (2)  
ACC701 - Advanced Topics in Financial Reporting I (2)  
ACC702 - Advanced Topics in Financial Reporting II (2)  
ACC720 - Auditing and Attestation Review Course (4)  
ACC730 - Financial Reporting Review Course (4)  
TAX655 - Federal Income Tax of Corporations and Partnerships (3)

Grand Total Credits: **36**

# University Programs

## Tax Compliance and Planning (Graduate Certificate) (Online)

### Description

The Graduate Certificate in Tax Compliance and Planning will provide an opportunity for students to gain in-depth knowledge of federal income tax of corporations, specialized topics within taxation, and personal finance and advisory services. Students will explore advanced topics within the IRS audit process and representation, impacts of contemporary tax legislation, tax codes and compliance standards, and financial planning. Specifically, students will gain skills and experience in tax preparation, tax software, analytical skills, financial management, and strategic planning. The content covered in this certificate aligns to the specialized discipline of Tax Compliance and Planning within the 2024 Uniform Certified Public Accountant Examination® (CPA ®). Licensing requirements to sit for the CPA exam vary from state to state, with many requiring 150 semester hours of education from an accredited college or university. Students are encouraged to review their state-specific board requirements prior to enrolling in a graduate accounting program. State-by-state educational requirements can be found on the website of the National Association of State Boards of Accountancy (NASBA). Completion of an aligned educational program does not guarantee success on the CPA exam.

### Outcomes

1. Analyze and prepare financial and tax documentation to support the recommendation of optimal financial planning strategies that improve stakeholders' future tax consequences

### Requirements

Foundation Courses

0 Total Credits

Complete all of the following

Accounting Foundation Courses

Complete:

ACC610 - Financial Reporting I (3)

ACC620 - Financial Reporting II (3)

ACC630 - Financial Reporting III (3)

TAX650 - Federal Taxation of Individuals (3)

Business Foundation Courses

Complete:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

Certificate Courses

12 Total Credits

Complete all of the following

Complete:

TAX655 - Federal Income Tax of Corporations and Partnerships (3)

TAX700 - Special Topics in Taxation (3)

TAX705 - Personal Finance and Advisory Services (3)

Free Elective

3 credit(s).

Grand Total Credits: **12**

## Art & Design

# University Programs

## Art History (Minor) (Campus, Online)

### Description

The Art History minor provides students with a deeper understanding and appreciation of the visual arts in their cultural contexts from antiquity to the present. Students have the flexibility to choose from a wide range of objects, periods, and styles. This minor will complement a variety of academic programs and will provide students with the foundations for careers in a variety of fields, including history, humanities, graphic design, photography, and game design.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following

1 of the following:

FAS201 - Introduction to Humanities I (3)  
HUM201 - Humanities: Ancient to Renaissance (3)

1 of the following:

FAS202 - Introduction to Humanities II (3)  
HUM202 - Humanities: Renaissance to the Present (3)

3 of the following:

FAS260 - History of Architecture (3)  
FAS270 - Introduction to Film History (3)  
FAS301 - Film and American Culture (3)  
FAS302 - Gender and Film (3)  
FAS320 - History of Design (3)  
FAS326 - History of Photography (3)  
FAS335 - Romanticism to Impressionism (3)  
FAS342 - Modernism (3)  
FAS345 - Contemporary Art (3)  
FAS370 - American Art (3)  
FAS380 - Women, Art and Society (3)  
FAS390 - Non-Western Art (3)

Grand Total Credits: **15**

## Digital Media Video Production (Minor) (Campus)

### Description

A Digital Media and Video Production minor would enable a student to combine specialized knowledge within their major with theoretic and practical knowledge of video production to create documentary, commercial, or promotional videos.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following

Complete:

COM244 - Digital Video Production: Level I (3)  
FAS270 - Introduction to Film History (3)

3 of the following:

COM344 - Digital Video Production: Level II (3)  
COM345 - Animation and Visual Effects (3)  
COM454 - Documentary Video Production (3)  
COM455 - Commercial Video Production (3)  
ENG338 - Writing for Film (3)  
FAS301 - Film and American Culture (3)  
FAS302 - Gender and Film (3)

Grand Total Credits: **15**

# University Programs

## Digital Photography (AA) (Online)

### Description

The Associate in Arts Digital Photography at Southern New Hampshire University provides students the technical skills of digital camera operation, lighting, and post-production image editing while also developing a strong business acumen. Students of the Associate in Arts Digital Photography program will be current practitioners within the commercial industry seeking a degree and/or those who seek to establish the necessary foundation for a career as a commercial photographer. The Associate in Arts Digital Photography program equips students with knowledge of the latest technology as they focus their study on developing or furthering the necessary skills for a career in commercial photography. Coursework within the Associate in Arts Digital Photography program scaffolds projects with a focus on students building the necessary skill set to produce work typical of industry standards while also establishing a creative voice, brand identity, and ethical practice. The goal of the Associate in Arts Digital Photography is to promote professional development and to prepare students for a career in commercial photography.

### Outcomes

1. Develop professional skills and behaviors that are aligned with legal and ethical standards and best practices of the photographic industry
2. Employ industry-appropriate tools and techniques in capturing, editing, and delivering high quality photographic works
3. Employ the elements and principles of art and design in making informed formal and conceptual decisions in photography
4. Communicate ideas and themes to specific audiences by applying a creative, client-centered approach to the creation of photographic works

### Requirements

General Education Courses

21 Total Credits

Complete all of the following

21 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT126 - Mathematical Reasoning for Modern Problem-Solving (3)

Exploration: Creative and Critical Expression (ECCE)

Complete:

HUM215 - Culture and Creativity (3)

Major Courses

27 Total Credits

Complete:

COM130 - Media Communication and Visual Literacy (3)

FAS226 - Digital Photography (3)

FAS235 - Photographic Practice in the Digital Age (3)

FAS240 - The Business of Photography (3)

FAS255 - Lighting for Photography (3)

FAS326 - History of Photography (3)

FAS375 - Photographic Aesthetic Concepts (3)

GRA205 - Fundamentals of Design (3)

GRA220 - Introduction to Digital Imaging (3)

Free Electives

12 Total Credits

12 credit(s).

Grand Total Credits: **60**

## Digital Photography (BA) (Online)

# University Programs

## Description

The BA in Digital Photography provides students with a strong foundation in the technical skills of digital camera operation, lighting, and post-production image editing while developing students' visual literacy, artistic talents, and foundation in the humanities. Graduates will be equipped with knowledge of the latest technology as they explore various genres of the photographic medium for possible career options after graduation. Because the degree is grounded in the Liberal Arts, students will be well versed with skills in written and oral communication, critical thinking and creative problem solving, and the ethical, dispositional, and collaborative abilities to succeed in the professional realm. Students enrolled in this program will develop a professional portfolio for career advancement and personal fulfillment. This program is especially designed for students who have artistic talent and/or professional interests in the field and also seek creative, meaningful, and practical employment upon graduation.

## Outcomes

1. Create, manage, and grow an authentic, personal aesthetic and brand using professional networks and relevant tools and technologies
2. Cultivate skills and behaviors that foster professional success while adhering to legal and ethical standards of the photographic industry
3. Critique photographic works through historical, social, and political contexts to assess their impact on contemporary culture and one's personal vision
4. Employ industry-appropriate tools and techniques in capturing, editing, and delivering high quality photographic works
5. Employ the elements and principles of art and design in analyzing formal, aesthetic, and conceptual decisions in photography
6. Create photographic works that effectively communicate ideas, emotions, and messages to diverse audiences

# University Programs

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following  
42 credit(s) from: GenEd  
Exploration: Creative and Critical Expression (ECCE)  
Complete:  
HUM215 - Culture and Creativity (3)

Arts and Sciences Courses  
9 Total Credits

Complete all of the following  
Complete:  
FAS326 - History of Photography (3)  
GRA205 - Fundamentals of Design (3)  
1 of the following:  
FAS110 - Introductory Drawing (3)  
FAS270 - Introduction to Film History (3)  
FAS320 - History of Design (3)

Major Courses  
33 Total Credits

Complete:  
COM130 - Media Communication and Visual Literacy (3)  
COM311 - Social Media Strategy (3)  
FAS226 - Digital Photography (3)  
FAS235 - Photographic Practice in the Digital Age (3)  
FAS240 - The Business of Photography (3)  
FAS255 - Lighting for Photography (3)  
FAS360 - Innovations in Digital Imaging (3)  
FAS375 - Photographic Aesthetic Concepts (3)  
FAS400 - Digital Narratives and Documentary (3)  
FAS485 - Digital Photography Portfolio (3)  
GRA220 - Introduction to Digital Imaging (3)

Free Electives  
36 Total Credits

36 credit(s).

Grand Total Credits: **120**

# University Programs

## Digital Studies (Minor) (Campus)

### Description

The Digital Studies Minor gives students an interdisciplinary opportunity to combine coursework in programming, digital design, and digital media analysis. This minor is only offered on campus.

### Requirements

Prerequisite Courses

0 Total Credits

Complete:

ENG120 - College Composition I (3)

Minor Courses

15 Total Credits

Complete all of the following

1 of the following:

CS110 - Fundamentals of Programming (3)

CIS135 - Interactive Scripting for Business Applications (3)

CIS255 - Applied Data Structure and Database (3)

CIS270 - Web Design & Construction (3)

Complete:

COM130 - Media Communication and Visual Literacy (3)

ENG370 - Writing with Digital Media (3)

LIT399 - Literature in the Digital Age (3)

1 of the following:

CIS214 - Technology and Art (3)

COM410 - Applied Strategic Communication (3)

GRA310 - Digital Graphic Design for the Web (3)

GRA470 - User Interface and Experience (3)

Grand Total Credits: **15**

# University Programs

## Game Art and Development (Minor) (Campus)

### Description

The Game Art and Development Minor balances fundamental skill development with advanced training in the techniques used by industry professionals today. Students learn and apply core principles used in video game art asset creation such as 3D modeling, 3D mesh topology, texturing, animation, rigging, Concept art, and design. Courses mirror the standard workflow pipeline used in industry for the production of art assets across multiple platforms.

### Outcomes

1. Design and develop professional quality digital game and interactive media elements that combine technical and aesthetic design principles to create engaging and dynamic experiences
2. Apply visual design elements and principles to develop creative and innovative solutions to technical, artistic, and design problems and opportunities
3. Collaborate with various development team members and stakeholders on the design, development, and delivery of professional-quality interactive visual designs and assets throughout the production pipeline

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

GAD201 - Introduction to Digital Sculpting (3)  
GAD202 - 3D Modeling and Unwrapping (3)  
GAD215 - Texturing for Games (3)  
GAD400 - Creature Design (3)

1 of the following:

GAD300 - 3D Character Animation and Rigging (3)  
GAD311 - Environment Design (3)  
GAD401 - Character Design (3)

Grand Total Credits: **15**

## Game Art and Interactive Design (BS) (Campus)

### Description

Southern New Hampshire University's Bachelor of Science in Game Art and Interactive Design provides students with an understanding of the video game industry and related career options. Students engage in authentic experiences by applying current industry best practices, tools, and 3D technologies throughout game and simulation development cycles, from preproduction to final product. To prepare students for careers in the field, emphasis is placed on design, 3D modeling of organic and hard surface assets, texturing, digital sculpting, and animation. To augment their major courses, students also take a core set of courses together with game programmers and other game artists pursuing adjacent industry roles. Students hone effective communication and cross-functional team collaboration skills necessary for realizing and enabling the creative vision of game designers and programmers. They also develop essential skills and abilities to keep pace within a constantly evolving field, and to become self-reliant and creative problem-solvers. Students pursuing this program will complete coursework through a structured pathway that will include face-to-face, online, and experiential learning opportunities.

### Outcomes

1. Analyze interactive visual design problems and challenges to address various ethical, legal, cultural, and social considerations
2. Design and create professional quality three-dimensional visual assets and interactive designs through the application of industry best practices, tools, and technologies
3. Apply visual design elements and principles to develop creative and innovative solutions to technical, artistic, and design problems and opportunities
4. Collaborate with various development team members and stakeholders on the design, development, and delivery of professional-quality interactive visual designs and assets throughout the production pipeline
5. Optimize and adapt interactive visual designs based on the integration of criticism and feedback solicited from various project team members and stakeholders



# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Exploration: Creative and Critical Expression (ECCE)

Complete:

COM212 - Public Speaking (3)

### Major Courses

63 Total Credits

Complete:

COM244 - Digital Video Production: Level I (3)

COM345 - Animation and Visual Effects (3)

FAS110 - Introductory Drawing (3)

FAS310 - Illustration (3)

GAD105 - Concept Art and Color Theory (3)

GAD201 - Introduction to Digital Sculpting (3)

GAD202 - 3D Modeling and Unwrapping (3)

GAD215 - Texturing for Games (3)

GAD300 - 3D Character Animation and Rigging (3)

GAD311 - Environment Design (3)

GAD400 - Creature Design (3)

GAD401 - Character Design (3)

GAD499 - 3D Professional Design (3)

GAM120 - Introduction to Game Development (3)

GAM360 - Introduction to Game Production (3)

GAM485 - Game Studio I (3)

GAM486 - Game Studio II (3)

GDE150 - Game Design I: Systems and Mechanics (3)

GDE210 - Game Design and Production: Rapid Prototyping (3)

GRA310 - Digital Graphic Design for the Web (3)

GRA470 - User Interface and Experience (3)

### Free Electives

15 Total Credits

15 credit(s).

Grand Total Credits: **120**

## Graphic Design and Media Arts (BA) (Campus, Online)

### Description

The mission of the SNHU Graphic Design program is to prepare students to be professional graphic designers educated in the design process and competent in the latest design technologies. With the inclusion of their general education, this degree provides students with a well-rounded, versatile interdisciplinary learning experience. Students are equipped with professional, practical, and business-oriented skills to assist with developing a personal brand identity and gaining a competitive edge in the marketplace. At the same time, students will ground themselves in design etiquette and thinking to foster their creativity and help turn ideas into visual concepts. The degree provides students with the opportunity to look at design from multiple perspectives in order to meet the needs of clients and audiences, while also being culturally and socially aware in all aspects of their work. The degree also includes authentic, workforce relevant learning experiences to prepare students to enter the field.

## University Programs

### Outcomes

1. Design, develop, adapt, and present professional quality graphic and media works that articulate a clear, coherent message using appropriate and effective technical and aesthetic design principles
2. Apply the design thinking process to address various physical, cognitive, cultural, and social factors in visual media and recommend creative solutions to design challenges
3. Evaluate, select, and effectively apply various tools and technology to the design, development, and dissemination of graphic and media works
4. Evaluate and respond to complex problems associated with the design, development, and delivery of graphic and visual media through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders
5. Apply professional, ethical, and socially and culturally sensitive practices to the design and development of visual media elements

# University Programs

## Requirements

General Education Courses  
42 Total Credits

42 credit(s) from: GenEd

Major Courses  
36 Total Credits

Complete all of the following

Major Courses

Complete:

GRA200 - Digital Design Tools (3)  
GRA205 - Fundamentals of Design (3)  
GRA280 - Design Thinking for Graphic Designers (3)  
GRA310 - Digital Graphic Design for the Web (3)  
GRA340 - Typography (3)  
GRA470 - User Interface and Experience (3)

Major Directed Courses

Complete 1 of the following

University Campus

18 credit(s) from the following:

GRA199 - Graphic Design Studio I (3)  
GRA299 - Graphic Design Studio II (3)  
GRA398 - Graphic Design Studio III (3 - 6)  
GRA399 - Graphic Design Studio IV (3 - 6)  
GRA497 - Graphic Design Culmination Experience I (3 - 6)  
GRA498 - Graphic Design Culmination Experience II (3 - 6)

Global Campus

18 credit(s) from the following:

GRA290 - Professional Practices in Graphic Design (3)  
GRA350 - Layout and Publication Design (3)  
GRA360 - Designing a Brand Identity (3)  
GRA410 - Advanced Digital Graphic Design for the Web (3)  
GRA415 - Multi-Channel Advertising Design (3)  
GRA499 - Personal Branding and Self Promotion (3)

Major Electives or choose a Concentration  
12 Total Credits

Complete all of the following

Complete:

GRA330 - Designing with Data (3)

9 credit(s) from COM, FAS, GRA, or MKT within the 100 - 400 range or from the following courses:

BUS210 - Managing and Leading in Business (3)  
SNHU495 - Internship (3)

Excluding 100 level COM courses, 400 level FAS courses, and 400 level MKT courses.

Free Electives  
30 Total Credits

30 credit(s).

Grand Total Credits: **120**

# University Programs

## **Graphic Design and Media Arts (BA) (Campus, Online) - User Experience Design (Concentration)**

### **Description**

In the User Experience Design concentration, students will explore the essential knowledge and skills necessary for the design and development of engaging and accessible user experiences. A particular emphasis is given to the collaborative process and the role of the designer in working with internal and external stakeholders throughout the user experience design process. Students will create wireframes, visual maps, and prototypes that reflect the elements and principles of design, in addition to user-centric design considerations. Testing and optimizing user experience design will also be included.

### **Outcomes**

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

GRA362 - User Centric Design (3)

GRA364 - Information Architecture (3)

GRA366 - Collaboration in User Experience Design (3)

GRA368 - Prototyping and Optimization in User Experience Design (3)

Grand Total Credits: **12**

## **Graphic Design and Media Arts (BA) (Campus, Online) - Web Design (Concentration)**

### **Description**

In the Web Design concentration, students will apply fundamental design principles and industry-standard techniques to create advanced digital content for the web and other media channels. Students will explore the methods and data used to evaluate a website's effectiveness and how to communicate website design enhancements to stakeholders. Students will use the mobile-first design approach to design and develop functional and responsive website elements. Students will examine how to design for a range of social media channels, based on the goals of a social media campaign. Students will apply the design thinking process to conceptualize the design for a digital media solution for a client, pitch concepts, and develop visual content for a range of digital media.

### **Outcomes**

1. Develop a variety of Web design solutions that function on multiple platforms and devices and are designed to meet changing client and user experience needs

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

GRA352 - Web Analysis and Design (3)

GRA354 - Web Development (3)

GRA356 - Social Media Design (3)

GRA358 - Integrated Digital Campaign Design (3)

Grand Total Credits: **12**

# University Programs

## Graphic Design (Minor) (Campus, Online)

### Description

The Graphic Design minor combines a foundation in the elements and principles of graphic design, design thinking, and creative processes with the conceptual and technical skills needed to communicate visually across various media. Students can apply this knowledge to different visual communication challenges spanning print, web, and interactive design. This minor will complement a variety of academic programs and provide students with the foundations for careers in other fields, including marketing, business, and communications.

### Requirements

Minor Courses  
15 Total Credits

Complete:

- GRA200 - Digital Design Tools (3)
- GRA205 - Fundamentals of Design (3)
- GRA280 - Design Thinking for Graphic Designers (3)
- GRA310 - Digital Graphic Design for the Web (3)
- GRA470 - User Interface and Experience (3)

Grand Total Credits: **15**

## Visual Literacy (Minor) (Campus)

### Description

The development of a critical approach to visual culture is essential in a contemporary world permeated by images. The Minor in Visual Literacy, by integrating courses in art history, communications, and psychology, provides students with the skills necessary to closely analyze both the history of image circulation and how those images influence our behavior. The majority of these courses will have a Project-Based Learning component, incorporating hands-on work with images and out-of-classroom experiences.

### Requirements

Minor Courses  
18 Total Credits

Complete all of the following  
Complete:

- COM130 - Media Communication and Visual Literacy (3)
- PSY108 - Introduction to Psychology (3)

3 of the following:

- COM244 - Digital Video Production: Level I (3)
- FAS226 - Digital Photography (3)
- FAS270 - Introduction to Film History (3)
- FAS320 - History of Design (3)
- FAS326 - History of Photography (3)

1 of the following:

- PSY355 - Theories of Social Psychology (3)
- PSY375 - Cognition (3)
- PSY307 - Sensation and Perception (3)

Grand Total Credits: **18**

## Business & MBA

# University Programs

## Agile Project Management (Certificate) (Online)

### Description

The Agile Project Management Certificate is designed to empower professionals to effectively manage complex projects in an ever-changing business environment. In this certificate, students will learn foundational project management principles, Agile, Scrum and traditional project management methodologies, and cost and scheduling techniques including Earned Value Management (EVM). Using EVM, students will be able to interpret cost and schedule variance statistics to inform project decision-making. This certificate also includes principles in managing operations in organizations and effective communication tools.

### Requirements

Certificate Courses  
15 Total Credits

Complete:

MAT240 - Applied Statistics (3)  
QSO300 - Operations Management (3)  
QSO340 - Project Management (3)  
QSO420 - Integrated Cost and Schedule Control (3)  
QSO435 - Adaptive Project Management (3)

Grand Total Credits: **15**

## Applied Economics (MS) (Online)

### Description

Today's businesses and governments are wrestling with the proliferation of data being produced, collected, and analyzed. The skills and the knowledge that are needed in today's economy are constantly changing, in part due to advances in technology, yet mathematics and analytical skills are being given a renewed importance in the business world. Businesses are now growing on the back of mathematics, statistics, spreadsheets and econometrics. There is an increased demand within organizations to make big decisions with micro and macro-economic data, thus the need for professionals with specialized skills and education in applied economics to fill the tremendous talent gap is increasing today. The M.S. in Applied Economics provides rigorous technical and analytical training and explores diverse theoretical schools of thought. The courses will balance the most important aspects of the core of microeconomics, macroeconomic and econometric theory through a number of applied courses. The degree program focuses on the theoretical understanding, empirical investigation and analysis, and policy understanding and analysis. The Applied Economics graduate degree prepares students for real-world impact by analysis of empirical models based on the advanced micro and macro-economic theories and economic policies presented throughout the courses. Students in the program are engaged in advanced technologies for empirical analysis, visualization, modeling, and optimization while understanding the requirements and needs of the organizational environment through business research and in-depth analysis of the micro and macro environment. Students in the M.S. Applied Economics will acquire critical skills in data collection, data processing, investigative questioning techniques, building advanced economic models, formulating problem statements and hypotheses, econometric and empirical analysis, as well as the communication and presentation of findings. Graduates of this program will be prepared for professional careers as analysts, economists or related analytical positions in public, private, and government sectors. The degree prepares students to position themselves as a strategic asset to any organization by being able to analyze micro economic data and create macro-economic models, thus being immediately beneficial to strategic decision-making for any organization.

### Outcomes

1. Communicate economic principles, problems, findings, and risk in effective verbal, written, visual and graphical formats
2. Integrate appropriate economic theories and principles into the analysis of real-world organizational, social, and political issues
3. Design and execute sound research studies that effectively and appropriately incorporate quantitative data analysis, econometrics and other key economic tools and methods
4. Incorporate accuracy, precision, and ethical decision-making into the analysis and reporting of economic data
5. Evaluate the impact of a wide variety of internal and external influences on personal, professional, and governmental decision-making

# University Programs

## Requirements

Foundation Courses  
0 Total Credits

Complete:

- MBA501 - Mathematics and Statistics for Business (3)
- MBA502 - Economics for Business (3)
- MBA503 - Financial Reporting and Analysis (3)

Major Courses  
24 Total Credits

Complete:

- ECO505 - Introduction to Graduate Economics (3)
- ECO510 - Mathematics and Statistics for Economics (3)
- ECO520 - Microeconomics Theory and Analysis (3)
- ECO530 - Macroeconomics Theory and Analysis (3)
- ECO540 - Game Theory and Industrial Organization (3)
- ECO620 - Applied Econometrics I (3)
- ECO625 - Applied Econometrics II (3)
- ECO700 - Applied Economics Capstone (3)

Major Electives  
12 Total Credits

4 of the following:

- ECO500 - Managerial Economics (3)
- ECO605 - Environmental and Natural Resource Economics (3)
- ECO610 - Fiscal & Monetary Policies & Practices (3)
- ECO675 - Seminar in Environmental and Natural Resource Economics (3)
- FIN550 - Corporate Financial Management (3)
- FIN640 - Investment Analysis & Portfolio Management (3)
- FIN645 - Analytical Tools in Portfolio Management (3)
- FIN691 - Financial Modeling (3)
- INT620 - International Corporate Finance (3)
- QSO500 - Business Research (3)
- QSO510 - Quantitative Analysis for Decision Making (3)

Grand Total Credits: **36**

# University Programs

## **Athletic Administration (Graduate Certificate) (Online)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. The growth of sports as a major industry has increased the need and opportunity for well-trained professional managers. Students who complete the Graduate Certificate in Athletic Administration will be prepared to work in the sport industry and the administration of interscholastic and recreational athletics.

### **Requirements**

Certificate Courses

15 Total Credits

Complete all of the following

Complete:

SPT510 - Sport and Society (3)

SPT512 - Principles in Athletic Administration (3)

SPT608 - Sport Marketing and Media (3)

SPT612 - Advanced Topics/Athletic Administration (3)

3 credit(s) from subject(s): SPT

Grand Total Credits: **15**

## **Business Administration (AS) (Online)**

### **Description**

The Associate in Science 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.

### **Outcomes**

1. Identify global and societal factors impacting business decisions
2. Explain critical factors that contribute toward the development and sustainability of high performing teams
3. Articulate how the context of audience informs communication strategies
4. Examine the relationship between personal and organizational values and ethics
5. Utilize qualitative and quantitative data toward solving organizational problems



# University Programs

## Requirements

### General Education Courses

24 Total Credits

Complete all of the following

24 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

### Major Courses

30 Total Credits

Complete:

ACC201 - Financial Accounting (3)

ACC202 - Managerial Accounting (3)

BUS206 - Business Law I (3)

BUS210 - Managing and Leading in Business (3)

BUS225 - Critical Business Skills for Success (3)

FIN320 - Principles of Finance (3)

INT220 - Global Dimensions in Business (3)

MKT205 - Applied Marketing Strategies (3)

OL215 - Principles of Management (3)

QSO321 - People, Planet, and Profit (3)

### Free Electives

6 Total Credits

6 credit(s).

Grand Total Credits: **60**

## Business Administration (BS) (Campus, Online)

### Description

The Bachelor of Science in Business Administration emphasizes interpersonal skills, strategic problem solving, and operational principles. Students will gain a strong, comprehensive business education, becoming resourceful and creative thinkers in diverse, professional environments. A hallmark of the degree is the opportunity to apply theoretical knowledge and business skills gained in the program both inside and outside the classroom. Experiential learning opportunities such as simulations and internships are available in some cases to provide additional engagement and help students learn the importance of teamwork, adaptability, and agility in a business context. Additionally, students may benefit from valuable networking opportunities with the alumni community, industry professionals, and regional business partners. Business clubs and professional groups are available to students who would like to connect with faculty and peers and hone their skills. Through the study of problem-solving, communication, collaboration, innovation, and data-informed decision-making, students are prepared to be entrepreneurial thinkers and decision-makers in fast paced, complex environments. Students gain confidence in identifying business opportunities using current tools and technologies, leveraging data to address business needs, and collaborating effectively in a variety of situations. The program's core courses provide a well-rounded business administration foundation, and students have the opportunity to dive deeper into specific disciplines to enhance their skill-sets and prepare them to enter a variety of professional fields. In some cases, students may also work with faculty to create a customized pathway in conjunction with the foundation that builds skills to support them in achieving their personal and professional goals. Additionally, the flexibility of elective courses offered in both online and campus based experiences allow students to further explore customizing their educational experience.

# University Programs

## Outcomes

1. Develop business management approaches that align with organizational philosophies and help build collaborative relationships with diverse teams
2. Problem-solve across functional areas by integrating personal values with ethical, legal, and socially responsible business practices
3. Articulate implications of global and societal contexts on business decisions
4. Recommend strategic and creative business options using data gathered through research and current technological applications
5. Communicate effectively to diverse internal and external audiences to contribute to a positive team climate and address various strategic and operational business needs

## Requirements

General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Business Core

30 Total Credits

30 credit(s) from: BusCore

Major Electives or choose a Concentration

15 Total Credits

Complete all of the following

Complete:

OL215 - Principles of Management (3)

12 credit(s) from ACC, ADV, BUS, CIS, ECO, ESPT, FIN, HOS, HRM, INT, MGT, MIS, MKT, OL, PAD, QSO, SB, SPT, or TAX within the 100 - 499 range or from the following courses:

AT110 - Fundamentals of Air Traffic Control (3)

AM201 - Aviation Law (3)

AV205 - Aircraft Operations I (3)

AV206 - Aircraft Operations II (3)

AV306 - Human Factors of Flight (3)

HCM320 - Healthcare Economics (3)

HCM325 - Healthcare Marketing (3)

HCM340 - Healthcare Delivery Systems (3)

HCM345 - Healthcare Reimbursement (3)

HCM400 - Healthcare Finance (3)

HCM415 - Healthcare Strategic Management and Policy (3)

HCM440 - Healthcare Research and Evaluation Methodologies (3)

IHP315 - Patient Safety Systems and Strategies (3)

IHP355 - Healthcare Regulatory Compliance and Accreditation (3)

IHP420 - Ethical and Legal Considerations of Healthcare (3)

IHP430 - Healthcare Quality Management (3)

IHP435 - Performance Improvement Measurement and Methodologies (3)

IHP450 - Healthcare Management and Finance (3)

Minimum of 6 credits from courses numbered 300 to 499

Maximum of 6 credits in any one prefix.

Free Electives

33 Total Credits

33 credit(s).

Grand Total Credits: **120**

# University Programs

## **Business Administration (BS) (Campus, Online) - Accounting (Concentration)**

### **Description**

The Bachelor of Science in Business Administration concentration in Accounting provides students with the opportunity to develop knowledge and skills in financial accounting practices, preparing students to assess an organization's financial performance and support stakeholders in decision-making. Students complete the accounting cycle, prepare complex financial statements, identify and correct financial reporting issues, create budgets, and conduct ratio analyses to assess financial information.

### **Outcomes**

1. Determine appropriate use of accounting processes, theory, and data in the preparation and analysis of financial documentation that meets industry standards and organizational requirements

### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following

Complete:

ACC315 - Accounting Information Systems (3)

ACC317 - Intermediate Accounting I (3)

ACC318 - Intermediate Accounting II (3)

ACC345 - Financial Statement Analysis/ Business Valuation (3)

1 of the following:

ACC311 - Cost Accounting (3)

ACC550 - Cost Accounting (3)

Grand Total Credits: **15**

## **Business Administration (BS) (Campus, Online) - Aviation Management (Concentration)**

### **Description**

The Aviation Management concentration combines general academic preparation with the development of business management skills and specialized knowledge of aviation subject material in airport/airline management, air traffic control, or aviation operations and management. Graduates of this program will have skills in communications, quantitative reasoning, and critical thinking; an understanding of general business practices; and core knowledge of the aviation industry in the chosen concentration area. The degree's design prepares students for employment in leadership roles in a variety of aviation-related settings, or for enrollment in an appropriate graduate degree program.

### **Requirements**

Concentration Courses

15 Total Credits

Complete:

AM201 - Aviation Law (3)

AT110 - Fundamentals of Air Traffic Control (3)

AV205 - Aircraft Operations I (3)

AV206 - Aircraft Operations II (3)

AV306 - Human Factors of Flight (3)

Grand Total Credits: **15**

## University Programs

### **Business Administration (BS) (Campus, Online) - Business Analytics (Concentration)**

#### **Description**

The business analytics concentration includes courses that cover the three major areas of business analytics (descriptive analytics, predictive analytics and prescriptive analytics) and other courses that support the study of business analytics. The curriculum of the program is very hands-on and will prepare you for a successful career in the world of business analytics.

#### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following  
Complete:

QSO250 - Business Analytics (3)  
QSO260 - Descriptive Analytics (3)  
QSO320 - Management Science through Spreadsheets (3)  
QSO370 - Predictive Analytics (3)

3 credit(s) from subject(s): CIS or QSO

Grand Total Credits: **15**

### **Business Administration (BS) (Campus, Online) - Entrepreneurship (Concentration)**

#### **Description**

The Bachelor of Science in Business Administration concentration in Entrepreneurship allows students to apply principles and knowledge from various functional areas of business such as accounting, finance, human resources, marketing, and more, within entrepreneurial contexts. Students gain skills that support creating, planning for, and managing small to medium business ventures.

#### **Outcomes**

1. Analyze entrepreneurial opportunities for small to medium businesses using business management principles and market research to determine legal, financial, and operational impacts

#### **Requirements**

Concentration Courses

15 Total Credits

Complete:

BUS307 - Business Law II (3)  
OL215 - Principles of Management (3)  
OL317 - Small Business Management (3)  
OL320 - Entrepreneurship (3)  
OL321 - Business Plan Preparation (3)

Grand Total Credits: **15**

# University Programs

## **Business Administration (BS) (Campus, Online) - Finance (Concentration)**

### **Description**

The Bachelor of Science in Business Administration concentration in Finance provides students with an overview of financial management for both organizations and individuals that includes various financial planning strategies and investment vehicles. Students analyze quantitative and qualitative data to address a variety of financial scenarios. Students are introduced to corporate finance in a global setting and examine the effects that exchange rate volatility, international risk, and macroeconomic fluctuations have on financial planning and decision-making.

### **Outcomes**

1. Analyze various types of financial information to make informed corporate and personal financial decisions

### **Requirements**

Concentration Courses

15 Total Credits

Complete:

- ECO306 - Money and Banking (3)
- FIN250 - Personal Financial Planning (3)
- FIN330 - Corporate Finance (3)
- FIN336 - Multinational Corporate Finance (3)
- FIN340 - Fundamentals of Investments (3)

Grand Total Credits: **15**

# University Programs

## **Business Administration (BS) (Campus, Online) - Global Business (Concentration)**

### **Description**

The five-course concentration in Global Business provides students with the competencies and knowledge to understand the challenges facing managers and to allow them to operate successfully in the global environment. This concentration provides knowledge supporting both international business and international trade. The concentration covers four distinct areas: Global Management; Trade Finance; Global Marketing; and International Supply Chain Management. Students also receive practical information on import and export activities. The campus-based Bachelor of Science Global Business Concentration can help to educationally prepare you for the professional Certified Global Business Professional (CGBP) exam offered by NASBITE International. Students cannot earn the CGBP certification through SNHU; however, the University is a participant in the CGBP Student Pathway Program, and the content of the concentration aligns with the four primary domains of the exam: Global Business Management, Global Marketing, Supply Chain Management, and Trade Finance. Please note that completion of the Global Business Concentration program does not guarantee certification. Students must successfully pass the Certified Global Business Professional exam offered by NASBITE.

### **Outcomes**

1. Identify effective risk management strategies that address the various commercial, political, legal, financial, and cultural risks associated with international trade, contractual relationships and investments.
2. Analyze potential international business opportunities using quantitative and qualitative data and research.
3. Evaluate how the interaction between cultural, economic, legal, political, and business practices impact organizations in the international environment.
4. Apply legal and ethical principles to international business activities.
5. Integrate interdisciplinary practices and principles into management decisions in a global environment.
6. Apply interdisciplinary knowledge in the areas of management, trade finance, marketing, supply chain management to take the NASBITE Certified Global Business Professional exam.

### **Requirements**

Concentration Courses

15 Total Credits

Complete:

- INT222 - Trade Finance (3)
- INT315 - International Management (3)
- INT335 - Importing & Exporting in International Trade (3)
- INT433 - Multinational Marketing (3)
- QSO330 - Supply Chain Management (3)

Grand Total Credits: **15**

## University Programs

### **Business Administration (BS) (Campus, Online) - Healthcare Administration (Concentration)**

#### **Description**

The Bachelor of Science in Business Administration concentration in Healthcare Administration introduces students to various areas and management of healthcare organizations. Students explore sector specific topic coverage in economics, reimbursement, delivery, and quality management, as well as the role of ethics and legal considerations in healthcare.

#### **Outcomes**

1. Promote dynamic organizational cultures that establish strategic visions, methodically analyze and interpret data based on sound healthcare delivery and statistical principles, and embrace change for continuous health care quality improvement

#### **Requirements**

Concentration Courses

15 Total Credits

Complete:

HCM320 - Healthcare Economics (3)

HCM340 - Healthcare Delivery Systems (3)

HCM345 - Healthcare Reimbursement (3)

IHP420 - Ethical and Legal Considerations of Healthcare (3)

IHP430 - Healthcare Quality Management (3)

Grand Total Credits: **15**

### **Business Administration (BS) (Campus, Online) - Hospitality Business (Concentration)**

#### **Description**

Rooted in a global perspective, the Bachelor of Science in Business Administration concentration in Sustainable Hospitality Management provides students with a broad foundation in hospitality, sustainability, leadership and operations. In preparing students to address the changing hospitality industry, the concentration incorporates planet, people, profit, ethics and equity. Students will learn from faculty experts who bring specialized knowledge and experience across various sectors of the industry and have opportunities to expand their network through experiential learning which include real-world client engagements. The curriculum allows students to master the technical foundations of the industry while developing essential leadership and management skills.

#### **Requirements**

Concentration Courses

15 Total Credits

Complete:

HOS220 - Geography of Global Cultures (3)

HOS311 - Sustainable Tourism (3)

HOS315 - Introduction to Sustainable Hotel Operations (3)

HOS420 - Hospitality Revenue Management (3)

HOS432 - Hospitality Facilities and Operations Management (3)

Grand Total Credits: **15**

# University Programs

## **Business Administration (BS) (Campus, Online) - Human Resource Management (Concentration)**

### **Description**

The Bachelor of Science in Business Administration concentration in Human Resource Management provides a foundation in human resource principles and practices. Students develop skills and strategies to become effective human resource practitioners. Topics such as employee-management relationships, compensation and benefit packages, HR laws and regulations, and talent management and development are explored.

### **Outcomes**

1. Recommend solutions for achieving organizational strategic objectives informed by relevant human resource management practices

### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following

Complete:

- HRM200 - Human Resource Functions (3)
- HRM225 - Proactive Human Resource Strategies (3)
- HRM300 - Creating the Employee Experience (3)
- HRM310 - Employee and Labor Relations (3)

1 of the following:

- OL328 - Leadership (3)
- QSO340 - Project Management (3)

Grand Total Credits: **15**

## **Business Administration (BS) (Campus, Online) - Industrial Organizational Psychology (Concentration)**

### **Description**

In the Industrial Organizational Psychology (I/O) concentration, students engage with theories, concepts, and perspectives involved in this field. Students are introduced to key roles and applications of I/O psychology in the professional world, including human resources. They explore the psychological theories and models surrounding leadership and motivation as they apply to employee engagement. Throughout the concentration, students begin to develop the kind of skills needed to both analyze organizations from an I/O psychological lens and propose possible interventions that may improve work environments.

### **Outcomes**

1. Apply psychological research and theories to inform approaches to leadership, motivation, and employee engagement

### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following

1 of the following:

- PSY108 - Introduction to Psychology (3)
- PSY324 - Cross-Cultural Psychology (3)

Complete:

- HRM200 - Human Resource Functions (3)
- PSY270 - Introduction to Industrial Organizational Psychology (3)
- PSY365 - Leadership and Motivation in the Workplace (3)
- PSY440 - Industrial Organizational Psychology Consulting and Analysis (3)

Grand Total Credits: **15**



# University Programs

## **Business Administration (BS) (Campus, Online) - International Business (Concentration)**

### **Description**

The Bachelor of Science in Business Administration concentration in International Business prepares students to contribute to the management and decision-making of domestic and multinational organizations challenged by global competition. Students apply current international business concepts and theories to real world scenarios and explore effective management processes and strategies to address multinational business challenges.

### **Additional Information - Campus**

This program is only offered in-person to our partners internationally.

### **Outcomes**

1. Analyze applicable data and research for informing appropriate and ethical international business strategy and management decisions
2. Apply appropriate management principles and business strategies for addressing political, economic, social, and environmental challenges in multinational organizational contexts

### **Requirements**

Concentration Courses  
15 Total Credits

Complete:

- INT221 - Global Financial System (3)
- INT315 - International Management (3)
- INT400 - International Business Project (3)
- INT422 - International Strategic Management (3)
- INT433 - Multinational Marketing (3)

Grand Total Credits: **15**

# University Programs

## **Business Administration (BS) (Campus, Online) - Management Information Systems (Concentration)**

### **Description**

The Bachelor of Science in Business Administration concentration in Management Information Systems provides students foundational knowledge and skills in client systems, enterprise information systems, SQL programming, data and information management, and business intelligence tools and techniques for reporting. Students in this concentration are prepared to be a liaison between the technical and business aspects of management information systems and contribute to data-driven business decisions.

### **Outcomes**

1. Apply information management tools and techniques to mine, compile and analyze data for the purpose of addressing business questions and problems
2. Develop effective communications using audience appropriate terminology to relay complex data and management information systems information to stakeholders

### **Requirements**

Concentration Courses  
15 Total Credits

Complete all of the following

1 of the following:

CIS255 - Applied Data Structure and Database (3)  
DAD220 - Introduction to Structured Database Environments (3)

1 of the following:

CIS315 - Information System Requirements and Design (3)  
IT315 - Object Oriented Analysis and Design (3)

1 of the following:

CIS335 - Business Systems Applications (3)  
MIS215 - Client Systems and Support (3)

1 of the following:

CIS355 - Business Intelligence Applications (3)  
MIS350 - Business Intelligence and Reporting (3)

1 of the following:

CIS410 - Enterprise Systems (3)  
MIS300 - Enterprise Information Systems/Database (3)

Grand Total Credits: **15**

# University Programs

## **Business Administration (BS) (Campus, Online) - Marketing (Concentration)**

### **Description**

The concentration in Marketing provides students with foundational knowledge that may be applied to marketing strategies for both for-profit and not-for-profit organizations. Students have the opportunity to explore areas of marketing, through a business lens, in areas such as market research, communications, and consumer behavior.

### **Outcomes**

1. Utilize marketing principles to develop various aspects of the marketing mix to address challenges and achieve organizational goals

### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following

Complete:

- MKT225 - Digital Marketing (3)
- MKT270 - Professional Selling (3)
- MKT337 - Marketing Research (3)
- MKT345 - Consumer Behavior (3)

3 credit(s) from subject(s): ADV or MKT within the range of course numbers 100 - 499

Grand Total Credits: **15**

## **Business Administration (BS) (Campus, Online) - Nonprofit Management (Concentration)**

### **Description**

The Bachelor of Science in Business Administration concentration in Nonprofit Management provides students an opportunity to study the nature of nonprofit organizations including topic coverage in accounting principles and procedures, grant writing, and entrepreneurship. In addition, students will complete a nonprofit management seminar which provides an opportunity for students to apply what they have learned in a simulated environment.

### **Outcomes**

1. Apply nonprofit leadership practices toward addressing funding of initiatives for business sustainability and achieving strategic objectives

### **Requirements**

Concentration Courses

15 Total Credits

Complete:

- ACC325 - Accounting for Nonprofit Organizations (3)
- OL265 - Introduction to Managing Not-For-Profit Organizations (3)
- OL320 - Entrepreneurship (3)
- OL330 - Grant Writing (3)
- OL445 - Nonprofit Management Seminar (3)

Grand Total Credits: **15**

## University Programs

### **Business Administration (BS) (Campus, Online) - Operations and Project Management (Concentration)**

#### **Description**

This concentration provides a comprehensive overview of Operations and Projects. Students gain exposure to managing day-to-day operations as well as planning for and execution of a variety of projects in the service and manufacturing firms.

#### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following

Complete:

- QSO330 - Supply Chain Management (3)
- QSO340 - Project Management (3)
- QSO360 - Six Sigma Quality Management (3)
- QSO440 - Topics in Project Management (3)

3 credit(s) from subject(s): QSO

Grand Total Credits: **15**

### **Business Administration (BS) (Campus, Online) - Organizational Leadership (Concentration)**

#### **Description**

The Bachelor of Science in Business Administration concentration in Organizational Leadership provides students with effective leadership techniques that support the guidance of teams towards achieving organizational objectives. Students gain a global perspective and develop an understanding of leadership skills, group and intergroup dynamics, organizational structure, business laws, change management, and total quality management.

#### **Outcomes**

1. Recommend appropriate solutions for achieving organizational objectives that integrate ethical and legal leadership practices for managing change and supporting quality initiatives in organizations

#### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following

Complete:

- BUS307 - Business Law II (3)
- OL215 - Principles of Management (3)
- OL322 - Managing Organizational Change (3)
- OL328 - Leadership (3)

1 of the following:

- OL324 - Managing Quality (3)
- OL326 - Social Environment of Business (3)

Grand Total Credits: **15**

# University Programs

## **Business Administration (BS) (Campus, Online) - Professional Sales (Concentration)**

### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following

Complete:

CIS335 - Business Systems Applications (3)

MKT270 - Professional Selling (3)

MKT300 - Advanced Professional Selling (3)

QSO250 - Business Analytics (3)

3 credit(s) from the following:

MKT310 - Sales Negotiation (3)

MKT320 - Sales Team Leadership (3)

MKT490 - Marketing Internship (0 - 15)

Grand Total Credits: **15**

## **Business Administration (BS) (Campus, Online) - Project Management (Concentration)**

### **Description**

The Project Management concentration provides students with opportunity to develop the fundamental knowledge, skills, and dispositions necessary to meet the organizational and stakeholder requirements in the planning, implementation, and assessment of projects. Students explore all elements of the project life-cycle and learn the techniques and tools involved in managing projects while taking into consideration time, cost, quality, risk, and resources in the decision-making and management process.

### **Outcomes**

1. Integrate project management methodologies, tools, and practices for appropriate use in the planning, implementation, and assessment of project that address organizational and stakeholder requirements

### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following

1 of the following:

QSO340 - Project Management (3)

QSO345 - Project Management for CAPM® Certification (3)

Complete:

QSO349 - Project Contracting and Procurement (3)

QSO355 - Resource Estimating and Scheduling (3)

QSO420 - Integrated Cost and Schedule Control (3)

QSO435 - Adaptive Project Management (3)

Grand Total Credits: **15**

# University Programs

## **Business Administration (BS) (Campus, Online) - Public Administration (Concentration)**

### **Description**

The Bachelor of Science in Business Administration concentration in Public Administration introduces students to the intricacies of working in the public sector. Students develop skills and strategies to make informed recommendations for policies and programs based on the best interest of stakeholders such as the community, constituents, and businesses. Emphasis is placed on purposeful communication, working within constraints, and managing external influences in the decision-making process.

### **Outcomes**

1. Justify the development and maintenance of public policy and programs that meet the needs of constituents through an analysis of quantitative and qualitative data
2. Utilize appropriate communication strategies for informing, negotiating with, and persuading constituents on public programs

### **Requirements**

Concentration Courses  
15 Total Credits

Complete:

PAD330 - Public Administration (3)  
PAD340 - Public Fiscal Management (3)  
PAD345 - Policy Analysis and the Role of the Public (3)  
PAD410 - Program Evaluation and Accountability (3)  
POL210 - American Politics (3)

Grand Total Credits: **15**

## **Business Administration (BS) (Campus, Online) - Sport Management (Concentration)**

### **Description**

The Bachelor of Science in Business Administration concentration in Sport Management provides students the opportunity to learn about various elements of the sport industry including media, merchandising, hospitality, facility and event management, and others. Students explore sport management principles, the sociological impact of sport, and ethical theories while learning how these can be applied to address organizational needs across many functional areas related to the business of sports.

### **Outcomes**

1. Apply sport management principles in ethically addressing various business needs in sport organizations

### **Requirements**

Concentration Courses  
15 Total Credits

Complete all of the following  
Complete:

SPT111 - Introduction to Sport Management (3)  
SPT208 - Sport Marketing (3)  
SPT333 - Sport, Society, and Ethics (3)

6 credit(s) from subject(s): SPT within the range of course numbers 300 - 499

Grand Total Credits: **15**

# University Programs

## Business Administration (MBA) (Campus, Online)

### Description

Southern New Hampshire University's Master of Business Administration (SNHU MBA) develops resourceful leaders who engage in creative problem-solving that balances people management, strategic thinking, and operational dexterity in order to make data-driven, innovative decisions for their organizations and the communities they serve. Business leaders operate in evolving and shifting environments where technology is transforming organizations, communities, and society. SNHU graduates are prepared to solve sustainable, conscientious, and fiscal issues using key leadership traits, such as initiative, emotional intelligence, and originality. These skills are critical to 21st century leadership to achieve positive organizational results.

### Outcomes

1. Analyze and interpret quantitative and qualitative data to inform and validate organizational decision-making
2. Synthesize functional expertise, innovation, leadership and entrepreneurship to develop and foster adaptable strategies for an organization
3. Evaluate and implement various models and processes in the design and continuous improvement of organizations and their practices
4. Lead and collaborate with diverse internal and external stakeholders to cultivate globally aware and culturally responsive teams and organizations
5. Drive the creation and implementation of plans that articulate organizational culture, align with ethical and legal standards, and promote sustainable business practices

### Requirements

Foundation Courses

0 Total Credits

Complete all of the following

Complete:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

If you are required to take these courses, you may use the courses as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for these courses even though they satisfy the additional requirement of General Business Electives.

Major Courses

21 Total Credits

Complete:

MBA530 - Leading People and Organizations (3)

MBA540 - Organizational Strategy in a Global Environment (3)

MBA580 - Innovation and Strategy for High-Performance Organizations (3)

MBA620 - Measuring Success in an Organization (3)

MBA645 - Optimizing Brands (3)

MBA687 - Leading Organizational Change (3)

MBA699 - Strategic Opportunity Management (3)

Major Electives or choose a Concentration

9 Total Credits

Complete all of the following

9 credit(s) from subject(s): ACC, CIS, CSR, DAT, ECO, FIN, HIM, HRM, IHP, INT, IT, MBA, MGT, MKT, OL, PAD, QSO, SEC, SPT, TAX, or WCM within the range of course numbers 500 - 699

Students must meet all course prerequisite requirements for electives.

Grand Total Credits: **30**

# University Programs

## **Business Administration (MBA) (Campus, Online) - Accounting (Concentration)**

### **Description**

The Master of Business Administration Concentration in Accounting will provide an opportunity for students to gain in-depth knowledge of financial statement analysis, budgeting, and cost accounting. Students will explore topics within the impacts of cost accounting on strategic decision-making, cash flow statements, and accounting regulations. Specifically, students will gain skills and experience in financial statement analysis, strategic planning, budgeting, and ethics. Content covered in this concentration aligns to topics within the 2024 Uniform Certified Public Accountant Examination® (CPA ®). Licensing requirements to sit for the CPA exam vary from state to state, with many requiring 150 semester hours of education from an accredited college or university. Students are encouraged to review their state-specific board requirements prior to enrolling in a graduate accounting program. State-by-state educational requirements can be found on the website of the National Association of State Boards of Accountancy (NASBA). Completion of an aligned educational program does not guarantee success on the CPA exam.

### **Outcomes**

1. Analyze accounting and financial reporting data using quantitative and qualitative techniques and information technology skills for effective problem solving and decision-making

### **Requirements**

Concentration Courses  
9 Total Credits

Complete:

ACC550 - Cost Accounting (3)  
ACC610 - Financial Reporting I (3)  
ACC620 - Financial Reporting II (3)

Grand Total Credits: **9**

## **Business Administration (MBA) (Campus, Online) - Business Analytics (Concentration)**

### **Description**

The business analytics concentration includes courses that cover the three major areas in business analytics (descriptive analytics, predictive analytics and prescriptive analytics). The curriculum of the concentration will prepare you for the application of tools and techniques of business analytics.

### **Outcomes**

1. Interpret data to inform business decisions
2. Gain insights into the business by analyzing historical data
3. Use predictions to improve future business performance

### **Requirements**

Concentration Courses  
9 Total Credits

Complete:

QSO511 - Business Analytics (3)  
QSO560 - Descriptive Business Analytics (3)  
QSO570 - Predictive Business Analytics (3)

Grand Total Credits: **9**



# University Programs

## **Business Administration (MBA) (Campus, Online) - Engineering Management (Concentration)**

### **Description**

The Engineering Management concentration will focus on integrating systems thinking concepts and systems engineering practices to develop effective engineering management strategies. Created in partnership with Worcester Polytechnic Institute (WPI), students will gain the knowledge to make informed and successful business decisions that foster improved efficiency, performance, and effectiveness in highly technical engineering environments.

### **Outcomes**

1. Integrate systems thinking concepts and systems engineering practices to guide engineering solutions and make decisions that are appropriate to various engineering disciplines
2. Apply effective engineering management strategies that foster high-performance standards and cross-functional teamwork to ensure that customer satisfaction and product performance are balanced with project cost, resource, and time constraints

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

EMA600 - Introduction to Engineering for Engineering Managers (3)

EMA610 - Systems Thinking for Engineering Managers (3)

EMA620 - Systems Engineering and Business Practices (3)

Grand Total Credits: **9**

## **Business Administration (MBA) (Campus, Online) - Entrepreneurship (Concentration)**

### **Description**

The MBA concentration in Entrepreneurship allows students to explore strategies and models for launching and operating businesses, including evaluating existing and potential consulting and franchise businesses. The concentration provides students with practical strategic knowledge and business skills based on sound theory and best practices that are used today by companies and successful entrepreneurs.

### **Outcomes**

1. Demonstrate specialized knowledge in entrepreneurship that builds upon and extends the core competencies of effective business administration

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

OL630 - Entrepreneurship and Small Business Management (3)

OL635 - Consulting (3)

OL640 - Franchising (3)

Grand Total Credits: **9**

# University Programs

## **Business Administration (MBA) (Campus, Online) - Finance (Concentration)**

### **Description**

The objective of the concentration is to provide the student with the necessary analytical tools required to make value-creating financial decisions. The corporate finance-focused courses in the concentration develop the requisite skills needed for analyzing the financial and operating performance of the organization, assessing its financial health, along with developing financial planning and working capital management policies consistent with the long-run success of the organization. The investments course focuses, in part, on the valuation of real and financial assets along with developing strategies to support the funding needs of the organization. Additionally, students will gain exposure to security analysis, portfolio risk management and capital structure theory.

### **Outcomes**

1. Analyze financial data using quantitative and qualitative techniques and information technology skills for effective problem solving and decision-making

### **Requirements**

Concentration Courses  
9 Total Credits

Complete:

- FIN550 - Corporate Financial Management (3)
- FIN610 - Short-Term Financial Management (3)
- FIN640 - Investment Analysis & Portfolio Management (3)

Grand Total Credits: **9**

## **Business Administration (MBA) (Campus, Online) - Healthcare Management (Concentration)**

### **Description**

The MBA concentration in Healthcare Management exposes students to the history and current state of healthcare and how the industry uses information systems. Students learn about the challenges organizations face when introducing and integrating technology systems and explore implementation strategies that support continuous quality and prevent disruption in quality patient care. Students also engage in the analysis, evaluation, and development of organizational processes and structures to ensure effective delivery of health services to diverse patient populations.

### **Outcomes**

1. Lead and operate within cross-functional teams by effectively navigating the complexities of healthcare management

### **Requirements**

Concentration Courses  
9 Total Credits

Complete:

- HIM500 - Healthcare Informatics (3)
- HRM630 - Topics in Health Administration (3)
- IHP600 - Social & Organizational Issues in Healthcare (3)

Grand Total Credits: **9**

# University Programs

## **Business Administration (MBA) (Campus, Online) - Human Resources (Concentration)**

### **Description**

The MBA concentration in Human Resources provides students with an understanding of the importance of the strategic nature of their job. Students learn how to clearly tie the human resources system to the overall organizational mission and the impact of their work from the human resources and business perspectives. This concentration incorporates the role the human resource professional has in strategic decision making, market driven connectivity, strategic HR technology, and HR measurements, such as recruitment, hiring, compensation, benefits and HR's value-added within a business and its employees.

### **Outcomes**

1. Lead and operate within cross-functional teams by effectively navigating the complexities of human resource management

### **Requirements**

Concentration Courses  
9 Total Credits

Complete:

- OL600 - Strategic Human Resource Management (3)
- OL620 - Total Rewards (3)
- OL663 - Leading Change (3)

Grand Total Credits: **9**

## **Business Administration (MBA) (Campus, Online) - Information Technology Management (Concentration)**

### **Description**

The concentration in Information Technology Management focuses on the critical role information technology plays in supporting every-day business operations and decision-making in order to achieve business objectives. Students focus on managing varying aspects of information technology including the relationships between structure and process in project management and the management of IT functions within an organization.

### **Outcomes**

1. Integrate, synthesize, and apply business practices in an IT management context for creating intrapreneurial and entrepreneurial opportunities

### **Requirements**

Concentration Courses  
9 Total Credits

Complete:

- IT510 - Advanced Information Technology (3)
- IT550 - Management of Information Technology (3)
- IT657 - Enterprise Resource Planning (3)

Grand Total Credits: **9**

# University Programs

## **Business Administration (MBA) (Campus, Online) - International Business (Concentration)**

### **Description**

The MBA with a concentration in International Business enables students to take a deeper look at the opportunities, uncertainties, and risks present in today's increasingly global business environment. Students apply current international business concepts and theories, and integrate real world experiences, to assess global business phenomena in a variety of cultural, political, social and economic contexts. This concentration prepares students to be more effective leaders and managers of domestic and multinational organizations challenged by increasing global competition.

### **Outcomes**

1. Develop effective strategies for evaluating and managing global business organizations, personnel, and foreign market expansion in various cultural, economic, political, and legal environments

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

INT610 - Multinational Corporate Environment (3)

INT640 - International Market Strategy (3)

INT650 - Managing International Trade and Finance (3)

Grand Total Credits: **9**

## **Business Administration (MBA) (Campus, Online) - Leadership (Concentration)**

### **Description**

Considering the rapid change pervasive in today's marketplace, strong leadership skills are increasingly essential to the development of successful organizations. The M.B.A. with a concentration in Leadership is designed for those who want to build upon their current skills and take on a leadership role in their organizations or start new business ventures. Graduates will learn how to manage and motivate individuals and teams, and discover how to use strategies and techniques to affect change within a variety of leadership structures. The M.B.A. with a concentration in Leadership provides added value for a broad range of positions in the corporate world, as well as at nonprofit and educational institutions. The skills graduates obtain can set the stage for a career in successfully managing and leading companies through change.

### **Outcomes**

1. Manage and operate within cross-functional teams by effectively navigating the complexities of leadership positions

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

COM600 - Communication for Leadership (3)

OL663 - Leading Change (3)

PSY614 - Psychology of Leadership (3)

Grand Total Credits: **9**

## University Programs

### **Business Administration (MBA) (Campus, Online) - Marketing (Concentration)**

#### **Description**

The MBA concentration in Marketing prepares students for a career in the fast-paced and ever-evolving field of marketing. This concentration provides students with the opportunity to explore market research, advertising, branding, and consumer behavior through various lenses. Students learn how to translate knowledge gained into actionable strategies and implementations within the marketing field.

#### **Outcomes**

1. Integrate, synthesize, and apply business practices in a marketing context for creating intrapreneurial and entrepreneurial opportunities

#### **Requirements**

Concentration Courses

9 Total Credits

Complete:

MKT610 - Promotions Management (3)

MKT620 - Consumer Behavior and Marketing (3)

MKT678 - Brand Management (3)

Grand Total Credits: **9**

### **Business Administration (MBA) (Campus, Online) - Music Business (Concentration)**

#### **Description**

Significant changes have impacted the music industry over the last several years with the advent of digital markets and, as a result, the music industry has expanded to include a number of new and emerging business approaches and strategies. Created in partnership with Berklee College of Music, the largest independent college of contemporary music in the world, the MBA in Music Business focuses on the core skills necessary for success in the music industry including campaign strategies, social media marketing, and digital distribution. This unique degree partnership provides artists, managers, and business professionals with the skills they will need to stand-out in an increasingly competitive business environment. Graduates will examine innovative structures and strategies for driving revenue and advanced approaches to the business of music.

#### **Outcomes**

1. Integrate, synthesize, and apply business practices in a music business context for creating successful business models amidst change

#### **Requirements**

Concentration Courses

9 Total Credits

Complete all of the following

Exception(s):

BMB670 - Music Business Leadership and Ethics (3)

NOTE: Students in the Music Business concentration must replace MBA-540 with BMB-670 in the major.

Complete:

BMB515 - Music Business Structure and Strategies (3)

BMB630 - The Business of Music Marketing (3)

BMB655 - Music Business Finance (3)

Grand Total Credits: **9**

## University Programs

### **Business Administration (MBA) (Campus, Online) - Operations and Supply Chain Management (Concentration)**

#### **Description**

The MBA concentration in Operations and Supply Chain Management introduces business concepts and techniques used in supply chain planning and operations management. This concentration gives students the opportunity to examine quantitative techniques and continuous improvement tools used to support problem solving and decision-making in an organization. Students also have the opportunity to explore functions, practices, and strategies of management that assist with the design and implementation of various operation and supply chain systems.

#### **Outcomes**

1. Integrate, synthesize, and apply business practices in an operations management context for creating intrapreneurial and entrepreneurial opportunities

#### **Requirements**

Concentration Courses

9 Total Credits

Complete:

QSO510 - Quantitative Analysis for Decision Making (3)

QSO600 - Operations Management (3)

QSO630 - Supply Chain Management (3)

Grand Total Credits: **9**

### **Business Administration (MBA) (Campus, Online) - Project Management (Concentration)**

#### **Description**

The MBA concentration in Project Management provides students with the opportunity to effectively manage projects from start to finish. Students explore theories, methods, and real-world practices that will assist them in initiating, planning, executing, controlling and closing a project. Students may also choose to either explore problem solving and decision making processes or gain additional requirements needed for the PMP certification exam.

#### **Outcomes**

1. Demonstrate specialized knowledge in project management that builds upon and extends the core competencies of effective business administration

#### **Requirements**

Concentration Courses

9 Total Credits

Complete all of the following

Complete:

QSO640 - Project Management (3)

QSO680 - Seminar in Project Management (3)

3 credit(s) from the following:

QSO510 - Quantitative Analysis for Decision Making (3)

QSO645 - Project Management for PMP® Certification (3)

Grand Total Credits: **9**

# University Programs

## **Business Administration (MBA) (Campus, Online) - Public Administration (Concentration)**

### **Description**

As a result of the continued need for municipal governments to provide services to an expanding population, there is a growing need for skilled professionals who can contribute to the public administration field in numerous governmental and non-profit organizations. Students in the concentration in Public Administration explore subjects such as government structure, administrative management, fiscal budgeting, community dynamics, politics, and public policy. Combined with the solid foundation provided by the MBA, graduates will be prepared professionals with the necessary tools to resolve the unique challenges related to public administration.

### **Outcomes**

1. Develop and apply strategic planning and management approaches in public service for effectively navigating the complex intergovernmental relations and challenges faced by policymakers and administrators

### **Requirements**

Concentration Courses  
9 Total Credits

Complete all of the following  
Complete:

PAD631 - Strategic Management in Public Service (3)  
PAD633 - Intergovernmental Relations (3)

3 credit(s) from the following:

PAD630 - Foundations of Public Administration (3)  
PAD632 - Foundations of Public Policy (3)

Grand Total Credits: **9**

## **Business Administration (MBA) (Campus, Online) - Sport Business (Concentration)**

### **Description**

The Sport Management Concentration is built on the foundation of the Masters Core Curriculum with added emphasis on the application of Sport Marketing, Analytics, and Partnerships.

### **Requirements**

Concentration Courses  
9 Total Credits

Complete:

SPT525 - Sport Licensing and Strategic Alliances (3)  
SPT608 - Sport Marketing and Media (3)  
SPT622 - Sport Business Analytics (3)

Grand Total Credits: **9**

# University Programs

## **Business Administration (MBA) (Campus, Online) - Sport Management (Concentration)**

### **Description**

The MBA concentration in Sport Management is designed to provide students with an innovative educational experience grounded in relevant theory and practice that enables students to be successful leaders in the global sport industry. Career opportunities open to students with this concentration include working in professional sport, intercollegiate athletics, sport marketing, and entrepreneurial endeavors. Students have the opportunity to explore the interrelationships between sport, culture and society, the international sports marketplace, and the various management concepts and theories that are relevant for the modern sport manager.

### **Outcomes**

1. Integrate, synthesize, and apply business practices in a sport management context for creating intrapreneurial and entrepreneurial opportunities

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

- SPT510 - Sport and Society (3)
- SPT565 - Internationalization of Sport Business (3)
- SPT600 - Management of Sport Organizations (3)

Grand Total Credits: **9**

## **Business Administration (MBA) (Campus, Online) - Sustainability and Environmental Compliance (Concentration)**

### **Outcomes**

1. Effectively articulate thoughts and intentions in the sustainability and environmental compliance area by applying relevant standards and communication practices of the field

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

- SEC510 - Environmental Issues (3)
- SEC610 - Energy and Society (3)
- SEC620 - Environment Compliance/Sustainability (3)

Grand Total Credits: **9**



# University Programs

## Business Analytics (Minor) (Campus)

### Description

Business Analytics is the intersection of data science with business. It has become important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations. Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can be used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization. This program includes courses that provide the foundational quantitative knowledge necessary for business analytics and application courses that cover all three areas of business analytics. The curriculum of the program is very hands-on that will prepare you for a successful career in the world of business analytics.

### Requirements

Minor Courses  
15 Total Credits

Complete:

- MAT240 - Applied Statistics (3)
- QSO250 - Business Analytics (3)
- QSO260 - Descriptive Analytics (3)
- QSO320 - Management Science through Spreadsheets (3)
- QSO370 - Predictive Analytics (3)

Grand Total Credits: **15**

# University Programs

## Business Analytics (MS) (Campus)

### Description

This program provides a market-relevant combination of a comprehensive education in business analytics with real-world applications. It will give you the knowledge, tools and skills necessary to pursue or accelerate careers in Business Analytics. It includes courses that cover all three areas of business analytics – descriptive, predictive and prescriptive as well as courses that integrate information technologies with data-analytic methods. You will get a chance to work on real-life business analytics projects with area and remote organizations. The electives in the program will provide you the options to do an internship, expand your reach into applications of analytics to functional areas of business and allow you to pursue your special interests. The curriculum of the program is very hands-on and experiential that will prepare you for a successful career in the world of business analytics.

### Outcomes

1. Apply appropriate business analytics concepts, tools, and methods to address organizational challenges.
2. Integrate business analytics methods with the use of information technologies to extract value from data sets.
3. Provide insight from business analytics methods to inform data-driven solutions to organizational challenges.
4. Professionally communicate business analytics conclusions and recommendations to technical and non-technical audiences using industry-standard written, presentation, and visualization formats.
5. Collaborate in cross-functional teams as a solutions-oriented contributor who brings leadership and sound ethical judgment to projects.

### Requirements

#### Foundation Courses

0 Total Credits

#### Complete:

MBA500 - Building Business Leaders (3)  
MBA504 - Applied Business Statistics (3)

#### Major Courses

21 Total Credits

#### Complete:

CIS525 - Applied Data Structure and Database (3)  
CIS530 - Design of Decision Support Systems (3)  
QSO511 - Business Analytics (3)  
QSO520 - Management Science through Spreadsheets (3)  
QSO560 - Descriptive Business Analytics (3)  
QSO570 - Predictive Business Analytics (3)  
QSO705 - Capstone in Business Analytics (3)

#### Major Electives or choose a Concentration

9 Total Credits

9 credit(s) from subject(s): ACC, CIS, CSR, DAT, ECO, EMA, FIN, INT, ISE, IND, MBA, MGT, MKT, OL, QSO, SEC, or SPT

Grand Total Credits: **30**

# University Programs

## Business Core (Campus, Online)

### Outcomes

1. Develop business management approaches that align with organizational philosophies and help build collaborative relationships with diverse teams
2. Problem-solve across functional areas by integrating personal values with ethical, legal, and socially responsible business practices
3. Articulate implications of global and societal contexts on business decisions
4. Recommend strategic and creative business options using data gathered through research and current technological applications
5. Communicate effectively to diverse internal and external audiences to contribute to a positive team climate and address various strategic and operational business need

### Requirements

Business Core  
30 Total Credits

Complete:

ACC201 - Financial Accounting (3)  
ACC202 - Managerial Accounting (3)  
BUS206 - Business Law I (3)  
BUS210 - Managing and Leading in Business (3)  
BUS225 - Critical Business Skills for Success (3)  
BUS400 - Driving Business Opportunities (3)  
FIN320 - Principles of Finance (3)  
INT220 - Global Dimensions in Business (3)  
MKT205 - Applied Marketing Strategies (3)  
QSO321 - People, Planet, and Profit (3)

Grand Total Credits: **30**

## Business Process Improvement (Certificate) (Online)

### Description

The Business Process Improvement Certificate provides students with the skills to gather, analyze, synthesize, and leverage data to improve business processes. Students will also learn how to apply continuous improvement tools and techniques and effectively present data to inform organizational decision-making. Finally, students will explore how to apply the Six Sigma quality management methodology to improve service and manufacturing processes.

### Requirements

Certificate Courses  
15 Total Credits

Complete:

MAT240 - Applied Statistics (3)  
QSO300 - Operations Management (3)  
QSO320 - Management Science through Spreadsheets (3)  
QSO325 - Continuous Improvement Tools and Techniques (3)  
QSO360 - Six Sigma Quality Management (3)

Grand Total Credits: **15**

# University Programs

## Business Writing (Minor) (Online)

### Requirements

Minor Courses  
12 Total Credits

Complete:

COM235 - Multimedia Journalism (3)  
COM340 - Writing for Public Relations (3)  
COM435 - Feature Writing (3)  
ENG220 - Business Communication (3)

Electives  
3 Total Credits

3 credit(s) from the following:

ENG327 - Playwriting Workshop (3)  
ENG328 - Poetry Writing Workshop (3)  
ENG329 - Fiction Writing Workshop (3)  
ENG330 - Nonfiction Writing Workshop (3)  
ENG480 - Independent Study (3)

Grand Total Credits: **15**

## Culinary Arts (Minor) (Campus)

### Description

The minor in culinary arts is designed for students pursuing a variety of majors who also have an interest in food and cuisine. The required courses introduce the major cuisines, and develop necessary culinary technical skills and fundamental knowledge of foods and food preparation. Students are able to select elective courses in various cuisines or can explore more theoretical areas of the field through topics including nutrition, mixology, and food photography.

### Requirements

Minor Courses  
15 Total Credits

Complete:

CUL170 - Cooking Basics: Making Your Food Taste Delicious (3)  
CUL210 - Cooking Healthy and Delicious (3)  
CUL260 - The Flavors of Global Cuisines (3)  
CUL350 - Mixology (3)  
CUL360 - The Art of Food Presentation and Food Photography (3)

Grand Total Credits: **15**

# University Programs

## Economics (Minor) (Campus, Online)

### Description

The economics minor focuses on the development of theoretical and applied economic concepts to improve decision-making. Students will develop analytical and quantitative skills to assist individuals, businesses, and governments in problem-solving. The consideration of businesses strategies in competitive markets and the impact of economic conditions and policy on firms are primary topics of consideration.

### Requirements

Prerequisite Courses

0 Total Credits

Complete:

ACC201 - Financial Accounting (3)  
ACC202 - Managerial Accounting (3)  
MAT240 - Applied Statistics (3)

Minor Courses

18 Total Credits

Complete all of the following

Complete:

ECO201 - Microeconomics (3)  
ECO202 - Macroeconomics (3)  
ECO301 - Managerial Economics (3)  
ECO306 - Money and Banking (3)

6 credit(s) from subject(s): ECO within the range of course numbers 200 - 499

Grand Total Credits: **18**

## Entrepreneurship (BS) (Campus)

### Description

The general business courses will provide you with a broad understanding of how to succeed in business, while the entrepreneurship courses will allow you to fine-tune your skillset - and build and grow your business ideas. Students gain skills that support creating, planning for, and managing small to medium business ventures. Analyze entrepreneurial opportunities for small to medium businesses using business management principles and market research to determine legal, financial, and operational impacts

### Outcomes

1. Apply methods of innovation and business tools to develop viable business solutions.
2. Synthesize theoretical business knowledge and business skills to apply in various business operational settings.
3. Demonstrate characteristics of effective leadership and teamwork to foster productive collaborations.
4. Analyze business data, characteristics of a global marketplace, and consumer trends to inform decision making.
5. Demonstrate accountability, confidence, adaptability, and agility in a range of business situations.

# University Programs

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following

42 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)  
Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Business Core  
30 Total Credits

30 credit(s) from: BusCore

Major Courses  
27 Total Credits

Complete:

FIN250 - Personal Financial Planning (3)

MKT225 - Digital Marketing (3)

MKT355 - Social Media Marketing Strategy (3)

OL215 - Principles of Management (3)

OL317 - Small Business Management (3)

OL318 - Employee and Labor Relations (3)

OL320 - Entrepreneurship (3)

OL321 - Business Plan Preparation (3)

OL322 - Managing Organizational Change (3)

Major Electives  
3 Total Credits

1 of the following:

OL211 - Human Resource Management (3)

OL301 - Real Estate (3)

OL328 - Leadership (3)

PHL316 - Business Ethics (3)

Free Electives  
18 Total Credits

18 credit(s).

Grand Total Credits: **120**

# University Programs

## Entrepreneurship (Minor) (Campus)

### Description

The minor in Entrepreneurship allows students to apply principles and knowledge from various functional areas of business such as accounting, finance, human resources, marketing, and more, within entrepreneurial contexts. Students gain skills that support creating, planning for and managing small to medium business ventures.

### Outcomes

1. Business Trends: Interpret business and societal trends in historical, political, economic, financial, social, cultural, geopolitical, technological context for leading a business unit.
2. Apply cross-cultural awareness and sensitivity designed to facilitate the creation of shared values, attitudes, and beliefs.
3. Apply social and emotional awareness for the purpose of fostering shared leadership, team process, and collaborative learning.
4. Integrate ethical principles and core personal values into business decision-making.

### Requirements

Minor Courses  
18 Total Credits

Complete all of the following  
Complete:

BUS210 - Managing and Leading in Business (3)  
OL317 - Small Business Management (3)  
OL320 - Entrepreneurship (3)  
OL321 - Business Plan Preparation (3)

2 of the following:

ACC215 - Fundamentals of Financial Accounting (3)  
BUS307 - Business Law II (3)  
OL301 - Real Estate (3)  
OL302 - Foundations of Creative Collaboration and Innovation (3)  
OL318 - Employee and Labor Relations (3)  
OL322 - Managing Organizational Change (3)  
OL328 - Leadership (3)  
OL342 - Organizational Behavior (3)  
QSO250 - Business Analytics (3)

Grand Total Credits: **18**

# University Programs

## Esport (Minor) (Campus)

### Description

Esports is an industry on the rise, with rapid expansion and growth occurring globally and in the U.S. market, alongside the VR/AR and gaming industries. A minor in esport may lead to a specialization in esports that could potentially provide key content knowledge that gives students a leg up in the job market. By studying esports students get exposed to learning about similar aspects from traditional sport including: professional players, teams, uniforms, coaches, managers, agents, leagues, competitions, marquee events, endorsement deals, player transfer fees, color commentators, highlight reels, college scholarships, match fixing, doping, gender related disputes.

### Outcomes

1. Analyze and examine the various elements found unique to the esport industry.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

ESPT150 - Introduction to Esport (3)  
ESPT205 - Esport Streaming and Marketing (3)  
ESPT315 - Social, Ethical, and Legal Issues in Esports (3)

3 credit(s) from the following:

ESPT345 - Esports Practicum (3)  
SPT491 - Sport Management Internship (0 - 15)

3 credit(s) from the following:

COM310 - Social Media (3)  
GRA210 - Fundamentals of Game Design (3)  
MKT265 - Social Media & Marketing Communications (3)  
SPT425 - Sport Licensing/Strategic Alliances (3)  
SPT465 - Global Sport Business (3)  
SPT491 - Sport Management Internship (0 - 15)

Grand Total Credits: **15**

## Human Resource Management (BS) (Online)

### Description

The Bachelor of Science in Human Resources Management provides learners with the skills and strategies necessary to become cognitively flexible, agile, growth-oriented human resource professionals. This degree will provide an immersive, authentic learning experience by approaching various situations from a human resources perspective. Learners will be positioned as contributing human resource leaders, developing business acumen, dispositional and technical skills related to evidence-based decision-making, and communication strategies. This degree will develop human resource professionals who have the skills to balance human and technology environments, and build relationships using strategies that support the role of a human resources professional. Informed by the Society of Human Resource Management (SHRM), this program will examine topics such as, but not limited to, talent management, diversity and inclusion, employee engagement, and total rewards. Learners will examine current and emerging trends within the human resources field such as the changing nature of work and organizational structures and their impact on the industry.

### Outcomes

1. Foster an organizational culture that promotes effective teamwork, cross-functional collaboration, and inclusion from a human resources perspective
2. Gather and analyze data and research from industry and organizational resources to drive decision making and inform solutions to problems facing human resources professionals
3. Develop human resources strategies that enable the organization's workforce to meet strategic goals for positioning the human resource professional as a critical business partner
4. Apply strategies to attract, retain, and develop talent for maximizing the effectiveness of the organization and achieving strategic objectives
5. Develop and implement organizational policies and practices that mitigate risk to the organization and comply with legal and ethical standards as relevant to human resources



# University Programs

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following

42 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)  
Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Business Core  
30 Total Credits

30 credit(s) from: BusCore

Major Courses  
21 Total Credits

Complete:

HRM200 - Human Resource Functions (3)

HRM225 - Proactive Human Resource Strategies (3)

HRM300 - Creating the Employee Experience (3)

HRM310 - Employee and Labor Relations (3)

HRM320 - Global Human Resource Management (3)

HRM400 - Change Management in Human Resources (3)

HRM425 - Employee Life Cycle Management (3)

Major Electives  
12 Total Credits

Complete all of the following

Complete:

HRM350 - Learning and Development (3)

HRM360 - People Analytics (3)

6 credit(s) from subject(s): ACC, ECO, FIN, FMM, HRM, INT, MGT, MKT, OL, PAD, QSO, or SPT within the range of course numbers 200 - 499

Free Electives  
15 Total Credits

15 credit(s).

Grand Total Credits: **120**

# University Programs

## Human Resource Management (Certificate) (Online)

### Description

The Human Resource Management Certificate is designed for individuals who need to develop fundamental skills for entry into the profession of Human Resources or for individuals looking to increase or refresh skills as preparation for promotions or other positions with their organization.

### Requirements

Certificate Courses  
12 Total Credits

Complete:

HRM200 - Human Resource Functions (3)  
HRM225 - Proactive Human Resource Strategies (3)  
HRM300 - Creating the Employee Experience (3)  
HRM310 - Employee and Labor Relations (3)

Grand Total Credits: **12**

## Human Resource Management (Graduate Certificate) (Online)

### Description

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. This Certificate Program prepares students to manage compensation and employee relations and administer employee benefits. It equips M.B.A.-degree holders with the skills needed for managerial positions in human resources across industries.

### Requirements

Foundation Courses  
0 Total Credits

Complete:

OL500 - Human Behavior in Organizations (3)

Certificate Courses  
12 Total Credits

Complete all of the following

Complete:

OL600 - Strategic Human Resource Management (3)  
OL663 - Leading Change (3)

2 of the following:

OL610 - Employee and Labor Relations (3)  
OL620 - Total Rewards (3)  
OL665 - Leading/Managing Not-For-Profit Orgs (3)  
OL675 - Leadership and Ethics (3)

Grand Total Credits: **12**

# University Programs

## Human Resource Management (MS) (Online)

### Description

Human resource management has evolved significantly over the past 50 years from the industrial relations professional to a strategic partner of the C-level executives in modern corporations. It is increasingly vital that individuals interested in joining organizations as an HR professional are prepared to enter the workplace with the appropriate business acumen and technical knowledge, skills, and preparation necessary to support an organization's vision, mission, and goals. The Master of Science in Human Resource Management degree offers students an opportunity to develop advanced human resource management skills in critical areas that prepare them to be an effective business partner. The program takes an integrated approach to developing relevant HR expertise by focusing on communication and negotiation skills, critical legal and ethical principles, strategic HR program development, and the global and cultural context of HR today. These skills are all developed in applied settings where graduates will acquire the appropriate business skills that support HR functions while they gain expertise in human resources theory and management. The Master of Science curriculum and outcomes of the graduate program were developed in accordance with the guidelines set forth by the Society of Human Resource Management (SHRM) competencies and master's degree curriculum standards. Graduates of this program will be well equipped to enter management-level positions in human resources and related business professions.

### Outcomes

1. Leverage effective customer service and negotiation strategies that build engaging relationships with stakeholders through trust, teamwork, and direct communication
2. Integrate appropriate talent development and workforce planning strategies to effectively align employee competencies with business goals and provide a measurable return on investment for an organization
3. Operate as an effective business partner and leader in human resources through clear, concise, and accurate communication skills
4. Protect the integrity of the business, its employees, and its management practices through appropriate risk management and legal and ethical practices
5. Recommend appropriate evidence-based strategies that integrate sound, data-driven analysis and critical decision-making to support the goals, vision, and mission of the organization
6. Articulate the importance of a global outlook and cross-cultural approach for human resource professionals in the interest of improving cultural competence and valuing the commonalities, values, and individual uniqueness of organizational members
7. Advance an organization's vision and mission through effective leadership strategies that foster collaboration, promote consensus, and guide the organization through adversity and change with resilience and agility
8. Design, implement, and evaluate strategic human resource programs that deliver customized human resource solutions for organizational challenges and contribute to the success of the business

### Requirements

Foundation Courses  
0 Total Credits

Complete:

OL501 - Business Foundations (3)

Major Courses  
36 Total Credits

Complete:

MGT550 - Managing Through Communication (3)  
OL600 - Strategic Human Resource Management (3)  
OL620 - Total Rewards (3)  
OL645 - Law, Ethics, and Politics in HR (3)  
OL655 - Talent Development and Workforce Planning (3)  
OL663 - Leading Change (3)  
OL667 - Human Resource Information Systems (3)  
OL668 - Human Resources in Global Contexts (3)  
OL751 - Human Resource Management Capstone (3)  
QSO500 - Business Research (3)  
WCM510 - Negotiation/Advocacy in the Workplace (3)  
WCM620 - Managing Difficult Conversations at Work (3)

Grand Total Credits: **36**

# University Programs

## International Business (Low Residency PhD) (Campus)

### Description

The Ph.D. in International Business Executive Low-Residency Program supports highly qualified individuals in their professional and scholarly pursuits within academic organizations, consulting and policy environments, multinational corporations, and related fields. This doctoral program provides the opportunity for a deeper theoretical understanding of global business operations and seeks to foster a keen interest in scholarship and research. The cohort-based Executive Low-Residency format of this PhD program helps develop these understandings and encourages the integration of doctoral study into individuals' professional work. Coursework: In this program, students first successfully complete 27 credits of international business coursework and 9 credits of elective coursework. To complete this coursework: • Students participate in program courses in a collaborative cohort model and are enrolled in a course sequence as a member of a doctoral cohort. Most often cohorts are in enrolled in two courses (six credits) per term. • During the Fall and Spring terms, synchronous sessions are held on weekends, approximately one weekend per month, to support students in their learning. Students may attend these sessions on campus or attend these sessions virtually. • All students in this Executive Low-Residency Program attend a doctoral residency week which is hosted at a specific location. Students must attend a minimum of three doctoral residencies as a part of their program. Comprehensive Examination: Upon the successful completion of 36 credits of doctoral coursework, students enroll in INT 889 (Comprehensive Exam) and sit for a series of comprehensive examinations. Dissertation Stage: Once students successfully complete comprehensive exams, an approved dissertation committee is established and students begin enrolling in INT 890. These colloquiums provide a forum for students to develop their dissertation research under the supervision of a committee chair and help monitor their progress in completing their dissertation. Students then enroll in Dissertation Status (DOC 950) coursework to complete their written dissertation and dissertation defense presentation. Following a successful defense of their dissertation, students work with program leadership to finalize publication of their research.

### Outcomes

1. Demonstrate in-depth knowledge of international business theories and theoretical, empirical literature
2. Critically apply theories, methodologies, and knowledge to address fundamental questions in International Business and minor area of specialization
3. Develop independent research skills and pursue research of significance in the discipline or in a minor field of specialization
4. Demonstrate knowledge and application of qualitative and quantitative research methods
5. Demonstrate oral and written communication skills to teach effectively and to present and publish scholarly research.

### Requirements

Major Courses  
46 Total Credits

Complete all of the following  
Complete:

INT800 - Foreign Direct Investment (3)  
INT801 - Foundations for Advanced International Business Study (3)  
INT810 - Privatization, Economic Reform and Globalization in Emerging Markets (3)  
INT820 - Seminar in Multinational Finance (3)  
INT830 - Theories of Globalization (3)  
INT840 - Seminar in Multinational Marketing (3)  
INT850 - Seminar in Global Business Strategy (3)  
INT880 - Advanced Quantitative Methods/ International Business I (3)  
INT881 - Advanced Quantitative Methods/ International Business II (3)

#### Electives

9 credit(s) from subject(s): BUS, CIS, DAT, DOC, FIN, INT, IT, MBA, MKT, OL, or QSO within the range of course numbers 500 - 999

Comprehensive Examination

3 credit(s) from the following:

INT889 - Comprehensive Exam (1 - 3)

#### Dissertation Stage

Complete all of the following

6 credit(s) from the following:

INT890 - Doctoral Colloquium (1 - 3)

Complete:

DOC950 - Dissertation Status (1)

Grand Total Credits: **46**

# University Programs

## International Business (Minor) (Online)

### Description

The International Business minor prepares students for resolving contemporary issues and challenges faced by multinational organizations. Examining major functional areas of such businesses in a wide range of industries provides a holistic perspective in exploring the cultural, economic, and political impacts to conducting business on a global scale.

### Outcomes

1. Develop adaptive plans for managing the impact of external factors on internal strategies and objectives
2. Analyze prior business decisions and organizational data to determine best managerial practices for successful operation in global environments

### Requirements

Prerequisite Courses

0 Total Credits

Complete:

MKT205 - Applied Marketing Strategies (3)

Minor Courses

15 Total Credits

Complete all of the following

Complete:

INT220 - Global Dimensions in Business (3)

INT221 - Global Financial System (3)

INT315 - International Management (3)

INT433 - Multinational Marketing (3)

1 of the following:

INT400 - International Business Project (3)

INT422 - International Strategic Management (3)

Grand Total Credits: **15**

# University Programs

## International Business (PhD) (Campus)

### Description

The Ph.D. in International Business trains highly qualified individuals for careers in academics, consulting environments, and multinational corporations. Such positions require a theoretical understanding of global business operations and a keen interest in applied research. The program strives to meet the interests and needs of full- and part-time students and is flexible enough to accommodate the professional life circumstances of the adult learner. The full-time program also is geared toward international students who are interested in teaching and pursuing research in their own countries and around the world. Coursework: In this program, students first successfully complete 27 credits of international business coursework and 15 credits of elective coursework. Comprehensive Examination: Upon the successful completion of 42 credits of doctoral coursework, students enroll in INT 889 (Comprehensive Exam) and sit for a series of comprehensive examinations. Dissertation Stage: Once students successfully complete comprehensive exams, an approved dissertation committee is established and students begin enrolling in INT 890. These colloquiums provide a forum for students to develop their dissertation research under the supervision of a committee chair and help monitor their progress in completing their dissertation. Students then enroll in Dissertation Status (DOC 950) coursework to complete their written dissertation and dissertation defense presentation. Following a successful defense of their dissertation, students work with program leadership to finalize publication of their research.

### Outcomes

1. Demonstrate in-depth knowledge of international business theories and theoretical, empirical literature
2. Critically apply theories, methodologies, and knowledge to address fundamental questions in International Business and minor area of specialization
3. Develop independent research skills and pursue research of significance in the discipline or in a minor field of specialization
4. Demonstrate knowledge and application of qualitative and quantitative research methods
5. Demonstrate oral and written communication skills to teach effectively and to present and publish scholarly research.

### Requirements

Major Courses  
46 Total Credits

Complete all of the following  
Complete:

INT800 - Foreign Direct Investment (3)  
INT801 - Foundations for Advanced International Business Study (3)  
INT810 - Privatization, Economic Reform and Globalization in Emerging Markets (3)  
INT820 - Seminar in Multinational Finance (3)  
INT830 - Theories of Globalization (3)  
INT840 - Seminar in Multinational Marketing (3)  
INT850 - Seminar in Global Business Strategy (3)  
INT880 - Advanced Quantitative Methods/ International Business I (3)  
INT881 - Advanced Quantitative Methods/ International Business II (3)

Electives

15 credit(s) from subject(s): BUS, CIS, DAT, DOC, FIN, INT, IT, MBA, MKT, OL, or QSO within the range of course numbers 500 - 999

Comprehensive Examination

1 credit(s) from the following:

INT889 - Comprehensive Exam (1 - 3)

Dissertation Stage

Complete all of the following

2 credit(s) from the following:

INT890 - Doctoral Colloquium (1 - 3)

Complete:

DOC950 - Dissertation Status (1)

Grand Total Credits: **46**

# University Programs

## International Sport Management (Minor) (Campus)

### Description

A student may earn a minor in International Sport Management by successfully completing the following courses:

### Requirements

Prerequisite Courses

0 Total Credits

Complete:

ECO202 - Macroeconomics (3)

INT220 - Global Dimensions in Business (3)

MKT205 - Applied Marketing Strategies (3)

SPT208 - Sport Marketing (3)

Minor Courses

15 Total Credits

Complete:

INT315 - International Management (3)

INT316 - Cultural & Political Environment of International Business (3)

INT433 - Multinational Marketing (3)

SPT425 - Sport Licensing/Strategic Alliances (3)

SPT465 - Global Sport Business (3)

Grand Total Credits: **15**

## Leadership of Nonprofit Organizations (Graduate Certificate) (Online)

### Description

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

### Requirements

Certificate Courses

18 Total Credits

Complete:

MKT500 - Marketing Strategies (3)

MKT660 - Marketing Strategies for Not-For-Profit Organizations (3)

OL500 - Human Behavior in Organizations (3)

OL663 - Leading Change (3)

OL665 - Leading/Managing Not-For-Profit Orgs (3)

OL670 - Organizational Leadership (3)

Grand Total Credits: **18**

## Management (MS) (Online)

# University Programs

## Description

Today's managers are tasked with a multitude of strategic and tactical responsibilities that require them to be agile, adaptive, and accountable to the organization. Managers are stewards of the organization and the business' brand and are responsible for developing talent accordingly while maximizing production and output in ethical, effective, and supportive ways. Additionally, organizations face massive changes in structure, products, and goals in the midst of an ever-changing political, diverse, decentralized and global landscape. It is crucial that graduate education prepares individuals interested in assuming or advancing in current management positions to tackle these challenges with data driven decision making, strong ethics, courage, agility, and practical application of proven management theory. The Master of Science in Management degree offers a wide range of students the opportunity to develop advanced management skills in a variety of areas and contexts. Students deepen their understanding in critical areas such as effective business communication, data-driven decision making, developing and supporting talent, project management, supporting and fostering stewardship of an organization's culture and brand, leadership, and strategic planning. In this way, the M.S. in Management positions graduates as those who can support an organization's mission, values, and goals by getting the most out of their teams, resources, and processes. Graduates from this program will be well-prepared to manage through an unpredictable, changing landscape of business in whatever industry they choose.

## Outcomes

1. Utilize multiple methods for supporting and developing talent in employees in the interest of facilitating high performance teams, dispersing expert knowledge, and guiding teams through organizational change
2. Integrate effective verbal, written, presentation, and technical communication skills for gathering and presenting information, facilitating groups and teams, and building appropriate business relationships across the organization
3. Apply critical thinking, data analysis, and ethical reasoning to ensure strategic, systems-level decision-making in business and management
4. Create project and management plans that effectively prioritize tasks, stabilize resource conflicts, and integrate appropriate project management tools
5. Articulate the importance of business metrics, performance data, and financial analysis for maintaining accountability to the business in management plans and decisions
6. Evaluate how the brand, mission, and values of organizations can integrate with effective management practices to encourage an enterprising organizational culture and brand stewardship in employees and one's management approach

## Requirements

Foundation Courses

0 Total Credits

Complete all of the following  
Complete:

OL501 - Business Foundations (3)

If you are required to take this course, you may use the course as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for this course even though it satisfies the additional requirement of General Business Electives.

Major Courses

24 Total Credits

Complete:

MGT510 - Cultivating Organizational Culture (3)  
MGT550 - Managing Through Communication (3)  
MGT600 - Resource Planning and Decision Making (3)  
MGT701 - Critical Issues in Management Capstone (3)  
OL500 - Human Behavior in Organizations (3)  
OL600 - Strategic Human Resource Management (3)  
QSO500 - Business Research (3)  
QSO640 - Project Management (3)

Major Electives or choose a Concentration

12 Total Credits

12 credit(s) from OL within the 600 - 699 range or from the following courses:

CSR610 - Business Ethics and Culture (3)  
MKT668 - Services Marketing (3)  
WCM510 - Negotiation/Advocacy in the Workplace (3)  
WCM610 - Introduction to Organizational Conflict Management (3)  
WCM620 - Managing Difficult Conversations at Work (3)

Grand Total Credits: **36**



# University Programs

## Management (MS) (Online) - Construction Management (Concentration)

### Description

The Construction Management concentration focuses on the planning and management of critical aspects of the construction process. Students will focus on the tools, practices, and strategies of construction management, including the relationship between estimating and budgeting for projects, materials, and methods. Additionally, students will evaluate quality control and equipment management and the implications of construction law, contracts, and risk management in decision-making for various types and sizes of construction projects.

### Outcomes

1. Analyze construction projects within various industries to plan, implement, and manage critical aspects of the construction process

### Requirements

Concentration Courses  
12 Total Credits

Complete:

MGT605 - Construction Budgeting, Estimating & Bidding (3)  
MGT610 - Construction Materials & Methods (3)  
MGT615 - Construction Law and Contracts (3)  
MGT630 - Construction Quality Management and Productivity (3)

Grand Total Credits: **12**

## Management (MS) (Online) - Emergency Management (Concentration)

### Description

The Emergency Management concentration focuses on the prevention, protection, and mitigation of risk and threat due to, but not limited to, public health incidents, natural disaster, organizational crisis, hazardous spills, and security threats. Students will evaluate strategies in planning, preparedness, response, and recovery in relation to the guidelines of the Department of Homeland Security to include the Federal Incident Management System (FIMS). Students will also focus on crisis leadership and communication and how to safeguard an organization, government agency, community, or nation from an unpredictable event.

### Outcomes

1. Evaluate crisis, emergency, and disaster management strategies to plan, prepare, and respond to critical threats and events within multiple contexts and situations

### Requirements

Concentration Courses  
12 Total Credits

Complete:

MGT620 - Principles of Emergency Management (3)  
MGT622 - Emergency Planning and Preparedness (3)  
MGT625 - Disaster Response and Recovery (3)  
MGT628 - Applied Emergency Management (3)

Grand Total Credits: **12**

# University Programs

## Management (MS) (Online) - Healthcare (Concentration)

### Description

The Healthcare concentration focuses on the principles, concepts, systems, and practices involved in quality improvement within organizations in the healthcare industry. Students will evaluate and apply best practices, techniques, tools, and strategies to effectively manage facets of healthcare management to include, but not limited to, finance, reimbursement systems, regulatory and accreditation standards, and ethics.

### Outcomes

1. Successfully navigate the intersection of healthcare finance and reimbursement, policy, and information management in modeling strategic decision-making that promotes continuous healthcare quality improvement within organizations

### Requirements

Concentration Courses  
12 Total Credits

Complete:

HCM615 - Healthcare Reimbursement Systems and Finance (3)  
HCM620 - Healthcare Information Management (3)  
HCM630 - Healthcare Quality (3)  
IHP610 - Health Policy and Law (3)

Grand Total Credits: **12**

## Marketing (AS) (Online)

### Description

The Associate in Science 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.

### Outcomes

1. Explain the role of primary and secondary data in determining the position of a product in the market
2. Apply elements of the marketing mix to develop basic marketing strategies that maximize internal and external opportunities and are in alignment with the goals of an organization
3. Explain the legal and ethical principles involved in marketing activities
4. Employ effective written and oral communication skills appropriate to an entry level marketing position
5. Analyze cross-functional internal and external environments to ensure the creation, capture, and delivery of value

# University Programs

## Requirements

General Education Courses

24 Total Credits

Complete all of the following

24 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Major Courses

30 Total Credits

Complete:

ACC201 - Financial Accounting (3)

ACC202 - Managerial Accounting (3)

BUS206 - Business Law I (3)

BUS210 - Managing and Leading in Business (3)

BUS225 - Critical Business Skills for Success (3)

FIN320 - Principles of Finance (3)

INT220 - Global Dimensions in Business (3)

MKT205 - Applied Marketing Strategies (3)

MKT229 - Principles of Integrated Marketing Communications (3)

MKT265 - Social Media & Marketing Communications (3)

Free Electives

6 Total Credits

6 credit(s).

Grand Total Credits: **60**

## Marketing (BS) (Campus, Online)

### Description

The Bachelor of Science in Marketing program allows students to explore and apply foundational traditional and digital marketing terms and concepts to solve complex challenges faced by marketers globally. This program provides students with the tools to understand consumers and the ability to develop comprehensive research-based marketing recommendations to organizations of all sizes. In addition to foundational project-based coursework, students will select marketing elective coursework that aligns best with their personal and professional interests.

### Additional Information - Campus

Domestic and international marketing internships and study abroad programs allow Marketing majors additional opportunities to link marketing theory with practice. Students will also formulate an ePortfolio and a career portfolio which are included in the coursework of the marketing curriculum.

### Additional Information - Online

Marketing internships allow Marketing majors additional opportunities to link marketing theory with practice.

### Outcomes

1. Utilize primary and secondary data to determine the position of a product in the market
2. Recommend strategies for maximizing both internal and external opportunities through the effective use of the marketing mix
3. Develop strategic marketing plans in alignment with stated missions, objectives, and goals of the organizations
4. Employ effective written and oral communication skills appropriate to the professional marketing context
5. Apply legal and ethical principles to marketing activities
6. Collaborate in cross-functional internal and external environments to ensure the creation, capture, and delivery of value

# University Programs

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following  
42 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)  
Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Business Core  
30 Total Credits

30 credit(s) from: BusCore

Major Courses  
21 Total Credits

Complete all of the following  
Complete:

MKT225 - Digital Marketing (3)

MKT270 - Professional Selling (3)

MKT337 - Marketing Research (3)

MKT345 - Consumer Behavior (3)

MKT400 - Strategic Brand Management (3)

MKT432 - Strategic Marketing Planning (Capstone) (3)

3 credit(s) from the following:

BUS496 - Advanced Experiential Learning for Business (3)

MKT490 - Marketing Internship (0 - 15)

Major Electives or choose a Concentration  
12 Total Credits

Complete all of the following  
12 credit(s) from ADV or MKT within the 100 - 499 range or from the following courses:

QSO330 - Supply Chain Management (3)

Students may choose to take MKT-500 and INT-640 but must meet all requirements in the Undergraduate Taking Graduate Courses policy.

Free Electives  
15 Total Credits

15 credit(s).

Grand Total Credits: **120**

# University Programs

## Marketing (BS) (Campus, Online) - Digital Marketing (Concentration)

### Description

The Digital Marketing concentration provides students in the marketing program an opportunity to study fundamental elements within digital marketing, including search engine marketing versus search engine optimization and digital analytics. In addition, students utilize current technologies to apply what they learn in a simulated environment.

### Outcomes

1. Utilize digital marketing strategies and analytics to promote brand awareness through current technologies

### Requirements

Concentration Courses

12 Total Credits

Complete:

- MKT311 - Mobile Marketing (3)
- MKT315 - SEO vs. SEM (3)
- MKT335 - Digital Advertising (3)
- MKT410 - Digital Analytics (3)

Grand Total Credits: **12**

## Marketing (BS) (Campus, Online) - Social Media Marketing (Concentration)

### Description

The Social Media Marketing concentration provides students with a broad knowledge base, providing access to theory, history and application of using social media in a marketing context. Students learn to engage and enhance brand experience while strengthening the relationship between customer and product.

### Outcomes

1. Utilize social media tools, strategies, and analytics for developing engaging social media marketing campaigns that achieve organizational goals and promote brand awareness

### Requirements

Concentration Courses

12 Total Credits

Complete:

- COM445 - Writing for New Media (3)
- MKT335 - Digital Advertising (3)
- MKT355 - Social Media Marketing Strategy (3)
- MKT455 - Social Media Campaign (3)

Grand Total Credits: **12**

# University Programs

## Marketing (Graduate Certificate) (Online)

### Description

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. Marketing is a valuable and exciting complement to any program of graduate study. The Graduate Certificate in Marketing program is designed to offer either an in-depth focus on a particular area of marketing, or a broad exposure to the range of the marketing discipline, depending upon the courses selected. Coursework engages students with current theories and the application of those theories to real world classic and contemporary challenges and issues.

### Requirements

Certificate Courses  
15 Total Credits

Complete all of the following  
Complete:

MKT500 - Marketing Strategies (3)

12 credit(s) from subject(s): MKT

Grand Total Credits: **15**

## Marketing (Minor) (Campus, Online)

### Description

The Marketing minor provides students with foundational marketing knowledge that can be applied to marketing efforts for both for-profit and not-for-profit organizations. Students have the flexibility to explore specialized marketing topics by completing electives to fulfill the requirements of the minor.

### Requirements

Minor Courses  
21 Total Credits

Complete all of the following  
Complete:

MAT240 - Applied Statistics (3)

MKT205 - Applied Marketing Strategies (3)

MKT225 - Digital Marketing (3)

MKT270 - Professional Selling (3)

MKT337 - Marketing Research (3)

MKT345 - Consumer Behavior (3)

3 credit(s) from subject(s): ADV, FMM, or MKT within the range of course numbers 100 - 499

Grand Total Credits: **21**

# University Programs

## Marketing (MS) (Online)

### Description

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

### Outcomes

1. Analyze and interpret qualitative and quantitative data to align marketing plans to the strategic goals of an organization
2. Create integrated and aligned strategies for maximizing both internal and external opportunities through the use of marketing theory and practices
3. Distill information through diverse mediums to inform, negotiate and persuade internal and external stakeholders
4. Develop international marketing strategies that address the commercial, political, legal and cultural environments in a global economy
5. Ensure marketing practices are compliant within internal and external legal environments, regulatory standards and ethical practices
6. Manage a brand in cross-functional internal and external environments to ensure the creation, capture, and delivery of value

### Requirements

Foundation Courses

0 Total Credits

Complete all of the following

Complete:

OL501 - Business Foundations (3)

If you are required to take this course, you may use the course as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for this course even though it satisfies the additional requirement of General Business Electives.

Major Courses

24 Total Credits

Complete:

INT640 - International Market Strategy (3)

MKT500 - Marketing Strategies (3)

MKT605 - Integrated Marketing Communications (3)

MKT618 - Marketing Analytics (3)

MKT620 - Consumer Behavior and Marketing (3)

MKT625 - Strategic Digital Marketing (3)

MKT675 - Ethical and Legal Issues in Marketing (3)

MKT700 - Marketing Capstone (3)

Major Electives or choose a Concentration

12 Total Credits

12 credit(s) from MKT within the 500 - 799 range or from the following courses:

QSO510 - Quantitative Analysis for Decision Making (3)

QSO600 - Operations Management (3)

QSO630 - Supply Chain Management (3)

QSO640 - Project Management (3)

SPT608 - Sport Marketing and Media (3)

MGT550 - Managing Through Communication (3)

Grand Total Credits: **36**

## University Programs

### **Marketing (MS) (Online) - Digital Marketing (Concentration)**

#### **Description**

The concentration in Digital Marketing covers the three main areas of digital marketing media, paid, owned, and earned, with a focus on the effective use of digital and social media activity and data to generate valuable and actionable managerial insights for better decision making. Students examine key social media marketing strategies including, branding and storytelling, search engine optimization, mobile marketing, gamification, and multichannel integration.

#### **Outcomes**

1. Utilize digital and social media activity and data effectively to generate valuable and actionable managerial insights for informed decision-making

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

MKT555 - Social Media Marketing (3)

MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (3)

MKT645 - Online Marketing Channels (3)

MKT665 - Digital Story Telling and Branding (3)

Grand Total Credits: **12**

### **Marketing (MS) (Online) - Marketing Research Analytics (Concentration)**

#### **Description**

The concentration in Marketing Research Analytics emphasizes the application of analytical techniques to help drive marketing strategies and better understand consumer behavior. Students learn to synthesize data from multiple sources, as well as analyze data, and provide actionable information that encompasses the voice of the consumer.

#### **Outcomes**

1. Recommend strategies for modifying products and services based on the analysis and interpretation of consumer behavior data from multiple sources

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

MKT630 - Market Research (3)

MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (3)

MKT679 - Advanced Marketing Research and Analytics (Capstone) (3)

QSO510 - Quantitative Analysis for Decision Making (3)

Grand Total Credits: **12**



# University Programs

## **Marketing (MS) (Online) - New Media and Communications (Concentration)**

### **Description**

The concentration in New Media and Communication prepares students to become critical consumers of emerging media tools and resources, as well as to harness rapidly evolving media technologies. Students will examine how new media campaigns involve the integration of skills, strategies, and tactics to create a cohesive, dynamic whole.

### **Outcomes**

1. Develop innovative digital media production strategies that leverage new and emerging communication technologies and support a market brand

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- COM500 - Communication, Media & Society (3)
- COM540 - Second Self: Identity & Personal Brands (3)
- COM565 - Communication with Media Technology (3)
- COM568 - New Media Campaign Design & Marketing (3)

Grand Total Credits: **12**

## **Marketing (MS) (Online) - Social Media Marketing (Concentration)**

### **Description**

The concentration in Social Media Marketing covers the planning, creation, implementation, and evaluation of social media marketing strategies. Students examine how to leverage social media to meet business objectives via various strategies, platforms, tactics, and types of content contributing to the social media landscape.

### **Outcomes**

1. Develop successful social media marketing strategies that integrate with existing marketing plans initiatives

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- MKT555 - Social Media Marketing (3)
- MKT645 - Online Marketing Channels (3)
- MKT655 - Social Media Marketing Strategy (3)
- MKT666 - Social Media Marketing Campaigns (3)

Grand Total Credits: **12**

# University Programs

## Operations and Supply Chain Management (Graduate Certificate) (Online)

### Description

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. Operations Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. Supply Chain Management is a set of strategies, concepts, and techniques for integrating suppliers, manufacturers, warehouses, transportation providers, and retailers. This Certificate Program is designed to expose students to Operations and Supply Chain Management concepts and techniques necessary for a business to provide the right product at the right time in the right quantity to meet customer requirements.

### Requirements

Foundation Courses

0 Total Credits

Complete:

MBA501 - Mathematics and Statistics for Business (3)

Certificate Courses

18 Total Credits

Complete all of the following

Complete:

QSO510 - Quantitative Analysis for Decision Making (3)

QSO600 - Operations Management (3)

QSO630 - Supply Chain Management (3)

QSO690 - Topics in Operations Management (3)

2 of the following:

QSO520 - Management Science through Spreadsheets (3)

QSO530 - Applied Statistics for Managers (3)

QSO610 - Management of Service Operations (3)

QSO620 - Six Sigma Quality Management (3)

QSO635 - International Supply Chain Management (3)

QSO710 - Internship in Operations/Project Management (3)

Grand Total Credits: **18**

# University Programs

## Operations and Supply Chain Management (Minor) (Campus, Online)

### Description

Operations and Supply Chain Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. This minor will expose you to concepts and techniques to effectively manage the people, materials, equipment, and processes that a business needs to design, produce and deliver its goods and services.

### Requirements

Minor Courses  
18 Total Credits

Complete all of the following  
Complete:

MAT240 - Applied Statistics (3)  
QSO321 - People, Planet, and Profit (3)  
QSO330 - Supply Chain Management (3)  
QSO360 - Six Sigma Quality Management (3)

6 credit(s) from subject(s): QSO

Grand Total Credits: **18**

## Operations Management (BS) (Online)

### Description

The Bachelor of Science in Operations Management is designed to provide a solid foundation of knowledge for managing operations in manufacturing as well as service organizations. The curriculum builds upon the Southern New Hampshire University general education and business core foundation of knowledge, which emphasizes communication, critical, creative, and entrepreneurial thinking, collaboration and teamwork, personal and social responsibility, problem solving and decision-making, and global orientation. In order to prepare students to be effective operations managers, the Bachelor of Science in Operations Management will assist students in being competent in evaluating and applying continuous improvement practices for achieving sustainable operations and effective resource management. With a focus on providing students with the tools and skills necessary to use quantitative and qualitative techniques toward solving problems, students will be able to assess and apply operations management theory and best practices in a global context for the achievement of operational goals.

### Outcomes

1. Assess and apply operations management theory and best-practices effectively in a global environment to achieve operational goals in support of business strategies
2. Evaluate and apply appropriate continuous improvement practices for achieving sustainable operations in a given environment
3. Utilize quantitative and qualitative techniques for solving problems with processes, procedures and products
4. Evaluate the internal and external factors that influence business sustainability and competitive advantages in business
5. Make operations-management decisions which create value while minimizing risk for the purposes of meeting specified customer requirements
6. Develop and apply appropriate resource management techniques for promoting accountability, sustainability, and organizational effectiveness

# University Programs

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following

42 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)  
Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Business Core  
30 Total Credits

30 credit(s) from: BusCore

Major Courses  
18 Total Credits

Complete:

QSO320 - Management Science through Spreadsheets (3)

QSO325 - Continuous Improvement Tools and Techniques (3)

QSO328 - Sustainable Operations (3)

QSO330 - Supply Chain Management (3)

QSO415 - Trends in Operations Management (3)

QSO489 - Capstone in Operations Management (3)

Major Electives or choose a Concentration  
15 Total Credits

15 credit(s) from ADV, BUS, ECO, FIN, INT, IT, MKT, OL, or QSO within the 300 - 499 range or from the following courses:

IT252 - Information Technology Teams and Group Dynamics (3)

IT261 - IT Service Management (3)

PHL316 - Business Ethics (3)

SCI218 - Natural Resources (3)

SCI219 - Environmental Issues (3)

SCI220 - Energy and Society (3)

SCI333 - Waste: Sources, Reduction, & Remediation (3)

SOC318 - Sustainable Communities (3)

Free Electives  
15 Total Credits

15 credit(s).

Grand Total Credits: **120**

# University Programs

## Operations Management (BS) (Online) - Logistics and Transportation (Concentration)

### Description

The Logistics and Transportation concentration provides students with an opportunity to focus their studies on how to effectively manage the flow and storage of information or materials into and through production and manufacturing processes. With an emphasis on keeping customer service levels high, students will review concepts in logistics management, reverse logistics, transportations management, and integrated supply chain management.

### Outcomes

1. Analyze internal and external metrics and stakeholders requirements to recommend appropriate logistics and transportation models, practices, and systems that address opportunities in the transfer and storage of goods and supplies

### Requirements

Concentration Courses  
15 Total Credits

Complete all of the following  
Complete:

QSO322 - Logistics Management (3)  
QSO425 - Reverse Logistics (3)  
QSO450 - Transportation Management (3)  
QSO455 - Integrated Supply Chain Management (3)

1 of the following:

QSO340 - Project Management (3)  
QSO345 - Project Management for CAPM® Certification (3)

Grand Total Credits: **15**

## Operations Management (BS) (Online) - Project Management (Concentration)

### Description

The Project Management concentration provides students with opportunity to develop the fundamental knowledge, skills, and dispositions necessary to meet the organizational and stakeholder requirements in the planning, implementation, and assessment of projects. Students explore all elements of the project life-cycle and learn the techniques and tools involved in managing projects while taking into consideration time, cost, quality, risk, and resources in the decision-making and management process.

### Outcomes

1. Integrate appropriate project management methodologies, tools, and practices in the planning, implementation, and assessment of projects to address organizational objectives and stakeholder requirements

### Requirements

Concentration Courses  
15 Total Credits

Complete all of the following  
1 of the following:

QSO340 - Project Management (3)  
QSO345 - Project Management for CAPM® Certification (3)

Complete:

QSO349 - Project Contracting and Procurement (3)  
QSO355 - Resource Estimating and Scheduling (3)  
QSO420 - Integrated Cost and Schedule Control (3)  
QSO435 - Adaptive Project Management (3)

Grand Total Credits: **15**

**Operations Management (Minor) (Online)**

**Requirements**

Prerequisite Courses

0 Total Credits

Complete:

MAT240 - Applied Statistics (3)

Minor Courses

18 Total Credits

Complete:

QSO320 - Management Science through Spreadsheets (3)

QSO321 - People, Planet, and Profit (3)

QSO330 - Supply Chain Management (3)

QSO340 - Project Management (3)

QSO345 - Project Management for CAPM® Certification (3)

QSO360 - Six Sigma Quality Management (3)

Grand Total Credits: **18**

**Organizational Leadership (Minor) (Online)**

**Requirements**

Minor Courses

18 Total Credits

Complete:

BUS210 - Managing and Leading in Business (3)

OL215 - Principles of Management (3)

OL322 - Managing Organizational Change (3)

OL324 - Managing Quality (3)

OL328 - Leadership (3)

OL342 - Organizational Behavior (3)

Grand Total Credits: **18**

# University Programs

## Organizational Leadership (MS) (Online)

### Description

The M.S. in Organizational Leadership focuses on providing students with the opportunity to develop skills in leadership, communication, problem-solving and teamwork. These skills are critical for successfully managing and leading organizations in today's chaotic environment. The 12-course (36-credit) program is designed for both experienced professionals who are seeking to advance in their careers, and for individuals with limited professional experience who are seeking to develop skills that will prepare them to successfully manage and lead teams, departments, areas and organizations.

### Outcomes

1. Evaluate business and societal trends in their historical, political, economic, financial, social, cultural, geopolitical, and technological context for the purpose of leading a business
2. Establish an environment that is conducive to the development of shared values, attitudes, and beliefs of a business
3. Integrate shared leadership, group processes, and organizational learning theories into strategic leadership
4. Coordinate the development of an organization's corporate social responsibility (CSR) policies and practices
5. Facilitate the reorientation of organizations through the effective application of change management strategies

### Requirements

Foundation Courses

0 Total Credits

Complete all of the following

Complete:

OL501 - Business Foundations (3)

If you are required to take this course, you may use the course as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for this course even though it satisfies the additional requirement of General Business Electives.

Major Courses

36 Total Credits

Complete all of the following

Complete:

OL500 - Human Behavior in Organizations (3)

OL600 - Strategic Human Resource Management (3)

OL663 - Leading Change (3)

OL670 - Organizational Leadership (3)

OL690 - Responsible Corporate Leadership (3)

OL750 - Organizational Leadership Capstone (3)

9 credit(s) from subject(s): OL, except:

OL501 - Business Foundations (3)

9 credit(s) from subject(s): ACC, BUS, CSR, ECO, FIN, HOS, INT, IT, MBA, MGT, MKT, OL, QSO, SEC, SPT, TAX, or WCM

Grand Total Credits: **36**

# University Programs

## Professional Sales (Minor) (Campus)

### Description

The Professional Sales Minor complements any major as it provides important skills necessary to succeed in any career and industry. These skills include critical-thinking, problem-solving, negotiation, active listening, leadership, interpersonal communication, and much more. The Sales Education Foundation's Annual Magazine recognizes SNHU as a top university for sales education. (Source: Sales Education Foundation (2020). Annual Magazine. <https://salesfoundation.org/SEFAnnual/>) Some of the unique experiences this minor provides:

- Use of relevant sales technology
- Experience of a Sales Management Simulation to make real-world sales team leadership decisions
- Refining of inter-personal communication and selling skills through live and simulated role-plays
- Participation in a local, national or international sales competition
- Opportunity to participate in near-peer coaching
- Opportunity to acquire certifications in various areas of sales including Inbound Sales, Sales Enablement, and Sales Software (CRM)
- Opportunity to be coached and assessed by faculty (and sales professionals, many of whom are alumni and graduates of the SNHU Sales Program)

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

MKT270 - Professional Selling (3)  
MKT300 - Advanced Professional Selling (3)  
MKT310 - Sales Negotiation (3)  
MKT320 - Sales Team Leadership (3)

1 of the following:

COM212 - Public Speaking (3)  
FAS353 - Improvisation and Performance (3)  
PSY108 - Introduction to Psychology (3)

Grand Total Credits: **15**

## Project Management and Operations (MS) (Online)

### Description

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

### Outcomes

1. Recommend strategies for optimizing production of goods and services based on a detailed analysis of existing processes, resources, and business goals
2. Identify and recommend total quality management (TQM) principles and methods appropriate to a given context
3. Create, evaluate, and assess project plans to ensure desired project outcomes
4. Recommend inventory management strategies and techniques for improving the efficiency of a supply chain
5. Evaluate operational and project management environments using quantitative tools and techniques
6. Manage cross-functional environments to ensure the achievement of operational and project management goals



# University Programs

## Requirements

Foundation Courses  
0 Total Credits

Complete all of the following  
Complete:

MBA501 - Mathematics and Statistics for Business (3)

If you are required to take this course, you may use the course as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for this course even though it satisfies the additional requirement of General Business Electives.

Major Courses  
36 Total Credits

Complete all of the following  
Complete:

QSO510 - Quantitative Analysis for Decision Making (3)

QSO600 - Operations Management (3)

QSO640 - Project Management (3)

QSO680 - Seminar in Project Management (3)

QSO690 - Topics in Operations Management (3)

QSO700 - Project Management and Operations Capstone (3)

4 of the following:

QSO500 - Business Research (3)

QSO520 - Management Science through Spreadsheets (3)

QSO530 - Applied Statistics for Managers (3)

QSO610 - Management of Service Operations (3)

QSO620 - Six Sigma Quality Management (3)

QSO625 - Six Sigma for Black Belt Certification (3)

QSO630 - Supply Chain Management (3)

QSO635 - International Supply Chain Management (3)

QSO645 - Project Management for PMP® Certification (3)

QSO710 - Internship in Operations/Project Management (3)

6 credit(s) from subject(s): ACC, ECO, FIN, INT, IT, MKT, OL, QSO, SPT, TAX, WCM, SEC, CSR, or MGT, except:

OL501 - Business Foundations (3)

Grand Total Credits: **36**

# University Programs

## Project Management (Graduate Certificate) (Online)

### Description

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. Project Management knowledge and skills are highly sought after by today's project-driven companies operating in the global market. The Project Management body of knowledge, tools and practices has grown over the years. This Certificate Program will prepare you to effectively manage the projects from start to finish.

### Requirements

Foundation Courses

0 Total Credits

Complete:

MBA501 - Mathematics and Statistics for Business (3)

Certificate Courses

15 Total Credits

Complete all of the following

Complete:

QSO510 - Quantitative Analysis for Decision Making (3)

QSO640 - Project Management (3)

QSO680 - Seminar in Project Management (3)

2 of the following:

QSO520 - Management Science through Spreadsheets (3)

QSO620 - Six Sigma Quality Management (3)

QSO630 - Supply Chain Management (3)

QSO645 - Project Management for PMP® Certification (3)

QSO710 - Internship in Operations/Project Management (3)

Grand Total Credits: **15**

## Project Management (Minor) (Campus, Online)

### Description

The minor in Project Management would enable one to acquire the skills needed to keep projects on task, on time, and on budget. The curriculum builds from theories of project management to real-world practices applicable to all industries and fields, including marketing, financial services, business administration, information technology, international trade, health sciences, government, construction, and more.

### Requirements

Minor Courses

15 Total Credits

Complete all of the following

Complete:

MAT240 - Applied Statistics (3)

QSO340 - Project Management (3)

QSO440 - Topics in Project Management (3)

6 credit(s) from subject(s): QSO

Grand Total Credits: **15**

# University Programs

## Public Administration (Graduate Certificate) (Online)

### Description

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Students pursuing Graduate Certificates only may be required to satisfy foundational course work as specified by each course required to complete the Graduate Certificate of choice. Please refer to the official course descriptions listed in this Graduate Catalog. This optional 12-credit Graduate Certificate is designed for students interested in careers or continued graduate study in public administration. Students will study related topics including foundations of public administration, public policy, strategic management, and intergovernmental relations.

### Requirements

Certificate Courses

12 Total Credits

Complete:

- PAD630 - Foundations of Public Administration (3)
- PAD631 - Strategic Management in Public Service (3)
- PAD632 - Foundations of Public Policy (3)
- PAD633 - Intergovernmental Relations (3)

Grand Total Credits: **12**

## Six Sigma Black Belt (Graduate Certificate) (Online)

### Description

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. Six Sigma is one of the most widely used quality management approaches in today's business world. Six Sigma skills and certifications are highly sought after by business and supply chains competing in the global economy. This concentration will prepare you to effectively implement the Define-Measure-Analyze-Improve-Control (DMAIC) approach to identify the root causes of process inefficiencies and eliminate the same. It will also help you in preparing for Six Sigma Green Belt and Black Belt certification exams.

### Requirements

Foundation Courses

0 Total Credits

Complete:

- MBA501 - Mathematics and Statistics for Business (3)

Certificate Courses

12 Total Credits

Complete:

- QSO530 - Applied Statistics for Managers (3)
- QSO620 - Six Sigma Quality Management (3)
- QSO625 - Six Sigma for Black Belt Certification (3)
- QSO640 - Project Management (3)

Grand Total Credits: **12**

# University Programs

## Social Media Marketing (Graduate Certificate) (Online)

### Description

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. The rapid growth of social media usage across all industries has increased the need and opportunity for trained social media professionals. Students who complete the Graduate Certificate in Social Media will be prepared to work within marketing departments, social media departments and a variety of other positions throughout small to large organizations. This program better prepares students to develop social media marketing strategies and campaigns that include the right use of technology.

### Requirements

Certificate Courses  
15 Total Credits

Complete all of the following  
Complete:

MKT500 - Marketing Strategies (3)  
MKT555 - Social Media Marketing (3)  
MKT655 - Social Media Marketing Strategy (3)  
MKT666 - Social Media Marketing Campaigns (3)

3 credit(s) from subject(s): MKT within the range of course numbers 500 - 899

Grand Total Credits: **15**

## Social Media Marketing (Minor) (Campus)

### Description

The minor in Social Media Marketing provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media utilizing the most relevant and current attributes in technology, marketing, advertising, communication, public relations, and journalism.

### Requirements

Minor Courses  
15 Total Credits

Complete:

MKT225 - Digital Marketing (3)  
MKT315 - SEO vs. SEM (3)  
MKT355 - Social Media Marketing Strategy (3)  
MKT410 - Digital Analytics (3)  
MKT455 - Social Media Campaign (3)

Grand Total Credits: **15**

## Sport Management (BS) (Campus, Online)

# University Programs

## Description

The Bachelor of Science in Sport Management provides students with the fundamental business knowledge and sport management skills necessary to become successful, well-trained managers and leaders in the global sports industry. This degree program will provide an innovative educational experience grounded in relevant theory and practice that enables students to gain practical sport management skills such as strategic planning, project management, team leadership and dynamics, entrepreneurship, and marketing and sales. Throughout the program, students will engage with and complete courses in sport management, business, and the liberal arts. The program culminates with a series of sports-related field experiences that allow students to apply their practical knowledge and skills on authentic problems and challenges in the field with a variety of sport, fitness and recreational organizations. Accredited by the Accreditation Council for Business Schools and Programs (ACBSP), this program will have students examine topics such as, but not limited to, the business of sports, sports marketing, band management, sports facilitates management, and the interrelationship between sports and society.

## Outcomes

1. Recognize management and leadership theory in an applied environment
2. Use management and leadership theory in an applied environment
3. Demonstrate problem solving in an applied environment
4. Formulate connections between classroom learning and practical experience
5. Demonstrate the ability to communicate
6. Understand and practice networking and relationship building
7. Employ ethical frameworks in decision-making
8. Display a professional personal image
9. Use reflection to develop multiple perspectives of self as a professional
10. Demonstrate an awareness of factors that contribute to global sport business issues
11. Apply sport management principles in an international context
12. Analyze the influences of social, cultural, or political institutions on global sport businesses
13. Analyze the role of social responsibility in global sport business
14. Understand the interrelationships between functional areas in sport organizations
15. Employ a strategic analysis to demonstrate an understanding of the forces that a sport business must have in order to achieve its mission
16. Integrate strategic analysis into the strategic planning process
17. Evaluate external and internal factors and the interrelationships affecting decision-making

# University Programs

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following

42 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)  
Complete:

ECO201 - Microeconomics (3)  
ECO202 - Macroeconomics (3)

Business Core  
30 Total Credits

30 credit(s) from: BusCore

Major Courses  
24 Total Credits

Complete all of the following

Complete:

SPT111 - Introduction to Sport Management (3)  
SPT208 - Sport Marketing (3)  
SPT333 - Sport, Society, and Ethics (3)  
SPT461 - Seminar in Sport Management (Capstone) (3)

3 credit(s) from the following:

SPT340 - Practicum in Sport Management (3 - 6)

1 of the following:

SPT465 - Global Sport Business (3)  
SPT565 - Internationalization of Sport Business (3)

6 credit(s) from the following:

BUS496 - Advanced Experiential Learning for Business (3)  
SPT491 - Sport Management Internship (0 - 15)

Major Electives  
6 Total Credits

6 credit(s) from subject(s): ESPT or SPT

Free Electives  
18 Total Credits

Complete all of the following

18 credit(s).

Undergraduate students who wish to take graduate classes as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major requirements, including the capstone. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to enroll. The acceptable graduate classes are: SPT-501 Research Methods in Sport Management and SPT-600 Management of Sport Organizations.

Grand Total Credits: **120**

# University Programs

## Sport Management (Minor) (Campus, Online)

### Description

A Sport Management minor provides students with fundamental business knowledge and sport management skills. The minor will have students examine topics such as the business of sports, sports marketing, the interrelationship between sports and society, and other areas of interest.

### Requirements

Minor Courses  
9 Total Credits

Complete:

SPT111 - Introduction to Sport Management (3)

SPT208 - Sport Marketing (3)

SPT333 - Sport, Society, and Ethics (3)

Electives  
6 Total Credits

6 credit(s) from subject(s): SPT or ESPT

Grand Total Credits: **15**

## Sport Management (MS) (Online)

### Description

The growth of sports as a major global industry increases the need and opportunities for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field. The mission of Southern New Hampshire University's Master of Science (MS) in Sport Management program is to deliver an innovative educational experience grounded in relevant theory and practice that enables students to be successful leaders in the global sport industry. Students will have an opportunity to gain practical experience through field experiences with a variety of sport, fitness and recreational industries. The Sport Management program is fully accredited under the School of Business (ACBSP). The MS in Sport Management requires 12 courses totaling 36 credits. Students may participate in a supervised internship program.

### Outcomes

1. Integrate management and leadership theory in an applied environment
2. Analyze problem solving in an applied environment
3. Recognize and implement connections between classroom learning and practical experience
4. Demonstrate the ability to communicate
5. Integrate ethical frameworks in decision making
6. Integrate an awareness of factors that contribute to global sport business issues
7. Synthesize sport management principles in an international context
8. Critically analyze the influences of social, cultural, or political institutions on global sport business
9. Critically analyze the interrelationships between functional areas in sport business organizations
10. Integrate strategic analysis into the planning process
11. Evaluate external and internal factors and the interrelationships affecting decision making

# University Programs

## Requirements

Foundation Courses  
0 Total Credits

Complete all of the following  
Complete:

OL501 - Business Foundations (3)

If you are required to take this course, you may use the course as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for this course even though it satisfies the additional requirement of General Business Electives.

Major Courses  
24 Total Credits

Complete all of the following  
Complete:

SPT501 - Research Methods in Sport Management (3)

SPT510 - Sport and Society (3)

SPT565 - Internationalization of Sport Business (3)

SPT600 - Management of Sport Organizations (3)

SPT608 - Sport Marketing and Media (3)

SPT620 - Finance and Economics of Sport (3)

SPT700 - Sport Management Capstone (3)

Complete 1 of the following  
Complete:

SPT710 - Internship (3)

3 credit(s) from subject(s): SPT

Major Electives  
12 Total Credits

Complete all of the following

6 credit(s) from subject(s): SPT

6 credit(s) from subject(s): ACC, CSR, ECO, INT, IT, MBA, MBE, MGT, MKT, OL, SEC, SPT, TAX, or WCM

Grand Total Credits: **36**



# University Programs

## STEM Master of Business Administration (SMBA) (Campus)

### Description

Southern New Hampshire University's STEM MBA utilizes the foundational knowledge of the MBA and incorporates technology, data, and analytics. With the STEM MBA, future business leaders will uniquely have the skills for traditional business-oriented careers that focuses on transforming organizations, emotional intelligence, and innovation, supplemented by management careers in technology, analytics, or any other data-driven sector of the economy. The future leader will be prepared for careers that bridge the gap between STEM and business management.

### Outcomes

1. Analyze and interpret quantitative and qualitative data to inform and validate organizational decision-making
2. Synthesize functional expertise, innovation, leadership and entrepreneurship to develop and foster adaptable strategies for an organization
3. Evaluate and implement various models and processes in the design and continuous improvement of organizations and their practices
4. Lead and collaborate with diverse internal and external stakeholders to cultivate globally aware and culturally responsive teams and organizations
5. Drive the creation and implementation of plans that articulate organizational culture, align with ethical and legal standards, and promote sustainable business practices
6. Apply appropriate business analytics concepts, tools, and methods to address organizational challenges

### Requirements

Foundation Courses  
0 Total Credits

Complete all of the following  
Complete:

MBA500 - Building Business Leaders (3)  
MBA504 - Applied Business Statistics (3)

If you are required to take the above courses, they are in addition to the ten required STEM MBA courses listed below and cannot be used as electives.

Major Courses  
24 Total Credits

Complete:

MBA530 - Leading People and Organizations (3)  
MBA540 - Organizational Strategy in a Global Environment (3)  
MBA580 - Innovation and Strategy for High-Performance Organizations (3)  
MBA620 - Measuring Success in an Organization (3)  
MBA645 - Optimizing Brands (3)  
MBA687 - Leading Organizational Change (3)  
MBA699 - Strategic Opportunity Management (3)  
QSO511 - Business Analytics (3)

Major Electives  
6 Total Credits

6 credit(s) from the following:

CIS525 - Applied Data Structure and Database (3)  
CIS530 - Design of Decision Support Systems (3)  
QSO520 - Management Science through Spreadsheets (3)  
QSO560 - Descriptive Business Analytics (3)  
QSO570 - Predictive Business Analytics (3)  
QSO715 - Business Analytics Internship (3)  
SPT622 - Sport Business Analytics (3)

Grand Total Credits: **30**

# University Programs

## Technical Management II (BS) (Online)

### Description

The BS in Technical Management program serves students who have completed an Associate's degree in a technical field (e.g., automotive technology, electronics technology, construction engineering, manufacturing engineering, etc.) from an accredited institution prior to joining SNHU. The curriculum is designed to help students master a number of tools and techniques that are essential for management careers in various technical fields.

### Outcomes

1. Develop and operate efficient supply chains to deliver goods and services.
2. Plan and manage projects effectively through the life cycle of the projects.
3. Analyze and improve processes to cut waste and enhance performance.
4. Plan and schedule production of goods and services for more efficient use of resources.

### Requirements

Transfer Requirement

60 Total Credits

Complete all of the following

Student must transfer in 60 credits from a conferred Associate's Degree in a technical field (e.g. small engine repair, automotive technology, electronics technology, graphic arts, culinary arts, etc.)  
60 credit(s).

General Education Courses

21 Total Credits

Complete all of the following

21 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Business Core

24 Total Credits

24 credit(s) from: BusCore

Except:

INT220 - Global Dimensions in Business (3)

QSO321 - People, Planet, and Profit (3)

Major Courses

15 Total Credits

Complete all of the following

Complete:

IT100 - Introduction to Information Technology (3)

QSO340 - Project Management (3)

QSO360 - Six Sigma Quality Management (3)

2 of the following:

OL215 - Principles of Management (3)

QSO310 - Management of Service Operations (3)

QSO320 - Management Science through Spreadsheets (3)

QSO330 - Supply Chain Management (3)

QSO440 - Topics in Project Management (3)

Grand Total Credits: **120**

# University Programs

## Technical Project Management (Certificate) (Online)

### Description

The Technical Project Management Certificate is designed to introduce effective project management methodologies and tools, including an emphasis on technical writing. In this certificate, students will learn how to develop project plans, effectively manage project resources and timelines, and create technical communications. Using technical writing skills, students will learn to synthesize complex technical information through collaboration with clients, internal and external stakeholders, and subject matter experts.

### Outcomes

1. Apply project management methodologies and tools to develop, implement, and manage various technical projects throughout the project lifecycle

### Requirements

Certificate Courses

15 Total Credits

Complete:

COM343 - Technical Writing Communication (3)  
ENG130 - Foundations of Written Communication (3)  
MAT240 - Applied Statistics (3)  
QSO340 - Project Management (3)  
QSO355 - Resource Estimating and Scheduling (3)

Grand Total Credits: **15**

## Criminal Justice

### Advanced Counterterrorism and Homeland Security (Graduate Certificate) (Online)

### Description

The Advanced Counterterrorism and Homeland Security certificate offers students an opportunity to master the skills necessary to function in the industry. Intelligence analysis, threat management, advanced surveillance, and anti-terrorism techniques are examined.

### Requirements

Certificate Courses

12 Total Credits

Complete:

CJ530 - Global Terrorism (3)  
CJ681 - Terrorist Techniques and Counterterrorism (3)  
CJ682 - Threat Assessment (3)  
CJ683 - Intelligence Collection and Analysis (3)

Grand Total Credits: **12**

# University Programs

## Crime and Criminology (Certificate) (Campus)

### Description

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12 credit program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students will explore related topics including victimology, sociology of deviance, and crimes against children.

### Outcomes

1. Students completing the Crime and Criminology certificate will be able to draw upon theory, research and historical perspective as professionals and apply such into their daily practice
2. Students completing the Crime and Criminology certificate will be able to apply and demonstrate their academic and professional skills as effective communicators, critical and independent thinkers, and analytical problem solvers
3. Students completing the Crime and Criminology certificate will be socially responsible citizens and professionals who are ethically informed and culturally aware

### Requirements

Certificate Courses  
12 Total Credits

Complete all of the following  
Complete:

JUS101 - Introduction to Criminal Justice (3)  
JUS215 - The Victim and the Justice System (3)

6 credit(s) from the following:

JUS129 - Introduction to Terrorism (3)  
JUS211 - Organized Crime (3)  
JUS305 - International Criminal Justice (3)  
JUS309 - White Collar Crime (3)  
JUS429 - Terrorist Methods, Networks, and Financing (3)  
JUS468 - Crimes Against Children (3)  
PSY205 - Forensic Psychology (3)  
PSY215 - Abnormal Psychology (3)  
PSY310 - Criminal Psychology (3)  
SOC213 - Sociology of Social Problems (3)  
SOC324 - Sociology of Crime and Violence (3)  
SOC326 - Sociology of Deviant Behavior (3)

Grand Total Credits: **12**

# University Programs

## Criminal Justice (AS) (Online)

### Description

The Associate in Science Criminal Justice program provides learners with an opportunity to explore sworn and civilian career opportunities within the field as they examine the structure and function of the criminal justice system. The program prepares learners to make discretionary decisions founded in ethics and to communicate effectively to internal and external audiences. Learners will develop a strong understanding of the roles of law, cultural awareness, and criminological theory and their influence on professional practice.

### Outcomes

1. Explore the branches of the criminal justice system to determine career possibilities and professional responsibilities in criminal justice
2. Utilize effective communication skills and proper documentation to collect and convey information to diverse audiences within the criminal justice profession and community
3. Examine laws, regulations, and best practices that guide professional expectations to inform decision-making in criminal justice

### Requirements

General Education Courses

24 Total Credits

Complete all of the following

24 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT133 - Introduction to Statistical Analysis (3)

Complete:

MAT240 - Applied Statistics (3)

Exploration Requirements

Complete all of the following

One (1) General Education Course must be from Ethical Thought and Equity (EETH), Creative and Critical Expression (ECCE), Historical Perspectives (EHPS), or Scientific and Mathematical Fluencies (ESMF).

One (1) General Education Course must be from Contexts in Shaping the Self in Society (ESPE)

Major Courses

24 Total Credits

Complete:

CJ112 - Introduction to Criminal Justice (3)

CJ120 - Cultural Awareness in Criminal Justice (3)

CJ140 - Communication Skills for Criminal Justice (3)

CJ205 - Policing in the United States (3)

CJ207 - The United States Judicial System (3)

CJ210 - The United States Correctional System (3)

CJ230 - Discretion in Criminal Justice (3)

SCS285 - Research Literacy in Social Sciences (3)

Free Electives

12 Total Credits

12 credit(s).

Grand Total Credits: **60**

## Criminal Justice (BS) (Online)

# University Programs

## Description

The Bachelor of Science in Criminal Justice program provides learners and professionals with the practical knowledge and skills necessary to accomplish their career goals in both civilian and sworn positions in the field. The program prepares learners to make ethical, evidence-based decisions as well as to identify, analyze, and approach problems creatively in their chosen profession. Learners strengthen their personal and professional communication skills, critical thinking, and cultural awareness while exploring the impact of topics such as diversity and emerging technologies on criminal justice to aid in promoting positive relations and maintaining safety in the communities they serve. By expanding beyond the boundaries of a traditional degree program in criminal justice, learners are exposed to current theory, discretion in decision making, emerging national and global trends, and responses to crime through field authentic learning experiences.

## Outcomes

1. Evaluate the impact of emerging technologies and societal trends on the operations of criminal justice agencies and allied organizations
2. Promote positive community relations and partnerships using strategies relevant to criminal justice professionals that incorporate diverse perspectives and cultural awareness
3. Communicate effectively and professionally in collecting and conveying criminal justice-related information to diverse audiences based on appropriate communication skills and procedures
4. Analyze the power of discretionary decision-making in relation to laws, regulations, and professional ethical standards in criminal justice
5. Explore the branches of the criminal justice system for developing research based solutions to complex problems facing sworn and civilian professionals in the field
6. Analyze issues in the criminal justice system through the lenses of various social, behavioral, and criminological theories to examine human motivation and behavior

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT133 - Introduction to Statistical Analysis (3)

Complete:

MAT240 - Applied Statistics (3)

### Major Courses

39 Total Credits

Complete:

CJ112 - Introduction to Criminal Justice (3)

CJ120 - Cultural Awareness in Criminal Justice (3)

CJ140 - Communication Skills for Criminal Justice (3)

CJ205 - Policing in the United States (3)

CJ207 - The United States Judicial System (3)

CJ210 - The United States Correctional System (3)

CJ230 - Discretion in Criminal Justice (3)

CJ305 - Technology in Criminal Justice (3)

CJ315 - Victimology (3)

CJ340 - Criminology (3)

CJ406 - Contemporary Issues in Criminal Justice (3)

CJ485 - Problem Solving for Criminal Justice Professionals (3)

SCS285 - Research Literacy in Social Sciences (3)

### Major Electives or choose a Concentration

12 Total Credits

Complete all of the following

3 credit(s) from subject(s): ATH, CJ, COM, HSE, JUS, POL, PSY, or SOC within the range of course numbers 100 - 499

9 credit(s) from ATH, CJ, COM, HSE, JUS, POL, PSY, or SOC within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

### Free Electives

27 Total Credits

Complete all of the following

27 credit(s).

Students in the Substance Abuse Concentration will only have 24 Free Elective credits

Grand Total Credits: **120**

# University Programs

## **Criminal Justice (BS) (Online) - Corrections (Concentration)**

### **Description**

The concentration in Corrections provides students with an opportunity to explore current issues in corrections, including evidence-based programs and practices that address the rehabilitation of offenders in an institution and the community. Coursework addresses the continuum of services provided in corrections, including community-based supervision and the social factors that lead to incarceration. Students will gain a solid foundation in policies and procedures, laws and regulations governing corrections, and staffing needs in correctional institutions.

### **Outcomes**

1. Analyze contemporary issues and programs in Corrections to inform recommendations regarding offender management and rehabilitation within institutions and the community

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

CJ320 - Corrections in the United States (3)

CJ321 - Offender Rehabilitation (3)

CJ322 - Community-based Corrections (3)

CJ323 - Correctional Administration (3)

Grand Total Credits: **12**

## **Criminal Justice (BS) (Online) - Criminology and Crime Analysis (Concentration)**

### **Description**

The concentration in Criminology and Crime Analysis provides the learners the opportunity to apply their knowledge of criminological theory and its relationship to the creation and deployment of research-based crime reduction and prevention strategies. Learners will examine the important roles that criminologists and crime analysts play in the development of data-based, proactive policing methods and crime prevention policies.

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

CJ306 - Criminology and Public Policy (3)

CJ346 - Prevention of Crime (3)

CJ347 - Data-Based Policing Strategies (3)

CJ407 - Crime Analysis and Solutions (3)

Grand Total Credits: **12**



## University Programs

### **Criminal Justice (BS) (Online) - Cybercrime (Concentration)**

#### **Description**

The concentration in Cybercrime provides students the opportunity to examine the nature of cybercrime, as well as the law enforcement tools, policies, and methods used to control and combat cybercrime. Students will explore the various categories and types of cybercrime, its impacts on society, and the specific methods and tactics that cybercriminals utilize to perpetrate crimes against individuals and organizations. The concentration will also allow students to explore the investigative process, analyze information and digital evidence associated with cybercrime investigations, as well as examine the challenges faced by investigators in prosecuting cybercrimes.

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- CJ308 - Cybercrime Principles (3)
- CJ344 - Cybercrime Targets: Organizations (3)
- CJ345 - Cybercrime Targets: Individuals (3)
- CJ410 - Cybercrime Investigations (3)

Grand Total Credits: **12**

### **Criminal Justice (BS) (Online) - Homeland Security and Counterterrorism (Concentration)**

#### **Description**

The Concentration in Homeland Security and Counterterrorism offers learners and professionals a fundamental overview of the purpose and function of homeland security and counterterrorism. Learners will explore how historical events and cultural differences within and outside of the United States have influenced the evolution of these areas of criminal justice. Preventative and responsive strategies and techniques such as intelligence gathering, threat assessment, and collaboration among various components of the criminal justice system will be examined.

#### **Outcomes**

1. Gather and interpret intelligence and data on domestic and international terrorism for assessing threats, developing an effective terrorism response, and informing policy

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- CJ310 - Introduction to Homeland Security and Counterterrorism (3)
- CJ350 - Intelligence and Counterintelligence (3)
- CJ360 - Terrorism in the United States (3)
- CJ405 - Security Management (3)

Grand Total Credits: **12**

# University Programs

## **Criminal Justice (BS) (Online) - Human Services and Advocacy (Concentration)**

### **Description**

The concentration in Human Services and Advocacy offers learners an opportunity to explore the function and responsibilities of civilian advocacy and how advocates interact with the various components of the criminal justice system. Learners will examine public policy, child welfare, and support services so that they can learn how to help families negotiate the complex system of programs and organizations available. State and federal laws, regulations, and ethical principles that guide and impact child welfare programs will also be analyzed.

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

HSE101 - Introduction to Human Services (3)

HSE310 - Family and Community Systems (3)

HSE325 - Ethics and Laws in Child Welfare (3)

HSE330 - Public Policy and Advocacy (3)

Grand Total Credits: **12**

## **Criminal Justice (BS) (Online) - Police Administration and Operations (Concentration)**

### **Description**

The concentration in Police Administration and Operations will serve to help criminal justice students understand the numerous demands, functions, goals, management, and leadership mechanisms of the modern police agency. From deployment of patrol assets, policy development, crime analysis, and management of crises, to the demands placed upon agencies in austere times, students will gain a thorough understanding of the multiple roles police agencies assume in the United States. More importantly, students will obtain a strong understanding of what their particular role may be as members of a police agency.

### **Outcomes**

1. Analyze best practices in leadership of police administration and operations for managing personnel and resources that meet public safety goals

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

CJ330 - Leadership and Management in Criminal Justice Organizations (3)

CJ331 - Effective Patrol and Community Policing (3)

CJ332 - Crisis Intervention for Police (3)

CJ400 - Crime Analysis and Effective Police Service (3)

Grand Total Credits: **12**

## University Programs

### **Criminal Justice (BS) (Online) - Security Management (Concentration)**

#### **Description**

The Concentration in Security Management provides students the opportunity to examine the fundamental principles of security management and to develop professional skills aimed at ensuring the safety and protection of people, property, and organizational assets. Students will explore the differences between the various types of security management skills and techniques such as asset and vulnerability identification, the development of security partnerships, as well as current and emerging trends in the field. Students will also evaluate and develop various preventative and responsive plans and procedures, including preparedness, risk and threat assessment, crisis management, and business continuity.

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- CJ328 - Security Management Principles (3)
- CJ348 - Security Risk Assessment (3)
- CJ368 - Security Crisis Management (3)
- CJ408 - Business Continuity and Resiliency Planning (3)

Grand Total Credits: **12**

### **Criminal Justice (BS) (Online) - Substance Abuse (Concentration)**

#### **Description**

The concentration in Substance Abuse provides students with a strong foundation in the International Certification & Reciprocity Consortium (IC&RC) 12 Core Functions of a drug and alcohol counselor, theories of addiction, assessment, diagnosis, and treatment of individuals diagnosed with substance use disorder, and legal and ethical issues associated with addiction. Graduates will be prepared to provide entry-level services to individuals, groups and families in residential addiction treatment facilities, outpatient addiction programs, Drug Court system, and the Department of Corrections.

#### **Requirements**

Concentration Courses

15 Total Credits

Complete:

- HSE350 - Substance Use: From Screening to Consultation (3)
- HSE351 - Substance Use: From Prevention to Treatment (3)
- HSE352 - Substance Use: Counseling Theory and Practice (3)
- HSE353 - Pharmacological Factors in Substance Use Treatment (3)
- PSY200 - Foundations of Addictions (3)

Grand Total Credits: **15**

# University Programs

## **Criminal Justice Communication (Certificate) (Online)**

### **Description**

The Certificate in Criminal Justice Communication prepares learners with the knowledge, attitudes, and skills to communicate effectively to internal and external audiences in various contexts. Students examine written, oral, and non-verbal communication skills and techniques to improve their ability to collect and convey field-related information.

### **Outcomes**

1. Implement effective and professional communication strategies and techniques to internal and external audiences, using field specific discretion, knowledge, and skill.

### **Requirements**

Certificate Courses

18 Total Credits

Complete:

CJ112 - Introduction to Criminal Justice (3)  
CJ120 - Cultural Awareness in Criminal Justice (3)  
CJ140 - Communication Skills for Criminal Justice (3)  
CJ230 - Discretion in Criminal Justice (3)  
ENG130 - Foundations of Written Communication (3)  
ENG190 - Research and Persuasion (3)

Grand Total Credits: **18**

## **Criminal Justice (Minor) (Online)**

### **Requirements**

Minor Courses

15 Total Credits

Complete all of the following

Complete:

CJ112 - Introduction to Criminal Justice (3)  
CJ205 - Policing in the United States (3)  
CJ207 - The United States Judicial System (3)  
CJ210 - The United States Correctional System (3)

3 credit(s) from subject(s): CJ

Grand Total Credits: **15**

# University Programs

## Criminal Justice (MS) (Online)

### Description

The Master of Science in Criminal Justice program is designed for students seeking to enter or advance a career in criminal justice professions. Students will learn to apply the latest research, leadership strategies, and criminological theory for effective and strategic decision-making. With a focus on employing professional and appropriate leadership strategies for resource planning, consensus building, and long-term planning, this program provides students with valuable skills they need to address contemporary issues and challenges in the field of criminal justice and public safety. The Master of Science in Criminal Justice program is ideal for students who want to meet the challenges inherent in the United States justice system. Graduates of this program will be prepared for a wide range of careers in diverse fields, such as security, corrections, state and local government, and law enforcement.

### Outcomes

1. Apply moral reasoning to make ethically sound and socially responsible decisions that exemplify service philosophy and leadership in the field of criminal justice
2. Employ criminological theory, research methodologies, and analysis to impact solutions to contemporary issues and problems in the field of criminal justice
3. Utilize multiple strategic planning and problem solving approaches that impact crime reduction and public service and that reflect critical and creative thinking
4. Create authentic strategies and plans designed to improve and maintain effective organizational structure and culture for influencing professional identities, criminal justice management, leadership, and policy making
5. Employ effective decision-making methods and strategies that reflect versatility of thought in addressing the diverse needs of public service agencies
6. Employ professional, appropriate communication strategies for effective resource planning, consensus building, and long-term planning

### Requirements

Major Courses

24 Total Credits

Complete all of the following

Complete:

- CJ500 - Critical Issues in the Criminal Justice System (3)
- CJ510 - Ethical Leadership in Criminal Justice (3)
- CJ520 - Criminology and Public Policy (3)
- CJ550 - Assessing Organizational Performance (3)
- CJ560 - Courts and Judicial Process (3)
- CJ675 - Data-Driven Decision-Making in Criminal Justice (3)
- WCM610 - Introduction to Organizational Conflict Management (3)

Capstone Course

Complete:

- CJ790 - Criminal Justice Capstone (3)

Major Electives or choose a Concentration

12 Total Credits

12 credit(s) from CJ, COM, MGT, OL, POL, or PSY within the 500 - 799 range or from the following courses:

- SNHU690 - Internship (3)

Grand Total Credits: **36**

## University Programs

### **Criminal Justice (MS) (Online) - Advanced Counterterrorism and Homeland Security (Concentration)**

#### **Description**

The concentration in Advanced Counterterrorism and Homeland Security offers graduate criminal justice students an opportunity to master the skills necessary to function in the industry. Intelligence analysis, threat management, advanced surveillance, and antiterrorism techniques are examined. In addition, the program engages students in the exploration of multi-disciplinary counterterrorism analyses, cyber-security, and counterterrorism strategies.

#### **Outcomes**

1. Conduct historical and contemporary analyses of regions and terrorist organizations for determining the impact of social, political, and cultural trends on the evolution and acts of extremists and terrorists
2. Develop strategies in intelligence gathering and counterterrorism approaches for the mitigation of terrorist actions and improvement of responses to international and domestic terrorism

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- CJ530 - Global Terrorism (3)
- CJ681 - Terrorist Techniques and Counterterrorism (3)
- CJ682 - Threat Assessment (3)
- CJ683 - Intelligence Collection and Analysis (3)

Grand Total Credits: **12**

### **Criminal Justice (MS) (Online) - Public Safety Administration (Concentration)**

#### **Description**

The M.S. in Criminal Justice concentration in Public Safety Administration provides students with the skills and assets necessary to fulfill the role of manager of agencies tasked with the responsibility of ensuring the safety of the public they serve. Students learn to make critical decisions involving, but not limited to, fiscal planning, advanced human resource management, project planning and implementation, and strategic planning methods.

#### **Outcomes**

1. Develop strategies that balance the needs and missions of organizations and the communities they serve for enhancing and promoting the effectiveness of public safety organizations

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- CJ650 - Public Safety Administration (3)
- OL600 - Strategic Human Resource Management (3)
- PAD630 - Foundations of Public Administration (3)
- PAD631 - Strategic Management in Public Service (3)

Grand Total Credits: **12**

### **Justice Studies (BS) (Campus)**

# University Programs

## Description

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

## Outcomes

1. Graduates of the Justice Studies program will be able to draw upon theory, research and historical perspective as professionals and apply such into their daily practice
2. Graduates of the Justice Studies program will be able to apply and demonstrate their academic and professional skills as effective communicators, critical and independent thinkers, and analytical problem solvers
3. Graduates of the Justice Studies program will be socially responsible citizens and professionals who are ethically informed and culturally aware

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

PSY108 - Introduction to Psychology (3)

SOC112 - Introduction to Sociology (3)

Major Courses  
42 Total Credits

Complete all of the following

Complete:

JUS101 - Introduction to Criminal Justice (3)

JUS261 - Judicial Administration (3)

JUS305 - International Criminal Justice (3)

JUS375 - Criminal Law (3)

JUS455 - Legal Traditions (3)

1 of the following:

JUS224 - Legal and Justice Research Methods (3)

PSY222 - Research Methods (3)

SCS224 - Social Science Research Methods (3)

Major Electives

Complete all of the following

Crime and Criminology

6 credit(s) from the following:

JUS129 - Introduction to Terrorism (3)

JUS141 - Introduction to Social Justice (3)

JUS211 - Organized Crime (3)

JUS215 - The Victim and the Justice System (3)

JUS309 - White Collar Crime (3)

JUS341 - Restorative Justice (3)

JUS429 - Terrorist Methods, Networks, and Financing (3)

JUS468 - Crimes Against Children (3)

PSY205 - Forensic Psychology (3)

PSY215 - Abnormal Psychology (3)

PSY310 - Criminal Psychology (3)

SOC213 - Sociology of Social Problems (3)

SOC324 - Sociology of Crime and Violence (3)

SOC326 - Sociology of Deviant Behavior (3)

Law and Legal Process

6 credit(s) from the following:

BUS206 - Business Law I (3)

## University Programs

BUS307 - Business Law II (3)  
JUS325 - Law, Justice and Family (3)  
JUS331 - Juvenile Justice System (3)  
JUS376 - Criminal Procedure (3)  
JUS395 - The Death Penalty (3)  
JUS485 - Forensic Law (3)

Policing and Law Enforcement  
6 credit(s) from the following:

JUS102 - American Policing (3)  
JUS103 - Correctional Systems (3)  
JUS104 - Introduction to Homeland Security (3)  
JUS111 - Introduction to Criminalistics (3)  
JUS201 - Criminal Investigation (3)  
JUS345 - Probation and Parole (3)  
JUS394 - Problems in Policing (3)  
JUS465 - Police Organization and Management (3)  
JUS466 - Critical Infrastructure Protection, Border Security, and Cyber Protection (3)

Justice Electives  
6 credit(s) from the following:

COM220 - Intercultural Communication (3)  
COM227 - Public Relations (3)  
ENG300 - Brave New Words: Writing for a Better World (3)  
JUS400 - Foreign Study in Criminal Justice (3 - 12)  
JUS480 - Independent Study in Law and Justice (0 - 3)  
JUS498 - Criminal Justice Internship (0 - 15)  
PAD330 - Public Administration (3)  
PHL210 - Introduction to Philosophy (3)  
PHL212 - Introduction to Ethics (3)  
PHL214 - Formal Logic (3)  
POL210 - American Politics (3)  
POL211 - International Relations (3)  
POL301 - U.S. Foreign Policy (3)  
POL306 - The American Legal Tradition (3)  
POL376 - Genocide and International Justice (3)  
POL377 - Intelligence and National Security (3)  
POL378 - The United Nations and Global Governance (3)  
SPT307 - Sport Law (3)

Free Electives or choose a Concentration  
36 Total Credits

Complete all of the following  
36 credit(s).

Students who select a concentration are required to take only 24 credits of free electives

Grand Total Credits: **120**

## Justice Studies (BS) (Campus) - Crime and Criminology (Concentration)

### Requirements

Concentration Courses  
12 Total Credits

Complete all of the following  
9 credit(s) from the following:

JUS141 - Introduction to Social Justice (3)  
JUS215 - The Victim and the Justice System (3)  
JUS309 - White Collar Crime (3)  
JUS341 - Restorative Justice (3)  
JUS468 - Crimes Against Children (3)

Complete:

JUS441 - Research Seminar: Crime and Criminology (3)

Grand Total Credits: **12**



# University Programs

## **Justice Studies (BS) (Campus) - Law and Legal Process (Concentration)**

### **Requirements**

Concentration Courses  
12 Total Credits

Complete:

JUS331 - Juvenile Justice System (3)  
JUS376 - Criminal Procedure (3)  
JUS395 - The Death Penalty (3)  
JUS442 - Research Seminar: Law and Legal Process (3)

Grand Total Credits: **12**

## **Justice Studies (BS) (Campus) - Policing and Law Enforcement (Concentration)**

### **Requirements**

Concentration Courses  
12 Total Credits

Complete:

JUS201 - Criminal Investigation (3)  
JUS394 - Problems in Policing (3)  
JUS443 - Research Seminar: Policing and Law Enforcement (3)  
JUS465 - Police Organization and Management (3)

Grand Total Credits: **12**

## **Justice Studies (BS) (Campus) - Terrorism and Homeland Security (Concentration)**

### **Requirements**

Concentration Courses  
12 Total Credits

Complete all of the following

Students in the Terrorism and Homeland Security Concentration will complete JUS 104 and 129 in the major  
Complete:

JUS429 - Terrorist Methods, Networks, and Financing (3)  
JUS444 - Research Seminar: Terrorism and Homeland Security (3)  
JUS466 - Critical Infrastructure Protection, Border Security, and Cyber Protection (3)

1 of the following:

COM220 - Intercultural Communication (3)  
POL211 - International Relations (3)  
POL376 - Genocide and International Justice (3)  
POL377 - Intelligence and National Security (3)  
POL378 - The United Nations and Global Governance (3)

Grand Total Credits: **12**

# University Programs

## Justice Studies (Minor) (Campus)

### Description

A student may earn a minor in Justice Studies by successfully completing the following courses:

### Requirements

Minor Courses

15 Total Credits

Complete all of the following

Complete:

JUS101 - Introduction to Criminal Justice (3)

JUS455 - Legal Traditions (3)

9 credit(s) from subject(s): JUS

Grand Total Credits: **15**

## Law and Legal Process (Certificate) (Campus)

### Description

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12-credit program is designed for students interested in future careers or graduate study in the areas of law, court administration, or legal administration. Students explore related topics including judicial administration, law and evidence, and criminal procedure.

### Outcomes

1. Students completing the Law and Legal Process certificate will be able to draw upon theory, research and historical perspective as professionals and apply such into their daily practice
2. Students completing the Law and Legal Process certificate will be able to apply and demonstrate their academic and professional skills as effective communicators, critical and independent thinkers, and analytical problem solvers
3. Students completing the Law and Legal Process certificate will be socially responsible citizens and professionals who are ethically informed and culturally aware

### Requirements

Certificate Courses

12 Total Credits

Complete all of the following

Complete:

JUS101 - Introduction to Criminal Justice (3)

JUS261 - Judicial Administration (3)

6 credit(s) from the following:

JUS325 - Law, Justice and Family (3)

JUS331 - Juvenile Justice System (3)

JUS376 - Criminal Procedure (3)

JUS395 - The Death Penalty (3)

JUS485 - Forensic Law (3)

Grand Total Credits: **12**

# University Programs

## **Policing and Law Enforcement (Certificate) (Campus)**

### **Description**

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12-credit program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

### **Outcomes**

1. Students completing the Police and Law Enforcement certificate will be able to draw upon theory, research and historical perspective as professionals and apply such into their daily practice
2. Students completing the Police and Law Enforcement certificate will be able to apply and demonstrate their academic and professional skills as effective communicators, critical and independent thinkers, and analytical problem solvers
3. Students completing the Police and Law Enforcement certificate will be socially responsible citizens and professionals who are ethically informed and culturally aware

### **Requirements**

Certificate Courses  
12 Total Credits

Complete:

- JUS101 - Introduction to Criminal Justice (3)
- JUS102 - American Policing (3)
- JUS394 - Problems in Policing (3)
- JUS465 - Police Organization and Management (3)

Grand Total Credits: **12**

# University Programs

## **Terrorism and Homeland Security (Certificate) (Campus)**

### **Description**

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12-credit program is designed for students interested in future careers or graduate study in the area of terrorism, homeland security, or intelligence. Students explore related topics including terrorist organizations, terrorist tactics, and response by homeland security organizations.

### **Outcomes**

1. Students completing the Terrorism and Homeland Security certificate will be able to draw upon theory, research and historical perspective as professionals and apply such into their daily practice
2. Students completing the Terrorism and Homeland Security certificate will be able to apply and demonstrate their academic and professional skills as effective communicators, critical and independent thinkers, and analytical problem solvers
3. Students completing the Terrorism and Homeland Security certificate will be socially responsible citizens and professionals who are ethically informed and culturally aware

### **Requirements**

Prerequisite Courses  
0 Total Credits

Complete:

JUS305 - International Criminal Justice (3)

Certificate Courses  
12 Total Credits

Complete:

JUS104 - Introduction to Homeland Security (3)

JUS129 - Introduction to Terrorism (3)

JUS429 - Terrorist Methods, Networks, and Financing (3)

JUS466 - Critical Infrastructure Protection, Border Security, and Cyber Protection (3)

Grand Total Credits: **12**

## **Direct Assessment CBE**

# University Programs

## Business Operations (Certificate) (Online)

### Description

The Business Operations Certificate is designed to prepare students with the knowledge, skills and attitudes to actively support entry-level business service jobs, such as business and financial operations, or administrative support roles. Students learn key concepts in business that are relevant to entry-level business professionals, including business communication, quantitative reasoning, problem solving, organizational culture, and ethical decision-making. Additionally, students gain skills in effective self-management, cultural competence and technology to enhance their ability to contribute to high-functioning teams in a variety of companies. There is high demand for skilled business professionals from employers due to an aging population and declining workforce. Students in this program will acquire the tools they need to respond to this opportunity, while also putting themselves on a solid pathway of professional growth and degree attainment.

### Competency Requirements

#### Business Operations (Undergraduate Certificate) Competencies: 24 Total Credits

- IDS 10006 - Evaluate time management, goal-setting, and planning approaches for independent and collaborative work (1)
- SCS 20004 - Describe the influence of culture on beliefs, values, and behaviors (1)
- SCS 20005 - Identify possible opportunities for civic engagement based on your field and experience (1)
- IDS 13522 - Describe the factors that influence one's perception of social justice (1)
- IDS 23523 - Examine the impact of intercultural competence on collaboration and communication (1)
- IDS 23524 - Utilize interpersonal communication strategies to navigate conflict (1)
- ENG 10007 - Analyze texts to draw meaningful conclusions (1)
- ENG 10008 - Craft written messages for an intended audience (1)
- ENG 10009 - Apply professional writing conventions to a piece of writing (1)
- PHL 20010 - Make decisions informed by ethical frameworks (1)
- PHL 10011 - Describe how your identity affects your values (1)
- HUM 20012 - Draw connections between human creativity and culture (1)
- MAT 20013 - Use basic quantitative methods of problem solving (1)
- MAT 20014 - Use spreadsheet applications to interpret information and draw conclusions (1)
- SCS 20015 - Examine human behavior through principles of social science (1)
- COM 20028 - Prepare and perform a variety of verbal communications (1)
- COM 20029 - Apply cross-cultural communication strategies for global audiences in real world contexts (1)
- HUM 20030 - Support greater cultural understanding by examining historical and cultural contexts (1)
- COM 10049 - Develop a professional identity using written and verbal communication strategies (1)
- IT 10050 - Examine the influence technology and social media have on personal and professional identity (1)
- COM 10051 - Build networking opportunities using face-to-face and digital methods (1)
- BUS 20058 - Differentiate between the various functions and forms of organizations (1)
- PHL 20059 - Make individual and organizational decisions informed by ethical and cultural considerations (1)
- IT 20060 - Support business operations using information and technology systems (1)

## Communications (BA) (Online)

### Description

The Bachelor of Arts in Communications at SNHU offers students a multidisciplinary and global approach to the study of the communication profession. The Communications program provides students with both the theoretical knowledge and practical skills that can be applied to a wide range of careers in both the public and private sectors in fields such as public relations, social media, advertising, organizational communications, new media, corporate communications, and visual media. In the age of instantaneous and unfiltered global communication, students in the program will develop the analytical and media literacy skills necessary for generating meaning from a myriad of communication messages across a wide variety of channels, cultures, contexts, and modes of delivery. Students will also develop the technical skills to create professional and effective communication messages for a multitude of specific purposes and that target diverse audiences.

# University Programs

## Outcomes

1. Apply knowledge of the communication discipline in adapting to evolving workplace environments and changing technological landscapes
2. Engage targeted audiences with messages that are informed by analyses of stakeholder requirements and that are guided by ethical and legal considerations
3. Create messages using multiple modes of delivery that represent expressions of business and personal import and that honor the cultural contexts in which they occur
4. Demonstrate business acuity through the application of foundational business practices and the inter- and intra-personal skills required of successful communication professionals
5. Gather and interpret information needed to make informed decisions guided by communication theory and ethical and legal considerations

## Competency Requirements

### AA.GST.CFA or Equivalent: 60 Total Credits

### Communications Competencies: 51 Total Credits

- MGT20126 - Create personal and professional developmental goals that support your growth as an effective individual and team contributor (1)
- COM20098 - Collaborate with multiple stakeholders using principles of emotional intelligence and team dynamics (1)
- MGT20125 - Evaluate theories and practices related to leading teams in varying contexts (1)
- COM20091 - Apply legal and ethical considerations in relation to the use of target audience information (1)
- COM20110 - Evaluate relevant data and information to determine how to segment and target an audience (1)
- COM30122 - Determine the considerations and adjustments needed to communicate effectively with diverse audiences (1)
- MGT20062 - Demonstrate effective management skills and practices in diverse, distributed, and collaborative work environments (1)
- MGT20127 - Analyze the use of management styles in varying contexts to determine preferred approaches (1)
- COM20128 - Apply communication techniques to effectively negotiate and manage conflict (1)
- COM20111 - Describe the role of communication functions in businesses and organizations (1)
- COM20112 - Explain how foundational communication theories can inform how communication professionals adapt to changing business needs (1)
- COM20113 - Trace the evolution of the communication profession in order to understand and solve contemporary communication problems (1)
- COM30093 - Align needs of various audiences with stakeholder requirements to craft messages that meet project goals (1)
- COM30114 - Produce various communications aligned to the mission and structure of an organization (1)
- COM20118 - Apply best practices to create, build, and maintain a brand (1)
- COM30096 - Evaluate the effectiveness of messages on targeted audiences in relation to communication project goals (1)
- COM30116 - Select and apply appropriate technologies to produce various visual communications (1)
- COM30124 - Create various visual communications informed by the application of basic design principles (1)
- COM20100 - Develop oral presentation skills to deliver presentations that meet organizational goals (1)
- COM20101 - Gather and evaluate information relevant to the creation and deployment of oral communication presentations (1)
- COM20119 - Create and adjust oral communication presentations for different channels, purposes, and audiences (1)
- COM30095 - Explain how fundamental internet marketing strategy concepts inform the creation of various communications (1)
- COM30108 - Utilize qualitative and quantitative information to make decisions that strengthen communication projects (1)
- COM30109 - Apply metrics and feedback from social media platforms to create and adapt communications (1)
- COM30179 - Create global and intercultural communications for a variety of purposes and targeted audiences (1)
- COM30180 - Analyze the role of global media in contemporary society (1)
- COM30184 - Apply principles of global citizenship in the creation, delivery, and consumption of media messages (1)
- COM30094 - Evaluate how ethical and legal issues impact communication messages and goals (1)
- COM30105 - Evaluate the impact of government regulation and public policy on the communication profession (1)
- COM30106 - Apply socially responsible practices when responding to various communication problems and scenarios (1)
- COM20092 - Evaluate cultural representation in various forms of communication messages (1)
- COM30117 - Analyze how stories are used to meet various communication goals (1)
- COM20120 - Create and deliver communication messages informed by the application of storytelling concepts (1)
- COM30107 - Respond to and manage various crises using communication best practices (1)
- COM30115 - Assess the effectiveness of crisis communication plans and responses (1)
- COM20123 - Develop crisis communication plans to mitigate risks and unforeseen challenges (1)

## University Programs

- MKT20079 - Apply the marketing mix to inform business decisions that support organizational objectives (1)
- MKT20080 - Determine appropriate marketing and communication distribution channels (1)
- MKT20081 - Explain how marketing decisions are made to target the consumer (1)
- MGT30156 - Demonstrate an entrepreneurial mindset in addressing business opportunities in varying business models (1)
- MGT30155 - Identify consumer-focused solutions that deliver a value proposition utilizing the design-thinking process (1)
- COM30185 - Create various types of advertising communications (1)
- COM30181 - Develop project plans for the creation and delivery of written technical communications (1)
- COM30182 - Create written technical communications for various purposes and targeted audiences (1)
- COM30183 - Assess project plans and written technical communications for their alignment to stakeholder requirements and project goals (1)
- COM20099 - Apply successful business practices and dispositions of the entrepreneurial communication professional (1)
- COM20103 - Integrate elements of professional codes of conduct and personal behaviors, as well as principles of team dynamics, in a variety of communication contexts (1)
- COM30121 - Develop a personal brand as a communication professional in relation to the diverse world around you (1)
- COM20097 - Employ appropriate project management skills in the execution of communication projects (1)
- COM20102 - Demonstrate basic budgeting and financial analysis and reporting in relation to the execution of communication projects (1)
- COM30104 - Employ various leadership and management strategies in the execution of communication projects (1)

### Concentration Courses: 9 Total Credits

Students must select a concentration.

Grand Total Credits: 120

## Communications (BA) (Online) - Business (Concentration)

### Competency Requirements

- MGT20135 - Evaluate organizational culture in relation to organizational effectiveness and performance (1)
- MGT20136 - Apply organizational behavior theories to inform managerial decisions (1)
- MGT20137 - Shape and lead an organizational climate in support of mission, vision, and values (1)
- POL10067 - Describe the foundational elements of the US legal system and the relationships among them (1)
- BUS20068 - Differentiate between matters of law and matters of ethics in business situations (1)
- BUS20069 - Apply relevant aspects of law to current business situations (1)
- ACC20132 - Demonstrate the foundational principles of financial accounting (1)
- ACC20133 - Interpret the key sections of financial statements to make management decisions (1)
- ACC30134 - Apply appropriate ratios and vertical and horizontal analysis to recommend business decisions (1)

**Grand Total Credits: 9**

## Communications (BA) (Online) - Healthcare (Concentration)

### Competency Requirements

- MGT20135 - Evaluate organizational culture in relation to organizational effectiveness and performance (1)
- MGT20136 - Apply organizational behavior theories to inform managerial decisions (1)
- MGT20137 - Shape and lead an organizational climate in support of mission, vision, and values (1)
- HCM30367 - Explain the interrelationships between the different components of delivery of healthcare services (1)
- HCM30368 - Explain the basic organizational structures, regulations, and major stakeholders of the U.S. healthcare system (1)
- HCM30369 - Analyze ethical and regulatory considerations in healthcare management (1)
- PHE40209 - Develop accessible community resources to promote health literacy (1)
- HCM30210 - Analyze various methods of healthcare data collection (1)
- PHE40211 - Describe the role of wellness in fostering healthy communities (1)

**Grand Total Credits: 9**

## General Studies (AA) (Online)

## University Programs

### Description

The Associate in Arts General Studies provides students with a strong foundation in the skills that employers and students value in the professional workplace. Designed to support today's workers in developing the competencies needed for advancing their careers, the degree draws upon insights from workforce and industry leaders about the skills and knowledge that are essential for professional success. Through an innovative, project-based approach, students complete competency-based, real-world deliverables, developing valuable competencies in the process. Students use constructive feedback to learn and improve, while strengthening written and oral communication, critical thinking and problem solving, ethics, and collaboration skills.

### Outcomes

1. A graduate of SNHU is expected to gain awareness and understanding of human cultures and the physical and natural world through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science, Technology, and Mathematics
2. A graduate of SNHU is expected to use effective written, verbal, and non-verbal communication for a variety of situations, genres, purposes, and audiences
3. A graduate of SNHU is expected to think critically and creatively by locating, assessing, and analyzing relevant information using quantitative and qualitative reasoning
4. A graduate of SNHU is expected to demonstrate the ability to learn and work collaboratively with individuals of diverse cultures and perspectives in order to reach common goals
5. A graduate of SNHU is expected to assess and accept the consequences of one's actions, be an informed and responsible citizen, and affect positive change in the world
6. A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences



# University Programs

## Competency Requirements

### AA General Studies Competencies: 60 Total Credits

IDS10006 - Evaluate time management, goal-setting, and planning approaches for independent and collaborative work (1)  
SCS20004 - Describe the influence of culture on beliefs, values, and behaviors (1)  
SCS20005 - Identify possible opportunities for civic engagement based on your field and experience (1)  
IDS13522 - Describe the factors that influence one's perception of social justice (1)  
IDS23523 - Examine the impact of intercultural competence on collaboration and communication (1)  
IDS23524 - Utilize interpersonal communication strategies to navigate conflict (1)  
ENG10007 - Analyze texts to draw meaningful conclusions (1)  
ENG10008 - Craft written messages for an intended audience (1)  
ENG10009 - Apply professional writing conventions to a piece of writing (1)  
PHL20010 - Make decisions informed by ethical frameworks (1)  
PHL10011 - Describe how your identity affects your values (1)  
HUM20012 - Draw connections between human creativity and culture (1)  
MAT20013 - Use basic quantitative methods of problem solving (1)  
MAT20014 - Use spreadsheet applications to interpret information and draw conclusions (1)  
SCS20015 - Examine human behavior through principles of social science (1)  
COM10016 - Integrate feedback from stakeholders into decision making (1)  
OL20017 - Address challenges in group collaboration through various approaches to leadership (1)  
SCS20018 - Analyze group interactions from social science perspectives (1)  
SCS20019 - Analyze the relationship between cultural artifacts and societal norms (1)  
HIS20020 - Explain the role of history in shaping current circumstances (1)  
HIS20021 - Describe perspectives of more than one worldview in real-world interactions (1)  
HUM20022 - Examine dimensions of culture to support effective intercultural interactions (1)  
HIS20023 - Use methods of historical inquiry to address a topic (1)  
IDS20024 - Determine how professional practice can be informed by the transfer of learning (1)  
PHL23528 - Explain how ethical frameworks aid in understanding human actions (1)  
PHL23529 - Explain how cultural differences affect ethical decision-making (1)  
PHL33530 - Analyze the ethical considerations related to an issue (1)  
COM20028 - Prepare and perform a variety of verbal communications (1)  
COM20029 - Apply cross-cultural communication strategies for global audiences in real world contexts (1)  
HUM20030 - Support greater cultural understanding by examining historical and cultural contexts (1)  
ENG20031 - Construct a persuasive argument that is supported with research (1)  
ENG20032 - Examine assumptions and biases within an argument (1)  
ENG20033 - Analyze and evaluate ideas in a diverse range of texts (1)  
IDS13525 - Explain how human and environmental systems are interconnected (1)  
IDS23526 - Explain how sustainable systems balance social, economic, and environmental needs (1)  
IDS23527 - Analyze approaches to address a sustainability issue (1)  
MAT20037 - Solve practical problems using basic mathematical calculations (1)  
SCI20038 - Evaluate arguments to determine logical soundness of position (1)  
IDS20039 - Apply various problem solving methods to determine innovative solutions (1)  
IDS20040 - Evaluate your development as a learner and articulate strategies for future growth (1)  
COM20041 - Generate recommendations for addressing a complex challenge (1)  
COM20042 - Communicate a position related to a complex issue in a civic context (1)  
ECO20043 - Inform business decisions using microeconomic models and theories (1)  
ECO20044 - Determine the impact of economic costs on organizational and individual decision-making (1)  
ECO20045 - Explain how market structure impacts a business' entry and exit into a market and its ability to generate economic profit (1)  
IT10046 - Evaluate new technologies in areas of educational or professional interest (1)  
DAT20047 - Apply common techniques used for working with data (1)  
IDS20048 - Establish plans for professional development that support goal achievement (1)  
COM10049 - Develop a professional identity using written and verbal communication strategies (1)  
IT10050 - Examine the influence technology and social media have on personal and professional identity (1)  
COM10051 - Build networking opportunities using face-to-face and digital methods (1)

### Concentration Courses: 9 Total Credits

Students must select a concentration.

### Grand Total Credits: 60

# University Programs

## General Studies (AA) (Online) - Business (Concentration)

### Competency Requirements

- ECO20052 - Make decisions informed by macroeconomic principles and the business cycle (1)
- ECO20053 - Determine the economic impact of historical and current events using models of macroeconomics (1)
- ECO20054 - Assess how changes to macroeconomic policies impact the economy (1)
- MKT20055 - Communicate relevant internal and external market factors to organization stakeholders (1)
- MKT20056 - Determine target customers and desired customer experiences as part of marketing strategies (1)
- MKT20057 - Formulate strategies to promote and protect a brand (1)
- BUS20058 - Differentiate between the various functions and forms of organizations (1)
- PHL20059 - Make individual and organizational decisions informed by ethical and cultural considerations (1)
- IT20060 - Support business operations using information and technology systems (1)

**Grand Total Credits: 9**

## General Studies (AA) (Online) - Transforming the Customer Experience (Concentration)

### Competency Requirements

- BUS20261 - Utilize effective selling techniques in relation to the consumer decision-making process (1)
- BUS20262 - Describe the functions of customer service departments and their significance within organizations (1)
- BUS20263 - Employ accepted customer service problem-solving techniques in responding to challenging customer behaviors (1)
- COM20264 - Analyze customer service interactions using various models of communication (1)
- COM20265 - Create customer-facing messages that take into consideration culturally and socially diverse customers (1)
- BUS20266 - Develop professional plans for advancing customer service skills (1)
- BUS20267 - Differentiate between and address legal, ethical, and regulatory issues in customer service (1)
- COM20268 - Align customer communications with an organization's brand and mission (1)
- BUS20269 - Employ techniques that nurture customer relationships across the customer lifecycle (1)

**Grand Total Credits: 9**

## Healthcare Management (AA) (Online)

### Description

The Associate in Arts Healthcare Management is designed to prepare healthcare professionals with the knowledge, attitudes, and skills to actively support healthcare organizations. Students learn key concepts in healthcare and business that are relevant to all healthcare professionals, including organizational culture, ethics, and healthcare delivery. Students gain skills in effective collaboration, communication, and technology to enhance their ability to contribute to high-functioning teams in a variety of healthcare fields. There is high demand for skilled healthcare professionals from employers due to an aging population and declining workforce, and students in this program will acquire the tools they need to respond to this opportunity.

### Outcomes

1. Promote an organizational culture of compliance in healthcare environments based on ethical, legal, and regulatory parameters that support healthcare delivery.
2. Communicate professionally and collaborate cross-functionally in support of a culturally competent healthcare environment.
3. Explore strategies that support continuous improvement of healthcare organizations based on sound decision-making strategies and interpretation of evidence-based data.

### Competency Requirements

#### Healthcare Management Competencies:

- IDS10006 - Evaluate time management, goal-setting, and planning approaches for independent and collaborative work (1)
- SCS20004 - Describe the influence of culture on beliefs, values, and behaviors (1)
- SCS20005 - Identify possible opportunities for civic engagement based on your field and experience (1)
- IDS13522 - Describe the factors that influence one's perception of social justice (1)

## University Programs

IDS23523 - Examine the impact of intercultural competence on collaboration and communication (1)  
IDS23524 - Utilize interpersonal communication strategies to navigate conflict (1)  
ENG10007 - Analyze texts to draw meaningful conclusions (1)  
ENG10008 - Craft written messages for an intended audience (1)  
ENG10009 - Apply professional writing conventions to a piece of writing (1)  
ENG20031 - Construct a persuasive argument that is supported with research (1)  
ENG20032 - Examine assumptions and biases within an argument (1)  
ENG20033 - Analyze and evaluate ideas in a diverse range of texts (1)  
MAT20013 - Use basic quantitative methods of problem solving (1)  
MAT20014 - Use spreadsheet applications to interpret information and draw conclusions (1)  
SCS20015 - Examine human behavior through principles of social science (1)  
IDS13525 - Explain how human and environmental systems are interconnected (1)  
IDS23526 - Explain how sustainable systems balance social, economic, and environmental needs (1)  
IDS23527 - Analyze approaches to address a sustainability issue (1)  
PHL23528 - Explain how ethical frameworks aid in understanding human actions (1)  
PHL23529 - Explain how cultural differences affect ethical decision-making (1)  
PHL33530 - Analyze the ethical considerations related to an issue (1)  
PHL20010 - Make decisions informed by ethical frameworks (1)  
PHL10011 - Describe how your identity affects your values (1)  
HUM20012 - Draw connections between human creativity and culture (1)  
COM20028 - Prepare and perform a variety of verbal communications (1)  
COM20029 - Apply cross-cultural communication strategies for global audiences in real world contexts (1)  
HUM20030 - Support greater cultural understanding by examining historical and cultural contexts (1)  
SCS20019 - Analyze the relationship between cultural artifacts and societal norms (1)  
HIS20020 - Explain the role of history in shaping current circumstances (1)  
HIS20021 - Describe perspectives of more than one worldview in real-world interactions (1)  
HUM20022 - Examine dimensions of culture to support effective intercultural interactions (1)  
HIS20023 - Use methods of historical inquiry to address a topic (1)  
IDS20024 - Determine how professional practice can be informed by the transfer of learning (1)  
MAT20037 - Solve practical problems using basic mathematical calculations (1)  
SCI20038 - Evaluate arguments to determine logical soundness of position (1)  
IDS20039 - Apply various problem solving methods to determine innovative solutions (1)  
COM10016 - Integrate feedback from stakeholders into decision making (1)  
OL20017 - Address challenges in group collaboration through various approaches to leadership (1)  
SCS20018 - Analyze group interactions from social science perspectives (1)  
IDS20040 - Evaluate your development as a learner and articulate strategies for future growth (1)  
COM20041 - Generate recommendations for addressing a complex challenge (1)  
COM20042 - Communicate a position related to a complex issue in a civic context (1)  
COM20188 - Analyze communication styles and strategies for optimal effect within healthcare organizations (1)  
COM20189 - Apply cultural knowledge to enhance communication within a healthcare organization (1)  
HCM20190 - Align communication processes to the healthcare organization's mission, vision, and values (1)  
MGT20191 - Support cross-functional collaboration by evaluating organizational structures (1)  
HCM20192 - Describe the components of a healthcare system (1)  
HCM20193 - Describe the responsibilities that front office staff have when interacting with patients, outside contractors, and vendors (1)  
HIM20194 - Analyze the role and impact of documentation within a healthcare organization (1)  
HCM20195 - Determine how policies, processes and procedures are created to meet regulatory requirements and organizational needs (1)  
HIM20196 - Utilize appropriate medical terminology (1)  
HCM20197 - Assess the impact of healthcare ethics on the end of life decision making process (1)  
HCM20198 - Analyze the legal implications of various healthcare entities (1)  
HCM20199 - Analyze the impact of codes of ethics on healthcare organizations (1)  
PHE20200 - Create a community health assessment (1)  
QSO20201 - Conduct analysis using industry tools to evaluate trends in healthcare (1)  
QSO20202 - Apply effective strategies to a healthcare project planning initiative (1)  
HCM20203 - Describe the roles of various departments involved in the delivery of healthcare (1)  
HCM20204 - Analyze how staffing needs are determined for healthcare organizations (1)  
HCM20205 - Evaluate the impact of technology on healthcare delivery (1)

**Grand Total Credits: 60**

## Healthcare Management (BA) (Online)

# University Programs

## Description

The B.A. in Healthcare Management program prepares students with the knowledge and skills needed to successfully meet the needs of a growing healthcare industry. Students explore how healthcare managers, administrators, and executives plan, direct, and coordinate health services for the populations they serve. Students learn about key areas in healthcare, including regulation and compliance, healthcare quality management, finance, and emerging trends in the field. Students also gain valuable skills in effective professional communication, community engagement, and innovation that will help them grow as people-oriented professionals. This program was designed to align with Association of University Programs in Health Administration (AUPHA) Bodies of Knowledge to ensure that the knowledge, skills, and abilities mastered in the program are directly relevant to careers in healthcare. There is high demand for healthcare professionals by employers due to an aging population and declining workforce, and students in this program will develop the skills to lead a variety of healthcare organizations in response to this need.

## Outcomes

1. Apply healthcare business practices in addressing organizational goals and challenges and managing project and employee performance guided by ethical, legal, and regulatory parameters
2. Foster cross-functional collaboration in creating a culturally competent healthcare environment that benefits all stakeholders using relevant management theories
3. Recommend strategies that support continuous improvement of healthcare organizations based on sound decision-making strategies and the gathering and interpreting of evidence-based data
4. Manage organizational processes and model practices that promote resourceful, flexible approaches to wellness, emerging issues, and daily operations in healthcare organizations
5. Communicate effectively and professionally to all stakeholders, especially in light of the constantly changing complexities in the healthcare field

# University Programs

## Competency Requirements

### **AA.HMA.CFA or Equivalent: 60 Total Credits Healthcare Management Competencies: 51 Total Credits**

MGT 20126 - Create personal and professional developmental goals that support your growth as an effective individual and team contributor (1)  
COM 20098 - Collaborate with multiple stakeholders using principles of emotional intelligence and team dynamics (1)  
MGT 20125 - Evaluate theories and practices related to leading teams in varying contexts (1)  
COM 20091 - Apply legal and ethical considerations in relation to the use of target audience information (1)  
COM 20110 - Evaluate relevant data and information to determine how to segment and target an audience (1)  
COM 30122 - Determine the considerations and adjustments needed to communicate effectively with diverse audiences (1)  
MGT 20062 - Demonstrate effective management skills and practices in diverse, distributed, and collaborative work environments (1)  
MGT 20127 - Analyze the use of management styles in varying contexts to determine preferred approaches (1)  
COM 20128 - Apply communication techniques to effectively negotiate and manage conflict (1)  
MGT 20135 - Evaluate organizational culture in relation to organizational effectiveness and performance (1)  
MGT 20136 - Apply organizational behavior theories to inform managerial decisions (1)  
MGT 20137 - Shape and lead an organizational climate in support of mission, vision, and values (1)  
HRM 20141 - Describe effective practices in the recruitment, selection, and retention of employees (1)  
HRM 30142 - Select appropriate management interventions in human resource situations (1)  
HRM 20143 - Craft employee development and training plans that encourage autonomy and initiative (1)  
HCM 30206 - Explain key regulations that affect health care organizations (1)  
HCM 30207 - Describe accreditation and licensure requirements of healthcare organizations (1)  
HCM 30208 - Analyze the role of regulatory compliance in healthcare (1)  
PHE 40209 - Develop accessible community resources to promote health literacy (1)  
HCM 30210 - Analyze various methods of healthcare data collection (1)  
PHE 40211 - Describe the role of wellness in fostering healthy communities (1)  
HCM 20212 - Describe how leadership qualities and models can be used to improve management of employees (1)  
HCM 40213 - Promote the role of cultural competence in healthcare organizations (1)  
HCM 30214 - Evaluate the effect of labor law guidelines in a healthcare workplace (1)  
FIN 30218 - Analyze the relationship between healthcare finance and quality improvement (1)  
FIN 30219 - Explain how financial determinants are created and used in healthcare organizations (1)  
FIN 40220 - Inform budget planning in healthcare utilizing relevant financial documents (1)  
HCM 30221 - Utilize appropriate resources in healthcare reimbursement to remain current and informed (1)  
HCM 40222 - Analyze reimbursement methods for their impact on various healthcare entities (1)  
HCM 40223 - Analyze how reimbursement data is used in healthcare organizations (1)  
PHE 30224 - Determine the scope of emergency preparedness (1)  
PHE 30225 - Analyze public disaster management concepts for determining how they influence healthcare management practices (1)  
HCM 30226 - Create an emergency preparedness plan for a healthcare organization (1)  
COM 30107 - Respond to and manage various crises using communication best practices (1)  
COM 30115 - Assess the effectiveness of crisis communication plans and responses (1)  
COM 20123 - Develop crisis communication plans to mitigate risks and unforeseen challenges (1)  
HIM 30227 - Analyze the processes used to ensure accurate medical coding in healthcare organizations (1)  
HCM 30228 - Utilize appropriate policies for managing patient collections, claims, denials, and billing (1)  
HCM 30229 - Examine the effective utilization of various audits in healthcare (1)  
HCM 30230 - Evaluate the use of technology in the healthcare field for optimization of the customer experience (1)  
HCM 40231 - Recommend automation and integration technologies and techniques to increase efficiency in healthcare (1)  
IT 30232 - Recommend solutions that assure availability of information for public health use without compromising confidentiality, security and integrity (1)  
HCM 30233 - Analyze tools and methods utilized for assessing and improving the quality of healthcare services (1)  
HCM 30234 - Analyze data to inform decision making in healthcare (1)  
HCM 30235 - Explain how data is used to ensure and improve the quality of the healthcare organization and patient experience (1)  
HCM 30236 - Describe how strategic planning informs decision making in healthcare organizations (1)  
MGT 30153 - Demonstrate the manager's role in the change management process in an organization (1)  
OL 40238 - Use assessment tools to develop leaders in the workplace (1)  
HCM 40215 - Evaluate emerging trends in patient communication to improve efficiency and quality (1)  
HCM 40216 - Analyze emerging global and domestic issues that influence healthcare management practices (1)  
HCM 30217 - Examine the possible benefits and detractors of medical tourism on the healthcare industry (1)

### **Concentration Courses: 9 Total Credits**

Students must select a concentration.

### **Grand Total Credits: 120**

## University Programs

### **Healthcare Management (BA) (Online) - Communications (Concentration)**

#### **Competency Requirements**

- COM30095 - Explain how fundamental internet marketing strategy concepts inform the creation of various communications (1)
- COM30108 - Utilize qualitative and quantitative information to make decisions that strengthen communication projects (1)
- COM30109 - Apply metrics and feedback from social media platforms to create and adapt communications (1)
- MKT40248 - Develop marketing plans for healthcare events and services using fundamental marketing strategies (1)
- ECO30249 - Evaluate fundamental economic policies and practices for their impact on the U.S healthcare system (1)
- MKT30250 - Analyze how socioeconomic factors influence healthcare marketing strategies (1)
- COM30093 - Align needs of various audiences with stakeholder requirements to craft messages that meet project goals (1)
- COM30251 - Produce communication projects aligned to the mission and structure of a healthcare organization (1)
- COM20097 - Employ appropriate project management skills in the execution of communication projects (1)

**Grand Total Credits: 9**

### **Healthcare Management (BA) (Online) - Global Healthcare Perspectives (Concentration)**

#### **Competency Requirements**

- IHP20239 - Describe the role of epidemiology in public health (1)
- IHP30240 - Use epidemiological concepts to determine the health status of populations (1)
- IHP30241 - Analyze foundational methods of data collection and interpretation in epidemiology (1)
- IHP30242 - Analyze key factors related to global healthcare issues (1)
- IHP40243 - Assess the impact of diseases on global populations and preventative efforts taken to prevent their spread (1)
- IHP30244 - Analyze emergency and natural disasters worldwide from a healthcare perspective (1)
- PHE20245 - Analyze the social determinants of health and distribution of health worldwide (1)
- PHE20246 - Explain the roles and functions of major organizations in global health (1)
- PHE20247 - Analyze key factors that affect global health (1)

**Grand Total Credits: 9**

# University Programs

## Healthcare Management Fundamentals (Certificate) (Online)

### Description

The Certificate in Healthcare Management Fundamentals prepares healthcare professionals with the knowledge, attitudes, and skills to actively support healthcare organizations. Students develop the interpersonal, organizational, and foundational business skills necessary to meet the demand for frontline healthcare professionals. This certificate is designed to help students succeed in their current roles in the healthcare field.

### Competency Requirements

#### Healthcare Management Competencies: 30 Total Credits

- IDS10006 - Evaluate time management, goal-setting, and planning approaches for independent and collaborative work (1)
- SCS20004 - Describe the influence of culture on beliefs, values, and behaviors (1)
- SCS20005 - Identify possible opportunities for civic engagement based on your field and experience (1)
- IDS13522 - Describe the factors that influence one's perception of social justice (1)
- IDS23523 - Examine the impact of intercultural competence on collaboration and communication (1)
- IDS23524 - Utilize interpersonal communication strategies to navigate conflict (1)
- ENG10007 - Analyze texts to draw meaningful conclusions (1)
- ENG10008 - Craft written messages for an intended audience (1)
- ENG10009 - Apply professional writing conventions to a piece of writing (1)
- MAT20013 - Use basic quantitative methods of problem solving (1)
- MAT20014 - Use spreadsheet applications to interpret information and draw conclusions (1)
- SCS20015 - Examine human behavior through principles of social science (1)
- COM10016 - Integrate feedback from stakeholders into decision making (1)
- OL20017 - Address challenges in group collaboration through various approaches to leadership (1)
- SCS20018 - Analyze group interactions from social science perspectives (1)
- COM20188 - Analyze communication styles and strategies for optimal effect within healthcare organizations (1)
- COM20189 - Apply cultural knowledge to enhance communication within a healthcare organization (1)
- HCM20190 - Align communication processes to the healthcare organization's mission, vision, and values (1)
- MGT20191 - Support cross-functional collaboration by evaluating organizational structures (1)
- HCM20192 - Describe the components of a healthcare system (1)
- HCM20193 - Describe the responsibilities that front office staff have when interacting with patients, outside contractors, and vendors (1)
- HIM20194 - Analyze the role and impact of documentation within a healthcare organization (1)
- HCM20195 - Determine how policies, processes and procedures are created to meet regulatory requirements and organizational needs (1)
- HIM20196 - Utilize appropriate medical terminology (1)
- HCM20197 - Assess the impact of healthcare ethics on the end of life decision making process (1)
- HCM20198 - Analyze the legal implications of various healthcare entities (1)
- HCM20199 - Analyze the impact of codes of ethics on healthcare organizations (1)
- PHE20200 - Create a community health assessment (1)
- QSO20201 - Conduct analysis using industry tools to evaluate trends in healthcare (1)
- QSO20202 - Apply effective strategies to a healthcare project planning initiative (1)

**Grand Total Credits: 30**

## Management (BA) (Online)

### Description

The Bachelor of Arts in Management at Southern New Hampshire University prepares graduates to plan, oversee, coordinate, and direct the operations of organizations in a complex, fast-paced, and ever-changing world. Students explore the field of management from an integrated, holistic viewpoint, gaining the necessary knowledge, skills, abilities, and dispositions to be successful, adaptable managers in a variety of business environments. Weaving together theoretical, technical, and interpersonal aspects, the program highlights the functional areas of business and the practical skills needed to manage diverse people and projects. The program creates opportunities for students to develop a growth-mindset to solve challenges for one's self, a team, and an organization. Combining critical thinking and open-mindedness with innovative and entrepreneurial approaches, students practice making informed decisions. The integration of thematic knowledge and skills in team dynamics, communication, and design thinking throughout the program enables students to develop the ability to balance priorities between contributors in an organization, moving themselves and their teams forward.

# University Programs

## Outcomes

1. Apply foundational business practices in solving organizational problems and managing project and employee performance guided by ethical and legal parameters
2. Foster team connections in varied contexts through interpersonal and group interactions as informed by current management principles and theories
3. Evaluate business and organizational opportunities in the context of internal and external environments
4. Manage organizational processes and model practices that promote resourceful, flexible approaches to both emerging issues and day-to-day operations
5. Communicate effectively in light of constantly changing business and technological environments

## Competency Requirements

### AA.GST.CFA or Equivalent: 60 Total Credits Management Competencies: 51 Total Credits

- MGT20126 - Create personal and professional developmental goals that support your growth as an effective individual and team contributor (1)
- COM20098 - Collaborate with multiple stakeholders using principles of emotional intelligence and team dynamics (1)
- MGT20125 - Evaluate theories and practices related to leading teams in varying contexts (1)
- COM20091 - Apply legal and ethical considerations in relation to the use of target audience information (1)
- COM20110 - Evaluate relevant data and information to determine how to segment and target an audience (1)
- COM30122 - Determine the considerations and adjustments needed to communicate effectively with diverse audiences (1)
- MGT20062 - Demonstrate effective management skills and practices in diverse, distributed, and collaborative work environments (1)
- MGT20127 - Analyze the use of management styles in varying contexts to determine preferred approaches (1)
- COM20128 - Apply communication techniques to effectively negotiate and manage conflict (1)
- MGT20135 - Evaluate organizational culture in relation to organizational effectiveness and performance (1)
- MGT20136 - Apply organizational behavior theories to inform managerial decisions (1)
- MGT20137 - Shape and lead an organizational climate in support of mission, vision, and values (1)
- COM30093 - Align needs of various audiences with stakeholder requirements to craft messages that meet project goals (1)
- COM30114 - Produce various communications aligned to the mission and structure of an organization (1)
- COM20118 - Apply best practices to create, build, and maintain a brand (1)
- HRM20141 - Describe effective practices in the recruitment, selection, and retention of employees (1)
- HRM30142 - Select appropriate management interventions in human resource situations (1)
- HRM20143 - Craft employee development and training plans that encourage autonomy and initiative (1)
- POL10067 - Describe the foundational elements of the US legal system and the relationships among them (1)
- BUS20068 - Differentiate between matters of law and matters of ethics in business situations (1)
- BUS20069 - Apply relevant aspects of law to current business situations (1)
- ACC20132 - Demonstrate the foundational principles of financial accounting (1)
- ACC20133 - Interpret the key sections of financial statements to make management decisions (1)
- ACC30134 - Apply appropriate ratios and vertical and horizontal analysis to recommend business decisions (1)
- MGT20129 - Determine the appropriate tools and technology to support decision-making in the functional areas of business (1)
- MGT20130 - Leverage organizational information and data to inform decision-making (1)
- MGT20131 - Balance competing priorities in making decisions for your team that support organizational goals (1)
- MGT20138 - Determine appropriate metrics to evaluate day-to-day business operations (1)
- MGT20139 - Propose informed solutions to common management problems in order to enhance organizational operations (1)
- MGT20140 - Analyze the essential components of operational processes in relation to efficiency and improvement (1)
- ECO30144 - Describe how market forces impact prices and decision making (1)
- ACC30145 - Apply foundational managerial accounting concepts to make management decisions (1)
- FIN30146 - Allocate resources effectively through the evaluation of financing decisions (1)
- MGT30147 - Apply current management theories and team models to foster relationships across and among teams (1)
- MGT30148 - Apply leadership and followership in managing individuals and groups (1)
- MGT30149 - Determine how team performance is impacted by individual, group, and organizational goals (1)
- MKT20079 - Apply the marketing mix to inform business decisions that support organizational objectives (1)
- MKT20080 - Determine appropriate marketing and communication distribution channels (1)
- MKT20081 - Explain how marketing decisions are made to target the consumer (1)
- MGT20150 - Analyze global and domestic perspectives on managing people in multicultural contexts (1)
- INT20075 - Describe the factors that contribute to international market attractiveness and entry (1)
- INT20151 - Assess environmental factors to manage international business opportunities (1)
- MGT30152 - Evaluate trends in business for their potential impact on operations and personnel (1)
- MGT30153 - Demonstrate the manager's role in the change management process in an organization (1)
- COM20154 - Select appropriate communication techniques for managing change initiatives (1)



## University Programs

- MGT30155 - Identify consumer-focused solutions that deliver a value proposition utilizing the design-thinking process (1)
- MGT30156 - Demonstrate an entrepreneurial mindset in addressing business opportunities in varying business models (1)
- MGT30157 - Explain how product management techniques are used to manage the process of a product development (1)
- OL30158 - Explain the theory and process of strategic planning (1)
- MGT30159 - Develop a departmental strategic plan that aligns to an organization's strategic objectives (1)
- MGT30160 - Demonstrate how influence and power facilitates support and buy-in for your departmental strategic plan (1)

### Concentration Courses: 9 Total Credits

Students must select a concentration.

### Grand Total Credits: 120

## Management (BA) (Online) - Insurance Services (Concentration)

### Competency Requirements

- BUS20270 - Measure and effectively manage risk (1)
- BUS30271 - Differentiate between and address legal, ethical, and regulatory issues in the insurance industry (1)
- BUS30272 - Recommend life, health, and business insurance products and analyze homeowners and automobile insurance policies (1)
- COM30273 - Create and deliver a sales presentation (1)
- MKT30274 - Formulate sales strategies that lead to positive outcomes for the customer and the organization (1)
- BUS20275 - Describe the function of sales departments and their significance within organizations (1)
- BUS20161 - Describe the function of service operations management and its impact within service organizations and the US economy (1)
- COM20162 - Develop strategies to anticipate, prevent, and solve customer service problems and complaints (1)
- BUS30163 - Apply best practices to serve the needs of a culturally and socially diverse customer base (1)

### Grand Total Credits: 9

## Management (BA) (Online) - Logistics and Operations (Concentration)

### Competency Requirements

- BUS20161 - Describe the function of service operations management and its impact within service organizations and the US economy (1)
- COM20162 - Develop strategies to anticipate, prevent, and solve customer service problems and complaints (1)
- BUS30163 - Apply best practices to serve the needs of a culturally and socially diverse customer base (1)
- QSO20164 - Use qualitative and quantitative analysis to inform logistics planning (1)
- QSO30165 - Analyze key elements of successful inventory management (1)
- QSO20166 - Assess aspects of a distribution center facility for their potential to optimize efficiency (1)
- QSO30167 - Plan a project according to project management best practices (1)
- COM30168 - Determine appropriate methods to monitor and communicate the status of a project (1)
- QSO20169 - Analyze and reflect on factors that commonly lead to the success or failure of a project (1)

### Grand Total Credits: 9

# University Programs

## Management (BA) (Online) - Public Administration (Concentration)

### Competency Requirements

- POL20170 - Analyze how the U.S. Constitution shapes modern U.S. politics (1)
- POL20171 - Analyze the structure and function of the U.S. political system (1)
- POL20172 - Assess proposed solutions to current policy issues under debate (1)
- PAD30173 - Explore theoretical origins of public administration and the evolving nature of the profession (1)
- PAD30174 - Explain the impact of a federal system of government on the administration of public functions (1)
- PAD30175 - Describe the essential components of public administration and its role in contemporary society (1)
- PAD30176 - Examine the role of the public in government functions (1)
- PAD30177 - Examine the public policy development process (1)
- PAD30178 - Analyze the impact of public policy on finance, programs, and organizations (1)

**Grand Total Credits: 9**

## Education

### Advanced Graduate Studies in Curriculum and Instruction (Post Master's Certificate) (Campus)

#### Description

This program will enable educators with an earned Masters Degree to earn a Certificate of Advanced Graduate Studies in Educational Instruction. Delivered in a competency based model, the coursework is designed to produce graduates prepared to be change agents and effective leaders of learning in their schools and districts. This program includes an option to earn a NH Endorsement as a Curriculum Administrator. Five years of teaching experience as a certified educator is required for candidates to be eligible for the endorsement.

#### Outcomes

1. A change agent
2. A leader of learning in the schools
3. A reflective systems thinker
4. Responsible for the climate and culture of the school (vision and mission)
5. Responsible for the operations management and development as important for all leaders
6. All CAGS students are expected to extensively research literature on the topic(s), site that research appropriately and write in great detail on the topic. The writings will be judged against a Writing Rubric and Action Research Rubric provided in advance for all CAGS students

#### Requirements

Certificate Courses  
36 Total Credits

Complete:

- CAGS507 - Leadership for Learning (3)
- CAGS508 - Effective Management of Schools (3)
- CAGS550 - Educational Assessment (3)
- CAGS554 - The Development of a Mission, Vision and Goals (3)
- CAGS590 - Process and Communication Skills (3)
- CAGS604 - Leading the Collaborative School (3)
- CAGS608 - The Curriculum, Instruction and Data Continuum (3)
- CAGS656 - The Reflective Leader (3)
- CAGS670 - Leading Creativity and Innovation (3)
- CAGS680 - Teacher Support, Monitoring and Accountability (3)
- CAGS739 - Practicum in Curriculum & Instruction I (3)
- CAGS740 - Practicum in Curriculum & Instruction II (3)

**Grand Total Credits: 36**

# University Programs

## Advanced Graduate Studies in District Leadership (Post Master's Certificate) (Campus)

### Description

The purpose of the partnership between SNHU and the NHSAA/GSLP is to provide a pathway to certification as a superintendent in NH and provide an option to a Certificate of Advanced Graduate Studies (CAGS).

### Outcomes

1. Develop strategic and systemic processes for sustained school improvement
2. Empower instructional leadership teams
3. Build and sustain a collaborative learning culture and a shared decision-making structure in their schools
4. Coach teachers and leaders about how to use student data and developmental theory in order to enrich classroom instruction
5. Foster effective communication with colleagues, families and citizens
6. Increase the effectiveness of student improvement plans
7. Build strong governance teams and policies
8. Create an ethical culture of high achievement
9. All CAGS students are expected to extensively research literature on the topic(s), site that research appropriately and write in great detail on the topic. The writings will be judged against a Writing Rubric and Action Research Rubric provided in advance for all CAGS students.

### Requirements

Certificate Courses

36 Total Credits

Complete all of the following

Complete:

- CAGS656 - The Reflective Leader (3)
- CAGS670 - Leading Creativity and Innovation (3)
- CAGS731 - District Leadership in the Field I (3)
- CAGS732 - District Leadership in the Field II (3)

12 credit(s) from the following:

- CAGS698 - Transformative District Leadership (1 - 12)

12 credit(s) from the following:

- CAGS699 - Challenges & Complexities in District Leadership (1 - 12)

Grand Total Credits: **36**

# University Programs

## Advanced Graduate Studies in Educational Leadership (Post Master's Certificate) (Campus)

### Description

This program will enable educators with an earned Masters Degree to earn a Certificate of Advanced Graduate Studies in Educational Leadership. Delivered in a competency based model, the coursework is designed to produce graduates prepared to be change agents and effective leaders of learning in their schools and districts. This program includes an option to earn a NH Endorsement as a School Principal. Five years of teaching experience as a certified educator is required for candidates to be eligible for the endorsement.

### Outcomes

1. Be a change agent.
2. Be a leader of learning in the schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of the school (vision and mission).
5. Be responsible for the operations management and development as important for all leaders.
6. All CAGS students are expected to extensively research literature on the topic(s), site that research appropriately and write in great detail on the topic. The writings will be judged against a Writing Rubric and Action Research Rubric provided in advance for all CAGS students.

### Requirements

Certificate Courses

36 Total Credits

Complete:

- CAGS507 - Leadership for Learning (3)
- CAGS508 - Effective Management of Schools (3)
- CAGS550 - Educational Assessment (3)
- CAGS554 - The Development of a Mission, Vision and Goals (3)
- CAGS590 - Process and Communication Skills (3)
- CAGS604 - Leading the Collaborative School (3)
- CAGS610 - School Law (3)
- CAGS656 - The Reflective Leader (3)
- CAGS670 - Leading Creativity and Innovation (3)
- CAGS680 - Teacher Support, Monitoring and Accountability (3)
- CAGS789 - Practicum in School Leadership I (3)
- CAGS790 - Practicum in School Leadership II (3)

Grand Total Credits: **36**

# University Programs

## Advanced Graduate Studies in Leadership in Education (Post Master's Certificate) (Campus)

### Description

This program will enable educators with an earned Master's Degree to earn a Certificate of Advanced Graduate Studies focused on the knowledge, skills, and dispositions required for successfully leading educational systems. Delivered in a competency-based model, the coursework is designed to produce graduates prepared to be change agents and effective leaders of learning in their schools and districts. This program does not lead to an advanced license/endorsement from the New Hampshire Department of Education.

### Outcomes

1. A change agent
2. A leader of learning in the schools
3. A reflective systems thinker
4. Responsible for the climate and culture of the school (vision and mission)
5. Responsible for the operations management and development as important for all leaders
6. All CAGS students are expected to extensively research literature on the topic(s), site that research appropriately and write in great detail on the topic. The writings will be judged against a Writing Rubric and Action Research Rubric provided in advance for all CAGS students.

### Requirements

Certificate Courses

36 Total Credits

Complete:

- CAGS507 - Leadership for Learning (3)
- CAGS508 - Effective Management of Schools (3)
- CAGS550 - Educational Assessment (3)
- CAGS554 - The Development of a Mission, Vision and Goals (3)
- CAGS590 - Process and Communication Skills (3)
- CAGS604 - Leading the Collaborative School (3)
- CAGS610 - School Law (3)
- CAGS656 - The Reflective Leader (3)
- CAGS670 - Leading Creativity and Innovation (3)
- CAGS680 - Teacher Support, Monitoring and Accountability (3)
- CAGS725 - Action Research I (3)
- CAGS730 - Action Research II (3)

Grand Total Credits: **36**

## Advanced Graduate Study (Post Master's Certificate) (Campus)

### Description

The Certificate in Advanced Graduate Study is a post-masters certificate designed for practicing educators looking to expand upon their professional knowledge to improve their professional practice. This application-focused program provides an opportunity for educators to focus on a variety of education topics in the areas of curriculum, assessment, learning and development, and other domains.

### Outcomes

1. Advance understanding of ways in which to be responsive to the learning and development of all students
2. Plan and deliver advanced learning opportunities that incorporate current research and practices to engage students in meaningful ways
3. Demonstrate advanced knowledge of students' physical, cognitive, cultural, and emotional development as relates to fostering learning in a variety of education contexts and climates
4. Advance knowledge of ways to create strengths-based, inclusive, collaborative learning communities in classrooms and schools
5. Advance understanding of inquiry and the use of advanced inquiry-based instructional practices
6. Explore personal and theoretical concepts of leadership and their application to personal professional practice
7. Demonstrate advanced skills needed for professional analysis, innovation, and generation of professional strategies
8. Conduct advanced, critical self-evaluation of professional growth, teaching practice development, and personal leadership
9. Advance skills as a reflective, collaborative, scholar-educator

# University Programs

## Requirements

Certificate Courses

31 Total Credits

Complete all of the following

1 credit(s) from the following:

EDCA600 - Profile Seminar for Post-Graduates (1)

EDCA600B - Post-Masters Profile Seminar - STEM (1)

3 credit(s) from the following:

EDCA610 - Practices in Curriculum and Management (3)

EDCA611 - Advanced Methods of STEM Curriculum (3)

3 credit(s) from the following:

EDCA615 - Advanced Applications in Curriculum and Management (3)

EDCA616 - Enhancing STEM Curriculum Development with Advanced Applications (3)

3 credit(s) from the following:

EDCA630 - Practices in Assessment and Evaluation (3)

EDCA631 - Advanced Methods of STEM Assessment (3)

3 credit(s) from the following:

EDCA635 - Advanced Applications in Assessment and Evaluation (3)

EDCA636 - Enhancing STEM Assessment Practices with Advanced Applications (3)

3 credit(s) from the following:

EDCA650 - Practices in Learning and Development (3)

EDCA651 - Advanced Methods of STEM Instruction (3)

3 credit(s) from the following:

EDCA655 - Advanced Applications in Learning and Development (3)

EDCA656 - Enhancing STEM Instruction with Advanced Applications (3)

3 credit(s) from the following:

EDCA561 - Advanced Methods for the STEM Classroom (3)

EDCA620 - Practices in Technology and Instruction (3)

EDCA701 - Shaping Organizations in Competency-Based Education (3)

3 credit(s) from the following:

EDCA562 - Enhancing the STEM Classroom with Advanced Applications (3)

EDCA625 - Advanced Applications in Technology and Instruction (3)

EDCA702 - Practices & Applications for Reflective Leadership (3)

3 credit(s) from the following:

EDCA563 - Navigating Leadership in STEM Education (3)

EDCA640 - Practices in Leadership and Organizations (3)

EDCA703 - Distributive Leadership in Competency-Based Education (3)

3 credit(s) from the following:

EDCA564 - Envisioning and Sustaining System-Wide STEM Implementation (3)

EDCA645 - Complexities in Leadership (3)

EDCA704 - Place-Based Learning Partnerships (3)

Grand Total Credits: **31**

# University Programs

## Assessment and Instruction in a Competency-Based Model (Graduate Certificate) (Campus)

### Description

Block II will lead to a certificate in Assessment and Instruction in a Competency-Based System. Learners will gain knowledge and skills in the areas of collaboration, personalization, assessing in a competency-based system, project based learning and formulating a process for teacher development and support in the transition to a CBS.

### Outcomes

1. Learning Orientation - embracing learning and challenge, tolerance for ambiguity and complexity, willingness to learn alongside students and colleagues
2. Ownership of Learning/Agency - start with self, metacognition, growth mindset, be courageous, learn at your edge
3. Equity Orientation - high expectations for all learners, designing for the extreme learners, disrupting inequities of the traditional system
4. Professional Collaboration - social awareness, emotional intelligence, being a team player, contributing to a professional learning community
5. Champion Change - embrace change, advocate for change, lead change
6. Leveraging Competencies - Designing/revising strong competencies and implementing for learner transparency; leveraging quality competency frameworks; leveraging learning progressions
7. Competency-Based Instruction - designing and implementing a competency-based learning cycle; designing and implementing deeper learning; designing and implementing personalized learning
8. Competency-Based Assessment - meeting learners where they are via formative assessment and feedback; designing and implementing quality performance assessment; co-designing and implementing extended investigations with learners
9. Fostering Learner Agency - foundations in relationship, environment, and strategies (e.g. goal-setting); designing and facilitating learner-centered pedagogies; fostering skills and dispositions for learner agency (e.g. self-direction)
10. The Case for CBE - flaws of the traditional system, CBE design principles, designing for equity
11. Visionary Leadership - co-creating a vision to engender ownership and articulate a clear and compelling North Star, engaging the community, using the vision as anchor
12. Leading Change - creating the conditions for transformation, the human side of change, design as methodology for creating a culture of innovation, adaptive leadership
13. CBE Infrastructure - creating a collaborative learning culture, systems for monitoring and support, equity by design, grading and reporting, leveraging technology
14. Capacity to Transform - transforming professional learning, building for quality and scale

### Requirements

Certificate Courses

27 Total Credits

Complete:

- EDPD534 - The Development of a Mission, Vision and Goals in a Competency-Based System (2)
- EDPD521 - Assessing in a Competency-Based Classroom (Performance Assessment Essentials) (3)
- EDPD511 - Foundations of Competency-Based Education (3)
- EDPD524 - Instructing in a Competency-Based Classroom (3)
- EDPD518 - Foundations of Student Agency in a Competency-Based System (2)
- EDPD750 - Action Research I in a Competency-Based System (2)
- EDPD519 - Performance Assessment for Deeper Learning in a Competency-Based System (3)
- EDPD517 - Facilitating Project-Based Learning in a Competency-Based System (2)
- EDPD527 - Leadership for Learning in a Competency-Based System (2)
- EDPD605 - Leading the Collaborative School in a Competency-Based System (2)
- EDPD751 - Action Research II in a Competency-Based System (3)

Grand Total Credits: **27**

## Curriculum and Instruction (MEd) (Online)

# University Programs

## Description

The Masters of Education in Curriculum and Instruction prepares educators in all contexts to be leaders in their field, with global awareness across cultures and geographies. The degree program is guided by the necessity to prepare educators to teach in a 21st century context. Educators who complete the program learn to apply local, state, and national standards in designing transformative learning experiences that are relevant, outcome-driven, and culturally inclusive for all ages, education levels, and learning environments. Educators will be prepared to implement positive change within their learning communities by inspiring students and by serving as role models and support systems for colleagues. Within the degree pathway educators will learn how to be “educational leaders” in both a traditional and non-traditional setting. Educators will learn how to access and use current educational research and data for curricular decision-making. They will take four curriculum design courses that provide a focus on foundational design methodologies, differentiation approaches for diverse teaching and learning needs, assessment strategies and data use, and cutting-edge approaches to design. Moreover, educational technology to enhance both learning and instruction is an embedded aspect of all courses. Students are expected to integrate relevant technologies and applications into their curriculum designs. Other topics threaded throughout the program include creating and participating in communities of learning, creating community and business partnerships, and the importance of action research in education. Students complete the program with a ready-to-implement, fully fleshed-out curriculum for a chosen age/education-level group, along with a professional portfolio that showcases their abilities as professional education leaders.

## Outcomes

1. Design curriculum that addresses the complex learning situations of today’s students through the application of relevant theory that will help inform flexible, adaptable instructional decisions
2. Support the needs of learners with different backgrounds, abilities, and experiences with targeted, data-informed instructional decisions and with curriculum that incorporates the principles of Universal Design for Learning and other relevant standards
3. Design assessment as an integral part of the curriculum that both guides and measures learners and that utilizes the data necessary for informed teaching and learning decisions
4. Integrate technology in curricular design to enhance teaching and learning that guides students through real world problem solving by incorporating research-based instructional strategies
5. Model educational leadership in implementing positive change for students and colleagues and in creating, sustaining, and supporting learning communities that empower oneself and others in the furtherance of ethical, reflective, and culturally competent teaching and learning
6. Position oneself as an education professional who promotes learning in any education context and who respects and actively works toward the acceptance and inclusion of all learners

## Requirements

Major Courses  
27 Total Credits

Complete:

EDU515 - The Educator as Leader (3)  
EDU530 - Evidence-Based Research for Education (3)  
EDU545 - Leadership in Teaching and Learning (3)  
EDU570 - Curriculum Design 1: Foundations in Curriculum Design (3)  
EDU615 - Curriculum Design 2: Differentiated Instruction (3)  
EDU645 - Curriculum Design 3: Assessment for Student Learning (3)  
EDU655 - Curriculum Design 4: Emerging Theory and Design (3)  
EDU683 - Seminar in Curriculum and Instruction (3)  
EDU690 - Capstone in Curriculum and Instruction (3)

Major Electives or choose a Concentration  
9 Total Credits

Complete all of the following

6 credit(s) from subject(s): DEV, EDU, RDG, or SPED within the range of course numbers 500 - 799  
3 credit(s) from subject(s): DEV, EDU, RDG, or SPED within the range of course numbers 600 - 799

Grand Total Credits: **36**



## University Programs

### Curriculum and Instruction (MEd) (Online) - Dyslexia Studies and LBLD (Concentration)

#### Description

The M.Ed. Curriculum & Instruction program is intended to help students develop a specialized understanding of the latest theories and practices in K-12 curriculum development. By concentrating in Dyslexia Studies and Language-based Learning Disabilities (LBLD), students will learn how to help school age children with language-based learning disabilities, such as dyslexia, succeed academically. Candidates will be introduced to guiding principles while learning how to apply innovative, highly structured practice and research based approaches. These approaches are designed to heighten school age student executive function, information processing skills, oral and written expression levels, social-emotional confidence, and ability to self-advocate. Courses will center on how students with LBLDs learn, self-regulate, and benefit from well-designed instruction. Concentration will require the completion of three courses. The program is a master's only pathway that does not lead to initial teacher licensure or to a NH curriculum administrator endorsement.

#### Requirements

Concentration Courses

9 Total Credits

Complete:

SPED610 - Executive Function and Study Skills (3)

SPED630 - Expressive Language-Skills and Writing (3)

SPED635 - Reading Interventions for Students with LBLD (3)

Grand Total Credits: **9**

### Curriculum and Instruction (MEd) (Online) - Educational Leadership (Concentration)

#### Description

Students in the Educational Leadership concentration delve into what it means to be a leader in the field of education through positional and dispositional lenses. Students explore leadership roles—such as district and site administrators, classroom teachers, directors of peer groups—and their responsibilities. In embracing the role of inspiring, motivating, and challenging their students, colleagues, and communities, students learn to become the drivers of educational change. Students examine the many facets of leading educational organizations, including the legal and ethical aspects and the building of educational communities.

#### Outcomes

1. Develop personalized approaches to leadership of educational organizations through the application of relevant strategies and philosophies of educational leadership
2. Determine appropriate courses of action within educational environments that create positive change for diverse learning communities

#### Requirements

Concentration Courses

9 Total Credits

Complete:

EDU612 - Educational Law and Ethics (3)

EDU617 - Building Community Through Education (3)

EDU619 - Leading Educational Organizations (3)

Grand Total Credits: **9**

# University Programs

## **Curriculum and Instruction (MEd) (Online) - Online Teaching (Concentration)**

### **Description**

The concentration in Online Teaching provides learners with the opportunity to develop the practical knowledge and skills necessary for online teaching. Learners build upon the knowledge and skills of curriculum and instruction covered in the MED.CIN program core and develop the ability to efficiently translate and apply them within virtual learning environments. Learners will develop practical skills pertaining to differentiation, student engagement, individualized feedback, Learning Management Systems (LMS), and the development of age and grade-level appropriate content.

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

EDU614 - Technology in Online Education (3)

EDU630 - Strategies for Online Instruction (3)

EDU635 - Methods of Online Instruction (3)

Grand Total Credits: **9**

## **Curriculum and Instruction (MEd) (Online) - Reading (Concentration)**

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

RDG503NC - Emerging and Early Literacy Development K-4 (3)

RDG504NC - Content Area Literacy Grades 4-8 (3)

RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)

Grand Total Credits: **9**

## **Curriculum and Instruction (MEd) (Online) - Special Education (Concentration)**

### **Requirements**

Concentration Courses

9 Total Credits

9 credit(s) from subject(s): SPED

Grand Total Credits: **9**

## **Curriculum and Instruction (MEd) (Online) - Technology (Concentration)**

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

EDU640NC - Integrating Digital Technology I K-12 (3)

EDU641NC - Integrating Digital Technology II K-12 (3)

EDU642NC - Integration Specialist Toolbox (3)

Grand Total Credits: **9**

## University Programs

### **Dyslexia and LBLD (Graduate Certificate) (Online)**

#### **Description**

Teachers, administrators, parents and other caregivers have become increasingly aware of how students with language-based learning disabilities (LBLD) can be well served by deliberate instructional planning and engagement. The Graduate Certificate for Dyslexia and Other Language Based Learning Disabilities allows for myriad stakeholders to learn more about six guiding principles and how these can be leveraged to help school-aged students with language-based learning disabilities achieve academic and social success. Graduate certificate seekers are required to complete five courses that focus on how students with LBLD process information, express knowledge, respond well to appropriate instructional models and exemplars, and must learn to self-advocate for their own learning. This graduate certificate does not lead to initial teacher licensure or administrator endorsement.

#### **Requirements**

Certificate Courses

15 Total Credits

Complete:

SPED610 - Executive Function and Study Skills (3)

SPED630 - Expressive Language-Skills and Writing (3)

SPED635 - Reading Interventions for Students with LBLD (3)

SPED640 - Language-Based Learning Environments (3)

SPED650 - Social-Emotional Competencies and Students with LBLD (3)

Grand Total Credits: **15**

### **Early Childhood and Special Education (MEd) (Campus)**

#### **Description**

This 16-month program prepares teacher candidates to become classroom teachers in pre-school through grade 3, as well as special education teachers in preschool through third grade. Candidates engage with young children from the start of their program, spending a full school year working alongside practicing educators in local public schools. During the summer, candidates will develop Project Based Learning activities, and then work with Early Childhood students during a summer learning program sponsored by SNHU. This program is competency-based, ensuring graduates of this program are fully prepared to teach in the growing number of NH schools who have adopted a competency-based approach to teaching and learning. Teachers with certifications in both Early Childhood Education and Early Childhood Special Education are sought after by school districts looking to hire new teachers. Students must pass the Praxis Core Academic Skills or approved equivalent prior to enrolling in their third semester.

# University Programs

## Outcomes

1. Demonstrate the skills, competencies and knowledge to teach young children, PreK-3. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with young children, PreK-3. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the full range of teaching activities, roles and responsibilities encountered in the school and community settings, PreK-3.
2. Apply and analyze the developmental characteristics of young children, to individualize instruction.
3. Apply and analyze family and community relationships, and resources to support the development of young children.
4. Use multiple forms of observation, documentation and assessment to support young children and their families.
5. Develop curriculum and instructional strategies to support the development of young children.
6. Develop, implement and evaluate early childhood content to support the development and learning of young children.
7. Apply professional and ethical standards to their professional practice.
8. Identify, analyze, implement and evaluate the key components of Project-Based Learning Activities.
9. Assume leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.
10. Demonstrate the skills, competencies and knowledge to teach young children with disabilities from birth up to age 8. Performance Indicators Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with children with disabilities from birth up to age 8. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with children without disabilities from birth up to age 8. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the full range of teaching activities, roles and responsibilities encountered in the school and community settings of a child with disabilities.
11. Apply and analyze the theoretical foundations of general education and special education to their professional practice.
12. Analyze the characteristics of learners and its impact on the personal, physical, social and academic dimensions of learning.
13. Analyze learning differences to individualize instruction to provide meaningful and challenging learning experiences.
14. Design, implement and evaluate learning environments that foster: (a) academic success; (b) positive social interactions; (c) cultural understanding; (d) safety and emotional well-being; and (e) active engagement.
15. Design, implement and evaluate curriculum that addresses the central concepts, tools of inquiry and structure of the discipline.
16. Demonstrate an understanding and ability to use multiple methods of assessments to inform educational decisions.
17. Individualize instruction.
18. Individualize language and communication instruction.
19. Explain and apply special education law to his/her professional practice.
20. Identify, analyze, implement and evaluate the key components of Project-Based Learning Activities.

# University Programs

## Requirements

Major Courses  
36 Total Credits

Complete all of the following

3 credit(s) from the following:

ECE609 - Theoretical Foundations in ECE (2 - 3)

3 credit(s) from the following:

SPED501C - Students with Exceptionalities (3)

3 credit(s) from the following:

EDU616 - Clinical Experience I: Learning Environments (3)

3 credit(s) from the following:

ECE620 - Early Childhood Mathematics (3 - 4)

3 credit(s) from the following:

ECE621 - Early Childhood Literacy (3 - 4)

3 credit(s) from the following:

EDU632 - Clinical Experience II (3 - 4)

3 credit(s) from the following:

SPED618 - Intervention in Literacy (3)

3 credit(s) from the following:

SPED581 - Assessment in Special Education (3)

3 credit(s) from the following:

SPED632 - Clinical Experience III (3 - 4)

3 credit(s) from the following:

SPED680C - IEP Development (3)

3 credit(s) from the following:

SPED633 - Clinical Experience VI: Special Education (3)

3 credit(s) from the following:

EDU636 - Curriculum Integration and Design (3)

Grand Total Credits: **36**

## Education (AA) (Campus)

### Description

This program is part of a 2 + 2 Teacher residency program that leads to dual teacher licensure in Elementary Education and General Special Education in the State of New Hampshire. This program creates a pathway for paraeducators to become certified teachers. This program is only available to students participating in a pre-approved partnership between the School of Education and a New Hampshire school district.

# University Programs

## Outcomes

1. Interpret human cultures and the physical and natural world through the Humanities, Social and Behavioral Sciences, History, and Science, Technology, and Mathematics
2. Communicate effectively in written, verbal, and non-verbal forms for a variety of situations, purposes, and audiences
3. Locate and evaluate relevant information through the use of quantitative and qualitative reasoning and a variety of critical and creative approaches
4. Develop strategies for effective collaboration with individuals of diverse cultures and perspectives in order to reach common goals
5. Apply concepts and practices of civic engagement through the critical examination of relevant issues and reflective consideration of a variety of perspectives
6. Apply critical problem-solving approaches to challenges in academically and professionally relevant situations through the integration of general and field-based knowledge
7. Apply knowledge of learners and learning to promote learning in self and others.
8. Exhibit dispositions showing the potential to become effective educators.
9. Identify attributes of classrooms that are caring and inclusive.
10. Use technology to facilitate learning in self and others.
11. Integrate and use tools of inquiry to become reflective, self-directed learners.
12. Apply knowledge of human growth and development to promote learning.
13. Interpret Special Education laws and statutes as they apply to the role of a professional educator.
14. Develop an understanding of the ethical, social, moral and legal issues in education.
15. Demonstrate an understanding of the historical context and/or underlying issues that shape education in the United States.

## Requirements

### General Education Courses

39 Total Credits

Complete all of the following

39 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT107 - Mathematical Knowledge for Teaching I (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

MAT108 - Mathematical Knowledge for Teaching II (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

DEV260 - Culturally Responsive Citizen (3)

### Major Courses

15 Total Credits

Complete all of the following

Complete:

DEV106 - Learner Development (3)

EDU102 - Foundations of Education (3)

SPED106 - Children with Exceptionalities (3)

6 credit(s) from the following:

DEV499 - Internship (0 - 15)

### Free Electives

6 Total Credits

6 credit(s).

Grand Total Credits: **60**

# University Programs

## Education (BA) (Campus)

### Description

The Bachelor's in Education is appropriate for students that want a degree in education but do not want to acquire New Hampshire Teacher Certification. A personalized plan of study allows the individual to design a program to accomplish career goals in the areas of educational services, prepare for related fields that do not require certification. Students design a plan of study with an academic advisor from the Education Department. Acceptance into the major requires approval by the Education Department Chair.

### Outcomes

1. Organize and synthesize core concepts and principles across education and other subjects.
2. Integrate and use tools of inquiry to become reflective, self-directed learners.
3. Use technology to learn and support ongoing growth and connection to a global society.
4. Identify cultural perspectives, norms, and traditions and see their connections to educational systems.
5. Exhibit dispositions showing the potential to become effective, ethical, professional citizens.

### Requirements

General Education Courses  
42 Total Credits

42 credit(s) from: GenEd

Major Courses  
58 Total Credits

Complete all of the following  
Complete:

DEV106 - Learner Development (3)  
EDU102 - Foundations of Education (3)  
EDU102L - Foundations of Education Lab (1)  
EDU208 - Assessment, Accountability and Teaching in the Classroom (3)  
SPED106 - Children with Exceptionalities (3)

45 credit(s).

Plan of Study as designed with a Program Chair from the School of Arts, Sciences, and Education.

Free Electives  
21 Total Credits

21 credit(s).

Grand Total Credits: **121**

## Education for Licensure (BA) (Campus)

### Description

The Bachelor of Arts in Education for Licensure program leads to New Hampshire certification. Students can opt for up to two of the following tracks: General Special Education, Early Childhood Education, Early Childhood Special Education, Elementary Education, Elementary Education / Special Education, Early Childhood Education with Early Childhood Special Education, Social Studies Education, English Language Arts Education, and Middle School Science Education. The program provides graduates with comprehensive knowledge of instructional theory and practice and culminates with a yearlong student teaching experience. Students who complete this program are highly marketable candidates for teaching positions. Only School of Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification. Early Childhood Education (N-3) Track The BA in Education for Licensure program with a track in Early Childhood Education degree prepares you to teach early students in preschool through third grade in New Hampshire and many other states. You'll gain field experience and be prepared for a number of career opportunities in various classrooms and other settings. In this track, you will study child development, family systems and curriculum and instruction methods that reflect the unique needs of children from preschool through age eight. The Early Childhood Education Track leads to teaching certification for birth through grade 3. The track provides students with a comprehensive understanding of child development, family systems, curriculum, instruction, and assessment. This track prepares educators with a solid foundation in developmental theory and teaching methods. Students examine traditional

## University Programs

and innovative research-based approaches to teaching a diverse population of young children. Only School of Arts, Sciences, and Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Arts, Sciences, and Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification. Early Childhood Education and Early Childhood Special Education (N-3) Track The BA in Education for Licensure with a track in Early Childhood Education with Early Childhood Special Education degree prepares you to teach early students with exceptionalities. You will gain field experience in a variety of general education and special education settings as you prepare for a number of career opportunities, including eligibility for your teaching certificate for children with exceptionalities (Newborn-Grade 3). In this track, you will study child development, family systems, and children with exceptionalities as well as curriculum and instruction methods that incorporate the unique needs of all children. Only School of Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification. Early Childhood Special Education (N-3) Track Make a positive impact on the lives of students with a BA in Education for Licensure with a track in Early Childhood Special Education. This track helps prepare students for eligibility to earn teaching certification in Early Childhood Special Education (N-3). Teachers with this certification are qualified to teach children with disabilities from birth through grade three. Only School of Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification. Elementary Education (K-6 or K-8) Track The BA in Education for Licensure program with a track in Elementary Education will help students understand and prepare for the rigors of teaching in an elementary school setting. You'll feel confident that you'll enter the classroom with the knowledge, leadership skills and experience to make a difference in the lives of students. In addition to academic learning, students may choose from several fieldwork settings. You'll learn from faculty with real-world teaching experience who serve on local, state and national education boards. Only School of Arts, Sciences, and Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Arts, Sciences, and Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification. Elementary Education and General Special Education Track This track provides graduates with comprehensive knowledge of instructional theory and practice and general special education. Students examine traditional and innovative research-based approaches to teaching a diverse population of students with disabilities. Students who complete this track are highly marketable candidates for both elementary education and special education teaching positions. The Elementary Education with Special Education Track leads to New Hampshire elementary teaching certification for grades K-6 and New Hampshire general special education teaching certification for grades K-12. Elementary Education certification K-8 is available with a content track. Eligibility for the K-8 certification is determined by a transcript audit completed by the School of Arts, Sciences, and Education. Additional Praxis II or equivalent testing is also required. Only School of Arts, Sciences, and Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Arts, Sciences, and Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification. English Education Track Turn your passion for English language arts into a rewarding teaching career with a BA in Education for Licensure program with a track in English Education from Southern New Hampshire University. This unique track equips you with the skills to teach middle and high school students to read and interpret literature and write for a variety of purposes. Students in SNHU's English Education track will gain a broad and integrated liberal arts background and the techniques, knowledge and experience to help middle through senior high school students develop to their highest potential. This track meets the requirements of the State of New Hampshire to teach English in grades 5-12. General Special Education (K-12) Track in general, inclusion and resource classroom settings. In addition, the BA in Education for Licensure with a track in General Special Education gives you the knowledge, leadership skills and experience to make a difference in the classroom. This track prepares New Hampshire-based students for eligibility for teaching certification for grades K-12 in General Special Education. Only School of Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification. Middle School Science Education Track The BA in Education for Licensure program with a track in Middle School Science Education leads to certification for middle-level science grades 5-8. The track provides students with strong scientific knowledge and a good sense of science learning that take place during the middle grades. Throughout this track, courses integrate knowledge of science, knowledge of teaching and scientific knowledge for teaching. The track provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school science. This track leads to certification for middle level science grades 5-8 and provides students with strong scientific knowledge and a good sense of science learning that take place during the middle grades. Throughout this track, courses integrate knowledge of science, knowledge of teaching, and scientific knowledge for teaching and provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school science. Only School of Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification. Social Studies Education Track No longer about memorization of dates, Social studies teaching engages the mind, encourages inquiry, and delves into life's deeper questions. Students completing the track will have acquired skills in communication and critical thinking, developed a historic perspective, and gained an understanding of the processes of teaching and learning applicable not only in school settings but also to other learning and training settings. Students in SNHU's BA in



## University Programs

Education for Licensure program with a track in Social Studies Education examine traditional, innovative, and research-based approaches to teaching. Students pair classroom knowledge and theory with significant field experience starting first semester freshman year and eventually with a year-long student teaching position during senior year. Students receive a broad and integrated liberal arts background, with strong preparation in the techniques, knowledge, and experiences necessary to help middle and senior high school students reach their highest potential. The subject matter covers the primary areas of history, government, economics, and geography, as well as secondary areas of psychology and sociology. This track meets the requirements for State of New Hampshire certification to teach social studies in grades 5-12 which includes the content areas of United States and World History, Geography, Civics, Economics, psychology, sociology, and anthropology. Only School of Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification.

### Outcomes

1. The teacher candidate will apply an understanding of learner development, learner differences, and diverse cultures and communities to collaborate with others to create inclusive learning environments
2. The teacher candidate will understand and apply central content knowledge to create learning experiences within the discipline and to assure learner mastery of the content, incorporating critical thinking, creativity, collaborative problem solving, and technology
3. The teacher candidate will utilize various methods of assessment to plan instruction and support all learners, drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy
4. The teacher candidate will monitor learner growth and progress to inform instructional decisions and employ a variety of strategies which encourage a deep understanding of content areas and application of knowledge in meaningful and authentic ways
5. The teacher candidate will demonstrate an understanding of the expectations of the profession, including reflection to improve practice, codes of ethics, professional standards of practice, and relevant laws and policies

### Requirements

#### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT107 - Mathematical Knowledge for Teaching I (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

MAT108 - Mathematical Knowledge for Teaching II (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

DEV260 - Culturally Responsive Citizen (3)

#### Major Courses

63 - 78 Total Credits

Complete all of the following

Core Courses

Complete all of the following

Complete:

DEV106 - Learner Development (3)

EDU102 - Foundations of Education (3)

EDU102L - Foundations of Education Lab (1)

EDU208 - Assessment, Accountability and Teaching in the Classroom (3)

SPED106 - Children with Exceptionalities (3)

9 credit(s) from the following:

EDU487 - Student Teaching I and Seminar (3 - 9)

14 credit(s) from the following:

EDU490 - Student Teaching II and Seminar (12 - 15)

Tracks

Complete 1 of the following

Early Childhood Education (N-3)

Complete:

DEV126 - Precursors of Academic Skills (3)

## University Programs

EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)  
EDU223 - Language Acquisition in Early Childhood (3)  
EDU225 - Mathematics Instruction/Young Children (3)  
EDU261 - Emerging and Early Literacy: Grades K-4 (3)  
EDU289 - Experiential Learning (3)  
EDU345 - Teaching English Language Learners (3)  
EDU362 - Literacy in the Content Areas (3)  
EDU363 - Literacy Facilitation for All Learners (3)  
EDU470 - Science for Early Learners (3)

### Early Childhood Education and Early Childhood Special Education (N-3)

#### Complete:

DEV126 - Precursors of Academic Skills (3)  
EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)  
EDU223 - Language Acquisition in Early Childhood (3)  
EDU225 - Mathematics Instruction/Young Children (3)  
EDU261 - Emerging and Early Literacy: Grades K-4 (3)  
EDU345 - Teaching English Language Learners (3)  
EDU362 - Literacy in the Content Areas (3)  
EDU363 - Literacy Facilitation for All Learners (3)  
EDU470 - Science for Early Learners (3)  
SPED206 - Interventions in Early Childhood (3)  
SPED230 - Strategies for Engaging Diverse Learners (3)  
SPED250 - Special Education Assessment (3)  
SPED333 - Collaboration in Special Education (3)  
SPED389 - Experiential Learning (3)

### Early Childhood Special Education (N-3)

#### Complete:

DEV126 - Precursors of Academic Skills (3)  
EDU223 - Language Acquisition in Early Childhood (3)  
EDU225 - Mathematics Instruction/Young Children (3)  
EDU261 - Emerging and Early Literacy: Grades K-4 (3)  
EDU345 - Teaching English Language Learners (3)  
EDU362 - Literacy in the Content Areas (3)  
EDU363 - Literacy Facilitation for All Learners (3)  
SPED206 - Interventions in Early Childhood (3)  
SPED230 - Strategies for Engaging Diverse Learners (3)  
SPED250 - Special Education Assessment (3)  
SPED333 - Collaboration in Special Education (3)  
SPED389 - Experiential Learning (3)

### Elementary Education (K-6 or K-8)

#### Complete:

EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)  
EDU225 - Mathematics Instruction/Young Children (3)  
EDU261 - Emerging and Early Literacy: Grades K-4 (3)  
EDU289 - Experiential Learning (3)  
EDU335 - Methods of Teaching Elementary Mathematics (3)  
EDU345 - Teaching English Language Learners (3)  
EDU362 - Literacy in the Content Areas (3)  
EDU363 - Literacy Facilitation for All Learners (3)  
EDU470 - Science for Early Learners (3)

### Elementary Education and General Special Education

#### Complete:

EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)  
EDU225 - Mathematics Instruction/Young Children (3)  
EDU261 - Emerging and Early Literacy: Grades K-4 (3)  
EDU289 - Experiential Learning (3)  
EDU335 - Methods of Teaching Elementary Mathematics (3)  
EDU345 - Teaching English Language Learners (3)  
EDU362 - Literacy in the Content Areas (3)  
EDU363 - Literacy Facilitation for All Learners (3)  
EDU470 - Science for Early Learners (3)  
SPED206 - Interventions in Early Childhood (3)  
SPED230 - Strategies for Engaging Diverse Learners (3)  
SPED250 - Special Education Assessment (3)  
SPED333 - Collaboration in Special Education (3)

## University Programs

SPED389 - Experiential Learning (3)

English Education

Complete all of the following

3 credit(s) from the following:

ENG226 - Introduction to Creative Writing (3)  
ENG326 - Genre Writing Workshop (3)  
ENG327 - Playwriting Workshop (3)  
ENG328 - Poetry Writing Workshop (3)  
ENG329 - Fiction Writing Workshop (3)  
ENG330 - Nonfiction Writing Workshop (3)  
ENG340 - Context of Writing: Writers/Publishing (3)  
ENG341 - Intermediate Nonfiction Writing Workshop (3)

Complete:

EDU231 - Content Area Methods (3)  
EDU289 - Experiential Learning (3)  
EDU483 - Advanced Educational Competencies (3)  
LIT237 - Young Adult Literature (3)  
LIT300 - Literary Theory (3)  
LIT319 - Shakespeare (3)

3 credit(s) from the following:

LIT362 - Early American Literature (3)  
LIT363 - Modern American Literature (3)

3 credit(s) from the following:

LIT360 - Early British Literature (3)  
LIT361 - Modern and Contemporary British Literature (3)

3 credit(s) from the following:

LIT247 - Gender and Text (3)  
LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)  
LIT350 - The Black Literary Tradition (3)

3 credit(s) from the following:

LIT229 - World Mythology (3)  
LIT318 - World Literature (3)

3 credit(s) from subject(s): LIT within the range of course numbers 200 - 499

3 credit(s) from the following:

EDU499 - Internship (0 - 15)

General Special Education (K-12)

Complete:

EDU225 - Mathematics Instruction/Young Children (3)  
EDU261 - Emerging and Early Literacy: Grades K-4 (3)  
EDU335 - Methods of Teaching Elementary Mathematics (3)  
EDU345 - Teaching English Language Learners (3)  
EDU362 - Literacy in the Content Areas (3)  
EDU363 - Literacy Facilitation for All Learners (3)  
SPED206 - Interventions in Early Childhood (3)  
SPED230 - Strategies for Engaging Diverse Learners (3)  
SPED250 - Special Education Assessment (3)  
SPED333 - Collaboration in Special Education (3)  
SPED389 - Experiential Learning (3)

Middle School Science Education

Complete all of the following

Complete:

BIO120 - General Biology I (3)  
BIO120L - General Biology I Lab (1)  
BIO210 - Introduction to Anatomy and Physiology (3)  
BIO210L - Anatomy and Physiology Lab (1)  
BIO215 - People, Places, and Plagues (3)  
BIO315 - Ecological Principles and Field Methods (3)  
CHM120 - General Chemistry I (3)  
CHM120L - General Chemistry I Lab (1)  
EDU231 - Content Area Methods (3)  
EDU289 - Experiential Learning (3)  
EDU483 - Advanced Educational Competencies (3)

## University Programs

ENV101 - Environmental Science (3)

PHY101 - Principles of Physics (3)

PHY103 - Earth System Science (3)

SCI251 - Natural Sciences I (3)

3 credit(s) from the following:

EDU499 - Internship (0 - 15)

Social Studies Education

Complete all of the following

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

GEO200 - World Geography (3)

POL210 - American Politics (3)

3 credit(s) from the following:

POL306 - The American Legal Tradition (3)

POL317 - Campaigns and Elections (3)

POL362 - The American Presidency (3)

6 credit(s) from the following:

HIS245 - United States History since 1945 (3)

HIS254 - Civil Rights Movement (3)

HIS270 - American Environmental History (3)

HIS330 - Civil War and Reconstruction (3)

HIS338 - Young America (3)

HIS357 - American Slavery (3)

6 credit(s) from the following:

HIS220 - Modern European History: 1890-Present (3)

HIS222 - War and Society: Antiquity to 1800 (3)

HIS223 - Modern War & Society (3)

HIS235 - Modern Russia (3)

HIS238 - Modern Germany: 1871 - Present (3)

HIS240 - World War I (3)

HIS241 - World War II (3)

HIS242 - The Cold War (3)

HIS259 - Silk Roads and Samurai (3)

HIS260 - Modern China (3)

HIS264 - Modern Japan (3)

HIS301 - World History and Culture (3)

HIS308 - Case Studies in Revolution (3)

HIS309 - Dictators in the Modern Era (3)

HIS321 - The Ancient World of Greece and Rome (3)

HIS323 - Greco-Roman Thought and Culture (3)

Complete:

EDU231 - Content Area Methods (3)

EDU289 - Experiential Learning (3)

EDU483 - Advanced Educational Competencies (3)

HIS401 - Making History: Capstone (3)

3 credit(s) from the following:

EDU499 - Internship (0 - 15)

Free Electives

6 - 15 Total Credits

Complete 1 of the following

Early Childhood Education (N-3) Track

12 credit(s).

Early Childhood Education and Early Childhood Special Education (N-3) Track

6 credit(s).

Early Childhood Special Education (N-3) Track

6 credit(s).

Elementary Education (K-6 or K-8) Track

15 credit(s).

Elementary Education and General Special Education Track

6 credit(s).

English Education Track

## University Programs

6 credit(s).  
General Special Education (K-12) Track  
9 credit(s).  
Middle School Science Education Track  
6 credit(s).  
Social Studies Education Track  
6 credit(s).

Grand Total Credits: **111 - 135**

### Education Leadership (PhD) (Campus)

#### Description

The PhD in Education Leadership program is designed to advance the next generation of education scholars and education leaders who seek to impact education, educational organizations, education policy, and help foster the ongoing creation of new knowledge for the field. With a focus on leadership and research, students build their knowledge and skills about leadership theory, education policy, and research methodologies and methods. A focus on the development of individuals as scholars provides an opportunity for students to advance their individual practice and conduct original research. In addition, the SNHU PhD in Education Leadership program has a distinct focus on Social Justice Leadership, which allows students to develop a unique specialization within the field of Education Leadership.

#### Outcomes

1. Develop broad knowledge of theory and scholarship related to education leadership, research practices, and research connected to education leadership.
2. Understand how paradigms, worldviews, and perspectives are embedded in the development of scholarship, theory, research, and concepts and practices related to education leadership.
3. Analyze and synthesize existing theory and research in order to pose and answer questions that will advance knowledge and understandings of effective education leadership and related leadership practices.
4. Develop ability to design and implement original quantitative, qualitative, and mixed methods research in response to opportunities for enhancing empirical and theoretical understandings of education leadership.
5. Demonstrate skills necessary to create and publish peer-reviewed products.
6. Develop a specialization, including in depth explorations of the scholarship, research, and leadership practices, in a specific leadership area.

# University Programs

## Requirements

Major Courses  
54 Total Credits

Complete all of the following

Leadership

Complete:

EDU861 - Social Justice Theories and Perspectives (3)  
EDU863 - Equity, Leadership, Policies, and Structures (3)  
EDU865 - Identity and Constructs of Power (3)  
EDU867 - Education Leadership, Equity, and Social Change (3)  
EDU901 - Foundations of Leadership (3)  
EDU903 - Leadership and Progressive Policy (3)

Research

Complete:

EDU909 - Introduction to Research Analysis and Design (3)  
EDU931 - Quantitative Research Methods (3)  
EDU933 - Advanced Quantitative Analysis (3)  
EDU935 - Qualitative Research Methods (3)  
EDU937 - Advanced Qualitative Analysis (3)  
EDU939 - Mixing Methodologies and Methods (3)

Scholar Development

Complete:

EDU911 - Educational Scholarship (3)  
EDU928 - Research-Based Independent Study I (3)  
EDU929 - Research-Based Independent Study II (3)  
EDU943 - Dissertation I (3)  
EDU944 - Dissertation II (3)  
EDU945 - Dissertation III (3)

Grand Total Credits: **54**

## Education with BA Degree (Minor) (Campus)

### Description

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

### Requirements

Minor Courses  
16 Total Credits

Complete all of the following

Complete:

EDU102 - Foundations of Education (3)  
EDU102L - Foundations of Education Lab (1)  
EDU203 - Professional Responsibility and Ethics in Teaching (3)  
EDU208 - Assessment, Accountability and Teaching in the Classroom (3)  
SPED106 - Children with Exceptionalities (3)

1 of the following:

DEV106 - Learner Development (3)  
DEV260 - Culturally Responsive Citizen (3)

Grand Total Credits: **16**

## Educational Leadership (EdD) (Campus)

# University Programs

## Description

The Doctor of Education in Educational Leadership program at Southern New Hampshire University helps prepare a new generation of transformational leaders to engage and lead positive change in education organizations and education systems. This cohort program is designed to help develop participants as scholar-practitioners by advancing their knowledge of leadership theory and practice, organizational development and research methodologies. The program supports those who wish to work beyond the confines of conventional leadership as they develop innovative ways to contribute to the success of an organization. Program content is immediately applicable in the workplace and participants are encouraged to develop their leadership practice with others within a cohort learning environment.

## Outcomes

1. Demonstrate scholarship by demonstrating doctoral-level reading and writing skills.
2. Demonstrate scholarship by analyzing and synthesizing both theory and research to address issues and problems in educational settings.
3. Demonstrate sociocultural responsiveness by applying sociocultural knowledge to build goals that advocate for a vision that commits to equitable learning for all students.
4. Demonstrate sociocultural responsiveness by articulating and exhibiting the habits of mind to engage in ethical, moral, and socially just practices.
5. Demonstrate applied research skills by using research and research methodologies to understand educational issues.
6. Demonstrate applied research skills by formulating questions of educational significance to guide the conduct of research.
7. Demonstrate applied research skills by using appropriate research methodology to gather and analyze data.
8. Demonstrate applied research skills by drawing defensible conclusions from research findings.
9. Demonstrate reflection and evaluation by engaging in leadership level critical reflection throughout the program.
10. Demonstrate reflection and evaluation by using deductive and inductive reasoning to identify theories and assumptions in matters of professional practice.
11. Demonstrate reflection and evaluation by using reasoning, collaborative strategies, and research to evaluate professional practice.
12. Demonstrate decision-making and seek solutions to issues and problems that arise in an educational setting by applying research findings and sound judgement to educational setting.
13. Demonstrate decision-making and seek solutions to issues and problems that arise in an educational setting by using participatory and democratic strategies to engage others in problem solving and decision-making.

# University Programs

## Requirements

Major Courses  
48 Total Credits

Complete all of the following

Introductory Seminar

Complete:

EDGR900 - Doctoral Profile Seminar (1)

Leadership

Complete:

EDGR912 - Innovative Leadership (3)

EDGR914 - Leading a Culture of Abundance (3)

EDGR916 - Social Entrepreneurial Leadership (3)

EDGR918 - Sociocultural Perspectives (3)

Organization Development

Complete:

EDGR922 - Organizational Analysis (3)

EDGR924 - Organization Innovation (3)

EDGR926 - Organizations and Positive Social Change (3)

EDGR928 - Thriving Organization Culture (3)

Research

Complete:

EDGR932 - Applied Research (3)

EDGR934 - Research Analysis (3)

EDGR936 - Research Design (3)

EDGR938 - Advanced Research Methodologies (3)

Dissertation in Practice

Complete:

EDGR941 - Scholar-Practitioner I (1)

EDGR942 - Scholar-Practitioner II (1)

EDGR943 - Scholar-Practitioner III (1)

EDGR944 - Scholar-Practitioner IV (1)

EDGR945 - Scholar-Practitioner V (1)

EDGR946 - Dissertation in Practice I (3)

EDGR947 - Dissertation in Practice II (3)

Grand Total Credits: **48**



# University Programs

## Educational Studies (MEd) (Campus)

### Description

The M.Ed. in Educational Studies is appropriate for non-certified teachers working under the NH State Certification, Alternative IV and students that want a degree in education but do not want to acquire New Hampshire Teacher Certification.

### Outcomes

1. Organize and synthesize core concepts and principles across education and other subjects.
2. Integrate and use tools of inquiry to become reflective, self-directed learners.
3. Use technology to learn and support ongoing growth and connection to a global society.
4. Identify cultural perspectives, norms, and traditions and see their connections to educational systems.
5. Exhibit dispositions showing the potential to become effective, ethical, professional citizens.

### Requirements

Major Courses  
15 Total Credits

Complete all of the following

3 credit(s) from the following:

ECE609 - Theoretical Foundations in ECE (2 - 3)

EDU609 - Theoretical Foundations (2 - 3)

3 credit(s) from the following:

EDU611 - Classroom and Behavior Management (2 - 3)

6 credit(s) from the following:

EDU699 - Advanced Field Experience (1 - 12)

Complete:

SPED501C - Students with Exceptionalities (3)

Major Electives  
18 Total Credits

Complete all of the following

9 credit(s) from subject(s): ECE, EDU, RDG, or SPED within the range of course numbers 500 - 799

9 credit(s) from the following type of course(s):

within the range of course numbers 500-799

Grand Total Credits: **33**

## Educator Practices (MEd) (Campus)

### Description

The Master of Education in Educator Practices is centered on excellence in teaching and promotes intellectual development, empowerment, and teacher leadership in a supportive environment. This program is designed for educators working in the field who wish to improve their professional practices. The program takes place off campus in school communities, based on the belief that the professional educator's working environment is a vital center of learning. Graduate courses are taught in non-traditional formats that work for the lives of teachers and instructed by faculty who are known for their expertise in a variety of professional positions in the field of education. The program's philosophy allows students the flexibility to create a focus and develop greater expertise at any instructional level, from early childhood to high school and beyond. Program instructors provide the most current and best research and practice for students, who may immediately apply these topics to their classroom and school. This individualization allows educators to match the program's content to school-specific needs and cultures. Courses and program activities engage teachers where they are, embedding professional educators in the work together throughout the program. An Action Research Practicum replaces the traditional graduate thesis. This Master of Education (M.Ed.) program is intended for educators who hold bachelor's degrees that can be verified by official transcripts. Students must be practicing educators to be admitted to the program. The program is offered in cohort models and in collaboration with other organizations. For special application information, contact [advancedstudy@snhu.edu](mailto:advancedstudy@snhu.edu).

# University Programs

## Outcomes

1. Deepen your understanding of ways in which to be responsive to the learning and development of all students.
2. Plan and deliver purposeful learning opportunities that incorporate current research and practices to engage students in meaningful ways.
3. Demonstrate advanced knowledge of students' physical, cognitive, cultural, and emotional development as relates to the learning process.
4. Broaden your knowledge of ways to create strengths-based, inclusive, collaborative learning communities in classrooms and schools.
5. Develop your understanding of inquiry and the use of inquiry in practice.
6. Explore your own concept of leadership and its application to your own professional practice.
7. Demonstrate skills needed for professional analysis, innovation, generation, and reflection.
8. Conduct rigorous self-evaluation of professional growth and teaching practice development.
9. Develop your skills as a reflective, collaborative, scholar-educator.
10. Design, develop, and carry out a scholarly action research project that improves your individual practice.

## Requirements

Major Courses  
24 Total Credits

Complete all of the following

Introductory Course

1 of the following:

EDGR600 - Profile Seminar (1)

EDGR600B - Profile Seminar - STEM (1)

Major Courses

Complete 1 of the following

Option A

Complete all of the following

Complete:

EDGR610 - Dimensions of Curriculum and Management (3)

EDGR630 - Dimensions of Assessment and Evaluation (3)

EDGR635 - Applications in Assessment/Evaluation (3)

EDGR650 - Dimensions in Learning and Development (3)

1 of the following:

EDGR615 - Curriculum and Management Decision Making (3)

EDGR619 - Supervision, Evaluation, and Teacher Growth (3)

1 of the following:

EDGR655 - Learning and Development Applications (3)

EDGR659 - Community Collaboration for School Leaders (3)

Option B

Complete:

EDGR611 - Foundations of STEM Curriculum (3)

EDGR616 - Advanced STEM Curriculum Development (3)

EDGR631 - Foundations of STEM Assessment (3)

EDGR636 - Advanced Practices in STEM Assessment (3)

EDGR651 - Foundations of STEM Instruction (3)

EDGR656 - Advanced Practices in STEM Instruction (3)

Option C

Complete:

EDGM610 - Mathematics as a Second Language (3)

EDGM615 - Calculus for Teachers (3)

EDGM616 - Number Theory for Teachers (2)

EDGM640 - Applying Research in Effective Mathematics Leadership (1)

EDGM680L - Classroom Lab Experience I: Exploring Mathematics Lesson Development (1)

EDGM681L - Classroom Lab Experience II: Exploring Mathematics Lesson Development (1)

EDGM682L - Classroom Lab Experience III: Exploring Mathematics Curriculum & Content-based Formative Assessment (1)

EDGM697 - Teaching, Learning and Leading: Effective Mathematics Instruction for All Students (2)

EDGM698 - Essential Mathematics of the Primary Grades (2)

EDGM699 - Essential Mathematics of Elementary Grades (2)

Action Research Course

Complete:

## University Programs

EDGR601 - Action Research Practicum I (1)  
EDGR602 - Action Research Practicum II (1)  
EDGR603 - Action Research Practicum III (1)  
EDGR604 - Action Research Practicum IV (1)

Capstone Course

Complete:

EDGR690 - Capstone Seminar (1)

Major Electives or choose a Concentration

12 Total Credits

Complete:

EDGR620 - Dimensions of Teaching/Instructional Technology (3)  
EDGR625 - Teaching and Instructional Technology Applications (3)  
EDGR640 - Dimensions of Leadership & Organization (3)  
EDGR645 - Challenges in Leadership (3)

Grand Total Credits: **36**

## **Educator Practices (MEd) (Campus) - Competency-Based Education Practices (Concentration)**

### **Description**

The concentration in Competency-Based Education Practices is a four course, 12-credit concentration focusing on developing the knowledge and skills of professional educators in the areas of teaching and leading within Competency-Based systems. Learners enrolled within this concentration will expand their skills as leaders within the area of organization leadership, distributive leadership, and reflective leadership. In addition, practices of Place-Based Learning will be emphasized to support the development of educator practices that infuse community and learning.

### **Outcomes**

1. Demonstrate the ability to identify and integrate new and emerging leadership practices, within one's own professional setting, that support the success and advancement of competency-based educational systems.
2. Evaluate and apply best practices that support effective and engaging competency-based, culturally responsive learning environments.

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

EDGR701 - Envisioning Organizations in Competency-Based Education (3)  
EDGR702 - Reflective Leadership Practices & Applications (3)  
EDGR703 - Shared and Distributive Leadership in CBE (3)  
EDGR704 - Place-Based Learning and Cultural Competence (3)

Grand Total Credits: **12**

# University Programs

## **Educator Practices (MEd) (Campus) - Mathematics (Concentration)**

### **Description**

The concentration in Mathematics is designed for professional educators who seek to advance their professional practice through the development of mathematical content knowledge and advanced pedagogical practices in mathematics. Learners engaging in this concentration will expand their understanding of concepts within Functions & Algebra, Statistics, and Geometry while enhancing their professional practice through adopting the core pedagogical practices essential to facilitating student learning in these areas.

### **Outcomes**

1. Demonstration of core concept knowledge within the areas of Functions and Algebra, Statistics, and Geometry.
2. Development of one's knowledge and use of new and emerging educator practices that support the ongoing growth and development of students as mathematicians.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete:

- EDGM701 - Functions and Algebra I (2)
- EDGM702 - Statistics I for Teachers (3)
- EDGM703 - Geometry for Teachers (3)
- EDGM704 - Functions and Algebra II (2)
- EDGM705 - Statistics II for Teachers (2)

Grand Total Credits: **12**

## **Educator Practices (MEd) (Campus) - STEM Education (Concentration)**

### **Description**

This STEM concentration is designed to help teachers develop their STEM instructional practices, strengthen understanding of science teaching content and practices, and help teachers develop their leadership for STEM education.

### **Outcomes**

1. Demonstrate growth in understanding and implementation of STEM instructional practices.
2. Strengthen understanding of science content and practices.
3. Strengthen instruction for creativity, collaboration, and critical thinking skills in STEM.
4. Strengthen leadership and advocacy practices for STEM.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete:

- EDGR561 - Foundations of the STEM Classroom (3)
- EDGR562 - Advanced Practices for the STEM Classroom (3)
- EDGR563 - Providing Effective STEM Leadership (3)
- EDGR564 - Developing Systems to Sustain STEM Implementation (3)

Grand Total Credits: **12**

## **Elementary and Special Education (MEd) (Campus)**

# University Programs

## Description

This 16-month program prepares teacher candidates to become classroom teachers in grades K-8, as well as special education teachers in grades K-12. Candidates engage with K-12 students from the start of their program, spending a full school year working alongside practicing educators in local public schools. During the summer, candidates will develop Project Based Learning activities, and then work with Elementary students during a summer learning program sponsored by SNHU. This program is competency-based, ensuring graduates of this program are fully prepared to teach in the growing number of NH schools who have adopted a competency-based approach to teaching and learning. Teachers with certifications in both Elementary Education and Special Education are sought after by school districts looking to hire new teachers. Students must pass the Praxis Core Academic Skills or approved equivalent prior to enrolling in their third semester.

## Outcomes

1. Demonstrate the skills, competencies and knowledge to teach elementary school students, K-8. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with elementary school students, K-8. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the full range of teaching activities, roles and responsibilities encountered in the school and community settings, K-8.
2. Apply and analyze the theoretical foundations of general education to their professional practice.
3. Analyze the characteristics of learners to determine its impact on the personal, physical, social and academic dimensions of learning.
4. Analyze learning differences to individualize instruction to provide meaningful and challenging learning experiences.
5. Design, implement and evaluate learning environments that foster: (a) academic success; (b) positive social interactions; (c) cultural understanding; (d) safety and emotional well-being; and (e) active engagement.
6. Design, implement and evaluate curriculum that addresses the central concepts, tools of inquiry and structure of the elementary school curriculum.
7. Use multiple methods of assessments to inform educational decisions.
8. Design, implement and evaluate accessible learning experiences that foster: (a) active engagement; (b) academic success; (c) positive social interactions; (d) cultural understanding; (e) cross-disciplinary application; and (f) safety and emotional well-being.
9. Design, implement and evaluate learning facilitation strategies that foster: (a) active engagement; (b) academic success; (c) positive social interactions; (d) cultural understanding; (e) cross-disciplinary application; and (f) safety and emotional well-being.
10. Be reflective practitioners: (a) monitoring student learning; (b) applying research, theory and reflections on teaching and learning to guide practice.
11. Demonstrate the ability to identify, analyze, implement and evaluate the key components of Project-Based Learning Activities.
12. Assume leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.
13. Demonstrate the skills, competencies and knowledge to teach elementary/middle/high school students with disabilities from age 5 up to age 21. Performance Indicators c. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with children with disabilities from age 5 up to age 21. d. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with children without disabilities from age 5 up to age 21. e. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the full range of teaching activities, roles and responsibilities encountered in the school and community settings of a child with disabilities
14. Apply and analyze the theoretical foundations of general education and special education to their professional practice.
15. Demonstrate an understanding and ability to use multiple methods of assessments to inform educational decisions.
16. Individualize instruction.
17. Individualize language and communication instruction.
18. Apply professional and ethical standards to their professional practice.
19. Explain and apply special education law to his/her professional practice.

# University Programs

## Requirements

Major Courses  
36 Total Credits

Complete all of the following

3 credit(s) from the following:

EDU609 - Theoretical Foundations (2 - 3)

3 credit(s) from the following:

SPED501C - Students with Exceptionalities (3)

3 credit(s) from the following:

EDU616 - Clinical Experience I: Learning Environments (3)

3 credit(s) from the following:

EDU620 - Instruction in Mathematics (3 - 4)

3 credit(s) from the following:

EDU621 - Instruction in Literacy (3 - 4)

3 credit(s) from the following:

EDU632 - Clinical Experience II (3 - 4)

3 credit(s) from the following:

SPED618 - Intervention in Literacy (3)

3 credit(s) from the following:

SPED581 - Assessment in Special Education (3)

3 credit(s) from the following:

SPED632 - Clinical Experience III (3 - 4)

3 credit(s) from the following:

SPED680C - IEP Development (3)

3 credit(s) from the following:

SPED633 - Clinical Experience VI: Special Education (3)

3 credit(s) from the following:

EDU636 - Curriculum Integration and Design (3)

Grand Total Credits: **36**

## Elementary Education for Licensure (BA) (Campus)

### Description

This new BA.ELELII program is a Teacher residency program leading to a degree in Elementary Education for those holding an Associate's Degree in Education. This program leads to New Hampshire elementary teaching certification for grades K-6. The program provides graduates with comprehensive knowledge of instructional theory and practice and culminates with a yearlong student teaching experience. Students who complete this program are highly marketable candidates for teaching positions.

### Additional Information - Campus

To be accepted into this program, candidates must have a conferred Associate's Degree awarded by a regionally accredited institution in the United States or its equivalent overseas. Students with a conferred Associate's Degree from a non-regionally accredited institution (i.e. nationally accredited institution) may be admitted on a case-by-case basis as approved by the Dean. Admission into the program requires a minimum GPA of 2.75, as well as Praxis Core Academic Skills scores (or an equivalent assessment) that meet the State of NH requirements for teacher licensure. Candidates for this program must have successfully completed an Introduction to Education course, as well as an Introduction to Exceptionalities course at the college level prior to admission. Transfer credits are not applicable to this program. This program is only available to students participating in a pre-approved partnership between the School of Arts, Sciences, and Education and a school district. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met.

# University Programs

## Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards.
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student.
3. Integrate and use tools of inquiry to become reflective, self-directed learners.
4. Use technology to learn and support students' access to learning.
5. Design, build, and maintain classroom cultures that are caring and inclusive.
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning.
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders.

## Requirements

Transfer Requirement

60 Total Credits

60 credit(s).

Major Courses

57 Total Credits

Complete all of the following

Complete:

DEV260 - Culturally Responsive Citizen (3)  
EDU208 - Assessment, Accountability and Teaching in the Classroom (3)  
EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)  
EDU225 - Mathematics Instruction/Young Children (3)  
EDU261 - Emerging and Early Literacy: Grades K-4 (3)  
EDU289 - Experiential Learning (3)  
EDU335 - Methods of Teaching Elementary Mathematics (3)  
EDU345 - Teaching English Language Learners (3)  
EDU362 - Literacy in the Content Areas (3)  
EDU363 - Literacy Facilitation for All Learners (3)  
EDU470 - Science for Early Learners (3)

9 credit(s) from the following:

EDU487 - Student Teaching I and Seminar (3 - 9)

15 credit(s) from the following:

EDU490 - Student Teaching II and Seminar (12 - 15)

Free Electives

3 Total Credits

3 credit(s).

Grand Total Credits: **120**

## Elementary Education with General Special Education (BA) (Campus)

# University Programs

## Description

This program is a Teacher residency program leading to a degree in Elementary Education with General Special Education. This program leads to New Hampshire elementary teaching certification for grades K-6 and New Hampshire general special education teaching certification for grades K-12. Elementary Education certification K-8 is available with a content concentration. Eligibility for the K-8 certification is determined by a transcript audit completed by the School of Arts, Sciences, and Education. The program provides graduates with comprehensive knowledge of instructional theory and practice and a content area concentration in general special education. To be accepted into this program, candidates must have a conferred Associate's Degree awarded by a regionally accredited institution in the United States or its equivalent overseas. Students with a conferred Associate's Degree from a non-regionally accredited institution (i.e. nationally accredited institution) may be admitted on a case-by-case basis as approved by the Dean. Admission into the program requires a minimum GPA of 2.75, as well as Praxis Core Academic Skills scores (or an equivalent assessment) that meet the State of NH requirements for teacher licensure. Candidates for this program must have successfully completed an Introduction to Education course, as well as an Introduction to Exceptionalities course at the college level prior to admission. Transfer credits are not applicable to this program. This program is only available to students participating in a pre-approved partnership between the School of Arts, Sciences, and Education and a school district. Only School of Arts, Sciences, and Education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any School of Arts, Sciences, and Education courses with a grade lower than a "C-" may be used for graduation credits, but will need to be repeated with an earned grade of "C-" or higher to be applied toward State of New Hampshire teacher certification.

## Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and support students' access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders



# University Programs

## Requirements

Transfer Requirement  
60 Total Credits

60 credit(s).

Major Courses  
60 Total Credits

Complete all of the following  
Required Courses  
Complete:

EDU208 - Assessment, Accountability and Teaching in the Classroom (3)  
EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)  
EDU225 - Mathematics Instruction/Young Children (3)  
EDU261 - Emerging and Early Literacy: Grades K-4 (3)  
EDU335 - Methods of Teaching Elementary Mathematics (3)  
EDU345 - Teaching English Language Learners (3)  
EDU359 - Writing/Literature/Elementary (3)  
EDU362 - Literacy in the Content Areas (3)  
EDU363 - Literacy Facilitation for All Learners (3)  
EDU435 - Learning with Technology (3)  
EDU470 - Science for Early Learners (3)  
SPED230 - Strategies for Engaging Diverse Learners (3)  
SPED250 - Special Education Assessment (3)  
SPED333 - Collaboration in Special Education (3)

Experiential Learning  
Complete:

EDU323 - Clinical Experience I Elementary Education (3)  
EDU353 - Clinical Experience II Elementary Education (3)  
EDU481 - Clinical Experience IV Elementary Education (3)  
SPED383 - Clinical Experience III Special Education (3)  
SPED482 - Clinical Experience V Special Education (3)  
SPED483 - Clinical Experience VI Special Education (3)

Grand Total Credits: **120**

# University Programs

## Higher Education Administration (MS) (Online)

### Description

The field of higher education administration continues to evolve as it tries to keep pace with revolutionary changes in learning, technology, student demographics, and myriad regulations in our increasingly inclusive 21st century world. Effective administrators embrace this complexity and are now, more than ever, required to make empirical data-based decisions to create fiscally sound programs that capably address students' academic and non-academic needs. Furthermore, effective administrators must collaboratively craft accountability and evidence-based continuous improvement plans that will further the success of these programs and the university mission. The Master of Science in Higher Education Administration degree program equips graduates with the analytical skills necessary for leading within an institution of higher education in the 21st Century. After post-secondary education foundations are established, heavy emphasis is placed on the use of empirical research, data-centric decision-making and analytical problem-solving across various higher education contexts. Students will analyze and work with a variety of datasets to derive/infer the effectiveness of initiatives, draw data-based conclusions, and apply findings to solve real world problems.

### Outcomes

1. Design, develop and implement innovative strategies based on empirically derived data and research to address the challenges facing higher education which further an institutions mission, vision and goals
2. Apply empirical research methodologies to evaluate program effectiveness that address underrepresented needs of the increasingly diverse college student population
3. Critically evaluate the historic and social context of higher education for its reciprocity between institutional, local and national policy
4. Utilize compliance, regulatory, and accreditation standards to inform institutional decision-making
5. Apply strategies for facilitating effective communication, collaboration, and data-based continuous improvement as an administrator across institutional units
6. Apply empirically based financial management skills related to budgeting, resource allocation, and funding to support an institution's strategic goals

### Requirements

Major Courses  
27 Total Credits

Complete:

- HEA510 - Philosophy and History of Higher Education (3)
- HEA520 - Contemporary Issues in Higher Education (3)
- HEA530 - Data-Driven Decision-Making in Higher Education (3)
- HEA540 - Program Evaluation (3)
- HEA550 - Higher Education Law and Regulation (3)
- HEA610 - Enrollment Management and Marketing (3)
- HEA620 - Budget and Financial Management in Higher Education (3)
- HEA630 - Leading Change in Higher Education (3)
- HEA690 - Capstone in Higher Education (3)

Major Electives  
9 Total Credits

Complete all of the following

2 of the following:

- HEA560 - Educational Policy Making (3)
- HEA640 - Critical Issues in Student Affairs (3)
- HEA660 - Community College Administration (3)

1 of the following:

- COM600 - Communication for Leadership (3)
- HEA560 - Educational Policy Making (3)
- HEA640 - Critical Issues in Student Affairs (3)
- HEA660 - Community College Administration (3)
- OL500 - Human Behavior in Organizations (3)

Grand Total Credits: **36**

## Leadership (MEd) (Campus)

# University Programs

## Description

This program is designed for individuals who wish to become educational leaders. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience.

**School Administration Track** This track is designed for individuals who wish to become certified school principals in the State of New Hampshire. The track shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The track shall allow for individualized programs of study and experience. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

**Curriculum Administration Track** This track is designed for individuals who wish to become certified curriculum administrators in the State of New Hampshire. The track shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The track shall allow for individualized programs of study and experience. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

**Curriculum Administrators and Principals Track** This track is designed for individuals who wish to become certified as both a school principal and a curriculum administrator in the State of New Hampshire. The track shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The track shall allow for individualized programs of study and experience. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

## Outcomes

1. Be a change agent.
2. Be a leader of learning in schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of a building, including creating and maintaining a vision and a mission.
5. Be responsible for the operations management and development of all teachers.
6. Meet all required competencies to be recommended for licensure in the State of New Hampshire as a school principal.
7. Meet all required competencies to be recommended for licensure in the state of New Hampshire as a curriculum administrator.
8. Meet all required competencies to be recommended for licensure in the state of New Hampshire as a school principal and a curriculum administrator.

# University Programs

## Requirements

Major Courses

36 - 46 Total Credits

Complete all of the following

Core Courses

Complete:

- EDU507 - Leadership for Learning (3)
- EDU508 - Effective Management of Schools (3)
- EDU550 - Educational Assessment (3)
- EDU554 - The Development of a Mission, Vision and Goals (3)
- EDU590 - Process and Communication Skills (3)
- EDU604 - Leading a Collaborative School (3)
- EDU656 - Reflective Leadership Skills (3)
- EDU670 - Leading Creativity and Innovation (3)
- EDU680 - Teacher Support, Monitoring, and Accountability (3)

Tracks

Complete 1 of the following

General Track

9 credit(s) from subject(s): EDU

School Administration

Complete:

- EDU610 - Ethics and School Law (3)
- EDU789 - Practicum in School Leadership I (3)
- EDU790 - Practicum in School Leadership II (3)

Curriculum Administration

Complete:

- EDU608 - Curriculum, Instruction, Data Continuum (3)
- EDU739 - Practicum in Curriculum Administration I (3)
- EDU740 - Practicum Curriculum Administration II (3)

Curriculum Administrators and Principals

Complete all of the following

Complete:

- EDU608 - Curriculum, Instruction, Data Continuum (3)
- EDU610 - Ethics and School Law (3)
- EDU739 - Practicum in Curriculum Administration I (3)
- EDU740 - Practicum Curriculum Administration II (3)
- EDU789 - Practicum in School Leadership I (3)
- EDU790 - Practicum in School Leadership II (3)

1 credit(s) from the following:

- EDU699 - Advanced Field Experience (1 - 12)

Grand Total Credits: **36 - 46**

# University Programs

## Professional Study (Graduate Certificate) (Campus)

### Description

The Graduate Certificate of Professional Study is designed for educators who are seeking to advance their professional practice by pursuing additional coursework beyond their degree. Created as a field-based program, this graduate certificate program is ideal for practicing educators seeking applied learning and professional development opportunities. Individuals pursuing this certificate can choose from courses in different topic areas, based on their professional interests and needs.

### Outcomes

1. Deepen understanding of ways to be responsive to the learning and development of all students
2. Plan and deliver purposeful learning opportunities that incorporate current research and practices to engage students in meaningful ways
3. Demonstrate advanced knowledge of students' physical, cognitive, cultural, and emotional development as relates to the learning process
4. Broaden knowledge of ways to create strengths-based, inclusive, collaborative learning communities in classrooms and schools
5. Demonstrate skills needed for professional analysis, innovation, and generation of professional strategies
6. Conduct self-evaluation of professional growth, teaching practice development, and personal leadership
7. Develop skills as a reflective, collaborative, scholar-educator

### Requirements

Certificate Courses

15 Total Credits

15 credit(s) from the following:

EDGR561 - Foundations of the STEM Classroom (3)  
EDGR562 - Advanced Practices for the STEM Classroom (3)  
EDGR563 - Providing Effective STEM Leadership (3)  
EDGR564 - Developing Systems to Sustain STEM Implementation (3)  
EDGR610 - Dimensions of Curriculum and Management (3)  
EDGR611 - Foundations of STEM Curriculum (3)  
EDGR615 - Curriculum and Management Decision Making (3)  
EDGR616 - Advanced STEM Curriculum Development (3)  
EDGR620 - Dimensions of Teaching/Instructional Technology (3)  
EDGR625 - Teaching and Instructional Technology Applications (3)  
EDGR630 - Dimensions of Assessment and Evaluation (3)  
EDGR631 - Foundations of STEM Assessment (3)  
EDGR635 - Applications in Assessment/Evaluation (3)  
EDGR636 - Advanced Practices in STEM Assessment (3)  
EDGR640 - Dimensions of Leadership & Organization (3)  
EDGR645 - Challenges in Leadership (3)  
EDGR650 - Dimensions in Learning and Development (3)  
EDGR651 - Foundations of STEM Instruction (3)  
EDGR655 - Learning and Development Applications (3)  
EDGR656 - Advanced Practices in STEM Instruction (3)

Grand Total Credits: **15**

# University Programs

## Professional Study (Post Master's Certificate) (Campus)

### Description

The Post-Master's Certificate of Professional Study is intended for educators interested in an advanced pursuit of professional knowledge and practices and wishing to pursue additional coursework beyond their Master's Degree. Created as a field-based program, this post-master's certificate program is ideal for practicing educators seeking applied learning and professional development opportunities. Individuals pursuing this certificate can choose from courses in five different topic areas: Curriculum, Assessment and Evaluation, Education Technology, Learning and Development, and Teacher Leadership.

### Outcomes

1. Advance understanding of ways to be responsive to the learning and development of all students
2. Plan and deliver advanced learning opportunities that incorporate current research and practices to engage students in meaningful ways
3. Demonstrate advanced knowledge of students' physical, cognitive, cultural, and emotional development as relates to fostering learning in a variety of education contexts and climates
4. Advance knowledge of ways to create strengths-based, inclusive, collaborative learning communities in classrooms and schools
5. Demonstrate advanced skills needed for professional analysis, innovation, and generation of professional strategies
6. Conduct advanced, critical self-evaluation of professional growth, teaching practice development, and personal leadership
7. Advance skills as a reflective, collaborative, scholar-educator

### Requirements

Certificate Courses

15 Total Credits

15 credit(s) from the following:

- EDCA610 - Practices in Curriculum and Management (3)
- EDCA615 - Advanced Applications in Curriculum and Management (3)
- EDCA620 - Practices in Technology and Instruction (3)
- EDCA625 - Advanced Applications in Technology and Instruction (3)
- EDCA630 - Practices in Assessment and Evaluation (3)
- EDCA635 - Advanced Applications in Assessment and Evaluation (3)
- EDCA640 - Practices in Leadership and Organizations (3)
- EDCA645 - Complexities in Leadership (3)
- EDCA650 - Practices in Learning and Development (3)
- EDCA655 - Advanced Applications in Learning and Development (3)

Grand Total Credits: **15**

# University Programs

## Secondary Education (MEd) (Campus)

### Description

The secondary certification programs listed below are fully approved by the New Hampshire State Board of Education. Choose one of the licensure areas: English Language Arts for Grades 5-12, Mathematics Teaching – Middle Level, Mathematics Teaching- Upper Level, Science for Grades 5-8, and Social Studies for Grades 5-12. Candidates engage with grade 5-12 students from the start of their program, spending a full school year working alongside practicing educators in local schools. During the summer, candidates will develop Project Based Learning activities, and then work with middle and high school students during a summer learning program sponsored by SNHU. This program is competency-driven, ensuring graduates of this program are fully prepared to teach in the growing number of NH schools who have adopted a competency-based approach to teaching and learning. Teachers with secondary certifications, especially in the STEM fields and with STEM knowledge and skills, are sought after by school districts looking to hire new teachers. Candidates in this program learn essential transdisciplinary knowledge and skills enabling them to collaborate effectively across content areas regardless of certification area. This is a valued skill in today's middle and high schools as they increasingly implement project based learning and authentic assessments.

### Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards.
2. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards.
3. Integrate and use tools of inquiry to become reflective, self-directed learners.
4. Use technology to learn and support students' access to learning.
5. Design, build, and maintain classroom cultures that are caring and inclusive.
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning.
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders.

### Requirements

Major Courses  
36 Total Credits

Complete all of the following

3 credit(s) from the following:

EDU609 - Theoretical Foundations (2 - 3)

3 credit(s) from the following:

EDU611 - Classroom and Behavior Management (2 - 3)

Complete:

EDU613 - Initial STEM Clinical (3)

SPED501C - Students with Exceptionalities (3)

EDU622 - Secondary Instructional Methods I (3)

EDU623 - Professional Clinical Experience I (3)

EDU624 - Secondary Instructional Methods II (3)

EDU626 - Professional Clinical Experience II (3)

EDU552 - Assessment for and of Learning (3)

EDU533C - Learning through Technology (3)

EDU627 - Advanced STEM Clinical (3)

EDU629 - Educational Leadership and Change (3)

Grand Total Credits: **36**

# University Programs

## Special Education (Minor) (Campus)

### Description

A minor in Special Education is designed for Education majors seeking to deepen their understanding of Special Education laws, policies and practices. It provides teacher candidates with a deeper and broader focus on meeting the needs of diverse learners. This minor does not lead to certification in Special Education.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

SPED106 - Children with Exceptionalities (3)  
SPED230 - Strategies for Engaging Diverse Learners (3)  
SPED250 - Special Education Assessment (3)  
SPED333 - Collaboration in Special Education (3)

3 credit(s) from the following:

SPED499 - Internship (0 - 15)

Grand Total Credits: **15**



# University Programs

## Teaching English as a Foreign Language (MS) (Campus)

### Description

The MS.EFL degree at SNHU is designed for people teaching or intending to teach English in foreign school systems, language schools, corporations, etc., but is also appropriate for those who wish to teach in similar situations here in the United States. Opportunities for teaching English in other countries are numerous and increasing yearly as English continues to be the preferred language for many professions and a requirement in many foreign school systems, beginning as early as primary school. A master's degree in teaching English as a foreign language is the degree of choice for overseas employment. Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching learners of all ages. Twelve courses are required (including supervised practice teaching) for a total of 36 credits. The degree program is offered over four terms and can be completed within 12 months (full-time), though most students take longer (up to 18 months). Participants in the MS.EFL program have the opportunity to observe classes throughout the Greater Manchester area and in the year-round Intensive English Program offered by The Institute for Language Education.

### Outcomes

1. Summarize and critically evaluate journal articles (verbally or in writing), reflecting on the practical implications for the classroom
2. Choose appropriate methodologies and strategies for particular teaching contexts( e.g., age, level of ability, mono-/multicultural settings, large/small class sizes)
3. Design and implement practical, relevant, and effective curricula and lesson plans that address student learning goals and program objectives
4. Model ethical, culturally-sensitive, and appropriate personal and professional behavior across the teaching and learning environment
5. Conduct basic research and prepare classroom and conference presentations
6. Prepare and produce clear and comprehensible written assignments (papers, curricula, lesson plans, etc.) and oral presentations (microteaching, chapter summaries, student-led discussions, etc.)
7. Apply effective leadership strategies for promoting student advocacy and instilling a student-centric educational culture

### Requirements

Major Courses  
36 Total Credits

Complete all of the following  
Complete:

EFL501 - Language Learning and Acquisition (3)  
EFL502 - Evaluation and Assessment (3)  
EFL503 - Descriptive Linguistics of American English (3)  
EFL504 - Introduction to Curriculum Development, Design and Implementation (3)  
EFL505 - Overview of Teaching English to Speakers of Other Languages Methodology (3)  
EFL540 - Socio-Cultural Context of Language Teaching (3)  
EFL599 - Supervised Practice Teaching (3)

5 of the following:

EFL523 - Listening and Speaking Techniques (3)  
EFL525 - Reading and Writing Techniques (3)  
EFL527 - Strategies/Techniques for Teaching Grammar (3)  
EFL530 - Methods of Teaching English through Drama (3)  
EFL531 - Pronunciation Techniques (3)  
EFL536 - Content-Based Instruction (3)  
EFL537 - Computer-Assisted Language Learning (3)

Grand Total Credits: **36**

## Teaching English as a Second or Other Language (MA) (Campus)

# University Programs

## Description

The M.A. TESOL degree is designed to impart in students the skills necessary to teach English to non-native speakers in a variety of educational contexts, including, but not limited to, public and private schools in the United States and abroad, language schools, corporate training, and immigrant and refugee resettlement agencies. As the United States continues to experience an increase in language diversity, there are many opportunities for teaching English; additionally opportunities for teaching English in other countries are numerous and as English continues to be the preferred language for many professions and a requirement in many foreign school systems, beginning as early as primary school. A master's degree in teaching English as a second or other language (TESOL) is the degree of choice for overseas employment. Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching learners of all ages. The program consists of 6 core courses for 18 credits, with students having the ability to pursue an additional 4 courses in a specialization track, and 4 elective courses for a total of 36 credits. The degree program is offered over three semesters and can be completed within 18 months (full-time).

## Outcomes

1. Demonstrate knowledge of the structure and use of English, second language acquisition and development, and psycho/neurolinguistic language processing to help students of English as a second or other language acquire proficiency in a variety of registers, including conversational, professional, and academic
2. Demonstrate and apply knowledge of how the sociocultural context of ESOL instruction impacts students' education and language acquisition.
3. Plan and implement ESOL instruction using evidence-based, student-centered, developmentally appropriate interactive approaches.
4. Apply sound principles of needs analysis and language proficiency assessment to analyze and interpret data to make informed decisions concerning ESOL curriculum and instruction.
5. Demonstrate professionalism and leadership through collaboration with other educators, demonstrating knowledge of relevant policies and legislation as they pertain to the rights of English language learners, and advocating for English language learners and their families.
6. Engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their supervising faculty

## Requirements

Major Courses  
30 Total Credits

Complete all of the following  
Complete:

TSL501 - Linguistics for Language Teaching (3)  
TSL502 - Language Acquisition and Development (3)  
TSL503 - Sociocultural Contexts of TESOL (3)  
TSL504 - TESOL Methods and Materials (3)  
TSL505 - Language Curriculum Design and Implementation (3)  
TSL506 - Language Assessment Principles and Practice (3)

ESL/EFL Teaching  
Complete:

TSL520 - Teaching Reading, Writing, and Vocabulary (3)  
TSL521 - Teaching Listening, Speaking, and Pronunciation (3)  
TSL522 - Language Policy and Advocacy in TESOL (3)  
TSL523 - Teaching Practicum (3)

Major Electives  
6 Total Credits

6 credit(s) from the following:

TSL550 - Master's Thesis (3)  
TSL560 - English for Specific Purposes (3)  
TSL561 - Content-Based Instruction (3)  
TSL562 - Working with Newcomers (3)  
TSL563 - Teaching Grammar (3)  
TSL564 - Technology Integration in the Language Classroom (3)

Grand Total Credits: **36**

## University Programs

### Transdisciplinary Competencies (Graduate Certificate) (Campus)

#### Description

This program is geared for those who currently teach or plan to teach at the middle or high school level and have an interest in promoting project based learning, design thinking, and other STEM related skills. Learning focuses on developing STEM knowledge and facilitation skills to engage pupils in exciting, hands-on experiences. Specifically, candidates earn six badges on: STEM Content Knowledge, STEM Facilitation, STEM Project Based Learning Design and Implementation; and Assessing STEM related products. This program is competency-driven, ensuring graduates of this program are fully prepared to facilitate STEM Education at New Hampshire's middle and high school levels. Candidates in this program learn essential transdisciplinary knowledge and skills enabling them to collaborate effectively across content areas regardless of certification area. This is a valued skill in today's middle and high schools as they increasingly implement project based learning and authentic assessments. This certificate does not lead to New Hampshire certification/licensure in teaching.

#### Outcomes

1. Identify and demonstrate knowledge of all aspects of the STEM field citing relevant academic standards.
2. Engage adolescent learners in appropriate and relevant STEM practices.
3. Design STEM related Project Based Learning experiences and relevant connections across content areas.
4. Design and implement a variety of assessment tools that measure pupils' learning of STEM related outcomes.
5. Design and implement learning environments that facilitate STEM learning and transdisciplinary instruction.
6. Implement a STEM project that results in pupil learning across disciplines and connects to the real world.

#### Requirements

Certificate Courses

12 Total Credits

Complete:

EDU613 - Initial STEM Clinical (3)

EDU622 - Secondary Instructional Methods I (3)

EDU624 - Secondary Instructional Methods II (3)

EDU627 - Advanced STEM Clinical (3)

Grand Total Credits: **12**

## Engineering

### Aeronautical Engineering (BS) (Campus)

#### Description

The Aeronautical Engineering program prepares students for professional careers in civilian and military aviation, including aircraft piloting and the design, development and testing of aircraft and aircraft systems. The program includes a multi-semester design sequence within which students work in teams applying theories learned in the classroom to solve complex problems and transform concepts into functioning designs that they will build and operate. In addition to the design sequence, CETA offers students the opportunity to plan and conduct their own flight tests. The College maintains an instrumented light aircraft flown by professional pilots to provide students with in-flight experience; this allows students to participate as flight test engineers, using a specially designed data collection system to record key flight parameters and perform post-flight data analysis. CETA offers specific concentration areas in Robotics, Telecommunications, and Unmanned Aerial Systems that complement core engineering training and enhance student's post-graduation placement opportunities. Students also have the opportunity to be involved in engineering clubs and organizations, such as student chapters of the American Institute of Aeronautics and Astronautics (AIAA), the American Society of Mechanical Engineers (ASME), and Sigma Gamma Tau, the national aerospace engineering honor society. The BS.AEG program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

# University Programs

## Outcomes

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

Cornerstone Sustainability (CSST)

Complete:

EG110 - Engineering Ideas into Prototypes (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

CHM120 - General Chemistry I (3)

MAT275 - Calculus II: Integration and Series (3)

PHY215 - Physics I (3)

Exploration: Creative and Critical Expression (ECCE)

Complete:

EG498 - Capstone Design I (3)

Culmination (CLME)

Complete:

EG499 - Capstone Design II (3)

NOTE: EG 110, EG 498, and EG 499 require a minimum grade of C-.

### Major Courses

71 Total Credits

Complete all of the following

Engineering Core

Complete all of the following

Complete:

EG200 - Statics (3)

EG207 - Instrumentation & Measurements (3)

EG208 - Materials Science (3)

EG310 - Junior Engineering Design (3)

EG316 - Electrical Circuits (3)

EG333 - Control Systems Analysis (3)

MAT325 - Calculus III: Multivariable Calculus (3)

MAT330 - Differential Equations (3)

MAT350 - Applied Linear Algebra (3)

CHM120L - General Chemistry I Lab (1)

PHY215L - Physics I Lab (1)

PHY216 - Physics II (3)

PHY216L - Physics II Lab (1)

1 of the following:

EG340 - Probability and Statistics for Engineers (3)

MAT370 - Numerical Analysis (3)

## University Programs

NOTE: All Engineering Core courses require a minimum grade of C-  
Complete:

EG201 - Fluid Mechanics (3)  
EG202 - Mechanics of Materials I (3)  
EG203 - Dynamics (3)  
EG209 - Thermodynamics I (3)  
EG308 - Gas Dynamics (3)  
EG314 - Aerodynamics (3)  
EG326 - Aircraft Structures (3)  
EG330 - Propulsion (3)  
EG412 - Aircraft Design I (3)  
EG418 - Flight Dynamics I (Performance) (3)  
EG418FT - Flight Testing - Performance (1)  
EG419 - Flight Dynamics II/Stability/Control (3)  
EG419FT - Flight Testing - Stability and Control (1)

NOTE: All Engineering Major courses require a minimum grade of C-.

Major Electives  
9 Total Credits

Complete all of the following

9 credit(s) from subject(s): EG within the range of course numbers 300 - 499

NOTES: All Engineering Major Electives courses require a minimum grade of C-. Students must meet with their advisor before enrolling in major electives.

Free Electives  
3 Total Credits

3 credit(s).

Grand Total Credits: **125**

## Construction Management (BS) (Campus)

### Description

The Bachelor of Science in Construction Management prepares students for a broad range of professional careers within the construction industry, including residential, commercial, and industrial sectors, as well as infrastructure and heavy construction. The program focuses on the application of business, management, and engineering principles in the construction and adaptive reuse of buildings and large-scale infrastructures. Students gain an understanding of the technical and scientific knowledge that underpins construction, with a focus on hands on learning through authentic projects and experiential learning. In-depth study of construction principles and methods, including surveying, construction materials, construction law and contracts, estimating, and construction plan development, prepares students to diagnose and solve practical problems in the construction industry. Students also explore business and project management topics that provide them with an informed consideration of global and societal contexts such as sustainability. Particular emphasis is placed on developing a set of leadership qualities, including communication, teamwork, and adaptability, which, in combination with the construction science and management covered in the program, are essential for professional success in construction. Students pursuing this program will complete coursework through a structured pathway that will include face-to-face, online, and experiential learning opportunities.

### Outcomes

1. Integrate construction project management principles and methods with construction science in the planning, organizing, and controlling of construction projects that meet legal and industry standards
2. Apply principles of construction science and relevant tools and technologies to enhance the design and implementation of construction projects
3. Communicate effectively to internal and external stakeholders in the planning and monitoring of construction projects using appropriate visual, written, and verbal techniques
4. Justify decisions in construction projects by using problem-solving methods considering stakeholder requirements, project risks and constraints, and ethical and sustainable practices
5. Facilitate the effective operation of organizational functions and processes in construction management by leveraging fundamental business principles as well as collaboration and management techniques

### Requirements

General Education Courses  
42 Total Credits

## University Programs

Complete all of the following

42 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT240 - Applied Statistics (3)

Cornerstone Sustainability (CSST)  
Complete:

CSM235 - Sustainable Built Environments (3)

Exploration: Creative and Critical Expression (ECCE)  
Complete:

FAS260 - History of Architecture (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)  
Complete:

CHM120 - General Chemistry I (3)

CSM199 - The Built Environment (3)

MAT140 - Precalculus (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)  
Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

Culmination (CLME)

Complete:

CSM405 - Construction Project Control (3)

Business Core

21 Total Credits

21 credit(s) from: BusCore

Must include:

ACC201 - Financial Accounting (3)

ACC202 - Managerial Accounting (3)

BUS206 - Business Law I (3)

BUS210 - Managing and Leading in Business (3)

BUS225 - Critical Business Skills for Success (3)

FIN320 - Principles of Finance (3)

MKT205 - Applied Marketing Strategies (3)

Major Courses

45 Total Credits

Complete all of the following

Complete:

CHM120L - General Chemistry I Lab (1)

CSM200 - Plan Reading & Construction Documents (3)

CSM205 - Construction Fundamentals (3)

CSM220 - Site Preparation & Safety (3)

CSM225 - Construction Surveying & Safety II (3)

CSM235L - Sustainable Built Environments Lab (1)

CSM250 - Building Systems (3)

CSM250L - Building Systems Lab (1)

CSM300 - Methods and Materials I (3)

CSM305 - Methods and Materials II (3)

CSM325 - Business of Construction (3)

CSM350 - Estimating (3)

CSM355 - Planning & Scheduling (3)

CSM400 - Construction Project Management (3)

CSM475 - Construction Law (3)

MAT225 - Calculus I: Single-Variable Calculus (3)

PHY150 - Introductory Physics: Mechanics (3)

NOTE: Major Courses require a minimum grade of C-.

Major Electives

6 Total Credits

## University Programs

Complete 1 of the following

Complete:

CSM450 - Structural Principles & Practices (3)

CSM455 - Structures of the Built Environment II (3)

Complete:

CSM460 - Sustainable Built Environments I (3)

CSM465 - Sustainable Built Environments II (3)

Free Electives

6 Total Credits

6 credit(s).

Grand Total Credits: **120**

### Construction Science (Minor) (Campus)

#### Description

The minor in Construction Science enables students to acquire the necessary skills needed to be successful in the fields of construction. The curriculum is built from case studies and real-world examples. For the last course selection, students have the opportunity to explore sustainable building practices, construction surveying, or the fundamentals of structural assemblies.

#### Requirements

Minor Courses

15 Total Credits

Complete:

CSM199 - The Built Environment (3)

CSM200 - Plan Reading & Construction Documents (3)

CSM205 - Construction Fundamentals (3)

CSM220 - Site Preparation & Safety (3)

CSM400 - Construction Project Management (3)

Grand Total Credits: **15**

### Electrical Engineering (BS) (Campus)

#### Description

The Electrical Engineering Program prepares students to perform professionally in the design, development, and integration of electronic equipment and systems in a wide range of industries; including telecommunications and networking, electrical machinery and power generation and distribution, automation and control systems, aerospace and robotics. The program includes a design sequence within which students use our well-equipped labs to work in teams applying theories learned in the classrooms to transform concepts into functional designs that they will build and operate. The Electrical Engineering program provides engineering students at CETA the opportunity to choose the Telecommunication Concentration, along with other concentration choices of Robotics, and Unmanned Aerial Systems. These concentration courses complement core engineering training and enhance students' post-graduation placement opportunities. Students also have the opportunity to be involved in different clubs and organizations within the College and on campus.

# University Programs

## Outcomes

1. Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. Ability to communicate effectively with a range of audiences.
4. Ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and social contexts.
5. Ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

Cornerstone Sustainability (CSST)

Complete:

EG110 - Engineering Ideas into Prototypes (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

CHM120 - General Chemistry I (3)

MAT275 - Calculus II: Integration and Series (3)

PHY215 - Physics I (3)

Exploration: Creative and Critical Expression (ECCE)

Complete:

EG498 - Capstone Design I (3)

Culmination (CLME)

Complete:

EG499 - Capstone Design II (3)

NOTE: All Engineering courses require a minimum grade of C-.

### Major Courses

68 Total Credits

Complete all of the following

Engineering Core

Complete:

CHM120L - General Chemistry I Lab (1)

EG207 - Instrumentation & Measurements (3)

EG310 - Junior Engineering Design (3)

EG316 - Electrical Circuits (3)

EG333 - Control Systems Analysis (3)

EG340 - Probability and Statistics for Engineers (3)

MAT325 - Calculus III: Multivariable Calculus (3)

MAT330 - Differential Equations (3)

MAT350 - Applied Linear Algebra (3)

PHY215L - Physics I Lab (1)

PHY216 - Physics II (3)

PHY216L - Physics II Lab (1)

NOTE: All Engineering Core courses require a minimum grade of C-.

Complete:

CS113 - Introduction to Programming (3)

CS113L - Intro to Programming Lab (1)

CS114 - Intro to Software Engineering (3)



## University Programs

CS114L - Introduction to Software Engineering Lab (1)  
CS219 - Computer Architecture I (3)  
EE201 - Signals and Systems (3)  
EE220 - Electromagnetics (3)  
EE301 - Digital Circuits (3)  
EE301L - Digital Circuits Lab (1)  
EE305 - Electrical Machines (3)  
EE306 - Electrical Power Systems (3)  
EE310 - Communication Systems (3)  
EE318 - Electrical Circuits II (3)  
EE318L - Electrical Circuits II Lab (1)  
EE330 - Analog Electronics (3)  
EE330L - Analog Electronics (1)

NOTE: All Engineering Major courses require a minimum grade of C-.

Major Electives  
9 Total Credits

Complete all of the following

9 credit(s) from subject(s): EE or EG within the range of course numbers 300 - 499

NOTES: All Engineering Major Electives require a minimum grade of C-. Students must meet with their advisor before enrolling in major electives.

Free Electives  
6 Total Credits

6 credit(s).

Grand Total Credits: **125**

## Mechanical Engineering (BS) (Campus)

### Description

The Mechanical Engineering Program prepares students for professional careers in the design, development, and manufacture of mechanical systems in a wide variety of industries. The program includes a multi-semester design sequence within which students work in teams applying theories learned in the classroom to solve complex problems and transform concepts into designs and functional prototypes that they build and operate. The program provides a strong foundation in electro-mechanical systems, programming and control systems, robotics and machine vision, thermo-fluid systems, and advanced materials. Within the design sequence, students from all engineering disciplines work together, designing solutions for internal and local community partners. SETA offers specific concentration areas in Robotics, Telecommunications, and Unmanned Aerial Systems that complement core engineering training and enhance student's post-graduation placement opportunities. Students also have the opportunity to be involved in engineering clubs and organizations, such as student chapters of the American Institute of Aeronautics and Astronautics (AIAA) and the American Society of Mechanical Engineers (ASME). The Bachelor of Science in Mechanical Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

### Outcomes

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

### Requirements

General Education Courses  
42 Total Credits

## University Programs

Complete all of the following

42 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

Cornerstone Sustainability (CSST)

Complete:

EG110 - Engineering Ideas into Prototypes (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

CHM120 - General Chemistry I (3)

MAT275 - Calculus II: Integration and Series (3)

PHY215 - Physics I (3)

Exploration: Creative and Critical Expression (ECCE)

Complete:

EG498 - Capstone Design I (3)

Culmination (CLME)

Complete:

EG499 - Capstone Design II (3)

NOTE: EG 110, EG 498, and EG 499 require a minimum grade of C-.

Major Courses

66 Total Credits

Complete all of the following

Complete:

EG112 - Engineering Design II (3)

EG201 - Fluid Mechanics (3)

EG202 - Mechanics of Materials I (3)

EG203 - Dynamics (3)

EG209 - Thermodynamics I (3)

EG325 - Mechanics of Materials II (3)

EG410 - Heat Transfer (3)

EG420 - Design of Thermo-Fluid Systems (3)

2 of the following:

EG318 - Thermodynamics II (3)

EG341 - Design of Machine Components (3)

EG350 - Advanced Dynamics of Mechanical Systems (3)

NOTE: All Engineering Major courses require a minimum grade of C-.

Engineering Core

Complete all of the following

Complete:

EG200 - Statics (3)

EG207 - Instrumentation & Measurements (3)

EG208 - Materials Science (3)

EG310 - Junior Engineering Design (3)

EG316 - Electrical Circuits (3)

EG333 - Control Systems Analysis (3)

MAT325 - Calculus III: Multivariable Calculus (3)

MAT330 - Differential Equations (3)

MAT350 - Applied Linear Algebra (3)

PHY216 - Physics II (3)

PHY216L - Physics II Lab (1)

CHM120L - General Chemistry I Lab (1)

PHY215L - Physics I Lab (1)

1 of the following:

EG340 - Probability and Statistics for Engineers (3)

MAT370 - Numerical Analysis (3)

NOTE: All Engineering Core courses require a minimum grade of C-.

Major Electives

9 Total Credits

## University Programs

Complete all of the following

9 credit(s) from subject(s): EG within the range of course numbers 300 - 499

NOTES: All Engineering Major Elective courses require a minimum grade of C-. Students must meet with their advisor before enrolling in major electives.

Free Electives

6 Total Credits

6 credit(s).

Grand Total Credits: **123**

### Unmanned Aerial Systems (Certificate) (Campus)

#### Description

The Unmanned Aerial Systems (UAS) Certificate Program will allow students the opportunity to receive the FAA Part 107 Commercial Remote Pilot Certification and expand on that knowledge with advanced UAS operations tutorials. Students will understand UAS regulations, flight operations, crew resource management, risk management and mitigation, airspace requirements, and emergency operations. The culminating experience will involve advanced mission planning and execution with scenario-based training. Extra fees will be associated with the courses for drone purchase, software, and testing materials.

#### Outcomes

1. Equip students with the essential skills to manage drone operations.
2. Effectively plan and executive missions utilizing drone hardware and software.
3. Understand the safety and legal requirements of operating a drone.

#### Requirements

Certificate Courses

12 Total Credits

Complete:

UAS107 - UAS Certification (4)

UAS207 - UAS Operations (4)

UAS307 - Advanced UAS Operations and Mission Planning (4)

Grand Total Credits: **12**

## General Education

### General Education: The Commons (Campus, Online)

#### Description

The Commons represents Southern New Hampshire University's General Education program and the University's mission of supporting justice, equity, diversity, and citizenship—understood as the common good—in the core undergraduate academic experience. The Commons invites students to embrace, as their life's work, the journey of learning for the purpose of building a more just and equitable society. The Commons seeks to give deeper meaning and value to the balance of a student's academic pathway. It empowers them with the knowledge, tools, skills, and dispositions necessary to become effective critical and creative thinkers and decision makers capable of navigating the complexities of and positively contributing to contemporary, global society. Throughout The Commons, students will develop core skills necessary to navigate society, as well as those important for success in their major fields of study, personal lives, and professional paths. Students will learn how to communicate and collaborate in a variety of contexts, examine the influences of history and culture on contemporary issues and challenges, and explore the rich complexities of intercultural fluency. Students will employ theoretical and practical frameworks and will integrate and apply knowledge and skills from the arts and humanities; science, technology, and mathematics; and the social sciences through a variety of learning experiences. The interdisciplinary curriculum of The Commons engages students in the cultivation of equity and sustainability across various academic contexts and environments and serves to promote the development of a mindset aimed at a 21st-century citizenship grounded in service, creativity, and advocacy. \*\* Please refer to your Program Evaluation or your Academic Advisor for specific course information. \*\*

# University Programs

## Outcomes

1. Apply various modes of knowledge, inquiry, and creative expression to inform effective communications with diverse audiences in a range of contexts and formats
2. Synthesize and apply relevant quantitative and qualitative information and research from a variety of sources using critical evaluation and analytical reasoning
3. Apply ethical and informed decision-making to create empathetic solutions in addressing complex problems in varying societal, academic, professional, and personal contexts
4. Collaborate with others from diverse perspectives in a variety of contexts through the effective application of cultural knowledge and intercultural fluency
5. Integrate principles of social justice and civic responsibility into self-reflective and professional development practices to inform one's development as a global citizen

## Requirements

Foundation Courses

18 Total Credits

Complete all of the following

Cornerstone Social Justice (CSOJ)

1 of the following:

IDS105 - Cultural Awareness and Online Learning (3)

FYS101 - First Year Seminar (3)

SNHU107 - Success Strategies for Online Learning (3)

Cornerstone Humanities (CHUM)

1 of the following:

HUM102 - Self, Society, and the Humanities (3)

HUM110A - Foundations in Humanities (Learning to Look) (3)

HUM110B - Foundations in Humanities (Exploring the Past) (3)

HUM110C - Foundations in Humanities (The Literary Imagination) (3)

HUM110D - Foundations in Humanities (Music and Meaning) (3)

HUM110E - Foundations in Humanities (Philosophical Reasoning) (3)

Cornerstone English (CENG)

Complete all of the following

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

1 of the following:

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

Cornerstone Math (CMAT)

1 of the following:

MAT126 - Mathematical Reasoning for Modern Problem-Solving (3)

MAT107 - Mathematical Knowledge for Teaching I (3)

MAT108 - Mathematical Knowledge for Teaching II (3)

MAT115 - Math and Society (3)

MAT135 - The Heart of Mathematics (3)

MAT142 - Precalculus with Limits (3)

MAT160 - Introduction to Game Theory (3)

MAT215 - Introduction to Mathematical Modeling (3)

MAT222 - Introduction to Combinatorics (3)

MAT225 - Calculus I: Single-Variable Calculus (3)

MAT239 - Mathematics for Computing (3)

MAT240 - Applied Statistics (3)

MAT241 - Modern Statistics with Software (3)

MAT260 - Cryptology (3)

MAT275 - Calculus II: Integration and Series (3)

Cornerstone Sustainability (CSST)

1 of the following:

IDS150 - Global Perspectives in Sustainability (3)

BUS208 - Sustainable Businesses (3)

EG110 - Engineering Ideas into Prototypes (3)

ENV219 - Environmental Issues (3)

HIS270 - American Environmental History (3)

POL322 - Stratagem: The Sustainable Development Simulation Game (3)

## University Programs

SCI219 - Environmental Issues (3)  
SCI220 - Energy and Society (3)  
SPT215 - Sports and Sustainability (3)  
SST101 - Introduction to Sustainability (3)

Exploration Courses  
21 Total Credits

Complete all of the following

Ethical Thought and Equity and Their Importance in Decision Making (EETH)

1 of the following:

PHL218 - Ethics in Global Society (3)  
PHL260 - Ethical Decision-Making & Problem-Solving (3)  
ENG300 - Brave New Words: Writing for a Better World (3)  
GST247 - Gender and Text (3)  
HIS249 - The Common Good (3)  
HON202 - Interdisciplinary Studies II (3)  
LIT235 - War Literature (3)  
LIT247 - Gender and Text (3)  
PHL210 - Introduction to Philosophy (3)  
PHL212 - Introduction to Ethics (3)  
PHL220 - Death and the Meaning of Life (3)  
PHL222 - Happiness and the Good Life (3)  
PHL250 - Information Ethics (3)  
PHL316 - Business Ethics (3)  
PHL363 - Environmental Ethics (3)

Creative and Critical Expression Across Diverse Social, Cultural, and Historical Contexts (ECCE)

1 of the following:

HUM215 - Culture and Creativity (3)  
HUM260 - Creative Expression in Cultural Context (3)  
COM125 - Dissecting Pop Culture (3)  
COM212 - Public Speaking (3)  
COM244 - Digital Video Production: Level I (3)  
FAS226 - Digital Photography (3)  
FAS260 - History of Architecture (3)  
FAS270 - Introduction to Film History (3)  
FAS320 - History of Design (3)  
FAS326 - History of Photography (3)  
HON201 - Interdisciplinary Studies I (3)  
HUM201 - Humanities: Ancient to Renaissance (3)  
HUM202 - Humanities: Renaissance to the Present (3)  
LIT229 - World Mythology (3)  
LIT231 - Nature Writers (3)  
LIT233 - Banned Books (3)  
LIT237 - Young Adult Literature (3)  
LIT243 - Pop Fiction (3)  
LIT250 - Introduction to Literary Studies (3)  
LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)  
LIT335 - Major Authors: American, British, or Global (3)  
LIT350 - The Black Literary Tradition (3)  
MUS223 - Appreciation and History of Music (3)  
MUS270 - History of Jazz (3)  
MUS272 - Film Music (3)  
MUS274 - Video Game Music (3)  
MUS276 - Women and Music (3)  
MUS278 - American Popular Music: 1920-the present (3)

Historical Perspectives as Expressed and Lived by Various Past and/or Present Societies (EHPS)

1 of the following:

HIS217 - Diverse Historical Narratives (3)  
HIS262 - Historical Literacy and Society (3)  
HIS220 - Modern European History: 1890-Present (3)  
HIS222 - War and Society: Antiquity to 1800 (3)  
HIS223 - Modern War & Society (3)  
HIS235 - Modern Russia (3)  
HIS238 - Modern Germany: 1871 - Present (3)  
HIS240 - World War I (3)  
HIS241 - World War II (3)

## University Programs

HIS242 - The Cold War (3)  
HIS245 - United States History since 1945 (3)  
HIS254 - Civil Rights Movement (3)  
HIS259 - Silk Roads and Samurai (3)  
HIS260 - Modern China (3)  
HIS264 - Modern Japan (3)  
LIT318 - World Literature (3)  
LIT360 - Early British Literature (3)  
LIT362 - Early American Literature (3)  
PHL323 - Ancient Philosophy (3)

Scientific and Mathematical Fluencies and Their Importance in Evaluating Problems and Creating Solutions (ESMF)

3 credit(s) from the following:

SCI214 - STEM and the Scientific Mindset (3)  
SCI260 - STEM Principles and Problem-Solving (3)  
BIO101 - Principles of Biology (3)  
BIO210 - Introduction to Anatomy and Physiology (3)  
BIO210L - Anatomy and Physiology Lab (1)  
BIO215 - People, Places, and Plagues (3)  
BIO302 - Field Ornithology (3)  
CIS135 - Interactive Scripting for Business Applications (3)  
CIS209 - Introduction to Robotics Applications (3)  
CIS213 - Humanoid Robots (3)  
CIS214 - Technology and Art (3)  
CIS255 - Applied Data Structure and Database (3)  
CIS270 - Web Design & Construction (3)  
CIS275 - Artificial Intelligence for Real-World Applications (3)  
CS110 - Fundamentals of Programming (3)  
CS113 - Introduction to Programming (3)  
CSM199 - The Built Environment (3)  
EG112 - Engineering Design II (3)  
EG361 - Introduction to Autonomous Robots (3)  
IT140 - Introduction to Scripting (3)  
MAT107 - Mathematical Knowledge for Teaching I (3)  
MAT108 - Mathematical Knowledge for Teaching II (3)  
MAT115 - Math and Society (3)  
MAT135 - The Heart of Mathematics (3)  
MAT142 - Precalculus with Limits (3)  
MAT160 - Introduction to Game Theory (3)  
MAT215 - Introduction to Mathematical Modeling (3)  
MAT222 - Introduction to Combinatorics (3)  
MAT225 - Calculus I: Single-Variable Calculus (3)  
MAT239 - Mathematics for Computing (3)  
MAT240 - Applied Statistics (3)  
MAT241 - Modern Statistics with Software (3)  
MAT260 - Cryptology (3)  
MAT275 - Calculus II: Integration and Series (3)  
MAT299 - Mathematical Proof and Problem Solving (3)  
MAT300 - Applied Statistics II: Regression Analysis (3)  
PHL214 - Formal Logic (3)  
PHY101 - Principles of Physics (3)  
SCI218 - Natural Resources (3)

Roles of Social, Political, Psychological, and Economic Contexts in Shaping the Self in Society (ESPE)

1 of the following:

SCS215 - Social Sciences and the Human Experience (3)  
SCS260 - Social Issues and Decision-Making (3)  
ATH111 - Introduction to Cultural Anthropology (3)  
COM220 - Intercultural Communication (3)  
DEV106 - Learner Development (3)  
DEV260 - Culturally Responsive Citizen (3)  
ECO101 - Economics of Social Issues (3)  
ECO201 - Microeconomics (3)  
ECO202 - Macroeconomics (3)  
ECO314 - Labor Economics (3)  
ECO455 - Experiential International Economics (3)  
ENV348 - U.S. Environmental Law and Politics (3)  
FIN250 - Personal Financial Planning (3)

## University Programs

FIN455 - Experiential International Finance (3)  
GST335 - Gender and Sport (3)  
HOS220 - Geography of Global Cultures (3)  
LIT239 - Literature and the Mind (3)  
LIT241 - Crime Literature (3)  
MKT205 - Applied Marketing Strategies (3)  
MKT225 - Digital Marketing (3)  
MKT345 - Consumer Behavior (3)  
OL408 - Building Diverse and Inclusive Organizations (3)  
POL210 - American Politics (3)  
POL211 - International Relations (3)  
POL301 - U.S. Foreign Policy (3)  
POL306 - The American Legal Tradition (3)  
POL326 - World Legal Traditions (3)  
POL348 - U.S. Environmental Law and Politics (3)  
POL376 - Genocide and International Justice (3)  
POL378 - The United Nations and Global Governance (3)  
PSY108 - Introduction to Psychology (3)  
PSY225 - Health Psychology (3)  
PSY302 - Conspiracy Theory: Causes, Consequences, and Responses (3)  
PSY328 - Theories of Personality (3)  
PSY355 - Theories of Social Psychology (3)  
SNHU200 - Intercultural Exploration (3)  
SNHU397 - Global Inquiry Scholars of SNHU (3)  
SOC112 - Introduction to Sociology (3)  
SOC213 - Sociology of Social Problems (3)  
SOC214 - International Social Problems (3)  
SOC302 - Conspiracy Theory: Causes, Consequences, and Responses (3)  
SOC317 - Sociology of the Family (3)  
SOC320 - Sociology of Gender (3)  
SPED106 - Children with Exceptionalities (3)  
SPT333 - Sport, Society, and Ethics (3)  
SPT335 - Gender and Sport (3)

### Exploration Electives

6 credit(s) from the following type of course(s):

EETH, ECCE, EHPS, ESMF, ESPE

### Culmination

3 Total Credits

#### Culmination Experience (CLME)

1 of the following:

IDS405 - Civic Responsibility for Social Change (3)  
IDS410 - Problem Solving for Social Change (3)  
BIO360 - Global Nutrition: Challenges and Opportunities (3)  
BIO431 - Invasive Biology (3)  
CIS315 - Information System Requirements and Design (3)  
ECO350 - Economics of Nonprofit Organizations (3)  
ENG370 - Writing with Digital Media (3)  
FAS301 - Film and American Culture (3)  
FAS302 - Gender and Film (3)  
FAS335 - Romanticism to Impressionism (3)  
FAS345 - Contemporary Art (3)  
FAS370 - American Art (3)  
FAS380 - Women, Art and Society (3)  
FAS390 - Non-Western Art (3)  
HIS301 - World History and Culture (3)  
HIS308 - Case Studies in Revolution (3)  
HIS309 - Dictators in the Modern Era (3)  
HIS321 - The Ancient World of Greece and Rome (3)  
HIS330 - Civil War and Reconstruction (3)  
HIS332 - Colonial New England (3)  
HIS338 - Young America (3)  
HIS357 - American Slavery (3)  
LIT399 - Literature in the Digital Age (3)  
MAT434 - Statistical Learning and Classification (3)  
MAT435 - Mathematical Modeling: Construction and Validation (3)  
MAT440 - BIG Problems in Mathematics (3)

## University Programs

MUS376 - Music, Gender and Society (3)  
OL218 - Power of Questioning (3)  
PHL305 - Animal Rights and Ethical Issues (3)  
PHL315 - Philosophy of Love, Sex & Gender (3)  
SNHU398 - Design Thinking and Learning Pedagogy Wolak Learning Fellows (3)  
SNHU399 - Inquiry Scholars of SNHU (3)  
SNHU400 - Advanced Design Thinking and Learning Fellows Pedagogy: Learning Fellows Edition (3)  
SOC324 - Sociology of Crime and Violence (3)  
SOC326 - Sociology of Deviant Behavior (3)  
SOC335 - Technology and Society (3)  
SPT465 - Global Sport Business (3)

Grand Total Credits: **42**

### General Studies (BA) (Online)

#### Description

The purpose of the B.A. General Studies is to serve those students who want a broad general education without an in-depth study in one discipline area. This program provides students a broad education that permits them the freedom to take coursework in multiple academic disciplines but, at the same time, allows them to earn a concentration in one area of study. The degree consists of four separate sections. The first section of 42 credits is the university general education core. The core provides the broad general education that the university believes should be the foundation for all SNHU students. The second component of the degree consists of a degree planning course. The third section of the general studies degree is the 12 credit concentration. The final section of the general studies degree consists of 63 credits of free electives for students. These free electives serve multiple purposes. First, they enable the student to explore different discipline areas; an exploration that may lead to their changing their general studies degree to a specific discipline major or it may lead them to continue their general studies program with a specific concentration. Free electives also allow students who have chosen a concentration to complete any prerequisites that may be required for courses in that program. NOTE: Students must take or transfer at least twelve credits of 300-400 coursework in the BA General Studies program.

#### Outcomes

1. Evaluate human cultures and the physical and natural world using multiple lenses, including fine arts and humanities, social and behavioral sciences, and science, technology, and mathematics for their implications in contributing to cultural, historical, and social history
2. Apply and adapt appropriate written, verbal, and non-verbal communication for various situations and audiences
3. Analyze relevant information using qualitative and quantitative reasoning and evidence and assess it for its applicability to various situations
4. Demonstrate an empathetic and ethical viewpoint of diverse cultures and perspectives in achieving successful collaborative environments and reaching common goals
5. Apply professional and ethical approaches to decision-making that communicate personal integrity, responsible citizenship and commitment to positive change
6. Synthesize general and discipline-based knowledge for application to and reflection on experiences in and beyond the classroom



# University Programs

## Requirements

General Education Courses  
42 Total Credits

42 credit(s) from: GenEd

Major Courses  
3 Total Credits

Complete:

IND299 - Strategies for Specialization Planning (3)

Concentration Courses  
12 Total Credits

Complete all of the following

Students will need to declare an approved concentration for the General Studies major. The concentration is determined in consultation with the student's advisor. Students may take no more than two 100-level courses in any concentration.  
12 credit(s).

Free Electives  
63 Total Credits

63 credit(s).

Grand Total Credits: **120**

## General Studies (BA) (Online) - Business Administration Essentials (Concentration)

### Description

The Business Administration Essentials concentration provides learners with the opportunity to gain a foundational knowledge in a variety of areas of business. Learners are able to choose from a diverse set of courses within various knowledge areas to gain business strategies including problem-solving, leadership and communication.

### Requirements

Concentration Courses  
12 Total Credits

Complete all of the following

6 credit(s) from subject(s): ACC, BUS, ECO, FIN, HRM, INT, MIS, MKT, OL, or QSO within the range of course numbers 100 - 499

6 credit(s) from ACC, BUS, FIN, HRM, INT, MIS, MKT, OL, or QSO within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## General Studies (BA) (Online) - Civic Engagement (Concentration)

### Description

The Civic Engagement concentration will prepare learners to effectively contribute to their local and global communities to bring about change. This concentration will focus on the development of personal responsibility, effective communication, leadership, and the ability to incorporate diverse perspectives. Learners have the opportunity to participate in community-based learning through an internship and demonstrate competencies in taking action, making positive change, service learning, communication, responsible citizenship, and problem solving.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): COM, POL, or SOC within the range of course numbers 100 - 499

6 credit(s) from COM, POL, or SOC within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## General Studies (BA) (Online) - Coding Basics (Concentration)

### Description

The Coding Basics concentration gives learners the opportunity to develop gain new knowledge and skills in creative problem-solving and through programming. Learners will be able to write simple scripts and learn the fundamentals of object-oriented programming. Furthermore, learners will learn the fundamentals of programming concepts including data types, variables, decision statements, loops and functions.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

IT140 - Introduction to Scripting (3)

IT145 - Foundation in Application Development (3)

6 credit(s) from CS or IT within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## University Programs

### **General Studies (BA) (Online) - Communication Essentials (Concentration)**

#### **Description**

The Communication Essentials concentration will provide learners with the opportunity to explore several key areas of communication, including active listening, effective oral and written communication strategies, recognizing nonverbal cues, and strategies to target different audiences. In addition, learners assess current trends in digital communication and select appropriate tools and technology to reach diverse cultures across the globe.

#### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): COM within the range of course numbers 100 - 499

6 credit(s) from COM within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

### **General Studies (BA) (Online) - Creative Problem Solving (Concentration)**

#### **Description**

The Creative Problem Solving concentration will use both authentic and abstract problem-solving to develop a learner's appreciation for the significant role that quantitative reasoning plays in society. Learners will increase their knowledge of how to use quantitative methods for analysis.

#### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): DAT, MAT, PHL, or SOC within the range of course numbers 100 - 499

6 credit(s) from DAT, MAT, PHL, or SOC within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## University Programs

### **General Studies (BA) (Online) - Criminal Justice Essentials (Concentration)**

#### **Description**

The Criminal Justice Essentials concentration provides learners with an introduction to the key areas within the criminal justice field. Learners will have the opportunity to explore current topics and trends within the American criminal justice and judicial systems, such as critical issues in global terrorism, leadership and management skills, and crisis intervention. In addition, the concentration provides learners with professional insight and firsthand, relevant experiences in various areas of criminal justice through the different course offerings.

#### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): CJ within the range of course numbers 100 - 499

6 credit(s) from CJ within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

### **General Studies (BA) (Online) - Digital Audiences and New Media (Concentration)**

#### **Description**

In the Digital Audiences and New Media concentration, learners have the opportunity to explore digital culture and its impact on education, communication, and creativity. This concentration focuses on new media, mass communication, and digital engagement and collaboration with diverse global audiences. Topics may include media literacy and the value of critical thinking in the digital age, ethics, and strategic marketing in the digital age.

#### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): ADV, COM, or MKT within the range of course numbers 100 - 499

6 credit(s) from ADV, COM, or MKT within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses

Grand Total Credits: **12**

# University Programs

## **General Studies (BA) (Online) - Diversity and Cultural Awareness (Concentration)**

### **Description**

The Diversity and Cultural Awareness concentration may increase a learner's understanding of the value in seeing multiple perspectives through an investigation of diverse communities. This concentration promotes intercultural communication, collaboration, and problem solving, and will guide learners toward capabilities in questioning assumptions and active listening.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): ATH, HIS, LIT, PHL, POL, PSY, or SOC within the range of course numbers 100 - 499

6 credit(s) from ATH, HIS, LIT, PHL, POL, PSY, or SOC within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## **General Studies (BA) (Online) - Environmental Studies Essentials (Concentration)**

### **Description**

The Environmental Studies Essentials concentration provides learners with an interdisciplinary approach to studying global environmental concerns through multiple perspectives. Learners will gain and apply analytical, communication, and quantitative reasoning skills to examine authentic environmental issues. Learners will also investigate the relationship between nature and culture in societies around the globe, in addition to the social and economic implications of critical environmental concerns.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

ENV101 - Environmental Science (3)

SCI219 - Environmental Issues (3)

6 credit(s) from BIO, ENV, PHL, SCI, or SOC within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## General Studies (BA) (Online) - Essentials of Entrepreneurship (Concentration)

### Description

The Essentials of Entrepreneurship concentration will develop a learner's entrepreneurial mindset toward the identification and analysis of new opportunities for small to medium businesses. Learners will have the opportunity to explore courses that will introduce the essential frameworks and tools for assessing the marketability and feasibility of new products, services and businesses. Topics may include alternative organizational forms, financing, managerial concepts and marketing techniques necessary to align strategy, processes, and people to an entrepreneurial vision.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): BUS, ECO, MKT, or OL within the range of course numbers 100 - 499

6 credit(s) from BUS, MKT, or OL within the 300 - 499 range or from the following courses:

PHL316 - Business Ethics (3)

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## General Studies (BA) (Online) - Essentials of Human Services (Concentration)

### Description

The Essentials of Human Services concentration introduces learners to the knowledge and skills needed to assist people living in a variety of circumstances. The concentration will provide learners with the opportunity to explore ethical standards of practice to negotiate the complexities of American society and the systems that have been established to provide assistance. Learners will explore strategies to improve their in problem-solving, communication, and critical thinking skills.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): HSE within the range of course numbers 100 - 499

6 credit(s) from HSE within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## **General Studies (BA) (Online) - Essentials of Information Technology (Concentration)**

### **Description**

The Essentials of Information Technology concentration can provide learners with a broad base of technical knowledge and prepare them to assist in the design and application of technologies in the workplace. Learners will explore tools and techniques in the IT environment and be introduced to basic scripting and programming concepts in a variety of organizational contexts. Learners will have the opportunity to examine the basics of various hardware and software technologies, including networking, operating systems, system development processes, and human-computer interactions.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

IT140 - Introduction to Scripting (3)

IT200 - Fundamentals of Information Technology (3)

6 credit(s) from CS, CYB, or IT within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## **General Studies (BA) (Online) - Essentials of Narrative (Concentration)**

### **Description**

The Essentials of Narrative concentration provides learners with opportunities to develop critical thinking and communication skills through the interpretation and study of literature. Learners will explore themes such as identity, race, gender, and class as well as the social and cultural influences that impact writers from a range of historical time periods. Learners will also sharpen skills in persuasion through communicating and supporting unique ideas and perspectives in writing.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): LIT within the range of course numbers 100 - 499

6 credit(s) from LIT within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## **General Studies (BA) (Online) - Essentials of Sport Management (Concentration)**

### **Description**

The Essentials of Sport Management concentration provides learners with a foundation to understanding the management principles and organizational theory related to the business of sports. Learners will have the opportunity to increase their skills in various areas of business directly related to sports and sports management. Topics may include sports marketing, facilities management, sport and society, and sport law.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

SPT111 - Introduction to Sport Management (3)

SPT200 - Sport Business (3)

6 credit(s) from SPT within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## **General Studies (BA) (Online) - Ethics and Reasoning (Concentration)**

### **Description**

In the Ethics and Reasoning concentration, learners will train to become critical thinkers about various aspects of life. Learners will engage in the intellectual formulation of questions and follow arguments, preparing learners with the reasoning and decision-making skills to be moral leaders in the workforce and daily life.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): PHL within the range of course numbers 100 - 499

6 credit(s) from PHL within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**



# University Programs

## General Studies (BA) (Online) - Exploring Liberal Arts (Concentration)

### Description

This broad-based interdisciplinary concentration provides learners the flexibility to explore topics in the liberal arts, with a focus on humanities, history, and literature to broaden their perspectives, increase their critical thinking and reasoning skills, and improve communication. Learners may take courses from within the Liberal Arts to align with their personal interests or career path.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): ENG, FAS, GRA, HIS, LIT, MUS, or PHL within the range of course numbers 100 - 499

6 credit(s) from ENG, FAS, GRA, HIS, LIT, MUS, or PHL within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## General Studies (BA) (Online) - Exploring STEM (Concentration)

### Description

The Exploring STEM Concentration provides learners with the opportunity to explore a variety of experiences in science, technology, and math. This concentration will help learners improve their quantification literacy and increase their knowledge of STEM basics.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): BIO, CHM, CS, CYB, DAT, ENV, GAM, GEO, IT, MAT, MIS, PHY, or SCI within the range of course numbers 100 - 499

6 credit(s) from BIO, CHM, CS, CYB, DAT, ENV, GAM, GEO, IT, MAT, MIS, PHY, or SCI within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## **General Studies (BA) (Online) - Finance Essentials (Concentration)**

### **Description**

The Financial Essentials concentration guides learners to an understanding of rules, interpretation, and communication of finance and accounting. Learners may gain an understanding of how data impacts decision making strategies to assess and improve business. Learners may also gain an understanding of how accounting information will inform these decisions.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete all of the following

6 credit(s) from subject(s): ACC or FIN within the range of course numbers 100 - 499

6 credit(s) from ACC or FIN within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## **General Studies (BA) (Online) - Human Resources Essentials (Concentration)**

### **Description**

The Human Resources Essentials concentration provides a foundation in various topics related to Human Resources and managing people within an organization. Furthermore, learners gain strategies in leadership and initiative, communication, and creative problem-solving.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete all of the following

6 credit(s) from subject(s): HRM or OL within the range of course numbers 100 - 499

6 credit(s) from HRM or OL within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## General Studies (BA) (Online) - Leadership Essentials (Concentration)

### Description

The Leadership Essentials concentration will expose learners to fundamentals of effective leadership through studies in ethics and conflict management, team building skills, oral and written communication, and decision-making techniques. Learners can explore various kinds of leadership positions to prepare for productive team management. This concentration focuses on capabilities related to self-awareness, active listening, solutions-focused strategies, and the positive power of feedback for growth and understanding.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): COM, MGT, OL, or PSY within the range of course numbers 100 - 499

6 credit(s) from COM, MGT, OL, or PSY within the 300 - 499 range or from the following courses:

PAD331 - Public Administrative Ethics and Theory (3)

PHL316 - Business Ethics (3)

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## General Studies (BA) (Online) - Management Information Systems Essentials (Concentration)

### Description

The Management Information Systems Essentials concentration provides learners with the essential skills necessary for managing information systems that support the operations of an organization. Learners will have the opportunity to select courses that examine topics such as systems architectures, basic programming languages, data management, manipulation, and analysis, as well as the electronic interactions of an organization. Learners will also learn about the flow of information through a system, and how to leverage this information to make informed decisions.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): DAD, DAT, or MIS within the range of course numbers 100 - 499

6 credit(s) from DAD, DAT, or MIS within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## General Studies (BA) (Online) - Mathematics (Concentration)

### Description

In the mathematics concentration, learners are exposed to mathematical concepts and methods that develop their reasoning and quantitative and problem solving skills. Additionally, learners engage in coursework that emphasizes the broad application of mathematics in the modern world, and its connections to both abstract and real world problems.

### Outcomes

1. Apply mathematical reasoning and analysis in evaluating solutions and solving problems in a variety of contexts within the field of mathematics

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): MAT within the range of course numbers 100 - 499

6 credit(s) from MAT within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## General Studies (BA) (Online) - Professional Writing Essentials (Concentration)

### Description

The Professional Writing Essentials concentration provides learners with the opportunity to explore foundational skills in editing, copywriting, and technical writing. Learners may create different formats of public communications and produce documents of a technical nature. Additionally, learners can develop skills and strategies for delivering content through new media and diverse multimedia platforms.

### Outcomes

1. Apply industry-specific writing techniques in developing content appropriate for engaging diverse audiences

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): COM or ENG within the range of course numbers 100 - 499

6 credit(s) from COM or ENG within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## General Studies (BA) (Online) - Psychology (Concentration)

### Description

The Psychology concentration offers students the opportunity to explore a variety of facets of psychology, while building skills in quantitative and qualitative research, critical thinking, collaboration, and communication. Learners will explore contemporary human issues and institutions through a psychological lens.

### Outcomes

1. Examine contemporary issues and institutions through a psychological lens for informing research in human behavior, mental processes, and social interactions

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

PSY108 - Introduction to Psychology (3)

3 credit(s) from subject(s): PSY within the range of course numbers 100 - 499

6 credit(s) from PSY within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## General Studies (BA) (Online) - Social Justice Essentials (Concentration)

### Description

The Social Justice Essentials concentration offers learners the opportunity to explore justice issues through contemporary topics in criminal and civil law, corrections, and ethical leadership. Learners can gain new skills in critical thinking and inquiry, effective communication, cultural awareness and social science investigation.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

6 credit(s) from ATH, CJ, POL, or SOC within the 100 - 499 range or from the following courses:

PHL212 - Introduction to Ethics (3)

6 credit(s) from ATH, CJ, POL, or SOC within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## **General Studies (BA) (Online) - Society and Social Problems (Concentration)**

### **Description**

The Society and Social Problems concentration offers learners a foundation in larger sociological questions in the contemporary world. Learners will gain skills in the critical evaluation of society and social problems through experience-based methodology. Learners will increase their understanding of sociological perspectives on core areas of social life including family, gender, aging, deviant behavior, identity, culture, social structure and minority relations.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete all of the following

6 credit(s) from subject(s): CJ, PSY, or SOC within the range of course numbers 100 - 499

6 credit(s) from CJ, PSY, or SOC within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## **General Studies (BA) (Online) - Understanding the Past (Concentration)**

### **Description**

The Understanding the Past concentration encourages learners to explore a variety of historical perspectives. Learners will also have the opportunity to explore themes, artifacts, and significant events for their historical legacy and how they impact the present. Furthermore, learners will expand critical thinking, intercultural fluency, and communication skills.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete all of the following

6 credit(s) from subject(s): FAS, HIS, LIT, or MUS within the range of course numbers 100 - 499

6 credit(s) from HIS within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

No more than 2 courses of any discipline may apply to this concentration. Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

# University Programs

## General Studies (BA) (Online) - Writing and Creative Expression (Concentration)

### Description

The Writing and Creative Expression concentration provides learners with opportunities to apply foundational aspects of craft to their writing. Through this application, learners will familiarize themselves with the techniques and genre conventions of major forms. Additionally, learners will explore issues of process and craft and develop essential skills in critiquing and revising through the review of various written works.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following  
Complete:

ENG226 - Introduction to Creative Writing (3)

9 credit(s) from ENG within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

Learners are responsible for any required prerequisite courses.

Grand Total Credits: **12**

## Liberal Arts (AA) (Online)

### Description

The Associate of Arts degree in Liberal Arts is designed to help students advance in their academic, personal, and professional lives. In order to become locally, globally, and civically engaged individuals, students will practice and gain skills such as communication and collaboration, research, critical and creative thinking, decision making, cultural competence, social justice, and civic engagement. Students will examine each skill through various social, historical, and cultural contexts to further support skill attainment and prepare them to navigate and contribute to society as globally responsible citizens. Students planning on continuing into a bachelor's degree program are able to choose Exploration courses that align with their field of study.

### Outcomes

1. Communicate with diverse audiences in a range of contexts and formats leveraging various modes of knowledge, inquiry, and creative expression.
2. Use critical evaluation and analytical reasoning to incorporate relevant quantitative and qualitative information and research from a variety of sources.
3. Create solutions using empathy and ethically informed decision-making strategies to address complex problems in a variety of societal, academic, professional, and personal contexts.
4. Apply cultural knowledge and intercultural fluency through collaboration with individuals from diverse cultures and perspectives.
5. Apply principles of social justice and civic responsibility to develop professional growth and self-reflective practices as a local and global citizen.

## University Programs

### Requirements

General Education Courses  
48 Total Credits

Complete all of the following

48 credit(s) from: GenEd

Cornerstone Social Justice (CSOJ)

One (1) General Education course must be from Cornerstone Social Justice (CSOJ)

Cornerstone Humanities (CHUM)

One (1) General Education course must be from Cornerstone Humanities (CHUM)

Cornerstone English (CENG)

Two (2) General Education courses must be from Cornerstone English (CENG)

Cornerstone Math (CMAT)

One (1) General Education course must be from Cornerstone Math (CMAT)

Cornerstone Sustainability (CSST)

One (1) General Education course must be from Cornerstone Sustainability (CSST)

Exploration: Ethical Thought and Equity (EETH)

Two (2) General Education courses must be from Exploration: Ethical Thought and Equity (EETH)

Exploration: Creative and Critical Expression (ECCE)

Two (2) General Education courses must be from Exploration: Creative and Critical Expression (ECCE)

Exploration: Historical Perspectives (EHPS)

Two (2) General Education courses must be from Exploration: Historical Perspectives (EHPS)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Six (6) General Education credits must be from Exploration: Scientific and Mathematical Fluencies (ESMF)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Two (2) General Education courses must be from Exploration: Contexts in Shaping the Self in Society (ESPE)

Free Electives

12 Total Credits

12 credit(s).

Grand Total Credits: **60**

## Healthcare

### Community Health Education (BS) (Online)

#### Description

The B.S. in Community Health Education program addresses the responsibilities, functions, skills, and knowledge to become a successful and effective community health educator. Students explore effective ways to promote health and prevent disease in populations, and to plan, develop, implement and evaluate community health education programs. Students learn important the critical components of community health education such as social and behavioral health, research and assessment, epidemiology and chronic and communicable diseases. According to the U.S. Bureau of Labor Statistics (2014), "employment of health educators and community health workers is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people about healthy habits, behaviors and utilization of available health care services." This degree program is designed for students who want careers in public or private health organizations. Health educators are professionals who plan, implement, and evaluate activities to help improve the health of people in settings such as schools, workplace programs, community agencies, health care facilities, government organizations, businesses, and colleges. The BS in Community Health Education program prepares the student for the professional certification examination to become a Certified Health Education Specialist (CHES) offered through the National Commission for Health Education Credentialing.



# University Programs

## Outcomes

1. Apply statistical constructs and epidemiological principles to recognize patterns and trends within the scope of public health
2. Apply fundamental community health strategies in assessment, planning, and prevention to improve the health, safety, and quality of life for people in their communities
3. Analyze the efficacy of health programs targeted at improving healthcare access, quality, and delivery to ensure community and population health
4. Describe the fundamental social and behavioral theories relevant to community health to identify health disparities and promote social justice
5. Utilize principles and functions of management to foster consensus, promote effective use of human resources, and enhance operations
6. Evaluate health communication and literacy strategies to promote effective health communication campaigns
7. Develop a professional identity from which to make globally, socially, and ethically responsible decisions that are aligned with legal and organizational policy requirements

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

IHP340 - Statistics for Healthcare Professionals (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

BIO210 - Introduction to Anatomy and Physiology (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

PSY108 - Introduction to Psychology (3)

### Major Courses

36 Total Credits

Complete:

CHE110 - Introduction to Community Health Education (3)

CHE220 - Communicable Diseases (3)

CHE300 - Methods and Materials in Health Education (3)

CHE350 - Program Administration (3)

CHE460 - Health Communication, Social Marketing, and Advocacy (3)

CHE490 - Community Health Capstone (3)

IHP200 - Wellness Across the Lifespan (3)

IHP330 - Principles of Epidemiology (3)

PHE327 - Research and Assessment in Public Health (3)

PHE340 - Social and Behavioral Health (3)

PHE423 - Evaluation Methods in Public Health (3)

PHE425 - Programming Planning in Public Health (3)

### Major Electives

12 Total Credits

Complete all of the following

3 credit(s) from CHE, HCM, IHP, or PHE within the 100 - 499 range or from the following courses:

SNHU290 - Experiential Learning (3)

9 credit(s) from CHE, HCM, IHP, or PHE within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

### Free Electives

30 Total Credits

30 credit(s).

Grand Total Credits: **120**

# University Programs

## Health Information Management (BS) (Online)

### Description

The Health Information Management program prepares students by developing essential knowledge, skills, and abilities for managing health data in today's complex healthcare landscape. Student learning centers on managing health data through compliance with regulations and the use of appropriate technologies to improve health information and patient outcomes. The highlights of the program include learning activities in the simulated electronic health record (EHR), a capstone course, and professional practice experience in which students will intern onsite with an HIM professional.

### Outcomes

1. Apply health data structure, standards, and regulations, to manage clinical classification systems and reimbursement
2. Analyze the uses, risks, and management of health statistics and biomedical research data and their support to performance improvement programs
3. Interpret and apply current laws, regulations, policies, and healthcare ethics as they relate to decision-making in healthcare delivery and systems
4. Implement and manage hardware and software technologies to ensure effective data collection, storage, analysis, and reporting of information
5. Evaluate information system applications (databases, selection processes, service applications, etc.) for their capacity to meet the needs of health care organizations
6. Using current management principles, and recognizing limits on human and financial resources, propose solutions and develop project management plans to solve organizational challenges

# University Programs

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

IHP340 - Statistics for Healthcare Professionals (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

BIO210 - Introduction to Anatomy and Physiology (3)

Major Courses  
57 Total Credits

Complete:

DAD220 - Introduction to Structured Database Environments (3)

DAT300 - Data Validation: Getting the Right Data (3)

HCM205 - Medical Terminology (3)

HCM340 - Healthcare Delivery Systems (3)

HCM345 - Healthcare Reimbursement (3)

HIM200 - Introduction to Health Information Technology (3)

HIM215 - Coding & Classification Systems (3)

HIM220 - Healthcare Data Management (3)

HIM350 - Communication and Technologies (3)

HIM360 - Coding and Classifications Systems II (3)

HIM400 - Communication and Technologies II (3)

HIM422 - Ethical and Legal Considerations in Health Information Management (3)

HIM440 - Management of Health Information Services (3)

HIM445 - Professional Practical Experience (3)

HIM480 - Health Information Management Capstone (3)

IHP310 - Pathophysiology and Pharmacology Concepts (3)

IHP430 - Healthcare Quality Management (3)

IHP450 - Healthcare Management and Finance (3)

IT200 - Fundamentals of Information Technology (3)

Free Electives  
21 Total Credits

21 credit(s).

Grand Total Credits: **120**

# University Programs

## Health Information Management (MS) (Online)

### Description

The Master of Science in Health Information Management (HIM) program prepares professionals to apply leadership, critical thinking, communication and problem solving skills to various leadership and management roles in HIM. The curriculum utilizes an approach that focuses on information governance, data protection, health informatics, revenue management, compliance, healthcare law, ethics, and analytics.

### Outcomes

1. Evaluate and create data management policies and procedures that help ensure data accuracy and integrity through focused attention on the application of health information management principles
2. Ensure the integrity and privacy of patient data through advanced technology solutions and ethical and legal practices in all aspects of the health information management profession
3. Leverage advanced data analytics, statistical, and research techniques and technologies in health care enterprise planning and decision making
4. Develop strategic and operational models for managing reimbursements and the revenue cycle in healthcare enterprises, adhering to current regulations
5. Formulate health information compliance programs that integrate data analytics and ensure compliance and fraud mitigation in healthcare organizations
6. Develop leadership approaches in relation to healthcare enterprise strategic goals that foster collaboration across functional areas and guide organizations through adversity and change

### Requirements

Major Courses  
36 Total Credits

Complete:

HIM510 - HIM Applications and Systems (3)  
HIM520 - Leading as a HIM Professional (3)  
HIM530 - Information Protection & Security in HIM (3)  
HIM540 - Health Information Governance (3)  
HIM550 - Data Management and Data Quality (3)  
HIM560 - HIM Informatics and Technology Infrastructure (3)  
HIM600 - Managing Compliance (3)  
HIM660 - HIM Strategic Planning and Financial Management (3)  
HIM675 - Research Methods and Evaluation (3)  
HIM680 - Advanced Topics in HIM I (3)  
HIM685 - Advanced Topics in HIM II (3)  
HIM690 - Health Information Management Capstone (3)

Grand Total Credits: **36**

## Health Sciences (BS) (Online)

### Description

The Bachelor of Science in Health Sciences is a transfer-friendly degree completion program targeting Associate degree holders in the Allied Health Sciences discipline. The program's design facilitates the transfer of prior clinical coursework typically found in degrees such as an Associate of Applied Science. The program is open only to graduates and degree holders of an Associate degree in the Allied Health field. The Allied Health Sciences encompasses a variety of occupations including diagnostic technicians and technologists, emergency medical technicians, medical assistants, dental hygienists, laboratory technicians and nuclear medicine technologists. The program builds on prior coursework and provides current practitioners with the competencies to qualify for supervisory and managerial roles in their respective fields. The Bachelor of Science in Health Sciences is designed for motivated professionals who have earned an allied-health related associate's degree and have a desire to advance in their careers. The degree program is structured to maximize the student's transfer of credit while at the same time ensuring the student benefits from a broad general curriculum as well as specific healthcare-related courses designed to develop a managerial perspective. The program recognizes that individuals admitted into the program possess an academic focus in their technical/clinical area. Students will find that the B.S. in Health Sciences accepts as transferable credit, acceptable college level courses in both general education / liberal arts as well as the applied sciences within their clinical focus area. This is of particular benefit to those graduating with an Associate of Applied Science. The Bachelor of Science in Health Sciences builds upon this prior learning to prepare the graduate to assume supervisory or managerial roles in healthcare.

# University Programs

## Outcomes

1. Engage diverse health care stakeholders using communications that reflect keen interpersonal skills, effective collaboration practices, and deep cultural competence
2. Demonstrate knowledge of microeconomic, macroeconomic and financial principles through monitoring and utilization of financial and economic data for decision-making and strategic planning
3. Utilize principles and functions of management to foster organizational development, promote effective use of human resources, and enhance operations
4. Assess contemporary policies, regulations, and governance structures relevant to the United States health care delivery system and their implications for ethical decision-making
5. Promote dynamic organizational cultures that establish strategic visions, methodically analyze and interpret data based on sound epidemiological and statistical principles, and embrace change for continuous health care quality improvement
6. Demonstrate the application of healthcare management principles to improve the delivery of patient care within their technical discipline/department

## Requirements

### Transfer Requirement

21 Total Credits

Complete all of the following

Transfer from an Associate Degree in an Allied Health discipline.

21 credit(s).

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

IHP340 - Statistics for Healthcare Professionals (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

BIO210 - Introduction to Anatomy and Physiology (3)

### Major Courses

21 Total Credits

Complete:

HCM320 - Healthcare Economics (3)

HCM340 - Healthcare Delivery Systems (3)

HCM345 - Healthcare Reimbursement (3)

HCM400 - Healthcare Finance (3)

HCM491 - Health Sciences Capstone (3)

IHP420 - Ethical and Legal Considerations of Healthcare (3)

IHP430 - Healthcare Quality Management (3)

### Free Electives

36 Total Credits

36 credit(s).

Grand Total Credits: **120**

## Healthcare Administration (BS) (Online)

# University Programs

## Description

Healthcare is the largest industry in the United States and the second largest employer, with more than 11 million jobs (AUPHA). Healthcare managers, administrators and executives are responsible for planning, directing, and coordination health services for the populations they serve at the micro, meso and macro levels. Healthcare administration professionals provide leadership in hospitals, physician group practices, skilled nursing facilities, home health and other community agencies. Healthcare Administration (HCA) professionals possess the knowledge, attitudes, and skills to successfully lead healthcare organizations while working closely with clinicians to ensure the highest quality of care is provided in a fiscally responsible manner. The B.S. Healthcare Administration program has been developed in alignment with Association of University Programs in Health Administration (AUPHA). Content areas selected for the B.S. Healthcare Administration program represent the core body of knowledge identified by AUPHA as being essential for the Healthcare Administrator. Competencies are the skills, knowledge and abilities that healthcare administrators need to master and transcend organizational settings (Healthcare Leadership Alliance, 2010). Upon completion of the B.S. Healthcare Administration program, graduates will demonstrate the four competencies identified by AUHPA as critical to their success including the following: communication (written and oral); computational skills (mathematics and quantification); critical thinking (ability to analyze problems); and societal and cultural context (historical, philosophical, social, cultural, economic, political, and scientific foundations). The Healthcare Leadership Alliance (HLA) created the HLA Competency Directory which provides an interactive tool to ensure current and future healthcare leaders have the training and expertise needed to manage the nation's healthcare organizations. The HLA is comprised of the following professional organizations: American College of Healthcare Executives (ACHE); American College of Physician Executives (ACPE); American Organization of Nurse Executives (AONE); Healthcare Financial Management Association (HFMA); Healthcare Information and Management Systems Society (HIMSS); and the Medical Group Management Association (MGMA). The AUPHA competencies are in alignment with the competencies identified as critical by the Healthcare Leadership Alliance. Through meeting Program Outcomes, graduates from the B.S. Healthcare Administration program will demonstrate these competencies.

## Outcomes

1. Engage diverse health care stakeholders using communications that reflect keen interpersonal skills, effective collaboration practices, and deep cultural competence
2. Demonstrate knowledge of microeconomic, macroeconomic and financial principles through monitoring and utilization of financial and economic data for decision-making and strategic planning
3. Utilize principles and functions of management to interpret market analyses for strategic planning and to foster organizational development, promote effective use of human resources, and enhance operations
4. Propose recommendations to improve the effectiveness and integration of information management systems at the various levels of health care organizations and achieve organizational goals
5. Assess contemporary policies, regulations, and governance structures relevant to the United States health care delivery system for their impacts to populations' health and their implications for ethical decision-making
6. Promote dynamic organizational cultures that establish strategic visions, methodically analyze and interpret data based on sound epidemiological and statistical principles, and embrace change for continuous health care quality improvement

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

IHP340 - Statistics for Healthcare Professionals (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

BIO210 - Introduction to Anatomy and Physiology (3)

IT210 - Business Systems Analysis and Design (3)

### Major Courses

45 Total Credits

Complete:

BUS210 - Managing and Leading in Business (3)

HCM320 - Healthcare Economics (3)

HCM325 - Healthcare Marketing (3)

HCM340 - Healthcare Delivery Systems (3)

HCM345 - Healthcare Reimbursement (3)

HCM400 - Healthcare Finance (3)

HCM415 - Healthcare Strategic Management and Policy (3)

HCM440 - Healthcare Research and Evaluation Methodologies (3)

HCM490 - Healthcare Administration Capstone (3)

HRM200 - Human Resource Functions (3)

IHP330 - Principles of Epidemiology (3)

IHP410 - Population Health and Cultural Competence (3)

IHP420 - Ethical and Legal Considerations of Healthcare (3)

IHP430 - Healthcare Quality Management (3)

OL342 - Organizational Behavior (3)

### Major Electives or choose a Concentration

9 Total Credits

Complete all of the following

3 credit(s) from subject(s): CHE, HCM, HIM, IHP, OL, PHE, or QSO within the range of course numbers 100 - 499

6 credit(s) from subject(s): CHE, HCM, HIM, IHP, OL, PHE, or QSO within the range of course numbers 300 - 499

### Free Electives

24 Total Credits

24 credit(s).

Grand Total Credits: **120**

## University Programs

### **Healthcare Administration (BS) (Online) - Health Information Management (Concentration)**

#### **Description**

The concentration in Health Information Management builds on the knowledge, attitudes, and skills developed in the core Healthcare Administration degree by focusing on the effective integration of technology in healthcare organizations. Students will be exposed to the design and use of medical databases, as well as how to implement business rules and data modeling to develop effective medical information management systems. Students will also engage in assignments focused on long and short-term planning, operations, maintenance and forecasting in healthcare organizations.

#### **Requirements**

Concentration Courses

9 Total Credits

Complete:

HIM220 - Healthcare Data Management (3)

HIM350 - Communication and Technologies (3)

HIM425 - Healthcare IT Infrastructure and Network Management (3)

Grand Total Credits: **9**

### **Healthcare Administration (BS) (Online) - Patient Safety and Quality (Concentration)**

#### **Description**

The concentration in Patient Safety and Quality focuses on the development and use of techniques to raise patient quality and safety awareness within healthcare organizations, including the various factors that impact patient safety and quality and their inter-relationships.

#### **Requirements**

Concentration Courses

9 Total Credits

Complete:

IHP315 - Patient Safety Systems and Strategies (3)

IHP355 - Healthcare Regulatory Compliance and Accreditation (3)

IHP435 - Performance Improvement Measurement and Methodologies (3)

Grand Total Credits: **9**

### **Healthcare Administration (MS) (Online)**



# University Programs

## Description

Healthcare is the largest industry in the United States and the second largest employer, with more than 11 million jobs (AUPHA). Healthcare Administration (HCA) professionals educated at the graduate level have a strong foundation in healthcare finance and economics, law, policy, performance and process improvement, leadership, informatics and strategic planning. The Healthcare Administrator provides leadership and strategic vision for the organization in collaboration with clinicians and internal and external stakeholders to ensure equitable healthcare quality and access to care. The M.S. Healthcare Administration program has been developed in alignment with Association of University Programs in Health Administration (AUPHA). Content areas selected for the M.S. Healthcare Administration program represent the core body of knowledge identified by AUPHA as being essential for the Healthcare Administrator. Competencies are the skills, knowledge and abilities that healthcare administrators need to master and transcend organizational settings (Healthcare Leadership Alliance, 2010). Upon completion of the M.S. Healthcare Administration program, graduates will demonstrate the four competencies identified by AUPHA as critical to their success including the following: communication (written and oral); computational skills (mathematics and quantification); critical thinking (ability to analyze problems); and societal and cultural context (historical, philosophical, social, cultural, economic, political, and scientific foundations). The Healthcare Leadership Alliance (HLA) created the HLA Competency Directory which provides an interactive tool to ensure current and future healthcare leaders have the training and expertise needed to manage the nation's healthcare organizations. The HLA is comprised of the following professional organizations: American College of Healthcare Executives (ACHE); American College of Physician Executives (ACPE); American Organization of Nurse Executives (AONE); Healthcare Financial Management Association (HFMA); Healthcare Information and Management Systems Society (HIMSS); and the Medical Group Management Association (MGMA). The AUPHA competencies are in alignment with the competencies identified as critical by the Healthcare Leadership Alliance. Through meeting Program Outcomes, graduates from the M.S. Healthcare Administration program will demonstrate these competencies.

## Outcomes

1. Demonstrate interpersonal skills, effective collaborative practices and cultural competence through meaningful verbal and written communication in individual and group interactions
2. Assimilate principles and functions of management to foster organizational development, promote effective use of human resources, enhance operations, and position the organization through application of market analysis
3. Integrate knowledge of microeconomic, macroeconomic and financial principles to monitor, analyze and interpret healthcare financial and economic data for decision-making and strategic planning
4. Appraise the effectiveness, utilization and integration of information management systems within the micro and meso systems of the organization
5. Translate the knowledge of U. S. Healthcare Delivery System, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level
6. Propose strategies that foster a dynamic organizational culture that clearly defines its strategic vision, identifies opportunities, and methodically engages in data analysis using epidemiologic and statistical principles to support strategic planning, operations management, and continuous quality improvement

## Requirements

Foundation Courses

0 Total Credits

Complete:

IHP515 - Population-Based Epidemiology (3)

OL500 - Human Behavior in Organizations (3)

Major Courses

36 Total Credits

Complete:

HCM700 - Healthcare Administration Capstone (3)

HIM500 - Healthcare Informatics (3)

IHP501 - Global Health and Diversity (3)

IHP510 - Marketing, Communications Strategies and Outreach (3)

IHP525 - Biostatistics (3)

IHP604 - Healthcare Quality and Improvement (3)

IHP610 - Health Policy and Law (3)

IHP620 - Economic Principles of Healthcare (3)

IHP630 - Healthcare Finance and Reimbursement (3)

IHP670 - Program Design, Planning and Evaluation (3)

OL600 - Strategic Human Resource Management (3)

OL665 - Leading/Managing Not-For-Profit Orgs (3)

Grand Total Credits: **36**

# University Programs

## Master of Public Health (MPH) (Online)

### Description

The Master of Public Health program prepares students for careers in public health practice, education, and research. Public Health is a discipline dedicated to preventing disease and promoting health equity. There is a strong demand for public health professionals to deal with chronic and emerging diseases, environmental health, health care policy and reform, and global health issues. This program provides students with the knowledge and skills to be a public health educator, affect policy change and development, and implement successful public health programs within local, state, and federal governments, schools, and private for profit and non-profits. The Master of Public Health is a widely recognized credential for those who are seeking leadership, program administration, and policy and education positions in public health. The program includes both a practicum and capstone experience.

### Outcomes

1. Solve population-based, health problems by applying statistical constructs and epidemiological principles to recognize patterns and trends within the scope of public health
2. Integrate assessment, monitoring, and prevention strategies to address environmental insults that improve the health, safety, and quality of life for people in their communities
3. Develop evidence-based, health program proposals targeted at improving healthcare access, quality, and delivery to ensure community health
4. Apply social and behavioral health science frameworks and research to evaluate the development and implementation of programs that change behaviors
5. Analyze public health policy and formulate communication outreach strategies to promote the health and social justice of individuals, communities, and populations
6. Evaluate the emerging public health issues and trends to develop initiatives that protect and promote the health of individuals, communities, and populations

### Requirements

Major Courses

33 Total Credits

Complete:

IHP515 - Population-Based Epidemiology (3)  
IHP525 - Biostatistics (3)  
PHE500 - Principles of Public Health (3)  
PHE510 - Public Health Biology (3)  
PHE525 - Social and Behavioral Sciences (3)  
PHE540 - Principles of Environmental Health (3)  
PHE610 - Health Policy and Management (3)  
PHE630 - Program Planning and Evaluation in Public Health (3)  
PHE680 - Practical Experience in Public Health Part I (3)  
PHE685 - Practical Experience in Public Health Part II (3)  
PHE690 - Public Health Capstone (3)

Major Electives or choose a Concentration

9 Total Credits

Complete:

HIM500 - Healthcare Informatics (3)  
PHE505 - Research Methods in Public Health (3)  
IHP620 - Economic Principles of Healthcare (3)

Grand Total Credits: **42**

# University Programs

## Master of Public Health (MPH) (Online) - Global Health (Concentration)

### Description

This concentration in Global Health provides students with a strong foundation in analyzing health issues in developing country contexts, assessing the root causes of health inequities in populations, addressing population health disparities, and critiquing global health interventions for their effectiveness. Integrating the global health practice domains instituted by the Association of Schools and Programs in Public Health (ASPPH), graduates will be prepared to understand the complexities of working in a global health environment, critically examine pressing global health issues, and create solutions to global health issues that are both meaningful, effective, and ethically sound.

### Outcomes

1. Apply global health concepts, theories, and principles to effectively address global health issues

### Requirements

Concentration Courses

9 Total Credits

Complete:

PHE550 - Principles of Global Health (3)

PHE660 - Global Health Policy, Practice, and Partnerships (3)

PHE665 - Case Studies in Global Health (3)

Grand Total Credits: **9**

## Public Health (BS) (Online)

### Description

The Centers for Disease Control and Prevention (CDC) notes that serious public health workforce shortages exist in disciplines that perform surveillance functions and the Association of Schools and Programs of Public Health (ASPH) estimates that 250,000 more public health workers will be needed by 2020 to meet these needs. Further complicating the workforce shortages is the need for a prevention and a population health perspective in healthcare educational programs (Institute of Medicine). The BS in Public Health program explores concepts of preventing disease, prolonging life, and improving health with a population-based focus. It provides a strong foundation in biological and social sciences with emphasis on evidence-based approaches in program assessment, planning and evaluation for the protection and improvement of the health of individuals, communities and populations. This program is aligned with the Council on Education for Public Health curriculum standards for baccalaureate programs to provide graduates with the core competencies for entry into the profession.

### Outcomes

1. Apply statistical constructs and epidemiological principles to recognize patterns and trends within the scope of public health
2. Apply fundamental public health strategies in assessment, planning, and prevention to improve the health, safety, and quality of life for people in their communities
3. Articulate the efficacy of health programs targeted at improving healthcare access, quality, and delivery to ensure community and population health
4. Describe the fundamental social and behavioral frameworks in public health to identify health disparities and promote social justice
5. Develop a professional identity from which to make globally, socially, and ethically responsible public health decisions that are aligned with legal and organizational policy requirements
6. Design technical and professional communication strategies that promote effective public health campaigns

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

IHP340 - Statistics for Healthcare Professionals (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

BIO210 - Introduction to Anatomy and Physiology (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

PSY108 - Introduction to Psychology (3)

### Major Courses

36 Total Credits

Complete:

HCM340 - Healthcare Delivery Systems (3)

IHP330 - Principles of Epidemiology (3)

IHP410 - Population Health and Cultural Competence (3)

IHP420 - Ethical and Legal Considerations of Healthcare (3)

PHE101 - Fundamentals of Public Health (3)

PHE321 - Biological Concepts for Public Health (3)

PHE327 - Research and Assessment in Public Health (3)

PHE330 - Public Health Education and Communication (3)

PHE340 - Social and Behavioral Health (3)

PHE423 - Evaluation Methods in Public Health (3)

PHE425 - Programming Planning in Public Health (3)

PHE489 - Public Health Capstone Communication (3)

### Major Electives

12 Total Credits

Complete all of the following

6 credit(s) from CHE, HCM, IHP, or PHE within the 100 - 499 range or from the following courses:

SNHU290 - Experiential Learning (3)

6 credit(s) from CHE, HCM, IHP, or PHE within the 300 - 499 range or from the following courses:

SNHU495 - Internship (3)

### Free Electives

30 Total Credits

30 credit(s).

Grand Total Credits: **120**

# University Programs

## Public Health (Minor) (Campus)

### Description

This interdisciplinary minor explores how health can be maintained or improved through preventative strategies. Rather than wait for health complications to happen, how can individuals and communities be proactive in preventing chronic illness, infectious disease, and addictions? Coursework covers best practices based on current research in Psychology and Public Health. Students in any major will benefit from the training this program will provide in epidemiology, health policy and management, community and clinical prevention initiatives, surveillance and tracking, immunizations and screenings, and drug prevention. Students should be aware that some courses in this minor carry prerequisites.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

BIO110 - Introduction to Public Health (3)  
PSY108 - Introduction to Psychology (3)  
PSY225 - Health Psychology (3)

6 credit(s) from the following:

BIO215 - People, Places, and Plagues (3)  
BIO340 - Human Health and the Environment (3)  
MAT300 - Applied Statistics II: Regression Analysis (3)  
PSY300 - Biopsychology (3)  
SCI215 - Contemporary Health (3)

Grand Total Credits: **15**

# University Programs

## Wellness (Minor) (Campus)

### Description

Wellness is a state of living a healthy lifestyle. Health includes physical, mental, and social well-being. Wellness incorporates many different disciplines and aspects of experience to promote a strong life balance. The minor can be a strong addition to any major because it will provide students the knowledge and life skills to enhance their own success and well-being.

### Outcomes

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following

15 credit(s) from the following:

BIO110 - Introduction to Public Health (3)  
BIO303 - Principles of Nutrition (3)  
CUL210 - Cooking Healthy and Delicious (3)  
FIN250 - Personal Financial Planning (3)  
PHL220 - Death and the Meaning of Life (3)  
PHL222 - Happiness and the Good Life (3)  
PHL315 - Philosophy of Love, Sex & Gender (3)  
PSY108 - Introduction to Psychology (3)  
PSY225 - Health Psychology (3)  
SCI215 - Contemporary Health (3)  
SOC112 - Introduction to Sociology (3)  
SOC213 - Sociology of Social Problems (3)  
SOC333 - Sport and Society (3)  
SPT321 - Fitness Management (3)  
WEL100 - Athlete Wellness (1)  
WEL101 - Athletic Participation (1)

Up to 6 credits of Wellness (WEL) courses (1 credit each)

Grand Total Credits: **15**

## Liberal Arts

# University Programs

## Advanced Graduate Studies in Creative Writing (Post Master's Certificate) (Campus)

### Description

The Advanced Certificate in Creative Writing is a low-residency program designed for students who have already completed an MFA in creative writing and wish to revise, reconceive, or complete a creative manuscript. It has tracks in fiction and nonfiction. Students also choose one of two supplementary tracks: the book business and self-promotion; the teaching of composition.

### Outcomes

1. Revise, reconceive, or complete a creative manuscript so as to produce a finished manuscript of the highest possible literary merit, worthy of publication
2. Learn the basic workings of the contemporary publishing industry, including standard editorial practices, book promotion and authorial self-promotion
3. Learn the basics of the teaching of writing with an emphasis on the teaching of composition at the college level

### Requirements

Certificate Courses  
30 Total Credits

Complete all of the following

Creative Writing Residency I

1 of the following:

MFA610 - Creative Writing Residency I - Fiction (3)

MFA620 - Creative Writing Residency I - Nonfiction (3)

Creative Manuscript I

1 of the following:

MFA612 - Creative Manuscript I - Fiction (12)

MFA622 - Creative Manuscript I - Nonfiction (12)

Creative Writing Residency II

1 of the following:

MFA611 - Creative Writing Residency II - Fiction (3)

MFA621 - Creative Writing Residency II - Nonfiction (3)

Creative Manuscript II

1 of the following:

MFA613 - Creative Manuscript II - Fiction (12)

MFA623 - Creative Manuscript II - Nonfiction (12)

Electives

3 Total Credits

3 credit(s) from the following:

ENG670 - Seminar in Writing Instruction (3)

ENG675 - Online Teaching Experience (3)

MFA614 - The Book Business (3)

Grand Total Credits: **33**

# University Programs

## American Studies (Minor) (Campus, Online)

### Description

The American Studies minor at Southern New Hampshire University introduces students to a wide range of topics in American art, culture, history, literature, law, and politics. Through interdisciplinary coursework and project-based research, students will learn critical thinking skills, identify and interpret sources in different fields to support academic arguments, and communicate clearly and effectively. The open-ended nature of the minor allows students to pursue their individual interests. The American Studies minor will complement any other academic program and will provide students with the foundations for careers in a variety of fields, including teaching, law, journalism, government, and business.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
5 of the following:

FAS301 - Film and American Culture (3)  
FAS370 - American Art (3)  
HIS245 - United States History since 1945 (3)  
HIS254 - Civil Rights Movement (3)  
HIS270 - American Environmental History (3)  
HIS319 - African-American History since the Civil War (3)  
HIS330 - Civil War and Reconstruction (3)  
HIS332 - Colonial New England (3)  
HIS338 - Young America (3)  
HIS357 - American Slavery (3)  
LIT312 - Early American Literature (3)  
LIT314 - American Realism and Naturalism (3)  
LIT315 - Twentieth Century American Literature and Beyond (3)  
LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)  
LIT350 - The Black Literary Tradition (3)  
LIT450 - Seminar in American Literature (3)  
POL210 - American Politics (3)  
POL306 - The American Legal Tradition (3)

NOTE: Maximum three (3) courses per subject.

Grand Total Credits: **15**

## Communication (BA) (Campus, Online)

### Description

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, government relations, social media, professional writing, journalism, advertising, and other mass media professions. Students also have the opportunity to focus their studies through a variety of minors and internship experiences. At the same time, students are able to develop skill sets in particular areas that may be highlighted by portfolio work for future employment. Specific focus areas include business communication, new media, intercultural communications, leadership strategies, public relations, and professional writing.

### Outcomes

1. Design, develop, and deliver professional quality oral, written, and visual communications that are coherent, technically sound, and appropriately adapted to specific audiences and contexts
2. Critically analyze and recommend strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape communication across interpersonal, group, and organizational settings
3. Evaluate, select, and effectively apply various tools and technology to the design, development, and dissemination of communication messages
4. Evaluate and respond to complex problems associated with the design, development, and delivery of communication messages through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders
5. Apply professional, ethical, and socially and culturally sensitive communication practices across interpersonal, group, organizational, and intercultural settings

### Requirements



# University Programs

## General Education Courses

42 Total Credits

42 credit(s) from: GenEd

## Major Courses

33 Total Credits

Complete all of the following

Major Core Courses

Complete all of the following

1 of the following:

COM125 - Dissecting Pop Culture (3)

COM127 - Introduction to Communication (3)

1 of the following:

COM212 - Public Speaking (3)

COM213 - Public Speaking and Presentation Skills (3)

1 of the following:

COM220 - Intercultural Communication (3)

COM225 - Communication with Diverse Audiences (3)

1 of the following:

COM310 - Social Media (3)

COM311 - Social Media Strategy (3)

1 of the following:

COM244 - Digital Video Production: Level I (3)

COM326 - Strategic Storytelling (3)

Major Directed Courses

Complete 1 of the following

University Campus

18 credit(s) from the following:

COM199 - Communication Studio I (3)

COM299 - Communication Studio II (3)

COM398 - Communication Studio III (3 - 6)

COM399 - Communication Studio IV (3 - 6)

COM498 - Communication Capstone I (3 - 6)

COM499 - Communication Capstone II (3 - 6)

Global Campus

18 credit(s) from the following:

COM229 - Visual Communication and Design (3)

COM321 - Global Communication (3)

COM405 - Personal Brand Communications (3)

COM413 - Management of Communication Projects (3)

COM431 - Organizational Branding (3)

COM449 - Communication Law and Media Ethics (3)

Major Electives or choose a Concentration

12 Total Credits

Complete all of the following

12 credit(s) from the following:

BUS210 - Managing and Leading in Business (3)

COM227 - Public Relations (3)

COM312 - Crisis Communication (3)

COM315 - Communication in the Digital Age (3)

COM322 - Advanced Public Speaking (3)

COM329 - New Media Technologies (3)

COM336 - Electronic Public Relations (3)

COM340 - Writing for Public Relations (3)

COM343 - Technical Writing Communication (3)

COM445 - Writing for New Media (3)

COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)

COM500 - Communication, Media & Society (3)

COM510 - The Vantage Point: Knowledge & New Media (3)

ENG220 - Business Communication (3)

## University Programs

ENG323 - Introduction to Screenwriting Workshop (3)  
ENG347 - Intermediate Screenwriting Workshop (3)  
ENG357 - Advanced Screenwriting Workshop (3)  
FAS226 - Digital Photography (3)  
GRA205 - Fundamentals of Design (3)  
GRA310 - Digital Graphic Design for the Web (3)  
IT270 - Web Site Design (3)  
MGT200 - Leadership and Team Building (3)  
MKT205 - Applied Marketing Strategies (3)  
MKT355 - Social Media Marketing Strategy (3)  
OL215 - Principles of Management (3)  
OL501 - Business Foundations (3)  
SNHU290 - Experiential Learning (3)  
SNHU495 - Internship (3)

NOTE: Undergraduate students who wish to take a graduate class as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major core and major directed course requirements. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to enroll. The acceptable graduate classes are: OL-501, COM-500, and COM-510.

Free Electives  
33 Total Credits

33 credit(s).

Grand Total Credits: **120**

## Communication (BA) (Campus, Online) - Business Communication (Concentration)

### Description

The concentration in Business Communication provides students the opportunity to develop additional written and oral communication skills that are useful in any professional workplace. The courses in this concentration allow students to build upon their knowledge and skills regarding interpersonal relationships and teamwork, in order to gain a better understanding of the work processes that will influence and be influenced by the communication messages they create. Students interested in advanced graduate work in Business can choose to take a graduate-level business foundations course to prepare them for graduate work in the Business field. Students considering an advanced degree in Communication have the option to choose up to two graduate-level communication courses and earn up to six credits that can be dually applied to their concentration and as a head start to an advanced degree.

### Outcomes

### Requirements

Concentration Courses  
12 Total Credits

Complete all of the following  
Complete:

ENG220 - Business Communication (3)  
MGT200 - Leadership and Team Building (3)

6 credit(s) from the following:

COM312 - Crisis Communication (3)  
COM322 - Advanced Public Speaking (3)  
COM500 - Communication, Media & Society (3)  
COM510 - The Vantage Point: Knowledge & New Media (3)  
OL501 - Business Foundations (3)

NOTE: Undergraduate students who wish to take a graduate class as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major requirements. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to enroll. The acceptable graduate classes are: OL-501 Business Foundations, COM-500 Communication, Media & Society, and COM-510 The Vantage Point: Knowledge & New Media.

Grand Total Credits: **12**

# University Programs

## **Communication (BA) (Campus, Online) - Digital Communication (Concentration)**

### **Description**

The field of digital communication is constantly changing and expanding globally. This concentration takes the knowledge needed in a variety of industries and distills it into a series of courses. These courses will help prepare students for an increasingly technology-dependent workplace while focusing on graphic design, public speaking, analytical reasoning, and intercultural engagement. Students can expect to finish this program with a diverse skillset ready to propel them into their chosen career paths, both nationally and internationally.

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- COM227 - Public Relations (3)
- COM322 - Advanced Public Speaking (3)
- COM410 - Applied Strategic Communication (3)
- GRA200 - Digital Design Tools (3)

Grand Total Credits: **12**

## **Communication (BA) (Campus, Online) - New Media (Concentration)**

### **Description**

The field and practice of communication is characterized by the continual evolutions of media technology and the impact that these changes have made on communication practices, relationships, and culture. Students who are seeking employment as a communication professional must be prepared to enter into a dynamic and shifting landscape of technology and media and approach these changes with technical savvy and an ethical mind. The concentration in New Media builds on the foundations of communication media and technology in the core Communication program and extends these ideas to the particular developments in new media technology, social media research and marketing, interpersonal development in mediated environments, and content production for new media platforms.

### **Outcomes**

1. Utilize professional communication skills and competencies in evaluating the appropriate use of new media technologies and developing dynamic content and marketing messages for a variety of contemporary audiences.

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- COM315 - Communication in the Digital Age (3)
- COM329 - New Media Technologies (3)
- COM445 - Writing for New Media (3)
- MKT355 - Social Media Marketing Strategy (3)

Grand Total Credits: **12**

# University Programs

## **Communication (BA) (Campus, Online) - Professional Writing (Concentration)**

### **Description**

The Concentration in Professional Writing serves as an extension of the skills learned in the major core requirements and focuses on topics such as editing, copywriting, technical writing, and writing for specific media and audiences.

### **Outcomes**

1. Apply industry-specific writing and media formatting techniques in developing content appropriate for engaging different audiences

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

COM340 - Writing for Public Relations (3)  
COM343 - Technical Writing Communication (3)  
COM445 - Writing for New Media (3)  
ENG220 - Business Communication (3)

Grand Total Credits: **12**

## **Communication (BA) (Campus, Online) - Public Relations (Concentration)**

### **Description**

The field of public relations is a fast-paced and ever-changing combination of understanding the purpose of new media and technologies and learning how to develop and implement targeted communications to specific audiences. Students in the Public Relations Concentration will build on the skills developed in the Communication core by focusing on the ethical responsibilities of communication to a public audience using specified technological tools and multimedia platforms.

### **Outcomes**

1. Apply ethical communication strategies for developing public communications that utilize appropriate technological tools and multimedia platforms to reach a variety of audiences

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

COM227 - Public Relations (3)  
COM336 - Electronic Public Relations (3)  
COM340 - Writing for Public Relations (3)  
COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)

Grand Total Credits: **12**

# University Programs

## Communication (MA) (Online)

### Description

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

### Outcomes

1. Apply moral reasoning to make ethically sound and socially responsible choices that are consistent with a cogent personal framework and accepted standards in the field of communication
2. Utilize multiple appropriate, strategic approaches in making decisions, formulating solutions, and solving problems that reflect creativity and versatility of thought
3. Engage diverse audiences effectively through an open-minded, empathetic treatment of different cultural perspectives and an awareness of self and one's impact in a global, interdependent age
4. Integrate multiple communication technologies and collaborate in communities of practice to carefully curate shared messages while generating new meaning
5. Create, manage, and grow an authentic, personal brand with purpose and savvy using innovative communication strategies, professional networks, and relevant tools and technology
6. Employ a broad, contemporary knowledge base, self-directed learning skills, and a practiced adaptability to remain on the cutting edge of the communication field as an empowered agent of change

### Requirements

Major Courses  
24 Total Credits

Complete:

COM500 - Communication, Media & Society (3)  
COM510 - The Vantage Point: Knowledge & New Media (3)  
COM530 - Law & Ethics: A Line in the Sand (3)  
COM540 - Second Self: Identity & Personal Brands (3)  
COM600 - Communication for Leadership (3)  
COM610 - More than Words: Communication by Design (3)  
COM620 - Strategic Communication in a New Age (3)  
COM690 - Communication Capstone (3)

Major Electives or choose a Concentration  
12 Total Credits

12 credit(s) from COM within the 500 - 799 range or from the following courses:  
SNHU690 - Internship (3)

Grand Total Credits: **36**

# University Programs

## Communication (MA) (Online) - New Media and Marketing (Concentration)

### Description

Today's Communications professional faces an ever-changing technological industry. The digital realm allows us to reach a global audience with a single tweet or post. Composing and curating content for these new media platforms are essential skills for a successful career. Students of the New Media and Marketing Concentration will build on the Communications core curriculum and gain experience with the latest developments in technology, interpret social catalysts that drive technological change, and learn best practices for producing social media campaigns.

### Outcomes

1. Develop new media marketing campaigns that integrate a variety of media tools and resources with curated content for effectively communicating marketing messages to contemporary audiences

### Requirements

Concentration Courses

12 Total Credits

Complete:

- COM565 - Communication with Media Technology (3)
- COM566 - Pen to Platform (3)
- COM567 - Digital Tools and Teams (3)
- COM568 - New Media Campaign Design & Marketing (3)

Grand Total Credits: **12**

## Communication (MA) (Online) - Public Relations (Concentration)

### Description

Public Relations Specialists stand at the forefront of the media landscape, witness to continuous developments in social media and communications technology. As intermediary between business corporations and their respective clients, PR Specialists navigate unique challenges and opportunities developing and executing relevant public relations campaigns. Building on the Communications core curriculum students in the Public Relations Concentration will gain academic and practical experience while developing proficiency in the relevant tools and technology to mount effective campaigns and management strategies to communicate efficiently with co-workers, clients, and the general public.

### Outcomes

1. Develop targeted and persuasive messaging, effective campaign management practices, and crisis communication strategies using a variety of media technologies and resources

### Requirements

Concentration Courses

12 Total Credits

Complete:

- COM655 - Reputation Management: Building a Brand (3)
- COM656 - Spread the Word: Social Media Practices (3)
- COM657 - Crisis Communication in a 24/7 World (3)
- COM658 - Integrated Public Relations Campaigns & Measurement (3)

Grand Total Credits: **12**

# University Programs

## Communication (Minor) (Campus, Online)

### Description

The Communication minor prepares students for a rapidly changing workplace through courses focused on the foundations of professional communication. Through industry-aligned coursework and project-based study in Communication, students will develop valuable skills in public speaking, analysis, and the use of technology as a communication tool. Students have flexibility to choose specialization areas based on their interests including public relations, technical and content writing, and social media. This minor will complement a variety of academic programs and will provide students with practical skills they can immediately apply to their academic and professional lives.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following

1 of the following:

- COM125 - Dissecting Pop Culture (3)
- COM126 - Introduction to Mass Communication (3)
- COM127 - Introduction to Communication (3)

1 of the following:

- COM212 - Public Speaking (3)
- COM213 - Public Speaking and Presentation Skills (3)

9 credit(s) from subject(s): COM

Grand Total Credits: **15**

## Creative Writing and English (BA) (Campus, Online)

### Description

Writers articulate the questions of our time and give our culture a way to talk to itself, helping to free us from easy assumptions and to empathize with people whose circumstances differ from our own. In this spirit, SNHU's degree in Creative Writing and English is for students interested in careers in writing and book publishing, and also provides opportunities for students to cultivate and strengthen their skills and passion for writing. Published writers, professional editors, and established literary critics guide students through their work in SNHU's primary writing genres: fiction, nonfiction, screenwriting, and poetry. Students can complete the program with a genre concentration or no concentration within the major. All genres include traditional workshop opportunities, where students share work with peers and instructors to help strengthen their writing, reading, and revision skills. Additional courses focus on the publishing industry and provide students the chance to reflect and build their portfolios and digital presence. With requirements in literature, students graduate proficient in literary history and analysis. After advanced study in this program, graduates will have essential writing and critical thinking skillsets that can translate to a wide range of professions, including journalism, law, editing, copywriting, publishing, filmmaking, communications, and more. The degree also prepares students for graduate programs, like the University's Masters of Fine Arts programs. Creative writing courses can begin during the first year of study.

### Outcomes

1. Apply techniques and terminology essential to analyzing (and appreciating) literary form, genre, structure, and style
2. Produce creative works in a variety of genres (fiction, non-fiction, poetry, drama, screenwriting), employing the conventions and techniques of those genres
3. Produce a body of advanced work in the student's chosen genre, reflecting a culmination of the student's workshop training and the beginning of professionalization

### Requirements

General Education Courses  
42 Total Credits

42 credit(s) from: GenEd

Arts and Sciences Courses  
9 Total Credits

## University Programs

Complete all of the following

2 of the following:

COM212 - Public Speaking (3)  
COM213 - Public Speaking and Presentation Skills (3)  
HIS114 - United States History II: 1865-Present (3)  
HUM201 - Humanities: Ancient to Renaissance (3)  
HUM202 - Humanities: Renaissance to the Present (3)  
PHL210 - Introduction to Philosophy (3)

3 credit(s) from subject(s): LIT within the range of course numbers 100 - 299, except:

LIT200 - Critical Approaches to Literature (3)  
LIT250 - Introduction to Literary Studies (3)

Major Courses

27 Total Credits

Complete all of the following

Complete:

ENG226 - Introduction to Creative Writing (3)  
ENG340 - Context of Writing: Writers/Publishing (3)  
ENG350 - The English Language (3)  
LIT300 - Literary Theory (3)

1 of the following:

ENG370 - Writing with Digital Media (3)  
ENG421 - New Media: Writing and Publishing (3)

1 of the following:

LIT200 - Critical Approaches to Literature (3)  
LIT250 - Introduction to Literary Studies (3)

3 credit(s) from the following:

LIT322 - Popular and Contemporary Fiction (3)  
LIT323 - Studies in Drama (3)  
LIT327 - Studies in Poetry (3)  
LIT390 - Genre Studies (3)

3 credit(s) from subject(s): LIT within the range of course numbers 300 - 399

3 credit(s) from the following:

LIT450 - Seminar in American Literature (3)  
LIT451 - Seminar in British Literature (3)  
LIT452 - Seminar in Global Literature (3)  
LIT455 - Seminar in Literary Studies (3)

Major Electives or choose a Concentration

12 Total Credits

Complete all of the following

9 credit(s) from the following:

ENG300 - Brave New Words: Writing for a Better World (3)  
ENG323 - Introduction to Screenwriting Workshop (3)  
ENG326 - Genre Writing Workshop (3)  
ENG327 - Playwriting Workshop (3)  
ENG328 - Poetry Writing Workshop (3)  
ENG329 - Fiction Writing Workshop (3)  
ENG330 - Nonfiction Writing Workshop (3)  
ENG338 - Writing for Film (3)  
ENG490 - English Internship (0 - 15)  
SNHU290 - Experiential Learning (3)  
SNHU495 - Internship (3)

Complete:

ENG431 - Advanced Creative Writing (3)

Free Electives

30 Total Credits

30 credit(s).

Grand Total Credits: **120**



# University Programs

## **Creative Writing and English (BA) (Campus, Online) - Fiction Writing (Concentration)**

### **Description**

The fiction concentration is ideal for students who wish to focus and strengthen their abilities to build worlds, characters, and conflict. With this concentration, students will be able to hone in on the specific genre they are interested in and explore it in-depth in the program. Some common genres students pursue include literary, sci-fi, fantasy, romance, mystery, thriller/suspense, horror, and western. Students may choose to write short stories or chapters to a longer novel-length work. Having a concentration also opens additional opportunities to apply to MA or MFA creative writing programs.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete all of the following

Complete:

ENG329 - Fiction Writing Workshop (3)

ENG349 - Intermediate Fiction Writing Workshop (3)

1 of the following:

ENG326 - Genre Writing Workshop (3)

ENG359 - Advanced Fiction Writing Workshop (3)

Complete:

ENG431 - Advanced Creative Writing (3)

Grand Total Credits: **12**

## **Creative Writing and English (BA) (Campus, Online) - Non-Fiction Writing (Concentration)**

### **Description**

The nonfiction concentration is ideal for students who wish to focus and strengthen their storytelling and research skills through narrative and informative writing. Students will be able to write in a variety of genres, including the personal essay, literary journalism, food writing, travel writing, nature/environmental writing, and profile/interviews, and they may choose to write shorter works or longer memoirs. By concentrating in nonfiction, students may have additional opportunities to apply for an MA upon completion of the BA.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete all of the following

Complete:

ENG330 - Nonfiction Writing Workshop (3)

1 of the following:

ENG300 - Brave New Words: Writing for a Better World (3)

ENG341 - Intermediate Nonfiction Writing Workshop (3)

1 of the following:

ENG351 - Advanced Nonfiction Writing Workshop (3)

ENG430 - Advanced Creative Writing Seminar (3)

Complete:

ENG431 - Advanced Creative Writing (3)

Grand Total Credits: **12**

## University Programs

### **Creative Writing and English (BA) (Campus, Online) - Poetry (Concentration)**

#### **Description**

The poetry concentration is ideal for students who wish to widen their exposure to poetic forms and find their unique voice and style. Students will examine and consider a wide variety of traditional and experimental poems, including free verse, villanelles, sonnets, sestinas, pantoums, epic, lyric, narrative, personal, confessional, social commentary, and prose poems. Students will also develop as critical readers as they study historical and contemporary trends and assess the vibrancy of the poetry market. Poetry students graduate with a short collection of original poems and the tools necessary for creating a writer's platform and reaching a target audience. Having a poetry concentration also opens additional opportunities to apply to MA or MFA creative writing programs.

#### **Requirements**

Concentration Courses  
12 Total Credits

Complete:

ENG328 - Poetry Writing Workshop (3)  
ENG348 - Intermediate Poetry Writing Workshop (3)  
ENG358 - Advanced Poetry Writing Workshop (3)  
ENG431 - Advanced Creative Writing (3)

Grand Total Credits: **12**

### **Creative Writing and English (BA) (Campus, Online) - Screenwriting (Concentration)**

#### **Description**

The screenwriting concentration is ideal for students who wish to strengthen their storytelling abilities through the lens of feature- and short film, television episodes, and mini-series. Students are encouraged to explore the visual medium of film and its genres, including drama, comedy, crime, adventure, western, science fiction, horror, and more. Comprehensive study also includes screenplay formatting; promotion, publication, and submission; industry-standard software; and the universal key components of storytelling, such as character, dialogue, setting, plot, conflict, and the three-act structure. In completing this concentration, students will have developed an original feature script, analyzed successful feature-length screenplays and films, synthesized critical feedback, and provided advanced critiques in support of their peers' work. Having a concentration in screenwriting also opens additional opportunities to apply to MA or MFA creative writing programs.

#### **Requirements**

Concentration Courses  
12 Total Credits

Complete:

ENG323 - Introduction to Screenwriting Workshop (3)  
ENG347 - Intermediate Screenwriting Workshop (3)  
ENG357 - Advanced Screenwriting Workshop (3)  
ENG431 - Advanced Creative Writing (3)

Grand Total Credits: **12**

### **Creative Writing (MFA) (Online)**

# University Programs

## Description

The online Master of Fine Arts in Creative Writing provides broad access to writers to pursue a genre-focused, entirely online education that embraces practicality, diversity, and community. In choosing from four fiction genre tracks (contemporary, romance, young adult, and speculative) the SNHU online MFA brings together talented faculty and industry professionals to guide students in preparation for the art and business of writing in a realistic 21st century context. In doing so, students produce tangible works that build their resume as professional writers, including a finished, revised full-length novel. Students study elements of storytelling, including a keen focus on the aspects and specialties of their chosen genre, participating in genre-specific courses, and engaging as a literary citizen through genre-driven communities and practices. Employing a workshop format, the SNHU online MFA teaches students to revise and reflect on their art while learning the print and digital business models they need to support their creative endeavors. In addition, students choose one of two certificate options as they move through the online MFA program in either Professional Writing or Online Teaching of Writing. A hallmark of the SNHU online MFA is its focus on practicality and helping students understand the myriad of careers available to writers today. Students learn business skills that both help them develop an audience for their work as well support career aspirations in areas such as marketing, publishing, managing, content writing, teaching, and freelancing. Coursework includes the fundamentals of building a writer's platform, the use of social media tools, and copywriting. As students develop their writing skills, they also develop an understanding of the publishing landscape and how to position themselves in it. Throughout the program, students gain the confidence and flexibility to adapt to the ever-changing literary landscape.

## Outcomes

1. Create publishable works of fiction in specific genre by effectively controlling and manipulating the elements of storytelling
2. Hone one's own writing process and craft through practice, constructive workshoping, and reflection
3. Synthesize the literature and history of one's chosen genre for situating oneself in the literary landscape
4. Leverage a realistic understanding of the publishing ecosystem in achieving business and artistic goals
5. Explore viable, current writing career opportunities that enhance and sustain one's experiences as a professional author
6. Build a writer's platform that advances artistic and career goals and is grounded in literary citizenship

# University Programs

## Requirements

Major Courses  
48 Total Credits

Complete all of the following

Complete:

MFA505 - Introduction to the Online MFA (3)  
MFA507 - Advanced Studies in Literature (3)  
MFA509 - Storytelling (3)  
MFA514 - Advanced Studies in Genre Literature (3)

1 of the following:

MFA524 - Contemporary Fiction Writing I (3)  
MFA525 - Romance Fiction Writing I (3)  
MFA526 - Young Adult Fiction Writing I (3)  
MFA527 - Speculative Fiction Writing I (3)

Complete:

MFA600 - The Publishing Ecosystem (3)  
MFA602 - The Business of Writing (3)  
MFA604 - Finding and Reaching an Audience (3)  
MFA608 - Editing and Coaching (3)

1 of the following:

MFA606 - Copy and Content Writing (3)  
MFA607 - Copy and Content Writing Internship (3)

1 of the following:

MFA624 - Contemporary Fiction Writing II (3)  
MFA625 - Romance Fiction Writing II (3)  
MFA626 - Young Adult Fiction Writing II (3)  
MFA627 - Speculative Fiction Writing II (3)

Complete:

MFA700 - Thesis Writing I (3)  
MFA701 - Thesis Writing II (3)  
MFA702 - Thesis Writing III (Capstone) (3)

2 of the following:

COM510 - The Vantage Point: Knowledge & New Media (3)  
ENG670 - Seminar in Writing Instruction (3)  
ENG675 - Online Teaching Experience (3)  
MFA630 - Writing Short Works (3)  
MFA640 - Engaging Online Writing Students (3)  
MKT555 - Social Media Marketing (3)  
MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (3)  
MKT665 - Digital Story Telling and Branding (3)

Grand Total Credits: **48**

# University Programs

## Creative Writing (Minor) (Campus, Online)

### Description

The Creative Writing Minor gives students the opportunity to add focused writing study to supplement any major area of study. Students will be able to practice and strengthen creative writing skills in a variety of genres through peer workshops and independent writing. The minor also includes a literature elective or a professional writing-based course, depending on the student's interest. Having a minor in creative writing can be of exceptional use for students majoring in degrees that favor creativity, unique perspectives, and enhanced writing skills.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

ENG226 - Introduction to Creative Writing (3)

9 credit(s) from the following:

ENG323 - Introduction to Screenwriting Workshop (3)

ENG326 - Genre Writing Workshop (3)

ENG327 - Playwriting Workshop (3)

ENG328 - Poetry Writing Workshop (3)

ENG329 - Fiction Writing Workshop (3)

ENG330 - Nonfiction Writing Workshop (3)

ENG338 - Writing for Film (3)

3 credit(s) from LIT within the 300 - 399 range or from the following courses:

COM235 - Multimedia Journalism (3)

ENG220 - Business Communication (3)

ENG370 - Writing with Digital Media (3)

ENG421 - New Media: Writing and Publishing (3)

Grand Total Credits: **15**

## English and Creative Writing (MA) (Online)

### Description

The Master of Arts in English and Creative Writing fuses literary study with creative storytelling, guiding students through the art of the writing craft in four possible genres – fiction, nonfiction, screenwriting, and poetry – or a comprehensive capstone experience. Students have the opportunity to investigate and develop creative works that can contribute to their professional advancement. With additional study in teaching methodologies and language, as well as electives ranging from genre fiction to editing, students gain skillsets that contribute to a wide range of possible careers, including professional writing, editing, literary research, and higher education. This M.A. degree from Southern New Hampshire University also prepares graduates for further studies in a terminal degree track, such as a Ph.D. or an M.F.A.

### Outcomes

1. Integrate principles drawn from evaluation of form, language, literary and cultural contexts, and historical traditions of classic and contemporary literary works into one's personal style and voice
2. Embrace and integrate an iterative, critical, and peer-based approach into the creative process for developing personal voice and the creation of original literary works of publishable quality
3. Maintain a reflective perspective on and articulate with analytic language one's goals, process, and ethos as a creative writer
4. Infuse current technologies into the writing process both as a stylistic tool and as a vehicle in the promotion of one's literary work
5. Cultivate a professional identity that promotes confident self-presentation in multiple media formats and contributes to one's advancement in the literary world

## University Programs

### Requirements

Major Courses  
30 Total Credits

Complete all of the following

Complete:

ENG510 - Studying the Craft (3)  
ENG520 - Story and Concept (3)  
ENG550 - Graduate Studies in English Language (3)  
ENG690 - English and Creative Writing Capstone (3)  
LIT500 - Graduate Studies in Literary Theory (3)

1 of the following:

ENG670 - Seminar in Writing Instruction (3)  
ENG675 - Online Teaching Experience (3)

6 credit(s) from subject(s): LIT within the range of course numbers 500 - 699

2 of the following:

ENG523 - Screenwriting Fundamentals (3)  
ENG528 - Poetry Fundamentals (3)  
ENG529 - Fiction Fundamentals (3)  
ENG530 - Non-Fiction Fundamentals (3)  
ENG531 - Fiction and Film (3)  
ENG532 - Studies in Place & Setting (3)  
ENG533 - Genres: Fantasy, Sci-Fi, and Other Popular Fiction (3)  
ENG540 - Contemporary Writers and Publishing (3)  
ENG542 - The Editor (3)

Major Electives or choose a Concentration  
6 Total Credits

2 of the following:

ENG523 - Screenwriting Fundamentals (3)  
ENG528 - Poetry Fundamentals (3)  
ENG529 - Fiction Fundamentals (3)  
ENG530 - Non-Fiction Fundamentals (3)  
SNHU690 - Internship (3)

Grand Total Credits: **36**

### English and Creative Writing (MA) (Online) - Fiction (Concentration)

#### Requirements

Concentration Courses  
6 Total Credits

Complete all of the following

Exception(s):

ENG529 - Fiction Fundamentals (3)

NOTE: Students in the Fiction concentration must take ENG 529 as part of the concentration in place of ENG 690 in the major.

Complete:

ENG549 - Fiction Thesis Writing (3)  
ENG559 - Fiction Thesis Completion (3)

Grand Total Credits: **6**

## University Programs

### English and Creative Writing (MA) (Online) - Non-Fiction (Concentration)

#### Requirements

Concentration Courses

6 Total Credits

Complete all of the following

Exception(s):

ENG530 - Non-Fiction Fundamentals (3)

NOTE: Students in the Non-Fiction concentration must take ENG 530 as part of the concentration in place of ENG 690 in the major.

Complete:

ENG541 - Non-Fiction Thesis Writing (3)

ENG551 - Non-Fiction Thesis Completion (3)

Grand Total Credits: **6**

### English and Creative Writing (MA) (Online) - Poetry (Concentration)

#### Requirements

Concentration Courses

6 Total Credits

Complete all of the following

Exception(s):

ENG528 - Poetry Fundamentals (3)

NOTE: Students in the Poetry concentration must take ENG 528 as part of the concentration in place of ENG 690 in the major.

Complete:

ENG548 - Poetry Thesis Writing (3)

ENG558 - Poetry Thesis Completion (3)

Grand Total Credits: **6**

### English and Creative Writing (MA) (Online) - Screenwriting (Concentration)

#### Requirements

Concentration Courses

6 Total Credits

Complete all of the following

Exception(s):

ENG523 - Screenwriting Fundamentals (3)

NOTE: Students in the Screenwriting concentration must take ENG 523 as part of the concentration in place of ENG 690 in the major.

Complete:

ENG547 - Screenwriting Thesis Writing (3)

ENG557 - Screenwriting Thesis Completion (3)

Grand Total Credits: **6**

### English (BA) (Campus, Online)

# University Programs

## Description

Turn your passion for reading and writing into a career. Gain the communication and research skills prized by employers that prepare you for the 21st-century workplace. Learn to think critically and write effectively. Welcome to SNHU's BA in English program. The BA in English degree opens up several career possibilities beyond the traditional roles of writers and teachers. English majors also go on to become lawyers, politicians, marketing communication professionals, historians, museum curators, and nonprofit directors, to name just a few career paths. Students in many majors often double-major or minor in English to strengthen their skills and marketability.

## Outcomes

1. Critical and Creative Thinking - Identify and analyze ambiguity; Interpret implicit meaning; Assess the reasoning in arguments by others; Support interpretations with textual evidence
2. Cultural Literacy - Differentiate between an author's historical period and place within a literary movement; Assess and critique the influence of cultural categories of race, class, gender, and orientation; Integrate a variety of historical perspectives into analysis of contemporary issues; Articulate orally and in writing the culturally important role of literature in different historical periods
3. Literary Analysis - Employ critical methods and terminology to analyze literary form, genre, structure, and style; Incorporate theoretical perspectives into interpretation of texts; Demonstrate skills of literary analysis through written and oral presentations
4. Analytical Writing - Develop an engaging literary analysis that develops an original thesis through a logical, organized argument that emphasizes close reading of the text; Integrate critical thinking, cultural knowledge, and critical analysis with (at 300-level and higher) research and documentation of secondary sources
5. Collaboration - Demonstrate an ability to work with peers on collaborative projects; Utilize oral and written communication skills in a group dynamic

## Requirements

General Education Courses

42 Total Credits

42 credit(s) from: GenEd

Arts and Sciences Courses

9 Total Credits

Complete 3 of the following

3 credit(s) from subject(s): HIS within the range of course numbers 100 - 299

3 credit(s) from subject(s): LIT within the range of course numbers 200 - 299, except:

LIT200 - Critical Approaches to Literature (3)

LIT250 - Introduction to Literary Studies (3)

Complete:

HUM201 - Humanities: Ancient to Renaissance (3)

Complete:

HUM202 - Humanities: Renaissance to the Present (3)

Complete:

PHL111 - Introduction to Critical Thinking (3)

Complete:

PHL210 - Introduction to Philosophy (3)

Major Courses

24 Total Credits

Complete all of the following

Complete:

ENG350 - The English Language (3)

LIT300 - Literary Theory (3)

1 of the following:

LIT200 - Critical Approaches to Literature (3)

LIT250 - Introduction to Literary Studies (3)

6 credit(s) from subject(s): LIT within the range of course numbers 300 - 399

1 of the following:

LIT318 - World Literature (3)

LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)

LIT330 - Gender and Text (3)

LIT350 - The Black Literary Tradition (3)



## University Programs

3 credit(s) from subject(s): LIT within the range of course numbers 400 - 499

1 of the following:

- LIT399 - Literature in the Digital Age (3)
- LIT485 - Senior Thesis in Literature (3)

Major Electives or choose a Concentration

12 Total Credits

Complete all of the following

Complete:

- ENG401 - Profession of Writing (3)

9 credit(s) from the following:

- ENG300 - Brave New Words: Writing for a Better World (3)
- ENG326 - Genre Writing Workshop (3)
- ENG327 - Playwriting Workshop (3)
- ENG328 - Poetry Writing Workshop (3)
- ENG329 - Fiction Writing Workshop (3)
- ENG330 - Nonfiction Writing Workshop (3)
- ENG370 - Writing with Digital Media (3)
- ENG490 - English Internship (0 - 15)
- LIT319 - Shakespeare (3)
- LIT322 - Popular and Contemporary Fiction (3)
- LIT323 - Studies in Drama (3)
- LIT327 - Studies in Poetry (3)
- LIT335 - Major Authors: American, British, or Global (3)
- LIT390 - Genre Studies (3)
- SNHU290 - Experiential Learning (3)
- SNHU495 - Internship (3)

Free Electives

33 Total Credits

33 credit(s).

Grand Total Credits: **120**

# University Programs

## English (BA) (Campus, Online) - Literature (Concentration)

### Description

The Literature Concentration is designed for students interested in concentrated literary study, Secondary Education majors, and other students seeking education-related careers such as college teaching or instructional design.

### Outcomes

1. Cultural Literacy - Differentiate between an author's historical period and place within a literary movement; Assess and critique the influence of cultural categories of race, class, gender, and orientation; Integrate a variety of historical perspectives into analysis of contemporary issues; Articulate orally and in writing the culturally important role of literature in different historical periods
2. Literary Analysis - Employ critical methods and terminology to analyze literary form, genre, structure, and style; Incorporate theoretical perspectives into interpretation of texts; Demonstrate skills of literary analysis through written and oral presentations

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

1 of the following:

LIT319 - Shakespeare (3)

LIT335 - Major Authors: American, British, or Global (3)

3 credit(s) from LIT within the 300 - 399 range or from the following courses:

ENG370 - Writing with Digital Media (3)

1 of the following:

LIT322 - Popular and Contemporary Fiction (3)

LIT323 - Studies in Drama (3)

LIT327 - Studies in Poetry (3)

LIT390 - Genre Studies (3)

Complete:

ENG401 - Profession of Writing (3)

Grand Total Credits: **12**

# University Programs

## English (BA) (Campus, Online) - Professional Writing (Concentration)

### Description

The Concentration in Professional Writing serves as an extension of the skills learned in the major core requirements and focuses on topics such as editing, copywriting, technical writing, and writing for specific media and audiences. Note: Students must be enrolled in the Bachelor of Arts in English in order to enroll in this Professional Writing concentration.

### Outcomes

1. Analytical Writing - Develop an engaging literary analysis that develops an original thesis through a logical, organized argument that emphasizes close reading of the text; Integrate critical thinking, cultural knowledge, and critical analysis with (at 300-level and higher) research and documentation of secondary sources
2. Collaboration - Demonstrate an ability to work with peers on collaborative projects; Utilize oral and written communication skills in a group dynamic

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

ENG220 - Business Communication (3)

1 of the following:

COM340 - Writing for Public Relations (3)

ENG300 - Brave New Words: Writing for a Better World (3)

1 of the following:

COM343 - Technical Writing Communication (3)

ENG401 - Profession of Writing (3)

1 of the following:

COM445 - Writing for New Media (3)

ENG370 - Writing with Digital Media (3)

Grand Total Credits: **12**

## English Language and Literature (Minor) (Campus, Online)

### Description

The English minor enhances any degree through developing skills in critical thinking, writing, and research desired by employers while supporting exploration in literature and the English language. Students have the flexibility to choose from a variety of courses covering a range of time periods and genres based on their personal interests.

### Requirements

Minor Courses

15 Total Credits

Complete all of the following

3 credit(s) from subject(s): LIT within the range of course numbers 200 - 299

9 credit(s) from subject(s): LIT within the range of course numbers 300 - 399

3 credit(s) from subject(s): LIT within the range of course numbers 400 - 499

Grand Total Credits: **15**

## English (MA) (Online)

# University Programs

## Description

Literature stands the test of time. Seminal works created centuries ago have morphed and shifted, their meaning and themes altered to new audiences, but they have carried on with power and influence. Why have certain texts emerged to popular reception, whether positive or negative? Why have certain texts evolved over time? What themes continue to be explored across cultures and periods? How will we cement our place in the future through our development and study of literature? These are just some of the guiding questions in Southern New Hampshire University's MA English degree. With a multitude of courses in American, British, Global, and Ethnic literature, among others, students can tailor the program to fit their specialized interests. Through critical analysis and professional writing, students investigate texts and topics with the goal of adding to the current body of critical work. Upon completion of the MA English degree, students might pursue a doctoral degree in literature, teach at the community college or secondary levels, earn a professional degree in law or business, or work in publishing or public relations.

## Outcomes

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

## Requirements

Major Courses

36 Total Credits

Complete all of the following

Complete:

ENG550 - Graduate Studies in English Language (3)  
ENG555 - Composition Theory & Teaching of Writing (3)  
LIT500 - Graduate Studies in Literary Theory (3)  
LIT502 - Topics in American Literature (3)  
LIT503 - Topics in British Literature (3)  
LIT652 - Graduate Seminar in Global Literature (3)  
LIT690 - Master of Arts in English Capstone (3)

1 of the following:

LIT650 - Graduate Seminar in American Literature (3)  
LIT651 - Graduate Seminar in British Literature (3)

1 of the following:

LIT512 - Graduate Studies in Early American Literature (3)  
LIT513 - Graduate Studies in the American Renaissance (3)  
LIT514 - Graduate Studies in American Realism and Naturalism (3)  
LIT515 - Graduate Studies in 20th Century American Literature (3)  
LIT555 - American Modernism (3)  
SNHU690 - Internship (3)

1 of the following:

LIT506 - Graduate Studies in Medieval Literature (3)  
LIT507 - Graduate Studies in Renaissance and Restoration Literature (3)  
LIT508 - Graduate Studies in 18th Century British Literature (3)  
LIT519 - Graduate Studies in Shakespeare (3)

1 of the following:

LIT509 - Graduate Studies in Romantic Literature (3)  
LIT510 - Graduate Studies in Victorian Literature (3)  
LIT511 - Graduate Studies in Modern British Literature (3)

1 of the following:

LIT528 - Graduate Studies in Multi-Ethnic Literature (3)  
LIT530 - Graduate Studies in Gender and Text (3)  
LIT545 - Graduate Studies Postcolonial Encounters (3)  
LIT550 - Graduate Studies in the Black Literary Tradition (3)

Grand Total Credits: **36**

# University Programs

## Ethics (Minor) (Campus)

### Description

The study of ethics involves asking deep questions: What makes an action right or wrong? What makes a person good or bad? How ought to act both in our personal lives and professional capacities? What is the good life and how can I lead one? These are some of the questions that philosophers have been asking about moral reality for well over two millennia, but they are still fascinating and can enrich our experience and inform the way we conduct ourselves. By earning an ethics minor, students will learn about moral theories that were developed in an attempt to answer these questions, but will also learn strategies for identifying other ethical puzzles that arise in our ever-changing world.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

PHL212 - Introduction to Ethics (3)

4 of the following:

BIO200 - Bioethics (3)  
BUS206 - Business Law I (3)  
ECO101 - Economics of Social Issues (3)  
ENV348 - U.S. Environmental Law and Politics (3)  
HIS249 - The Common Good (3)  
JUS455 - Legal Traditions (3)  
PHL222 - Happiness and the Good Life (3)  
PHL305 - Animal Rights and Ethical Issues (3)  
PHL363 - Environmental Ethics (3)  
POL348 - U.S. Environmental Law and Politics (3)  
SCI219 - Environmental Issues (3)  
SOC213 - Sociology of Social Problems (3)  
SOC214 - International Social Problems (3)  
SPT333 - Sport, Society, and Ethics (3)

Grand Total Credits: **15**

# University Programs

## Fiction (MFA) (Campus)

### Description

Southern New Hampshire University offers a low-residency graduate program in creative writing. A highly focused course of study, the M.F.A. prepares students to write in their chosen genre (fiction or nonfiction) at a professional level. The M.F.A. is also a terminal degree that provides students a foundation from which to prepare (through internships, work experience, and/or allied areas of study) for employment in the fields of teaching and publishing. With four weeklong writing residencies held on Southern New Hampshire University's Campus and historic Millyard, during two years of mentored correspondence study, the low-residency M.F.A. is also convenient and affordable for working adults. Students study with faculty mentors who are accomplished writers and teachers, participate in lectures, readings, and master classes with visiting writers of national reputation, hone their work through mentor and peer review, read publicly from their own work and meet with publishing professionals in a community dedicated to creative endeavor. Workshop courses run five months and are tailored to students' needs and creative goals. Students work closely with faculty mentors. Individualized study is supplemented with residency periods (seven consecutive days each in June and January) during which mentors and their students meet to review the students' long-term writing projects and to build a community of writers. The second year of the program is devoted to the completion of a manuscript of professional quality, suitable for submission to editors, and a critical essay suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student's fourth semester. Students who have completed their degree are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

### Outcomes

1. Complete a fiction manuscript of professional quality, suitable for submission to editors
2. Understand literary concepts necessary for teaching composition and creative writing and for working in publishing

### Requirements

Major Courses  
60 Total Credits

Complete all of the following  
Complete:

MFA501F - Summer Residency I Fiction (3)  
MFA502F - Winter Residency I Fiction (3)  
MFA503F - Summer Residency II Fiction (3)  
MFA504F - Winter Residency II Fiction (3)

12 credit(s) from the following:

MFA510 - MFA Workshop: Fiction Writing I (3 - 12)

12 credit(s) from the following:

MFA511 - MFA Workshop: Fiction Writing II (3 - 12)

12 credit(s) from the following:

MFA512 - Graduate Fiction Workshop III (3 - 12)

12 credit(s) from the following:

MFA513 - Graduate Fiction Workshop IV (3 - 12)

Grand Total Credits: **60**

## History (BA) (Campus, Online)

### Description

The history major at Southern New Hampshire University provides students with the intellectual training and the analytical skills needed to flourish in a variety of careers and to act as a productively engaged members of their communities. Through a combination of coursework and project-based research—enhanced by optional internships and study-abroad experiences—students learn to read and think critically and comparatively about evidence and sources, competing arguments and multiple perspectives, and patterns of individual and collective behavior throughout time. SNHU's history major emphasizes the ability to research any topic deeply and insightfully and to communicate one's findings clearly and effectively. SNHU students majoring in history have gone on to graduate work not only in history, but in library/information science, archival management, museum administration, and related fields. Many teach history and social studies at the high school and middle school levels, while others have pursued highly successful careers in law, journalism, government work, and business.

# University Programs

## Outcomes

1. Demonstrate knowledge of the development of human societies by analyzing and interpreting a variety of sources that provide evidence to support an argument about the past
2. Utilize critical thinking skills for formulating effective analysis of appropriate primary and secondary sources
3. Develop historical perspectives and arguments and express those arguments in effective and applicable formats
4. Practice civic engagement through the application of history in the public realm
5. Analyze multiple historical and theoretical viewpoints effectively through an open-minded, empathetic perspective on the past

## Requirements

General Education Courses

42 Total Credits

42 credit(s) from: GenEd

Arts and Sciences Courses

9 Total Credits

Complete all of the following

3 credit(s) from subject(s): LIT within the range of course numbers 200 - 399

3 credit(s) from subject(s): POL or PHL within the range of course numbers 200 - 399

1 of the following:

ATH101 - The Human Experience: Introduction to Anthropology (3)  
ATH111 - Introduction to Cultural Anthropology (3)  
FAS201 - Introduction to Humanities I (3)  
FAS202 - Introduction to Humanities II (3)  
FAS260 - History of Architecture (3)  
FAS270 - Introduction to Film History (3)  
FAS301 - Film and American Culture (3)  
FAS302 - Gender and Film (3)  
FAS320 - History of Design (3)  
FAS326 - History of Photography (3)  
FAS335 - Romanticism to Impressionism (3)  
FAS342 - Modernism (3)  
FAS345 - Contemporary Art (3)  
FAS370 - American Art (3)  
FAS380 - Women, Art and Society (3)  
GEO200 - World Geography (3)  
HUM201 - Humanities: Ancient to Renaissance (3)  
HUM202 - Humanities: Renaissance to the Present (3)  
MUS223 - Appreciation and History of Music (3)  
MUS270 - History of Jazz (3)  
MUS280 - History of Rock Music (3)  
MUS351 - Music History: Antiquity to 1750 (3)  
PHL230 - Religions of the World (3)

Major Courses

21 Total Credits

Complete all of the following

America

1 of the following:

HIS245 - United States History since 1945 (3)  
HIS254 - Civil Rights Movement (3)  
HIS270 - American Environmental History (3)  
HIS319 - African-American History since the Civil War (3)  
HIS330 - Civil War and Reconstruction (3)  
HIS332 - Colonial New England (3)  
HIS338 - Young America (3)  
HIS357 - American Slavery (3)

Europe

1 of the following:

HIS220 - Modern European History: 1890-Present (3)  
HIS235 - Modern Russia (3)  
HIS238 - Modern Germany: 1871 - Present (3)  
HIS240 - World War I (3)  
HIS321 - The Ancient World of Greece and Rome (3)

## University Programs

HIS323 - Greco-Roman Thought and Culture (3)

HIS374 - The Renaissance and the Reformation (3)

### Asia

1 of the following:

HIS259 - Silk Roads and Samurai (3)

HIS260 - Modern China (3)

HIS264 - Modern Japan (3)

HIS311 - Women, Sexuality, and Islam (3)

HIS371 - History of the Middle East I (3)

HIS372 - History of the Middle East II (3)

HIS373 - Arab-Israeli Conflict (3)

### Global and Comparative

1 of the following:

HIS222 - War and Society: Antiquity to 1800 (3)

HIS223 - Modern War & Society (3)

HIS241 - World War II (3)

HIS242 - The Cold War (3)

HIS249 - The Common Good (3)

HIS301 - World History and Culture (3)

HIS308 - Case Studies in Revolution (3)

HIS309 - Dictators in the Modern Era (3)

HIS314 - European Conquest of New World (3)

### Electives

3 credit(s) from subject(s): HIS within the range of course numbers 201 - 399

### Capstone

Complete 1 of the following

Complete:

HIS340 - Making History (3)

HIS460 - History Research Seminar (Capstone) (3)

Complete all of the following

3 credit(s) from subject(s): HIS within the range of course numbers 301 - 399

Complete:

HIS401 - Making History: Capstone (3)

Major Electives or choose a Concentration

12 Total Credits

12 credit(s) from HIS within the 201 - 399 range or from the following courses:

SNHU290 - Experiential Learning (3)

SNHU495 - Internship (3)

Free Electives

36 Total Credits

36 credit(s).

Grand Total Credits: **120**



## University Programs

### History (BA) (Campus, Online) - American History (Concentration)

#### Description

Students pursuing a Concentration in American History focus on the history of the United States of America in a global context. Courses are arranged chronologically or thematically, with a focus on the colonial and national eras of American history.

#### Outcomes

1. Assess the significance of larger historical periods and themes of American history through an analysis of key American events and figures and their connections to historical contexts

#### Requirements

Concentration Courses

12 Total Credits

4 of the following:

- HIS245 - United States History since 1945 (3)
- HIS254 - Civil Rights Movement (3)
- HIS270 - American Environmental History (3)
- HIS319 - African-American History since the Civil War (3)
- HIS330 - Civil War and Reconstruction (3)
- HIS332 - Colonial New England (3)
- HIS338 - Young America (3)
- HIS357 - American Slavery (3)

Grand Total Credits: **12**

### History (BA) (Campus, Online) - European History (Concentration)

#### Description

Students pursuing a Concentration in European History focus on the history of Europe and western Asia from antiquity to the present. Courses are arranged chronologically or thematically but vary in scope.

#### Outcomes

1. Assess the significance of larger historical periods and themes of European history through an analysis of key European events and figures and their connections to historical contexts

#### Requirements

Concentration Courses

12 Total Credits

4 of the following:

- HIS220 - Modern European History: 1890-Present (3)
- HIS235 - Modern Russia (3)
- HIS238 - Modern Germany: 1871 - Present (3)
- HIS240 - World War I (3)
- HIS241 - World War II (3)
- HIS314 - European Conquest of New World (3)
- HIS321 - The Ancient World of Greece and Rome (3)
- HIS323 - Greco-Roman Thought and Culture (3)
- HIS374 - The Renaissance and the Reformation (3)

Grand Total Credits: **12**

# University Programs

## History (BA) (Campus, Online) - Middle Eastern Studies (Concentration)

### Description

Students pursuing a Concentration in Middle Eastern Studies focus on the history of the Middle East from the rise of Islam through the present, with an emphasis on the Arab-Israeli conflict of the twentieth and twenty-first centuries. Courses are arranged chronologically or thematically but vary in scope.

### Outcomes

1. Assess the significance of larger historical periods and themes of Middle Eastern history through an analysis of key Middle Eastern events and figures and their connections to historical contexts

### Requirements

Concentration Courses  
12 Total Credits

Complete:

HIS311 - Women, Sexuality, and Islam (3)  
HIS371 - History of the Middle East I (3)  
HIS372 - History of the Middle East II (3)  
HIS373 - Arab-Israeli Conflict (3)

Grand Total Credits: **12**

## History (BA) (Campus, Online) - Military History (Concentration)

### Description

Students pursuing a Concentration in Military History focus on the history of military strategy and tactics and their effects on civilian populations. Courses are arranged chronologically or thematically.

### Outcomes

1. Assess major wars and conflicts in Western military history for the military strategy and tactics that were used and how they intersect with and influence broader economic, technological, and social contexts

### Requirements

Concentration Courses  
12 Total Credits

4 of the following:

HIS222 - War and Society: Antiquity to 1800 (3)  
HIS223 - Modern War & Society (3)  
HIS240 - World War I (3)  
HIS241 - World War II (3)  
HIS242 - The Cold War (3)  
HIS245 - United States History since 1945 (3)  
HIS314 - European Conquest of New World (3)  
HIS330 - Civil War and Reconstruction (3)

Grand Total Credits: **12**

# University Programs

## History (MA) (Online)

### Description

People often say that "history repeats itself," implying that there is a tangible benefit in accessing, absorbing, and understanding history. While many would deny that old adage, the implication is still true—history is not only relevant, but crucial for comprehending the present, articulating and justifying viewpoints, and preserving cultural identities. The practical need for historians is ever-present, including traditional historians, government employees, library curators, preservationists, secondary and post-secondary teachers, and educational publishers. The Master of Arts in History degree extends students' expertise in the discipline by effectively preparing them to apply their skills in a variety of professions and contexts. Students deepen their knowledge of the process of "making" history, through analyzing primary and secondary sources, evaluating historiography, applying research methods, defining and researching a specific area of history, and effectively defending and articulating theses. Students have the option of exploring history through traditional coursework, focused on research and writing, or by investigating subjects pertinent to public history, such as understanding the latest technology for preserving and digitizing history. Emphasis is also placed on strategies to keep the student on the cutting-edge of the field, such as using quantitative reasoning in historical analysis and information systems to promote the dissemination of meaningful interpretation of the past. This program will provide students the skills they need to function both ethically and practically in the real world and place themselves within the context of their field, whether in academia, the private business world, or the public realm. The abilities here will make the student a better researcher, writer, and critical thinker.

### Outcomes

1. Develop sophisticated interpretations of history that are substantiated by cogent syntheses of appropriate primary and secondary sources
2. Analyze historical scholarship for its credibility, methodologies, biases, and potential implications with a professional level of objectivity and precision of thought
3. Craft written communications that are effectively tailored to one's audience, exhibit an economical command of language, and accurately apply appropriate styles and conventions
4. Articulate and act in accordance with an ethical system that incorporates the societal responsibilities entrusted to historians as the caretakers of our collective narratives and cultural identities
5. Defend the essential relevance of the past for making informed decisions in the future by promoting transparency in the interpretation of historical truth
6. Employ information systems, quantitative reasoning, and emerging technologies in the innovative preservation, organization, assessment, and dissemination of historical knowledge

### Requirements

Major Courses

18 Total Credits

Complete:

HIS501 - Historiography (3)  
HIS502 - Historical Methods (3)  
HIS510 - Comparative History and Research (3)  
HIS520 - Historical Lenses and Scholarship (3)  
HIS790 - Research Seminar for Historians (Capstone) (3)  
HIS791 - Capstone for Research Historians (3)

Major Electives or choose a Concentration

15 Total Credits

15 credit(s) from HIS within the 600 - 699 range or from the following courses:

SNHU690 - Internship (3)

Grand Total Credits: **33**

# University Programs

## History (MA) (Online) - American History (Concentration)

### Description

Students pursuing the MA History with Concentration in American History degree enhance their understanding of American History while mastering the skills of a Research Historian. Through a core curriculum focused on establishing responsible research techniques, critical-thinking, and writing skills students develop the expertise to contribute meaningful original scholarship in their desired field of concentration. Students focus their research through a variety of thematic-based courses followed by the Research Seminar for Historians and Research Capstone culminating in a project of original research.

### Outcomes

1. Assess the significance of larger themes in American history within original scholarship by analyzing relationships among historical narratives, perspectives, and trends within particular contexts

### Requirements

Concentration Courses  
15 Total Credits

15 credit(s) from the following:

- HIS600 - Early American Encounters (3)
- HIS601 - New American Nation (3)
- HIS602 - Era of the Civil War (3)
- HIS603 - The Gilded Age and Progressive Era (3)
- HIS604 - America and the World Wars (3)
- HIS605 - Cold War and the American Empire (3)

Grand Total Credits: **15**

## History (MA) (Online) - Military History (Concentration)

### Description

Students pursuing the MA History with Concentration in Military History degree enhance their understanding of Military History while mastering the skills of a Research Historian. Through a core curriculum focused on establishing responsible research techniques, critical-thinking, and writing skills students develop the expertise to contribute meaningful original scholarship in their desired field of concentration. Students focus their research through a variety of thematic-based courses followed by the Research Seminar for Historians and Research Capstone culminating in a project of original research.

### Outcomes

1. Assess wars and conflicts in the West from antiquity to modern times within original scholarship by analyzing the relationships among military and political institutions and their economic, technological, and social contexts

### Requirements

Concentration Courses  
15 Total Credits

Complete all of the following  
Complete:

- HIS620 - History of Military Thought (3)

12 credit(s) from the following:

- HIS602 - Era of the Civil War (3)
- HIS604 - America and the World Wars (3)
- HIS605 - Cold War and the American Empire (3)
- HIS630 - The Russian Revolutions (3)
- HIS640 - Chinese Imperialism (3)

Grand Total Credits: **15**

# University Programs

## History (MA) (Online) - Public History (Concentration)

### Description

The MA History with Concentration in Public History degree offers graduate students the practical skills necessary to practice history outside the walls of the classroom, in the public domain. After completing the Master's in History core curriculum, Public History students take five Public History courses and complete a capstone experience that results in a Public History project. Students complete the Public History Concentration prepared to lead museum and historical society work, community history projects, preservation programs, and local and federal research projects.

### Outcomes

1. Develop professional skills as a public historian that are applicable to a wide range of historical projects and research in real-world contexts

### Requirements

Concentration Courses

15 Total Credits

Complete all of the following

Exception(s):

HIS792 - Capstone for Public Historians (3)

NOTE: Students in the Public History concentration must take HIS 792 in the concentration, in place of HIS 791 in the major.

Complete:

HIS660 - Introduction to Public History (3)

HIS661 - Public History Strategic Management (3)

HIS662 - Digitization of History (3)

6 credit(s) from the following:

HIS663 - Documentary Editing (3)

HIS664 - Archival Management (3)

HIS665 - Museum Collection Management (3)

Grand Total Credits: **15**

## History (Minor) (Campus, Online)

### Description

The History minor at Southern New Hampshire University introduces students to historical topics in a variety of regions and eras. Through a combination of coursework and project-based research, students will learn how to identify historical topics, identify and interpret sources, use evidence to support historical arguments, and communicate clearly and effectively. The open-ended nature of the minor allows students to pursue their individual historical interests. The history minor will complement any other academic program and will provide students with the foundations for careers in a variety of fields, including teaching, libraries and museums, law, journalism, government, and business.

### Requirements

Minor Courses

15 Total Credits

15 credit(s) from subject(s): HIS within the range of course numbers 201 - 499

Grand Total Credits: **15**

# University Programs

## Non-Fiction (MFA) (Campus)

### Description

Southern New Hampshire University offers a low-residency graduate program in creative writing. A highly focused course of study, the M.F.A. prepares students to write in their chosen genre (fiction or nonfiction) at a professional level. The M.F.A. is also a terminal degree that provides students a foundation from which to prepare (through internships, work experience, and/or allied areas of study) for employment in the fields of teaching and publishing. With four weeklong writing residencies held on Southern New Hampshire University's Campus and historic Millyard, during two years of mentored correspondence study, the low-residency M.F.A. is also convenient and affordable for working adults. Students study with faculty mentors who are accomplished writers and teachers, participate in lectures, readings, and master classes with visiting writers of national reputation, hone their work through mentor and peer review, read publicly from their own work and meet with publishing professionals in a community dedicated to creative endeavor. Workshop courses run five months and are tailored to students' needs and creative goals. Students work closely with faculty mentors. Individualized study is supplemented with residency periods (seven consecutive days each in June and January) during which mentors and their students meet to review the students' long-term writing projects and to build a community of writers. The second year of the program is devoted to the completion of a manuscript of professional quality, suitable for submission to editors, and a critical essay suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student's fourth semester. Students who have completed their degree are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

### Outcomes

1. Complete a nonfiction manuscript of professional quality, suitable for submission to editors
2. Understand literary concepts necessary for teaching composition and creative writing and for working in publishing

### Requirements

Major Courses  
60 Total Credits

Complete all of the following  
Complete:

MFA501NF - Summer Residency I Nonfiction (3)  
MFA502NF - Winter Residency I Nonfiction (3)  
MFA503NF - Summer Residency II Nonfiction (3)  
MFA504NF - Winter Residency II Nonfiction (3)

12 credit(s) from the following:

MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I (3 - 12)

12 credit(s) from the following:

MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II (3 - 12)

12 credit(s) from the following:

MFA522 - Graduate Nonfiction Workshop III (3 - 12)

12 credit(s) from the following:

MFA523 - Graduate Nonfiction Workshop IV (3 - 12)

Grand Total Credits: **60**

# University Programs

## Online Teaching of Writing (Graduate Certificate) (Online)

### Description

Specifically designed for students in the online Master of Fine Arts, the graduate certificate in Online Teaching of Writing guides students through the development of an individualized approach to pedagogy for teaching the craft of creative writing online. Students explore tools for facilitating learning environments such as web-based courses and writing workshops, and practice effective approaches to editing and coaching. Students learn how to establish a positive and influential virtual instructor presence and methods for supporting and engaging students within online writing communities.

### Requirements

Foundation Courses

0 Total Credits

Complete all of the following

Complete:

MFA514 - Advanced Studies in Genre Literature (3)

Complete 1 of the following

Complete:

MFA524 - Contemporary Fiction Writing I (3)

Complete:

MFA525 - Romance Fiction Writing I (3)

Complete:

MFA526 - Young Adult Fiction Writing I (3)

Complete:

MFA527 - Speculative Fiction Writing I (3)

Certificate Courses

12 Total Credits

Complete all of the following

Complete:

MFA509 - Storytelling (3)

MFA608 - Editing and Coaching (3)

MFA640 - Engaging Online Writing Students (3)

1 of the following:

ENG670 - Seminar in Writing Instruction (3)

ENG675 - Online Teaching Experience (3)

Grand Total Credits: **12**

## Philosophy (Minor) (Campus, Online)

### Description

The Philosophy minor introduces students to the fundamentals of philosophical thinking and its applications to historical and contemporary issues. Students are challenged to examine complex problems that cross intellectual domains and gain vital skills in critical thinking, communication, and research. This minor will complement a variety of academic programs and will provide students with the foundations for careers in a variety of fields, including business, government, law, and medicine.

### Requirements

Minor Courses

15 Total Credits

15 credit(s) from subject(s): PHL

Grand Total Credits: **15**

# University Programs

## Professional Writing (Graduate Certificate) (Online)

### Description

Specifically designed for students in the online Master of Fine Arts, the graduate certificate in Professional Writing provides students with the tools and knowledge necessary to build a sustainable writing career in today's project-driven economy. Students develop professional copywriting skills for a range of career interests, and learn key aspects of freelancing, including lead generation, pricing, and contract law. Additionally, students obtain experience through electives focused on content generation and marketing principles.

### Requirements

Certificate Courses

15 Total Credits

Complete all of the following

Complete:

MFA602 - The Business of Writing (3)

MFA604 - Finding and Reaching an Audience (3)

1 of the following:

MFA606 - Copy and Content Writing (3)

MFA607 - Copy and Content Writing Internship (3)

2 of the following:

COM510 - The Vantage Point: Knowledge & New Media (3)

ENG670 - Seminar in Writing Instruction (3)

ENG675 - Online Teaching Experience (3)

MFA630 - Writing Short Works (3)

MKT555 - Social Media Marketing (3)

MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (3)

MKT665 - Digital Story Telling and Branding (3)

Grand Total Credits: **15**



# University Programs

## Professional Writing (Minor) (Campus, Online)

### Description

The Professional Writing minor prepares students for a rapidly changing workplace through courses focused on multiple forms of writing. Students will develop skills in research, analysis, writing, and the use of technology as a communication tool. Students have the flexibility to choose from a range of additional courses, including creative writing, to broaden their skill sets. This minor will complement a variety of academic programs and will provide students with practical skills they can immediately apply to their academic and professional lives.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

COM235 - Multimedia Journalism (3)  
COM435 - Feature Writing (3)

1 of the following:

ENG220 - Business Communication (3)  
ENG401 - Profession of Writing (3)

1 of the following:

ENG350 - The English Language (3)  
ENG370 - Writing with Digital Media (3)

1 of the following:

ENG300 - Brave New Words: Writing for a Better World (3)  
ENG326 - Genre Writing Workshop (3)  
ENG327 - Playwriting Workshop (3)  
ENG328 - Poetry Writing Workshop (3)  
ENG329 - Fiction Writing Workshop (3)  
ENG330 - Nonfiction Writing Workshop (3)

Grand Total Credits: **15**

## Public Relations (Minor) (Campus)

### Description

A student may earn a minor in Public Relations by successfully completing the following courses:

### Requirements

Minor Courses  
15 Total Credits

Complete:

COM227 - Public Relations (3)  
COM310 - Social Media (3)  
COM340 - Writing for Public Relations (3)  
COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)  
MKT113 - Introduction to Marketing (3)

Grand Total Credits: **15**

# University Programs

## World Language and Culture (Minor) (Campus)

### Description

By declaring a minor in World Language and Culture, students have the potential to expand career opportunities both in the US and abroad. The minor also enhances participation in study abroad programs and provides students with a deeper understanding of diverse cultures.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following

Language Courses

Complete all of the following

Two courses in the same language at SNHU (see list below) or 6 credits of language in the Study Abroad Program.

2 of the following:

- LAR111 - Elementary Arabic and Culture I (3)
- LAR112 - Elementary Arabic and Culture II (3)
- LAS111 - Elementary American Sign Language I (3)
- LAS112 - Elementary American Sign Language II (3)
- LFR111 - Beginning French I (3)
- LFR112 - Beginning French II (3)
- LFR211 - Intermediate French I (3)
- LFR212 - Intermediate French II (3)
- LFR311 - French Civilization and Culture (3)
- LMN111 - Elementary Mandarin Language/Culture I (3)
- LMN112 - Elementary Mandarin Language/Culture II (3)
- LSP111 - Beginning Spanish I (3)
- LSP112 - Beginning Spanish II (3)
- LSP211 - Intermediate Spanish I (3)
- LSP212 - Intermediate Spanish II (3)

6 credit(s) from the following type of course(s):

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

2 courses in Cultural Studies or 1 course in Cultural Studies and 1 course in Cultural Studies taken abroad.

3 credit(s) from the following type of course(s):

A capstone that requires application of language competency and/or cultural studies. The capstone should be chosen in consultation with the program advisor for the minor.

Grand Total Credits: **15**

## Math & Science

# University Programs

## Applied Mathematics (Minor) (Campus, Online)

### Description

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

### Requirements

Minor Courses  
18 Total Credits

Complete all of the following  
Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)  
MAT350 - Applied Linear Algebra (3)

1 of the following:

MAT115 - Math and Society (3)  
MAT135 - The Heart of Mathematics (3)  
MAT140 - Precalculus (3)  
MAT142 - Precalculus with Limits (3)  
MAT160 - Introduction to Game Theory (3)  
MAT215 - Introduction to Mathematical Modeling (3)  
MAT222 - Introduction to Combinatorics (3)  
MAT260 - Cryptology (3)

1 of the following:

MAT230 - Discrete Mathematics (3)  
MAT239 - Mathematics for Computing (3)  
MAT240 - Applied Statistics (3)  
MAT241 - Modern Statistics with Software (3)  
MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)  
MAT275 - Calculus II: Integration and Series (3)

6 credit(s) from subject(s): MAT within the range of course numbers 200 - 499

Grand Total Credits: **18**

# University Programs

## Bioinformatics (Minor) (Campus)

### Description

The Bioinformatics minor will introduce students to mathematical techniques and computer programming used to analyze biological data sets. This skill set is useful in every aspect of health care, biotechnology, medicine, and other related fields.

### Outcomes

1. Students will be able to apply mathematical techniques and computer programming to analyze biological data sets.
2. Students will apply bioinformatics techniques to problems in industry, health, and medicine

### Requirements

Prerequisite Courses

0 Total Credits

Complete all of the following

Complete:

BIO120 - General Biology I (3)  
BIO120L - General Biology I Lab (1)  
CHM120 - General Chemistry I (3)  
CHM120L - General Chemistry I Lab (1)

Complete 1 of the following

Grade of C or better in either of the following

Complete:

MAT240 - Applied Statistics (3)

Complete:

MAT241 - Modern Statistics with Software (3)

Minor Courses

15 Total Credits

Complete:

BIO270 - Genetics (3)  
BIO405 - Evolution (3)  
MAT300 - Applied Statistics II: Regression Analysis (3)  
MAT434 - Statistical Learning and Classification (3)  
MAT440 - BIG Problems in Mathematics (3)

Grand Total Credits: **15**

# University Programs

## Biology and Culture (Minor) (Campus)

### Description

This interdisciplinary minor provides students with experiential learning opportunities, including travel and other field-based projects that bring together science and the humanities. Students will benefit from courses that explore topics in ethics, biology, literature, and history to illuminate the connections between biology and culture.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following

2 of the following:

HIS270 - American Environmental History (3)  
LIT231 - Nature Writers (3)  
PHL305 - Animal Rights and Ethical Issues (3)  
PHL363 - Environmental Ethics (3)

2 of the following:

BIO101 - Principles of Biology (3)  
BIO215 - People, Places, and Plagues (3)  
BIO302 - Field Ornithology (3)  
SCI219 - Environmental Issues (3)

1 of the following:

BIO431 - Invasive Biology (3)  
GEO203 - Natural and Cultural History of the American Southwest (3)

Grand Total Credits: **15**

## Biology (BS) (Campus)

### Description

The Biology Major integrates practical skills (laboratory and field work) and theoretical education into courses that investigate the diversity and biology of plants, animals, and microbes. This Major is designed to provide students with the knowledge and skills to succeed in careers in the biological sciences, including those in the field of health. It is also a strong foundation for those wishing to go on to teach biology. The curriculum focuses on the structure and function of cells, tissues, and organ systems in living organisms, the evolutionary relationships among all organisms, and on the interactions between living systems and the environment. In research partnerships with our faculty, SNHU students participate in original research projects that utilize cutting edge technologies, as well as traditional field based studies. The campus environment at SNHU allows students to investigate their own interests, and to find support for high-quality undergraduate research projects that further develop their proficiency in biology. Our goal is to foster awareness, appreciation, and understanding of biology as a diverse and dynamic field, and to prepare students to enter career paths or graduate programs that utilize their skills and knowledge.

### Outcomes

1. Apply principles and concepts from the broad range of biological sciences, including cell biology, genetics, evolution and ecology.
2. Design and conduct independent laboratory or field research that is consistent with the standards and practices of research in the biological sciences.
3. Collect, evaluate, interpret, and communicate data and information according to the standards of practice in the biological sciences.
4. Apply fundamental mathematical tools (statistics, calculus) and physical principles (physics, chemistry) to the analysis of relevant biological situations.
5. Assess the ethical dimensions inherent in biological research, especially as it pertains to biotechnology and health science.

### Requirements

General Education Courses  
42 Total Credits

Complete all of the following

## University Programs

42 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT241 - Modern Statistics with Software (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)  
Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)  
Complete:

PSY108 - Introduction to Psychology (3)

Major Courses  
48 Total Credits

Complete all of the following  
Complete:

BIO120 - General Biology I (3)  
BIO120L - General Biology I Lab (1)  
BIO121 - General Biology II (3)  
BIO121L - General Biology II Lab (1)  
CHM120 - General Chemistry I (3)  
CHM120L - General Chemistry I Lab (1)  
CHM121 - General Chemistry II (3)  
CHM121L - General Chemistry II Lab (1)  
PHY101 - Principles of Physics (3)  
PHY101L - Principles of Physics Lab (1)  
BIO200 - Bioethics (3)  
BIO205 - Human Anatomy and Physiology I (3)  
BIO205L - Human Anatomy and Physiology I Lab (1)  
BIO211 - Human Anatomy and Physiology II (3)  
BIO211L - Human Anatomy and Physiology II Lab (1)  
BIO270 - Genetics (3)  
BIO280 - The Microbial World (3)  
BIO280L - The Microbial World Lab (1)

Organic or Biological Chemistry

Complete 1 of the following

Complete:

CHM210 - Organic Chemistry (3)  
CHM210L - Organic Chemistry Laboratory (1)

Complete:

CHM309 - Biological Chemistry (3)  
CHM309L - Biological Chemistry Lab (1)

6 credit(s) from the following:

BIO450 - Biology Capstone Projects I (3 - 6)  
BIO451 - Biology Capstone Projects II (3 - 6)

Major Electives or choose a Concentration  
12 Total Credits

12 credit(s) from the following:

BIO312 - Zoology (3)  
BIO312L - Zoology Lab (1)  
BIO314 - Introductory Botany (3)  
BIO314L - Introductory Botany Lab (1)  
BIO405 - Evolution (3)  
BIO422 - Introduction to Bioinformatics (3)  
BIO424 - Vertebrate Morphology (3)  
BIO431 - Invasive Biology (3)

Free Electives  
18 Total Credits

18 credit(s).

Grand Total Credits: **120**

# University Programs

## **Biology (BS) (Campus) - Health Sciences**

### **Description**

A concentration in Health Science provides students with specific skills and information related to careers in health care fields, including statistics, physiology, and the human brain and development. Students interested in Nursing, OT, PT, PharmD, or other professional programs (check program requirements) would benefit by utilizing this concentration.

### **Requirements**

Concentration Courses

12 Total Credits

12 credit(s) from the following:

- BIO110 - Introduction to Public Health (3)
- BIO320 - Neuroscience (3)
- BIO340 - Human Health and the Environment (3)
- BIO422 - Introduction to Bioinformatics (3)
- BIO433 - Exercise Physiology (3)
- PSY211 - Lifespan Development (3)

Grand Total Credits: **12**

## **Biology (Minor) (Campus)**

### **Description**

The problems societies face around the world today, such as epidemics and outbreaks, the rise of antibiotic resistance, and the loss of biodiversity, require solutions that incorporate scientific skills and knowledge. This program will provide students in any major with valuable knowledge of biology to add to their area of focus. It is also suitable for students who wish to pursue further study in the life sciences to meet requirements for graduate school admission.

### **Outcomes**

1. Apply knowledge of the structure and function of organisms, genetics, and evolutionary theory to their own field of study.
2. Integrate information from primary scientific literature and data sources in the development and exploration of hypotheses.
3. Adhere to standards and best practices for safely and effectively collecting and analyzing data in the field and laboratory.

# University Programs

## Requirements

Minor Courses

17 Total Credits

Complete all of the following

Complete:

- BIO120 - General Biology I (3)
- BIO120L - General Biology I Lab (1)
- BIO121 - General Biology II (3)
- BIO121L - General Biology II Lab (1)

9 credit(s) from the following:

- BIO110 - Introduction to Public Health (3)
- BIO200 - Bioethics (3)
- BIO215 - People, Places, and Plagues (3)
- BIO270 - Genetics (3)
- BIO280 - The Microbial World (3)
- BIO280L - The Microbial World Lab (1)
- BIO302 - Field Ornithology (3)
- BIO312 - Zoology (3)
- BIO314 - Introductory Botany (3)
- BIO315 - Ecological Principles and Field Methods (3)
- BIO325 - Animal Behavior (3)
- BIO330 - Conservation Biology (3)
- BIO340 - Human Health and the Environment (3)
- BIO424 - Vertebrate Morphology (3)
- BIO431 - Invasive Biology (3)

Grand Total Credits: **17**

## Data Analytics (AS) (Online)

### Description

The Associate of Science in Data Analytics provides students with foundational analytical and technical skills to help organizations leverage data to inform decision-making. Students will be introduced to foundational quantitative skills up through and including calculus and regression analysis. They will also learn scripting techniques for analyzing, cleaning, and visualizing data. Students experience the data analytics lifecycle from consulting stakeholders on business problems, to delivering accurate information in support of successful business outcomes.

### Outcomes

1. Translate organizational needs and business problems into data analytics requirements to inform possible solutions and communicate them to technical and non-technical audiences
2. Apply appropriate data analytics solutions, standards, and policies to meet the security, storage, and privacy needs of organizations
3. Use quantitative and qualitative data analytics methods in responding to a variety of situations that arise in the business environment



# University Programs

## Requirements

### General Education Courses

24 Total Credits

Complete all of the following

24 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

MAT136 - Introduction to Quantitative Analysis (3)

MAT140 - Precalculus (3)

One (1) General Education Course must be from Contexts in Shaping the Self in Society (ESPE)

### Major Courses

27 Total Credits

Complete all of the following

Focus Area Courses

Complete:

DAD220 - Introduction to Structured Database Environments (3)

IT140 - Introduction to Scripting (3)

MAT225 - Calculus I: Single-Variable Calculus (3)

MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)

Major

Complete:

DAT205 - Role of Data Analysis in Organizations (3)

DAT223 - Gathering Requirements and Collecting Data (3)

DAT250 - Data Policy and Decision Making (3)

DAT260 - Emerging Technologies and Big Data (3)

DAT300 - Data Validation: Getting the Right Data (3)

### Free Electives

9 Total Credits

9 credit(s).

Grand Total Credits: **60**

## Data Analytics (BS) (Online)

### Description

Across multiple industries, organizations are harnessing massive amounts of internal and external data to inform decision-making and innovations in areas such as customer service practices, consumer and public outreach, and the design of products and services. As businesses realize the need to become more proactive, thoughtful and efficient in their decision-making, the need for talented data analytics professionals increases. In addition, the increasing availability of public and private data creates a number of new challenges for organizations that require data analysis. Questions such as how to leverage data appropriately and about the most efficient and ethical ways to secure data and protect users and organizations allow data analysts to provide insights that can transform how the business moves forward. The Bachelor of Science in Data Analytics provides students with the technical abilities and professional skills to help organizations leverage data to innovate practices and processes, and inform decision-making. In addition to providing students with a solid foundation in data analytics, students will be introduced to aspects of data science including data management and security, project management workflow, and business analytics. Students experience the data analytics lifecycle from consulting stakeholders on business problems, to delivering accurate information in support of successful business outcomes. Graduates will be skilled in interpreting business questions through a data lens, collecting and cleaning data, visualizing data, and communicating analytical results and recommendations to technical and non-technical audiences.

# University Programs

## Outcomes

1. Translate organizational needs and business problems into data analytics requirements to inform possible solutions and communicate them to technical and non-technical audiences
2. Apply appropriate data analytics solutions, standards, and policies to meet the security, quality, storage, and privacy needs of organizations
3. Collaborate in multi-functional teams on short and long term projects, providing the data analysis that helps inform decisions
4. Gather, clean, interpret, and visualize data using industry tools and techniques most appropriate to the situation
5. Use quantitative and qualitative data analytics methods in responding to a variety of situations that arise in the business environment

## Requirements

General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT136 - Introduction to Quantitative Analysis (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

MAT140 - Precalculus (3)

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Major Courses

42 Total Credits

Complete all of the following

Core Courses

Complete:

DAD220 - Introduction to Structured Database Environments (3)

IT140 - Introduction to Scripting (3)

MAT225 - Calculus I: Single-Variable Calculus (3)

MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)

Complete:

DAT205 - Role of Data Analysis in Organizations (3)

DAT223 - Gathering Requirements and Collecting Data (3)

DAT250 - Data Policy and Decision Making (3)

DAT260 - Emerging Technologies and Big Data (3)

DAT300 - Data Validation: Getting the Right Data (3)

DAT325 - Data Validation: Quality and Cleaning (3)

DAT375 - Data Analysis Techniques (3)

DAT430 - Leveraging Data Analysis for Organizational Results (3)

DAT475 - Applied Data Analysis (3)

IT226 - Communication in STEM Professions (3)

Major Electives or choose a Concentration

12 Total Credits

12 credit(s) from CS, CYB, DAT, or IT within the 200 - 499 range or from the following courses:

BUS206 - Business Law I (3)

COM213 - Public Speaking and Presentation Skills (3)

COM227 - Public Relations (3)

QSO340 - Project Management (3)

SNHU495 - Internship (3)

Free Electives

24 Total Credits

24 credit(s).

Grand Total Credits: **120**

# University Programs

## **Data Analytics (BS) (Online) - Project Management for STEM (Concentration)**

### **Description**

In the Project Management for STEM concentration, students will learn about the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources. Students will also develop the skills of an experienced project manager by creating detailed project plans for authentic scenarios, focusing on project risk, project integration, quality and procurement. Business processes and goals and necessary techniques are emphasized using authentic scenarios to ensure that business results are achieved.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

QSO340 - Project Management (3)

QSO355 - Resource Estimating and Scheduling (3)

QSO440 - Topics in Project Management (3)

1 of the following:

BUS210 - Managing and Leading in Business (3)

BUS225 - Critical Business Skills for Success (3)

Grand Total Credits: **12**

## **Data Analytics (MS) (Online)**

### **Description**

Today's businesses, government, health care organizations, manufacturing operations, and information technology security organizations (among many others) are wrestling with how to effectively leverage "big data" for competitiveness, risk-assessment, mission-critical decision-making, and organizational effectiveness. Data has become increasingly ubiquitous, particularly in unstructured formats and through disparate sources, requiring organizations to become more advanced in the collection, storage, analysis, security, and reporting of data. With increasing demand within organizations to make big decisions with big data, so too does the need for professionals with specialized skills and education in data analytics to fill the talent gap that exists today. The M.S. in Data Analytics focuses on the strategic and advanced uses of data analytics across a broad range of industries and occupations. Students in the program are engaged in advanced technologies for data mining, visualization, modeling, and optimization while understanding the requirements and needs of the organizational environment through business research and in-depth analysis. The ethical uses of data and ensuring appropriate security measures for data collection and storage are a key feature of the program and students will engage in advanced techniques for protecting the integrity and privacy of data, organizations, and consumers. The graduate degree program prepares students to position themselves as a strategic asset to any organization by making data immediately beneficial to strategic decision-making for any organization.

# University Programs

## Outcomes

1. Conduct thorough needs assessments using statistical, analytical, and applied research techniques and consult organizational stakeholders on business requirements to offer logical and effective recommendations for data analytics initiatives
2. Design and implement advanced modeling techniques, such as predictive modeling, risk-assessment and optimization, and analytics algorithms using structured and unstructured data to provide new solutions to complex organizational issues
3. Communicate with professionalism, accuracy, and transparency using interactive and dynamic visualization tools to translate technical information and offer effective solutions to organizational stakeholders
4. Apply effective collaborative and essential project management strategies to facilitate and improve the work of diverse and multi-functional teams, streamline processes, and lead projects to successful outputs
5. Protect the integrity and privacy of data, organizations, and consumers through advanced technology solutions and ethical and legal practices in all aspects of the profession
6. Employ applied, contextual knowledge of an organizations industry to target new data opportunities that improve an organizations competitiveness, effectiveness, and longevity
7. Adapt and implement innovative methods, models, and technologies that allow for adaptability to new and unexpected changes and improve the agility of data analytics projects
8. Position data analytics as a competitive advantage to organizations by accurately communicating the cost and benefits of data analytics projects and technologies as well as the long-term benefits of data-driven decision making

## Requirements

### Foundation Courses

0 Total Credits

Complete:

DAT500 - Data and Information Management (3)  
SCS501 - Foundations in Statistics (3)

### Major Courses

27 Total Credits

Complete:

DAT510 - Foundations of Data (3)  
DAT515 - Enterprise Data Management (3)  
DAT520 - Decision Methods and Modeling (3)  
DAT530 - Presentation and Visualization of Data (3)  
DAT610 - Optimization and Risk Assessment (3)  
DAT640 - Predictive Analytics (3)  
DAT650 - Advanced Data Analytics (3)  
DAT690 - Capstone in Data Analytics (3)  
QSO640 - Project Management (3)

### Major Electives

9 Total Credits

Complete all of the following

9 credit(s) from IT or QSO within the 500 - 799 range or from the following courses:

SNHU690 - Internship (3)

NOTE: IT 500 and IT 505 are excluded as options from Major Electives.

Grand Total Credits: **36**

# University Programs

## **Data Driven Decision Making (Certificate) (Online)**

### **Description**

The Data Driven Decision Making Certificate provides students with the skills to use and apply data in a wide variety of settings. In this certificate, students will explore the importance of data analysis within organizations and how data is utilized in decision making. Students will also learn how to apply statistical techniques to relevant business scenarios, design basic structured databases, use spreadsheet software to analyze raw data, and effectively present that data to key stakeholders.

### **Requirements**

Certificate Courses

12 Total Credits

Complete:

DAD220 - Introduction to Structured Database Environments (3)

DAT205 - Role of Data Analysis in Organizations (3)

MAT240 - Applied Statistics (3)

QSO320 - Management Science through Spreadsheets (3)

Grand Total Credits: **12**

## **Environmental Leadership, Social Entrepreneurship, and Sustainability (MA) (Campus)**

### **Description**

In this program, students learn how to pursue a step-by-step strategy for meeting the challenge of building sustainable human societies worldwide in ways relevant to professionals in business, government, and public interest groups. Its mission is to empower students by providing them with tools needed for them to play leading or entrepreneurial roles as professionals in that efforts.

### **Outcomes**

1. Diagnose the sustainability challenges posed by a given sustainability situation holistically using robust framing and systems thinking
2. Prescribe a sustainable response to the sustainability challenges posed by a given sustainability situation holistically using backcasting, robust framing, and systems thinking

# University Programs

## Requirements

Major Courses  
30 Total Credits

Complete all of the following

Introductory Summer Residency  
Complete:

SST501 - Introductory Summer Residency (0)

Core Courses

Complete:

SST510 - Industrialization, Human Health, and the Environment (3)

SST511 - Ecology, Human Health, and the Anthropocene (3)

SST512 - Coping with Climate Change (3)

SST610 - Environmental Compliance and Compliance Regimes (3)

SST611 - Building Sustainable Communities and Economies (3)

SST612 - Sustainability Strategies for Business (3)

Diagnosing the Challenge

Complete:

SST550A - Diagnosing the Challenge I (1)

SST550B - Diagnosing the Challenge II (1)

SST550C - Diagnosing the Challenge III (1)

Capstone Summer Residency I

Complete:

SST750A - Capstone Summer Residency I (3)

Prescribing a Response

Complete:

SST650A - Prescribing a Response I (1)

SST650B - Prescribing a Response II (1)

SST650C - Prescribing a Response III (1)

Capstone Summer Residency II

Complete:

SST750B - Capstone Summer Residency II (3)

Grand Total Credits: **30**

## Environmental Science (BS) (Campus, Online)

### Description

One of the largest scientific challenges we face today is the health and well-being of our planet. The BS in Environmental Science tackles this challenge head-on by preparing students to think and act critically and creatively to address real-world environmental issues. Focused on experiential and project based learning, the major is built on a strong foundation of natural and physical sciences, while offering a flexible curriculum and opportunities to participate in internships, citizen science, research, and fieldwork. Through these experiences, students gain the communication, interpersonal, and technical skills needed to construct, evaluate, and present solutions to environmental problems. This exciting and timely field of study promotes scientific literacy and prepares students for careers with private, state, or federal agencies. Students majoring in Environmental Science have found employment opportunities in wildlife ecology and conservation, climate science, restoration ecology, natural resource management, as park and forest rangers, in land and nature preservation, environmental data analysis, and environmental ethics and activism. Finally, as the sustainability sector continues to grow, these students are well-positioned for careers as sustainability officers, health and safety inspectors, environmental law and policy advocates, as well as in jobs focused on alternative energy, sustainable food systems, and waste reduction. IT-242 can only be completed online.

## University Programs

### Outcomes

1. Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of solutions to environmental problems
2. Analyze intersections of the human and natural world drawing upon an understanding of the structures and functions of ecological systems and processes
3. Propose practical solutions that address the complexity of environmental problems by employing interdisciplinary approaches
4. Articulate a personal ethical framework that integrates environmental science concepts, principles, and practical experiences
5. Apply various technological and field-based methods to the study of the environment
6. Design and execute projects that effectively integrate the scientific method and quantitative and qualitative research methods (including laboratory procedures) as applied to questions related to the natural environment

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT240 - Applied Statistics (3)

Complete:

MAT241 - Modern Statistics with Software (3)

Complete:

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

GEO200 - World Geography (3)

Exploration: Creative and Critical Expression (ECCE)

Complete:

PHL363 - Environmental Ethics (3)

### Major Courses

36 Total Credits

Complete all of the following

Complete:

BIO120 - General Biology I (3)

BIO120L - General Biology I Lab (1)

BIO315 - Ecological Principles and Field Methods (3)

ENV101 - Environmental Science (3)

ENV220 - Field Methods and Technologies (3)

ENV250 - Environmental Science Research Methods (3)

ENV440 - Senior Seminar (3)

IT242 - Introduction to Geographic Information Systems (3)

PHY101 - Principles of Physics (3)

PHY101L - Principles of Physics Lab (1)

PHY105 - Geology (3)

1 of the following:

ENV280 - Hydrology and Watershed Management (3)

ENV305 - Global Climate Change (3)

Chemistry

Complete 1 of the following

Complete:

CHM101 - Fundamentals of Chemistry (3)

CHM101L - Fundamentals of Chemistry Lab (1)

Complete:

CHM120 - General Chemistry I (3)

CHM120L - General Chemistry I Lab (1)

### Major Electives or choose a Concentration

12 Total Credits

12 credit(s) from BIO, CHM, ENV, GEO, or SCI within the 200 - 499 range or from the following courses:

IT140 - Introduction to Scripting (3)

### Free Electives

30 Total Credits

30 credit(s).

Grand Total Credits: **120**



# University Programs

## **Environmental Science (BS) (Campus, Online) - Data Analytics in Science (Concentration)**

### **Description**

Students will gain expertise in statistics, data collection, database environments and more. Graduates with a data analytics in science concentration will have added skills that can supplement their background in science and set them apart from other professionals in the field of science.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following  
Complete:

DAD220 - Introduction to Structured Database Environments (3)

DAT223 - Gathering Requirements and Collecting Data (3)

MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)

1 of the following:

DAT260 - Emerging Technologies and Big Data (3)

DAT325 - Data Validation: Quality and Cleaning (3)

DAT375 - Data Analysis Techniques (3)

Grand Total Credits: **12**

## **Environmental Science (BS) (Campus, Online) - Natural Resources and Conservation (Concentration)**

### **Description**

The concentration in Natural Resources and Conservation focuses on the conservation and management of natural resources and remediation of natural and human hazards. With a foundation in the natural and physical sciences, students gain a broad-based interdisciplinary skill set that companies and organizations are looking for to solve complex environmental problems. Concepts addressed throughout the program will address important environmental challenges such as climate change, alternative energy, and sustainability.

### **Outcomes**

1. Apply natural resources and conservation concepts, theories, and best practices to make informed decisions about resource use and management

### **Requirements**

Concentration Courses

12 Total Credits

4 of the following:

BIO330 - Conservation Biology (3)

ENV305 - Global Climate Change (3)

SCI218 - Natural Resources (3)

SCI219 - Environmental Issues (3)

SCI220 - Energy and Society (3)

SCI333 - Waste: Sources, Reduction, & Remediation (3)

Grand Total Credits: **12**

## University Programs

### **Environmental Science (BS) (Campus, Online) - Wildlife and Conservation Biology (Concentration)**

#### **Description**

One of the largest challenges we face today is the health and well-being of our planet. The BS in Environmental Science tackles this challenge head-on by preparing students to think and act critically and creatively to address environmental issues such as global climate change and the loss of biodiversity. The major offers a flexible curriculum and opportunities to participate in internships, research, and fieldwork (both domestically and abroad). Through these experiences, students gain the communication, interpersonal, and technical skills needed to construct, evaluate and present solutions to environmental problems. Based on a strong foundation of natural and physical sciences, the program offers two concentrations: Wildlife and Conservation Biology and Sustainability and Natural Resources. This exciting and timely field of study prepares students for careers with private, state or federal agencies in a multitude of careers in wildlife ecology and conservation, climate science, restoration ecology, natural resource management, park and forest rangers, land and nature preservation, and environmental ethics and activism. Those interested in sustainability have many options as jobs in this sector continue to grow such as sustainability officers, health and safety inspectors, environmental law and policy advocates, as well as jobs focused on alternative energy, sustainable food systems, and waste reduction (especially plastics in our oceans).

#### **Requirements**

Concentration Courses

13 Total Credits

Complete all of the following

Complete:

BIO121 - General Biology II (3)

BIO121L - General Biology II Lab (1)

9 credit(s) from the following:

BIO302 - Field Ornithology (3)

BIO312 - Zoology (3)

BIO312L - Zoology Lab (1)

BIO314 - Introductory Botany (3)

BIO314L - Introductory Botany Lab (1)

BIO325 - Animal Behavior (3)

BIO330 - Conservation Biology (3)

BIO431 - Invasive Biology (3)

ENV480 - Independent Study (3)

ENV490 - Environmental Studies Internship (0 - 15)

Grand Total Credits: **13**

### **Geosciences (BS) (Online)**

#### **Description**

The geosciences are interdisciplinary sciences that integrate geography, geology, earth systems science, physics, chemistry, and spatial awareness into the course of study. According to the American Geosciences Institute (2014), "The major applications of the geosciences are: exploration and responsible development of natural resources (oil, gas, coal, minerals, construction aggregate, water, and soils), preservation of the natural environment, restoration from environmental damage, mitigation of geohazards such as earthquakes and landslides, and exploratory research." The program emphasizes the use of geoscience data for their uses in problem solving and establishing policies that support effective resource management, public health and safety, and environmental protection.

## University Programs

### Outcomes

1. Develop technically correct maps and products using geospatial data to visualize spatial patterns
2. Communicate the results of geospatial analyses using audience specific tools and technologies to internal and external stakeholders
3. Synthesize qualitative and quantitative data to recognize occurrences and patterns within the scope of the geosciences
4. Develop a professional identity from which to make globally, socially, and ethically responsible geoscientific decisions that are in line with legal and organizational policy requirements
5. Integrate fundamental geographic and geological principles to solve environmental concerns and human-related issues
6. Justify the appropriate field and laboratory tools, technologies, and methods to solve problems in various geoscience settings

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT136 - Introduction to Quantitative Analysis (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

GEO200 - World Geography (3)

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

### Major Courses

45 Total Credits

Complete:

CHM101 - Fundamentals of Chemistry (3)

CHM101L - Fundamentals of Chemistry Lab (1)

GEO330 - Geohazards (3)

IT140 - Introduction to Scripting (3)

PHY101 - Principles of Physics (3)

PHY101L - Principles of Physics Lab (1)

PHY103 - Earth System Science (3)

PHY205 - Principles of Geology (3)

PHY205L - Principles of Geology Lab (1)

SCI207 - Atmospheric Science (3)

SCI218 - Natural Resources (3)

SCI225 - Spatial Awareness (3)

SCI310 - Geostatistics and Data Analysis (3)

SCI320 - Geosciences Methodologies (3)

SCI350 - Leadership and Ethics in the Geosciences (3)

SCI425 - Geoscientific Research Methods (3)

SCI489 - Geosciences Capstone (3)

### Major Electives or choose a Concentration

12 Total Credits

12 credit(s) from BIO, CHM, ENV, GEO, PHY, or SCI within the 100 - 499 range or from the following courses:

GEO345 - Remote Sensing and Imagery Analysis (3)

GEO450 - Spatial Analysis (3)

IT242 - Introduction to Geographic Information Systems (3)

IT338 - Geospatial Programming (3)

PAD330 - Public Administration (3)

PAD331 - Public Administrative Ethics and Theory (3)

PAD332 - Municipal Government Operations (3)

PAD340 - Public Fiscal Management (3)

PAD341 - Disaster Recovery and Response (3)

PHE101 - Fundamentals of Public Health (3)

SOC318 - Sustainable Communities (3)

### Free Electives

21 Total Credits

21 credit(s).

Grand Total Credits: **120**

# University Programs

## Geosciences (BS) (Online) - Data Analytics in Science (Concentration)

### Description

Students will gain expertise in statistics, data collection, database environments and more. Graduates with a data analytics in science concentration will have added skills that can supplement their background in science and set them apart from other professionals in the field of science.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

DAD220 - Introduction to Structured Database Environments (3)

DAT223 - Gathering Requirements and Collecting Data (3)

MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)

1 of the following:

DAT260 - Emerging Technologies and Big Data (3)

DAT325 - Data Validation: Quality and Cleaning (3)

DAT375 - Data Analysis Techniques (3)

Grand Total Credits: **12**

## Geosciences (BS) (Online) - Natural Resources and Conservation (Concentration)

### Description

The concentration in Natural Resources and Conservation focuses on the conservation and management of natural resources and remediation of natural and human hazards. With a foundation in the natural and physical sciences, students gain a broad-based interdisciplinary skill set that companies and organizations are looking for to solve complex environmental problems. Concepts addressed throughout the program will address important environmental challenges such as climate change, alternative energy, and sustainability.

### Requirements

Concentration Courses

12 Total Credits

4 of the following:

BIO330 - Conservation Biology (3)

ENV305 - Global Climate Change (3)

SCI218 - Natural Resources (3)

SCI219 - Environmental Issues (3)

SCI220 - Energy and Society (3)

SCI333 - Waste: Sources, Reduction, & Remediation (3)

Grand Total Credits: **12**

# University Programs

## Mathematical Modeling (Minor) (Campus)

### Description

The ability to mathematically describe real-world processes has become invaluable in research, industry, and business. A mathematical modeling minor gives students mathematical skills that, in conjunction with their subject area knowledge, allow them to build meaningful and effective mathematical models in their field of interest. The minor emphasizes communication skills, the ability to work in teams, the interplay between subject area knowledge and mathematical models, and the mathematical methods used in deterministic models on both discrete and continuous time scales.

### Outcomes

1. Communication: Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of mathematical models.
2. Making Meaningful and Reasonable Assumptions: Identify, communicate, and justify assumptions made prior to the model construction phase.
3. Model Construction: Apply mathematical reasoning, analysis, and problem-solving to construct and assess mathematical models that reflect real-world processes.
4. Simulation: Write code in industry-standard software/languages (Matlab, Mathematica, Python, R, etc.) to simulate the behavior of a mathematical model.
5. Mathematical Principles: Analyze and accurately solve mathematical problems across a variety of mathematical areas including calculus, differential equations, and linear algebra.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)  
MAT275 - Calculus II: Integration and Series (3)  
MAT350 - Applied Linear Algebra (3)  
MAT435 - Mathematical Modeling: Construction and Validation (3)

1 of the following:

MAT330 - Differential Equations (3)  
MAT440 - BIG Problems in Mathematics (3)

Grand Total Credits: **15**

## Mathematics (BA) (Campus, Online)

### Description

The Mathematics major at Southern New Hampshire University gives students a broad background in a wide array of mathematical areas. Students have the opportunity to see the beauty of mathematics, the utility of its applications, and their intersection. In particular, students pursuing the Mathematics major will develop an advanced ability in mathematical methods, reasoning, critical thinking, and problem-solving. Students pursuing the Mathematics major also elect to either take a concentration or choose courses based on their particular interests. An SNHU graduate with a Mathematics major is prepared for a broad range of careers in quantitative fields including, but not limited to, business, education, and government agencies. In addition, the SNHU Mathematics major will serve as strong preparation for students interested in pursuing graduate studies in quantitative fields.

### Outcomes

1. Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of solutions to mathematical problems
2. Apply mathematical reasoning, analysis, and problem-solving to complex, real world problems including problems in the natural and social sciences
3. Construct and defend clear, rigorous, and logical mathematical proofs
4. Analyze and accurately solve mathematical problems across a variety of mathematical areas including calculus, differential equations, linear algebra, abstract algebra and real analysis

### Requirements

General Education Courses

## University Programs

### 42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT240 - Applied Statistics (3)

Complete:

MAT241 - Modern Statistics with Software (3)

Complete:

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete all of the following

Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

Complete 1 of the following

Complete:

MAT230 - Discrete Mathematics (3)

Complete:

MAT239 - Mathematics for Computing (3)

### Major Courses

### 21 Total Credits

Complete all of the following

1 of the following:

MAT115 - Math and Society (3)

MAT135 - The Heart of Mathematics (3)

MAT140 - Precalculus (3)

MAT142 - Precalculus with Limits (3)

MAT160 - Introduction to Game Theory (3)

MAT215 - Introduction to Mathematical Modeling (3)

MAT222 - Introduction to Combinatorics (3)

MAT260 - Cryptology (3)

Complete:

MAT275 - Calculus II: Integration and Series (3)

MAT299 - Mathematical Proof and Problem Solving (3)

MAT325 - Calculus III: Multivariable Calculus (3)

MAT330 - Differential Equations (3)

MAT350 - Applied Linear Algebra (3)

1 of the following:

MAT415 - Abstract Algebra (3)

MAT470 - Real Analysis (3)

### Major Electives or choose a Concentration

### 12 Total Credits

Complete all of the following

9 credit(s) from MAT within the 200 - 499 range or from the following courses:

CS113 - Introduction to Programming (3)

IT140 - Introduction to Scripting (3)

3 credit(s) from subject(s): MAT within the range of course numbers 400 - 499

### Free Electives

### 45 Total Credits

Complete all of the following

45 credit(s).

Note: Students who choose a concentration in Mathematical Modeling, Pure Mathematics, Middle School Mathematics Education, or Secondary Mathematics Education will complete 39 credits in Free Electives

# University Programs

Grand Total Credits: **120**

## **Mathematics (BA) (Campus, Online) - Applied Mathematics (Concentration)**

### **Description**

The Applied Mathematics concentration emphasizes mathematics as an interdisciplinary science, one with broad-reaching, authentic applications in the modern world. Scientific research and industry are increasingly relying on mathematical and computational tools to advance our understanding of complex real-world problems. Students will be exposed to commonly used methods, techniques, and tools in applied mathematics, with emphasis placed on those associated with mathematical modeling. Additionally, students will explore the vital role that mathematics plays in research and industry by completing a research project in the area of applied mathematics.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

- IT140 - Introduction to Scripting (3)
- MAT375 - Mathematical Modeling (3)
- MAT430 - Seminar in Applied Mathematics (3)

3 credit(s) from the following:

- MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)
- MAT410 - Operations Research (3)
- MAT420 - Dynamical Modeling (3)

Grand Total Credits: **12**



# University Programs

## Mathematics (Minor) (Campus, Online)

### Description

The Mathematics Minor at SNHU is devoted to learning and understanding computational problems in calculus as well as proof and problem solving in pure mathematics. The Mathematics Minor has the following learning outcomes:  
Demonstrate the capacity to solve computational problems in calculus. Demonstrate the capacity to write proofs and problem solve in pure mathematics.

### Requirements

Minor Courses  
18 Total Credits

Complete all of the following  
Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)  
MAT275 - Calculus II: Integration and Series (3)  
MAT299 - Mathematical Proof and Problem Solving (3)

1 of the following:

MAT115 - Math and Society (3)  
MAT135 - The Heart of Mathematics (3)  
MAT140 - Precalculus (3)  
MAT142 - Precalculus with Limits (3)  
MAT160 - Introduction to Game Theory (3)  
MAT215 - Introduction to Mathematical Modeling (3)  
MAT222 - Introduction to Combinatorics (3)  
MAT260 - Cryptology (3)

1 of the following:

MAT415 - Abstract Algebra (3)  
MAT470 - Real Analysis (3)

3 credit(s) from subject(s): MAT within the range of course numbers 200 - 499

Grand Total Credits: **18**

## Physics (BS) (Campus)

### Description

The B.S. in Physics at Southern New Hampshire University prepares graduates to understand and address complex physical systems providing a broad interdisciplinary knowledge base, technical expertise, and project based learning. Students receive a solid foundation of core courses and are required to complete a 15 credit project during their junior and senior years in which they work in close collaboration with faculty. Project topics can be chosen from areas of expertise of science faculty. Upon completion of the physics degree students will be prepared to enter the workforce directly or to enter graduate programs.

### Outcomes

1. Apply appropriate mathematical tools and principles to the analysis of problems and topics in physics.
2. Integrate and synthesize principles of physics in the analysis of complex systems and physical phenomena.
3. Draw and communicate defensible conclusions from scientifically rigorous and reliable experiments.
4. Develop oral and written communications that effectively integrate text, data analysis, and graphics and are in keeping with professional standards of the discipline.
5. Cultivate a personal sense of curiosity and passion for science by continually asking questions, applying inquiry-driven approaches, and challenging assumptions.

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

CHM101 - Fundamentals of Chemistry (3)

MAT275 - Calculus II: Integration and Series (3)

### Major Courses

61 Total Credits

Complete:

PHY100 - Topics in Physics (1)

PHY215 - Physics I (3)

PHY215L - Physics I Lab (1)

PHY216 - Physics II (3)

PHY216L - Physics II Lab (1)

CS113 - Introduction to Programming (3)

CS113L - Intro to Programming Lab (1)

EG110 - Engineering Ideas into Prototypes (3)

EG207 - Instrumentation & Measurements (3)

EG209 - Thermodynamics I (3)

EE220 - Electromagnetics (3)

PHY315 - Classical Mechanics I (3)

PHY330 - Quantum Mechanics I (3)

PHY340 - Modern Physics Laboratory (3)

PHY410 - Junior Year Projects (3)

PHY420 - Capstone Projects I (6)

PHY421 - Capstone Projects II (6)

MAT325 - Calculus III: Multivariable Calculus (3)

MAT330 - Differential Equations (3)

MAT350 - Applied Linear Algebra (3)

MAT370 - Numerical Analysis (3)

### Major Electives

9 Total Credits

9 credit(s) from the following:

PHY316 - Classical Mechanics II (3)

PHY318 - Biophysics (3)

PHY320 - Optics (3)

PHY325 - Solid State Physics (3)

PHY331 - Quantum Mechanics II (3)

PHY335 - Plasma Physics (3)

PHY336 - Space Physics (3)

PHY345 - Atomic Physics (3)

PHY347 - Cosmic Physics (3)

PHY402 - Advanced Electricity and Magnetism (3)

### Free Electives

9 Total Credits

9 credit(s).

Grand Total Credits: **121**

# University Programs

## Statistical Modeling (Minor) (Campus)

### Description

In a world where data has quickly gone from a scarce resource to an abundant one, statistical tools are rapidly evolving. In the age of "big data", "data science", and "data analytics" individuals who are trained to build and interpret statistical models are in high demand. Through this minor, students experience the data tidying process, visual story-telling with data using the grammar of graphics, and will also build, analyze, and interpret both competing regression models and classification models (in supervised and unsupervised settings). Students gain exposure to the theory behind, and application of, advanced techniques for modeling uncertainty with data.

### Outcomes

1. Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of statistical models.
2. Obtain and clean data sets, engineering new features where appropriate.
3. Identify, communicate, and justify assumptions made prior to the model construction phase.
4. Apply mathematical and statistical reasoning, analysis, and problem-solving to hypothesize and construct meaningful models that reflect real-world processes.
5. Identify strengths and weaknesses of particular model types; use a variety of criteria to choose between competing models; and utilize models for both prediction accuracy and interpretive value.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)  
MAT300 - Applied Statistics II: Regression Analysis (3)  
MAT350 - Applied Linear Algebra (3)  
MAT434 - Statistical Learning and Classification (3)

1 of the following:

MAT240 - Applied Statistics (3)  
MAT241 - Modern Statistics with Software (3)

Grand Total Credits: **15**

## Nursing

# University Programs

## Healthcare Quality and Safety (Post Master's Graduate Certificate) (Online)

### Description

Southern New Hampshire University's Post Master's Graduate Certificate in Healthcare Quality and Safety is intended for students who currently hold a master's degree, a doctoral degree, or are matriculated in a doctoral program in a health profession and would like to obtain knowledge, experience, and skills in the continuous improvement of healthcare delivery and patient care outcomes through design, development, and evaluation of healthcare quality improvement initiatives. This certificate emphasizes essential skills such as critical thinking, informed decision making, communication, legal and regulatory issues, ethical considerations, systems-thinking, technology, and resource management. The certificate focuses on healthcare quality improvement, health policy and law, compliance and accreditation, resource allocation, and program development and evaluation strategies that promote a culture of safety within various healthcare environments and organizations.

### Requirements

Certificate Courses

12 Total Credits

Complete:

IHP604 - Healthcare Quality and Improvement (3)

IHP610 - Health Policy and Law (3)

IHP670 - Program Design, Planning and Evaluation (3)

NUR659 - Healthcare Safety, Just Culture, and Regulation (3)

Grand Total Credits: **12**

## Nursing (BSN) (Online)

### Description

The Bachelor of Science in Nursing program is ideal for registered nurses who want to advance by building upon their experiences and strengthening the knowledge, skills, abilities, and attitudes that are essential for a career in healthcare. The program helps students see beyond their immediate workplaces and teaches them to recognize the connectedness of health outcomes across the global community. The coursework incorporates the core competencies essential to practice as recommended by the American Association of Colleges of Nursing (AACN). By guiding students to cultivate a strong ethical and professional nursing identity focused on interprofessional collaboration and leadership, graduates will be equipped with the tools, knowledge, and skills to positively impact healthcare affordability and equity in their profession. Students will develop and apply advocacy skills to the profession, their patients, various populations and themselves. Throughout the program, students will use scholarly inquiry to improve the health outcomes of individuals and communities. Successful completion of the program provides the registered nurse with a foundation for graduate preparation in nursing.

### Outcomes

1. Identify and utilize data and evidence-based approaches to improve person-centered and population-based care.
2. Evaluate ethical approaches and health strategies that advocate for affordable and equitable healthcare across the spheres of care.
3. Analyze and evaluate healthcare to inform policy and regulations.
4. Develop lifelong learning and leadership practices to support personal and professional growth within the nursing profession.
5. Apply interprofessional, quality improvement, and system-based practices to promote patient safety and positively impact health outcomes.

# University Programs

## Requirements

### Transfer Requirement

45 Total Credits

Complete all of the following

45 credit(s).

NOTE: Students who hold an active unencumbered Registered Nurse license are awarded 45 credits for pre-licensure nursing coursework.

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

IHP340 - Statistics for Healthcare Professionals (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

BIO205 - Human Anatomy and Physiology I (3)

BIO211 - Human Anatomy and Physiology II (3)

Exploration: Historical Perspectives (EHPS)

Complete:

BIO212 - Microbiology (3)

Culmination (CLME)

Complete:

NUR306 - Nursing in the Community (3)

### Major Courses

21 Total Credits

Complete all of the following

Complete:

NUR301 - Concepts of Professional Nursing Practice (3)

NUR302 - Clinical Judgment and Holistic Assessment in Nursing (3)

NUR409 - Strategies for Quality Improvement in Healthcare (3)

NUR411 - Understanding Research to Guide Nursing Practice (3)

NUR499 - Professional Identity and Advocacy in Nursing Practice (3)

1 of the following:

IHP410 - Population Health and Cultural Competence (3)

IHP501 - Global Health and Diversity (3)

1 of the following:

NUR431 - Leadership Practices for the Professional Nurse (3)

NUR531 - Interprofessional Leadership in Healthcare (3)

### Major Electives

6 Total Credits

2 of the following:

IHP330 - Principles of Epidemiology (3)

IHP450 - Healthcare Management and Finance (3)

NUR303 - Service Learning and Civic Engagement (3)

NUR307 - Exploring Information Technology for Professional Practice (3)

NUR315 - Pathophysiology for Nurses (3)

NUR634 - Facilitating Learning and Teaching Innovation in Nursing Education (3)

### Free Electives

6 Total Credits

6 credit(s).

Grand Total Credits: **120**

## University Programs

### Nursing (MSN) (Online)

#### Description

SNHU's Master of Science in Nursing five specialty tracks provide students with real-world learning experiences to help them in their future roles as advanced practice nurses. All tracks share five common core courses that set a foundation for future advanced practice nurses to lead change in complex healthcare delivery systems, translate scholarship and evidence to improve care outcomes, provide high quality, culturally sensitive, safe, cost-effective, person-centered care, impact public policy to ensure healthcare access and equity, utilize innovation and information and communication technologies to advance the practice of nursing, advocate for the underserved, generate new knowledge to improve and transform health care, and demonstrate professionalism and build interprofessional partnerships to address the needs of individuals and populations. MSN.FNP Family Nurse Practitioner Track Southern New Hampshire University's Master of Science in Nursing program, Family Nurse Practitioner (MSN.FNP) track is based on professional nursing standards and guidelines. The MSN program promotes advanced practice knowledge across the lifespan and is grounded in evidence-based practice, interprofessional leadership, and global health awareness. In this FNP track, students will develop the skills to assess, diagnose, create treatment plans, and manage the health of individuals across the lifespan with a variety of health needs in alignment with the role of an FNP. The track fosters advocacy for vulnerable patients and populations to ensure health equity for all persons. Upon successful completion of the Family Nurse Practitioner track, graduates will have met the educational requirements to sit for a Family Nurse Practitioner national certification examination. Graduates of the track will be able to employ various clinical technological tools and applications, collaborate with a diverse group of healthcare professionals, and provide primary care services to individuals, families and populations across the lifespan, consistent with independent practice as an Advanced Practice Registered Nurse (APRN). In addition to the online coursework, students in the FNP track will be required to complete 650 clinical practicum hours in a variety of settings and participate in an in-person immersion experience to demonstrate their skills. MSN.HQS Healthcare Quality and Safety Track Southern New Hampshire University's Master of Science in Nursing program, Healthcare Quality and Safety (MSN.HQS) track, is based on professional nursing standards and guidelines. The MSN program promotes advanced nursing knowledge across the four spheres of care, and is grounded in evidence-based practice, interprofessional leadership, and global health awareness. In this Healthcare Quality and Safety track, students will develop the skills to design, implement, and evaluate healthcare quality improvement initiatives guided by critical thinking, data-driven decision making, and evidence-based practices. The track focuses on developing leaders in healthcare quality and safety capable of advocating for and leading policy change to improve healthcare outcomes and promote a continual state of readiness. Graduates of the Healthcare Quality and Safety track will apply best practices to evaluate system efficiencies, promote a culture of safety, and determine the necessary resources for healthcare quality improvements. In addition to the online coursework, students in the Healthcare Quality and Safety track will be required to complete 135 supervised, clinical practicum hours in a healthcare setting, providing an opportunity to apply theory to practice. MSN.NEL Nurse Executive Leadership Track Southern New Hampshire University's Master of Science in Nursing, Nurse Executive Leadership (MSN.NEL) track is based on professional nursing standards and guidelines. The MSN program promotes advanced nursing knowledge across the four spheres of care and is grounded in evidence-based practice, interprofessional leadership, and global health awareness. In this Nurse Executive Leadership track, students will develop advanced leadership and business skills necessary for championing healthcare processes that support regulatory compliance, risk mitigation, quality improvement and improved outcomes. The track focuses on developing interprofessional nursing leaders capable of capitalizing on new technology and markets and navigating teams through today's complex healthcare environment. In addition to the online coursework, students in the Nurse Executive Leadership track will be required to complete 135 supervised, clinical practicum hours in a healthcare setting, providing an opportunity to apply theory to practice. MSN.NSE Nursing Education Track Southern New Hampshire University's Master of Science in Nursing, Nursing Education (MSN.NSE) track is based on professional nursing standards and guidelines. The MSN program promotes advanced nursing knowledge across the four spheres of care, and is grounded in evidence-based practice, interprofessional leadership, and global health awareness. The Nursing Education track focuses on developing innovative nursing educators capable of leading and teaching the next generation of nursing professionals. In this track, students will explore teaching and learning strategies, the curriculum development process, and accreditation and regulatory standards to design and deliver high-quality nursing education. Graduates of the Nursing Education track will utilize best practices to create innovative learning experiences that integrate new technology and model professional practice. In addition to the online coursework students in the Nursing Education track will be required to complete 135 supervised, clinical practicum hours, divided between an academic and advanced nursing practice setting, providing an opportunity to apply theory to practice. MSN.PHC Population Healthcare Track Southern New Hampshire University's Master of Science in Nursing program, Population Healthcare (MSN.PHC) track is based on professional nursing standards and guidelines. The MSN program promotes advanced nursing knowledge across the four spheres of care and is grounded in evidence-based practice, interprofessional leadership, and global health awareness. In this Population Healthcare track, students will develop the skills to compassionately lead, coordinate and manage healthcare across populations. This track focuses on the establishment of effective interprofessional partnerships, data-driven decision making, and examines accessibility, epidemiology, socio-economic, cultural, political and environmental factors that impact the health outcomes of groups of people. Graduates of the Population Healthcare track will lead teams to secure resources and create conditions that promote health, prevent disease events, and improve population outcomes. In addition to the online coursework students in the Population Healthcare track will be required to complete 135 supervised, clinical practicum hours in a healthcare setting, providing an opportunity to apply theory to practice.

# University Programs

## Outcomes

1. Apply evidence-based practice, informatics, and healthcare technologies to support continuous quality improvement in complex health systems
2. Lead and collaborate within interprofessional teams and organizational structures to manage change, improve nursing practice, and coordinate care across populations
3. Develop advanced communication and advocacy strategies to improve health outcomes across the four spheres of care
4. Advance equitable health policies and regulations that reduce health risk and promote financial stewardship, in alignment with ethical and legal standards
5. Integrate person-centered health promotion and disease prevention strategies to address actual and potential problems through the role of change agent and patient advocate
6. Integrate an advanced level of scientific knowledge in the role of an advanced practice registered nurse to independently assess, diagnose, and manage the health outcomes of individuals, families, and populations across the lifespan in primary care settings
7. Collaborate interprofessionally to provide high quality, ethical, and safe care to diverse populations
8. Integrate systems-based quality improvements across various healthcare settings
9. Analyze integrated healthcare systems and processes to mitigate risks and advocate for a culture of safety
10. Apply strategic planning and business principles to design, develop, and implement high quality, equitable, cost-effective healthcare
11. Lead interprofessional teams through the execution of innovative leadership strategies
12. Integrate best-practices in teaching and learning to develop and evaluate high-quality educational experiences and model effective professional and leadership practices for diverse populations
13. Design, implement, and evaluate teaching and learning strategies in various educational and healthcare settings
14. Develop interprofessional partnerships to coordinate the delivery of health services across populations
15. Lead population-based care through ethically grounded policies, data-driven decisions, and value-based care management principles

## Requirements

### Major Courses

36 - 51 Total Credits

Complete all of the following

Core Courses

Complete:

- IHP501 - Global Health and Diversity (3)
- NUR508 - Role Development and Transformation of the MSN Professional Nurse (3)
- NUR520 - Epidemiological and Biostatistical Applications in Healthcare (3)
- NUR531 - Interprofessional Leadership in Healthcare (3)
- NUR550 - Evidence-Based Practice and Scholarly Inquiry (3)

Nursing Tracks

Complete 1 of the following

Family Nurse Practitioner

Complete:

- NUR555 - Advanced Clinical Pathophysiology (3)
- NUR560 - Advanced Health Assessment and Clinical Reasoning (3)
- NUR600 - Advanced Pharmacology for the Prescriber, Immersion (3)
- NUR616 - Primary Care of Adults and Gerontological Patients (3)
- NUR626 - Primary Care Across the Lifespan Practicum I (3)
- NUR636 - Primary Care of Infants, Children and Adolescents (3)
- NUR646 - Primary Care Across the Lifespan Practicum II (3)
- NUR656 - Primary Care of Women (3)
- NUR669 - Primary Care Across the Lifespan Practicum III (3)
- NUR676 - Primary Care for Mental Health (3)
- NUR688 - Primary Care Across the Lifespan Practicum IV (3)
- NUR696 - Primary Care Across the Lifespan Practicum V (3)

Healthcare Quality and Safety

Complete:

- IHP604 - Healthcare Quality and Improvement (3)
- IHP610 - Health Policy and Law (3)
- IHP630 - Healthcare Finance and Reimbursement (3)
- IHP670 - Program Design, Planning and Evaluation (3)
- NUR659 - Healthcare Safety, Just Culture, and Regulation (3)
- NUR675 - MSN Seminar: Preparation for Practicum (3)
- NUR689 - Healthcare Quality and Safety Practicum (3)

Nurse Executive Leadership

## University Programs

### Complete:

IHP604 - Healthcare Quality and Improvement (3)  
IHP610 - Health Policy and Law (3)  
IHP630 - Healthcare Finance and Reimbursement (3)  
NUR631 - Strategic Skills for Nurse Executive Leaders (3)  
NUR651 - Advanced Concepts for Nurse Executive Leaders (3)  
NUR675 - MSN Seminar: Preparation for Practicum (3)  
NUR686 - Nurse Executive Leadership Practicum (3)

### Nursing Education

#### Complete:

NUR557 - Advanced Pathophysiology and Pharmacology Across the Lifespan (3)  
NUR560 - Advanced Health Assessment and Clinical Reasoning (3)  
NUR634 - Facilitating Learning and Teaching Innovation in Nursing Education (3)  
NUR653 - Population Care Management (3)  
NUR654 - Curriculum Foundations in Nursing Education (3)  
NUR675 - MSN Seminar: Preparation for Practicum (3)  
NUR690 - Nursing Education Practicum (3)

### Population Healthcare

#### Complete:

IHP604 - Healthcare Quality and Improvement (3)  
NUR557 - Advanced Pathophysiology and Pharmacology Across the Lifespan (3)  
NUR560 - Advanced Health Assessment and Clinical Reasoning (3)  
NUR633 - Informatics and Communication Technology (3)  
NUR653 - Population Care Management (3)  
NUR675 - MSN Seminar: Preparation for Practicum (3)  
NUR687 - Population Healthcare Practicum (3)

Grand Total Credits: **36 - 51**

## Psychology & Counseling

### Data Literacy in Psychology (Certificate) (Online)

#### Description

The Certificate of Data Literacy in Psychology provides learners with the foundations of psychological theories and how they are applied in research and authentic situations in related fields. Through the integration of quantitative and qualitative data and the use of various statistical and research methods, learners will develop the knowledge and skills needed to synthesize data and theory, and communicate findings to academic and non-academic audiences.

#### Requirements

Certificate Courses  
12 Total Credits

#### Complete:

MAT240 - Applied Statistics (3)  
PSY108 - Introduction to Psychology (3)  
PSY222 - Research Methods (3)  
PSY260 - Statistical Literacy in Psychology (3)

Grand Total Credits: **12**



# University Programs

## Nutrition (Minor) (Campus)

### Description

The Minor in Nutrition is designed for students pursuing a variety of majors who also have an interest in nutrition science. The Minor in Nutrition aims to provide expert knowledge about human nutrition and related physiologic principles. The program of study presents current information about topics and issues that concern students such as: a balanced diet, weight management, exercise and sports performance. In addition, the minor explores the social and environmental impact of food we grow and eat and the influence of food systems on public health at a national and global level.

### Requirements

Minor Courses  
16 Total Credits

Complete all of the following

Anatomy and Physiology

Complete 1 of the following

Complete:

BIO205 - Human Anatomy and Physiology I (3)

BIO205L - Human Anatomy and Physiology I Lab (1)

Complete:

BIO210 - Introduction to Anatomy and Physiology (3)

BIO210L - Anatomy and Physiology Lab (1)

Complete:

BIO303 - Principles of Nutrition (3)

BIO310 - Culinary Nutrition Science (3)

BIO350 - Nutritional Baking Science (3)

BIO360 - Global Nutrition: Challenges and Opportunities (3)

Grand Total Credits: **16**

## Psychology (BA) (Campus, Online)

### Description

Southern New Hampshire University's Bachelor of Arts in Psychology develops adaptable, emotionally intelligent, and growth-oriented professionals. Informed by the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major, this degree program provides authentic learning experiences that allow students to apply theory-based approaches in diverse and multidisciplinary environments. The program prepares students by building skills in scientific inquiry and the ability to interpret, communicate, and apply data and findings. Students strengthen their personal and professional communication skills, critical thinking, and respect for diversity, equity, and inclusivity. The program provides students with the foundational knowledge of psychology and flexible skills for entry into a variety of fields or for further study in graduate programs. As students explore the complexities of the human mind and behavior, they are empowered to use their knowledge and skills to collaborate with others in the field to encourage positive change in their lives and the world around them.

### Outcomes

1. Apply foundational psychological theories, principles, and methodologies in accordance with ethical principles and professional standards
2. Develop researchable questions and methods of inquiry that inform further study in the field of psychology
3. Analyze and interpret data to communicate findings and implications to professionals in the field of psychology, interdisciplinary fields, and non-academic audiences
4. Develop and promote professional mindsets and practices grounded in psychological evidence that foster unbiased, globally aware, and culturally responsive behaviors in individuals and communities

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

### Major Courses

27 Total Credits

Complete all of the following

Complete:

PSY108 - Introduction to Psychology (3)

PSY211 - Lifespan Development (3)

PSY215 - Abnormal Psychology (3)

PSY328 - Theories of Personality (3)

PSY355 - Theories of Social Psychology (3)

PSY375 - Cognition (3)

1 of the following:

PSY222 - Research Methods (3)

PSY224 - Research II: Scientific Investigations (3)

1 of the following:

PSY223 - Research I: Statistics for Psychology (3)

PSY260 - Statistical Literacy in Psychology (3)

1 of the following:

PSY444 - Senior Seminar in Psychology (Capstone) (3)

PSY491 - Psychology and Social Change (3)

### Major Electives or choose a Concentration

12 Total Credits

Complete all of the following

6 credit(s) from subject(s): PSY within the range of course numbers 200 - 499, except:

PSY222 - Research Methods (3)

PSY260 - Statistical Literacy in Psychology (3)

6 credit(s) from subject(s): BIO, BUS, CHM, COM, or SNHU within the range of course numbers 200 - 499, except:

COM212 - Public Speaking (3)

COM220 - Intercultural Communication (3)

COM320 - Exploring World Cultures/Mass Media (3)

### Free Electives

39 Total Credits

39 credit(s).

Grand Total Credits: **120**

# University Programs

## **Psychology (BA) (Campus, Online) - Addictions (Concentration)**

### **Description**

The concentration in Addictions provides students with an exploration of the foundations of various addiction models and addictive behaviors. Students will learn about the social and environmental factors that impact addiction while also examining the relationship between addiction and mental health conditions. Students will gain knowledge about contemporary issues impacting the field of addiction and the role of public policy and advocacy in addressing addiction as a public health issue. It is important to note that this concentration does not lead to licensure or certification of any kind in the addiction or substance abuse fields. However, students will be better prepared for pursuing peer-to-peer/community-related positions, graduate programs, and/or future licensing opportunities.

### **Outcomes**

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

- PSY303 - Perspectives of Addiction (3)
- PSY334 - Social Aspects of Addiction (3)
- PSY406 - Contemporary Issues in Addictions (3)
- PSY408 - Public Policy and Addiction Advocacy (3)

Grand Total Credits: **12**

## **Psychology (BA) (Campus, Online) - Child and Adolescent Development (Concentration)**

### **Description**

The Child and Adolescent Development concentration provides in-depth opportunities for psychology majors to learn about the development of individuals through childhood and adolescence. Exploring thought processes, social interactions, perceptual abilities, and physical skills, students learn the importance of research and theory for public policy, human services, family units, education, and more. Students gain knowledge and skills to work with infants, children, adolescents, and those who interact with them, in a variety of professional settings or to continue to graduate school.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

- PSY321 - Child Development (3)
- PSY322 - Adolescent Development (3)

6 credit(s) from the following:

- PSY201 - Educational Psychology (3)
- PSY230 - Psychology of Individual Differences and Special Needs (3)
- PSY291 - Experiential Learning (3)
- PSY314 - Disorders of Childhood and Adolescence (3)
- PSY315 - Counseling Process and Techniques (3)
- PSY319 - Social Development: Child and Adolescent (3)
- PSY335 - Assessment and Testing (3)
- PSY443 - Psychology Internship (0 - 15)
- PSY480 - Independent Study (3)
- SNHU290 - Experiential Learning (3)
- SNHU495 - Internship (3)

Grand Total Credits: **12**

# University Programs

## Psychology (BA) (Campus, Online) - Forensic Psychology (Concentration)

### Description

Forensic Psychologists work at the intersection between psychology and law. The Forensic Psychology concentration challenges students to apply their research skills, psychological knowledge, and critical thinking abilities to a variety of issues facing the legal system. Students who concentrate in this area study subjects such as: how psychologists serve as expert witnesses and advisors in courts, motives and patterns of criminal behavior, definitions for insanity, treatment, rehabilitation and assessments used in corrections and in private practice, eyewitness memory, and criminal profiling.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

PSY205 - Forensic Psychology (3)

PSY310 - Criminal Psychology (3)

2 of the following:

PSY315 - Counseling Process and Techniques (3)

SNHU290 - Experiential Learning (3)

SNHU495 - Internship (3)

SOC112 - Introduction to Sociology (3)

SOC324 - Sociology of Crime and Violence (3)

SOC326 - Sociology of Deviant Behavior (3)

Grand Total Credits: **12**

## Psychology (BA) (Campus, Online) - Industrial Organizational Psychology (Concentration)

### Description

In the Industrial Organizational Psychology (I/O) concentration, students engage with theories, concepts, and perspectives involved in this field. Students are introduced to key roles and applications of I/O psychology in the professional world, including human resources. They explore the psychological theories and models surrounding leadership and motivation as they apply to employee engagement. Throughout the concentration, students begin to develop the kind of skills needed to both analyze organizations from an I/O psychological lens and propose possible interventions that may improve work environments.

### Outcomes

1. Apply psychological research and theories to inform approaches to leadership, motivation, and employee engagement.

### Requirements

Concentration Courses

15 Total Credits

Complete all of the following

1 of the following:

PSY108 - Introduction to Psychology (3)

PSY324 - Cross-Cultural Psychology (3)

Complete:

HRM200 - Human Resource Functions (3)

PSY270 - Introduction to Industrial Organizational Psychology (3)

PSY365 - Leadership and Motivation in the Workplace (3)

PSY440 - Industrial Organizational Psychology Consulting and Analysis (3)

Grand Total Credits: **15**

# University Programs

## Psychology (BA) (Campus, Online) - Mental Health (Concentration)

### Description

Mental Health professionals work in a variety of roles supporting needs in their communities. The Mental Health concentration provides knowledge in clinical areas such as counseling techniques and psychological testing. Students also have the chance to gain real-world experience through experiential learning or internships. This concentration prepares them for entry level clinical positions or for further education in the Counseling or Psychology fields.

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following  
Complete:

PSY315 - Counseling Process and Techniques (3)

PSY335 - Assessment and Testing (3)

6 credit(s) from the following:

PSY291 - Experiential Learning (3)

PSY324 - Cross-Cultural Psychology (3)

PSY442 - Community Psychology (3)

PSY443 - Psychology Internship (0 - 15)

SNHU290 - Experiential Learning (3)

SNHU495 - Internship (3)

Grand Total Credits: **12**

## Psychology (Minor) (Campus, Online)

### Description

The Psychology minor at Southern New Hampshire University provides students with a theoretical and practical foundation in the science of psychology. It emphasizes development of an understanding of major theories in the field, development of critical thinking in assessing research, and the ability to apply psychological concepts to the real world.

### Requirements

Minor Courses

15 Total Credits

Complete all of the following  
Complete:

PSY108 - Introduction to Psychology (3)

2 of the following:

PSY211 - Lifespan Development (3)

PSY215 - Abnormal Psychology (3)

PSY216 - Psychology of Personality (3)

PSY257 - Social Psychology (3)

PSY300 - Biopsychology (3)

PSY305 - Cognitive Psychology (3)

PSY328 - Theories of Personality (3)

PSY355 - Theories of Social Psychology (3)

PSY375 - Cognition (3)

6 credit(s) from subject(s): PSY

Grand Total Credits: **15**

## Psychology (MS) (Online)

# University Programs

## Description

The rapidly changing professional landscape of the 21st century has led to a growing demand for individuals with a formal psychology background. Industries such as business, marketing, education, health services, criminal justice, sports management, and information technology are increasingly seeking out individuals with these credentials to help improve performance, motivation, and general well-being within organizations. The Master of Science in Psychology degree extends students' knowledge and expertise in the discipline, effectively preparing them to apply their skills in a wide variety of professions and contexts. Students deepen their understanding in critical areas such as research methods, cognitive psychology, social psychology, personality, learning theory, and ethical practice in psychology. Emphasis is placed on the practical application of psychological research to real world contexts. Students will sharpen and hone their skills as they work through ill-structured case studies relevant to psychological theories and methods. While the Master of Science in Psychology degree does not lead to licensure or certification, students will find both the general psychology program and the concentrations well-aligned with industry standards and expectations. In addition, students will graduate with all of the knowledge and skill necessary for doctoral level coursework.

## Outcomes

1. Advocate for and extends psychology's role and responsibility in promoting agency and the psychological well-being of individuals, communities, and organizations
2. Adapt to shifting demands and ill-structured problems by critically evaluating the relevance, priority, and appropriateness of various information and potential courses of action
3. Design, conduct, and evaluate research through the lens of its potential to advance knowledge in psychology as well as the psychological well-being of individuals, communities, and organizations
4. Integrate psychological theories, methods, and research to generate new knowledge and promote agency and the psychological well-being of individuals, communities, and organizations
5. Incorporate empathy, reflectivity, and an appreciation for collaboration and diversity of perspectives into efforts to promote agency and the psychological well-being of individuals, communities, and organizations
6. Protect the integrity and professional responsibility of psychology through the demonstration of ethical comportment in all aspects of the profession

# University Programs

## Requirements

Foundation Courses

0 Total Credits

Complete:

- PSY500 - Foundations of Psychology (3)
- SCS501 - Foundations in Statistics (3)
- SCS502 - Foundations in Research Methods (3)

Major Courses

24 Total Credits

Complete:

- PSY510 - Research Methods in Psychology I (3)
- PSY520 - Research Methods in Psychology II (3)
- PSY530 - Social Psychology (3)
- PSY540 - Cognitive Processes (3)
- PSY550 - Measurement and Assessment (3)
- PSY560 - Theories of Personality (3)
- PSY570 - Ethical Practice in Psychology (3)
- PSY790 - Capstone in Psychology (3)

Major Electives or choose a Concentration

12 Total Credits

12 credit(s) from PSY within the 500 - 699 range or from the following courses:

- CJ500 - Critical Issues in the Criminal Justice System (3)
- CJ530 - Global Terrorism (3)
- CJ560 - Courts and Judicial Process (3)
- MKT500 - Marketing Strategies (3)
- MKT620 - Consumer Behavior and Marketing (3)
- OL663 - Leading Change (3)
- OL665 - Leading/Managing Not-For-Profit Orgs (3)
- OL675 - Leadership and Ethics (3)
- OL676 - Women in Leadership (3)
- PAD630 - Foundations of Public Administration (3)
- PAD631 - Strategic Management in Public Service (3)
- PAD632 - Foundations of Public Policy (3)
- SNHU690 - Internship (3)
- SPED610 - Executive Function and Study Skills (3)
- SPED630 - Expressive Language-Skills and Writing (3)
- SPED635 - Reading Interventions for Students with LBLD (3)
- SPED640 - Language-Based Learning Environments (3)
- SPED650 - Social-Emotional Competencies and Students with LBLD (3)
- SPT510 - Sport and Society (3)
- WCM510 - Negotiation/Advocacy in the Workplace (3)
- WCM610 - Introduction to Organizational Conflict Management (3)
- WCM620 - Managing Difficult Conversations at Work (3)

Grand Total Credits: **36**

## Psychology (MS) (Online) - Child and Developmental Psychology (Concentration)

### Requirements

Concentration Courses

12 Total Credits

Complete:

- PSY632 - Developmental Psychology (3)
- PSY634 - Cognitive Neuropsychology (3)
- PSY636 - Intervention Strategies (3)
- PSY638 - Child and Developmental Psychology Seminar (3)

Grand Total Credits: **12**

# University Programs

## **Psychology (MS) (Online) - Forensic Psychology (Concentration)**

### **Description**

The concentration in Forensic Psychology provides candidates with grounding in the foundations of this field, providing the opportunity to practice and apply their learning, implement theory, and develop useful skills that are work-relevant. It is important to note that this concentration does not lead to licensure or certification in the Forensic Psychology field; however, candidates will be better prepared for pursuing opportunities to provide support within the courtroom as well as pursuing graduate programs and/or future licensing opportunities.

### **Outcomes**

1. Adapt psychological theories and methods for their appropriate and effective application in forensic psychology settings
2. Evaluate the impact of the law on the field of forensic psychology and the roles of a forensic psychologist

### **Requirements**

Concentration Courses  
12 Total Credits

Complete:

- PSY545 - Forensic Psychology (3)
- PSY622 - Assessment for Forensic Psychology (3)
- PSY624 - Intersection of Law and Psychology (3)
- PSY626 - Psychology in the Courtroom (3)

Grand Total Credits: **12**

## **Psychology (MS) (Online) - Industrial and Organizational Psychology (Concentration)**

### **Requirements**

Concentration Courses  
12 Total Credits

Complete:

- PSY612 - Motivation in the Workplace (3)
- PSY614 - Psychology of Leadership (3)
- PSY616 - Organizational Consulting (3)
- PSY618 - Seminar in Industrial & Organizational Psychology (3)

Grand Total Credits: **12**

## **Social Sciences**



# University Programs

## Anthropology and Geography (Minor) (Campus)

### Description

In an increasingly interconnected world an understanding of intercultural communication patterns, and cultural competence are critical. This program will provide students in any major with the knowledge and skills to communicate effectively cross culturally, and to deepen their awareness of cultural differences and how to accommodate them in their daily life. This program will further provide students in the social sciences with a strong foundation for graduate study.

### Outcomes

1. Apply knowledge of culture and geography to students' field of study.
2. Integrate primary source literature and data to formulate new hypothesis about cultural behaviors.
3. Adhere to ethical standards for ethnographic research.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

ATH111 - Introduction to Cultural Anthropology (3)  
GEO200 - World Geography (3)

6 credit(s) from the following type of course(s):  
Anthropology, Geography, World Religion (PHL-230), or any faculty led travel courses.  
3 credit(s) from subject(s): HIS

Grand Total Credits: **15**

## Anthropology (BA) (Online)

### Description

Anthropology is the study of people and their non-human primate relatives over space and time. It is the study of how human society has changed from a social, historical, and evolutionary perspective. Anthropology is a field that bridges Science and the Humanities examining and producing both qualitative and quantitative data. Anthropologists think holistically about the human society working to understand similarities and differences through cultural, biological, archaeological, and linguistic lenses. Anthropology prepares students for careers in the United States and abroad. Since the anthropology degree at Southern New Hampshire University is skill focused, it uniquely prepares students to either be employed following graduation or enter a graduate degree program. The application of anthropological skills is at the core of the degree program. The uniqueness of the degree is in the inclusion of skill-based concentrations that expand the list of potential jobs for which a graduate can apply. The Anthropology core courses and concentrations stress the application of anthropological theory and methods to real world problems through experiential assignments, ethnographic case studies, data collection, and the acquisition of skills in a specialty area. Anthropology is inherently multidisciplinary, and as such, its specialty areas draw from elements of many different fields in the sciences and humanities.

### Outcomes

1. Evaluate diverse cultural behaviors and social interactions for their role in the complex interrelationships between individuals, cultures, social institutions, organizations, and the environment
2. Apply anthropological theories, concepts, and methodologies to complex contemporary and historical cultural issues for a broader understanding of human societies
3. Demonstrate professional ethics and responsibilities for the collection and dissemination of anthropological knowledge to promote the value of human diversity
4. Develop feasible anthropological research questions for designing implementation-worthy project proposals
5. Analyze anthropological research and data for assessing how human groups construct the cultural realities in which they live
6. Assess similarities and differences among cultures for developing culturally relevant perspectives that challenge ethnocentric notions and practices

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT133 - Introduction to Statistical Analysis (3)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Creative and Critical Expression (ECCE)

Complete:

PHL111 - Introduction to Critical Thinking (3)

Exploration: Historical Perspectives (EHPS)

Complete:

HIS117 - World Civilizations: Prehistory-1500 (3)

### Arts and Sciences Courses

9 Total Credits

Complete:

GEO200 - World Geography (3)

PHL230 - Religions of the World (3)

PHY103 - Earth System Science (3)

### Major Courses

24 Total Credits

Complete:

ATH101 - The Human Experience: Introduction to Anthropology (3)

ATH111 - Introduction to Cultural Anthropology (3)

ATH205 - Discovering the Past: Foundations in Archaeology (3)

ATH210 - Human Origins and Evolution: Biological Anthropology (3)

ATH315 - Anthropology in the Contemporary World (3)

ATH320 - Who Owns Culture? Ethics in Anthropology (3)

ATH489 - Capstone in Anthropology (3)

SCS285 - Research Literacy in Social Sciences (3)

### Major Electives or choose a Concentration

12 Total Credits

Complete all of the following

3 credit(s) from BIO, ENV, PAD, POL, PSY, SCI, or SOC within the 100 - 499 range or from the following courses:

SNHU290 - Experiential Learning (3)

SNHU495 - Internship (3)

9 credit(s) from subject(s): BIO, ENV, PAD, POL, PSY, SCI, or SOC within the range of course numbers 300 - 499

### Free Electives

33 Total Credits

33 credit(s).

Grand Total Credits: **120**

## University Programs

### **Anthropology (BA) (Online) - Environmental Sustainability (Concentration)**

#### **Description**

How sustainable are modern human lifestyles? Students will explore how human systems and environmental systems interact in the context of everyday life. Students will learn what they can contribute to good stewardship of the natural environment and the quality of life for groups and communities. Students completing this concentration will be prepared to contribute to the field of an environmental sustainability with a variety of anthropological approaches.

#### **Outcomes**

1. Examine the relationship between human activities and environmental processes for informing individual and community strategies that mitigate environmental issues and promote sustainable living

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

BIO330 - Conservation Biology (3)  
SCI219 - Environmental Issues (3)  
SCI220 - Energy and Society (3)  
SOC318 - Sustainable Communities (3)

Grand Total Credits: **12**

### **Behavioral Neuroscience (Minor) (Campus)**

#### **Description**

The Behavioral Neuroscience minor provides students an opportunity to gain interdisciplinary insights about how the brain functions at both molecular and behavioral levels, as well as the interactions that occur in between. Behavioral neuroscience has become a hub of the physical, behavioral and social sciences. For example, psychological research has increasingly made use of the terminology and brain scanning technologies from the neuroscience. Behavioral neuroscience has also informed other disciplines as well, from art to marketing. A student may earn a minor in Behavioral Neuroscience by successfully completing the following courses:

#### **Requirements**

Prerequisite Courses

0 Total Credits

Complete:

PSY108 - Introduction to Psychology (3)

Minor Courses

16 Total Credits

Complete all of the following

Complete:

BIO210 - Introduction to Anatomy and Physiology (3)  
BIO210L - Anatomy and Physiology Lab (1)  
BIO320 - Neuroscience (3)  
PSY300 - Biopsychology (3)

2 of the following:

BIO325 - Animal Behavior (3)  
PSY225 - Health Psychology (3)  
PSY307 - Sensation and Perception (3)

Grand Total Credits: **16**

# University Programs

## Comparative Race Studies (Minor) (Campus)

### Description

The study of race is one of the most critical pursuits that students can undertake to prepare them for the contemporary world. The Minor in Comparative Race Studies allows students of all majors to deepen their knowledge and experience in confronting the concept of race across cultures. Courses in the minor explore themes such as the history of race and racism, the dynamics of power and bias, and the creative output of persons of color.

### Requirements

Minor Courses  
15 Total Credits

15 credit(s) from the following:

- ATH111 - Introduction to Cultural Anthropology (3)
- HIS238 - Modern Germany: 1871 - Present (3)
- HIS254 - Civil Rights Movement (3)
- HIS260 - Modern China (3)
- HIS264 - Modern Japan (3)
- HIS314 - European Conquest of New World (3)
- HIS330 - Civil War and Reconstruction (3)
- HIS357 - American Slavery (3)
- JUS395 - The Death Penalty (3)
- LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
- LIT350 - The Black Literary Tradition (3)
- PHL230 - Religions of the World (3)
- POL376 - Genocide and International Justice (3)
- SOC207 - Exploring Racial and Cultural Identity (3)
- SOC213 - Sociology of Social Problems (3)
- SOC214 - International Social Problems (3)
- SOC310 - Sociology of Globalization (3)
- SOC490 - Community Sociology Internship (0 - 15)

Grand Total Credits: **15**

# University Programs

## Diversity and Globalization (Minor) (Campus)

### Description

The minor in diversity and globalization is intended for students who seek to deepen their understanding of how our experiences and differences can challenge our ability to work together in an increasingly globalized world.

### Outcomes

1. Apply knowledge of globalization to student's field of study
2. Apply knowledge of diversity and ethnic relations to student's field of study
3. Demonstrate understanding of the complexity of global economic, population, and ideological flows

### Requirements

Prerequisite Courses

0 Total Credits

Complete:

SOC112 - Introduction to Sociology (3)

Minor Courses

15 Total Credits

Complete all of the following

Complete:

SOC207 - Exploring Racial and Cultural Identity (3)

SOC310 - Sociology of Globalization (3)

POL211 - International Relations (3)

6 credit(s) from the following:

SOC320 - Sociology of Gender (3)

HIS220 - Modern European History: 1890-Present (3)

HIS254 - Civil Rights Movement (3)

HIS357 - American Slavery (3)

PHL230 - Religions of the World (3)

MKT326 - Global Consumer Culture (3)

SOC214 - International Social Problems (3)

Grand Total Credits: **15**

# University Programs

## Gender Studies (Minor) (Campus)

### Description

The minor in Gender Studies offers students in any major or school at SNHU an interdisciplinary examination of sex and gender across cultures, past and present.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

GST100 - Introduction to Women's Studies (3)

4 of the following:

DEV260 - Culturally Responsive Citizen (3)

FAS302 - Gender and Film (3)

FAS380 - Women, Art and Society (3)

GST247 - Gender and Text (3)

GST260 - Family and Culture (3)

GST302 - Gender and Film (3)

GST319 - Social Development: Child and Adolescent (3)

GST335 - Gender and Sport (3)

GST380 - Women, Art and Society (3)

LIT247 - Gender and Text (3)

MUS276 - Women and Music (3)

PHL315 - Philosophy of Love, Sex & Gender (3)

PSY319 - Social Development: Child and Adolescent (3)

PSY331 - Human Sexuality (3)

SOC320 - Sociology of Gender (3)

SPT335 - Gender and Sport (3)

Grand Total Credits: **15**

## Human Services (BA) (Online)

### Description

The focus of human services is to help people living in a variety of circumstances negotiate the complexities of American society and the systems that have been established to provide assistance. This help can range from direct, one-on-one services to the direction and management of large programs and organizations. These professional services are delivered within a complex web of laws and regulations, augmented with a fully developed set of professional ethics. In addition, recent changes in funding have increased the need for effective needs assessments, planning, monitoring, and evaluation in an atmosphere of evidence-based practice and outcome measurement. According to the US Department of Labor (2014), the demand for workers in Human Services is projected to double over the next decade largely due to the aging of the U.S. population. The Bachelor's in Human Services degree program prepares the graduate to assess the needs of clients and populations and to plan and implement programs and services that will assist in promoting improvement in personal and social functioning. Students will acquire the knowledge and skills to provide direct client services in sincere and compassionate relationships. In addition to direct services, students will learn the structures and underlying forces that characterize organizations and communities and the role that diversity plays in the functioning of larger groups. Basic knowledge of organizational management principles are provided as well as concepts relating to program advocacy and support development. The techniques and formal tools of conducting needs assessments and outcomes measurement and evaluation are presented to introduce students to the effective monitoring of interventions and programs.

## University Programs

### Outcomes

1. Evaluate the social, political, and historical milestones and trends in human services in relation to the human services professionals' role in advocating for individuals, families, and communities in need
2. Apply culturally responsive strategies across diverse populations to strengthen professional practice and enhance human services outcomes
3. Apply legal and ethical standards in the administration and delivery of human services systems to provide comprehensive and well-informed care
4. Employ professional, interpersonal communication skills in formal and informal networks to improve human services delivery
5. Evaluate the policy development cycle for advocacy avenues, communication strategies, and coalition building opportunities to effect social change
6. Develop knowledge and skills in inquiry, critical and creative thinking, and decision-making to create and implement appropriate assessment and intervention strategies

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT133 - Introduction to Statistical Analysis (3)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete all of the following

Complete:

PSY108 - Introduction to Psychology (3)

Complete:

SOC112 - Introduction to Sociology (3)

### Arts and Sciences Courses

9 Total Credits

Complete:

PSY211 - Lifespan Development (3)

PSY215 - Abnormal Psychology (3)

SOC213 - Sociology of Social Problems (3)

### Major Courses

24 Total Credits

Complete:

HSE101 - Introduction to Human Services (3)

HSE220 - Communication Skills for Human Service Professionals (3)

HSE320 - Human Services Organizational Systems (3)

HSE330 - Public Policy and Advocacy (3)

HSE340 - Law and Ethics in Human Services (3)

HSE410 - Case Management (3)

HSE480 - Human Services Capstone (3)

SCS285 - Research Literacy in Social Sciences (3)

### Major Electives or choose a Concentration

12 Total Credits

4 of the following:

HSE210 - Healthcare Systems (3)

HSE215 - Child Growth and Cognitive Development (3)

HSE310 - Family and Community Systems (3)

HSE315 - Role and Impact of Trauma on Children and Families (3)

HSE325 - Ethics and Laws in Child Welfare (3)

HSE335 - Prevention and Crisis Intervention (3)

PHE101 - Fundamentals of Public Health (3)

PSY230 - Psychology of Individual Differences and Special Needs (3)

PSY257 - Social Psychology (3)

PSY315 - Counseling Process and Techniques (3)

PSY442 - Community Psychology (3)

SNHU290 - Experiential Learning (3)

SNHU495 - Internship (3)

SOC317 - Sociology of the Family (3)

### Free Electives

33 Total Credits

33 credit(s).

Grand Total Credits: **120**



# University Programs

## Human Services (BA) (Online) - Child and Family Services (Concentration)

### Description

Understanding the nature of individual and family interactions and how public policy and social issues influence individual development and family functioning are integral to the development of effective intervention programs for children and families. The concentration in Child and Family Services is designed for those students with an interest in working in child welfare, schools, juvenile corrections, family court, family support agencies, domestic violence agencies and other child and family organizations. The concentration's focus on child develop, the influence of stress and trauma, public policy, and the courts prepares students to develop evidence-based intervention strategies that improve the health and wellbeing of families and their communities.

### Outcomes

1. Assess resources available to children and families for their ability to promote the health and well-being of the individuals and communities they serve
2. Develop evidence-based strategies that meet legal and ethical standards for improving the health and wellness needs of children and families

### Requirements

Concentration Courses  
12 Total Credits

Complete:

- HSE215 - Child Growth and Cognitive Development (3)
- HSE310 - Family and Community Systems (3)
- HSE315 - Role and Impact of Trauma on Children and Families (3)
- HSE325 - Ethics and Laws in Child Welfare (3)

Grand Total Credits: **12**

## Human Services (BA) (Online) - Gerontology (Concentration)

### Description

The concentration in Gerontology addresses the specific changes that occur as part of the aging process including psychosocial, economic, cultural, and health issues. According to the United States Census Bureau, in 2010, 13 percent of the total population (approximately 40 million people) were 65 and older. It is estimated that by 2050, nearly 20 percent of the population in the U.S. will be over the age of 65. This rapid increase in the number of older adults has numerous implications for the nation such as increased demands on services and programs. Graduates will be prepared to provide services to individuals, families, groups, and communities. Employment may be sought in community-based organizations, health-care and public health programs, senior centers, assisted living, hospitals, home health care, nursing homes and other agencies that serve aging adults.

### Outcomes

1. Analyze various perspectives on aging through clinical, public, and theoretical lenses for determining their impact on the well-being of aging populations
2. Propose data-informed health plans that promote positive health and wellness choices for aging populations

### Requirements

Concentration Courses  
12 Total Credits

Complete:

- CHE320 - Perspectives in Aging (3)
- CHE325 - Aging and Wellness (3)
- CHE327 - The Epidemiology of Aging (3)
- CHE329 - Aging, Politics, and Policy (3)

Grand Total Credits: **12**

# University Programs

## Human Services (BA) (Online) - Substance Abuse (Concentration)

### Description

The concentration in Substance Abuse provides students with a strong foundation in the International Certification & Reciprocity Consortium (IC&RC) 12 Core Functions of a drug and alcohol counselor, theories of addiction, assessment, diagnosis, and treatment of individuals diagnosed with substance use disorder, and legal and ethical issues associated with addiction. Graduates will be prepared to provide entry-level services to individuals, groups and families in residential addiction treatment facilities, outpatient addiction programs, Drug Court system, and the Department of Corrections.

### Outcomes

1. Analyze addictive behaviors and substances through psychological or physiological lenses for determining appropriate methods of assessment, diagnosis, treatment, and prevention of substance use disorders
2. Develop legal and ethical strategies for use during specific stages of substance use disorders that meet the needs of diverse individuals, families, and communities

### Requirements

Concentration Courses  
15 Total Credits

Complete:

HSE350 - Substance Use: From Screening to Consultation (3)  
HSE351 - Substance Use: From Prevention to Treatment (3)  
HSE352 - Substance Use: Counseling Theory and Practice (3)  
HSE353 - Pharmacological Factors in Substance Use Treatment (3)  
PSY200 - Foundations of Addictions (3)

Grand Total Credits: **15**

## Leadership in Public Service (Graduate Certificate) (Campus)

### Description

The Leadership in Public Service graduate certificate focuses on providing students with the opportunity to develop skills in leadership, communication, problem-solving and teamwork. These skills are critical for successfully managing and leading governmental and non-profit organizations. The 4-course (12-credit) program is designed primarily for experienced professionals who are seeking to advance in their public service careers.

### Outcomes

1. Evaluate business and societal trends in their historical, political, economic, financial, social, cultural, geopolitical, and technological context for the purpose of leading public sector organizations.
2. Establish an environment that is conducive to the development of shared values, attitudes, and beliefs of governmental or non-profit organizations.
3. - Integrate shared leadership, group processes, and organizational learning theories into strategic leadership.

### Requirements

Certificate Courses  
12 Total Credits

Complete:

OL500 - Human Behavior in Organizations (3)  
OL670 - Organizational Leadership (3)  
PAD630 - Foundations of Public Administration (3)  
PAD631 - Strategic Management in Public Service (3)

Grand Total Credits: **12**

## Political Science (BA) (Online)

# University Programs

## Description

In addition to being known for a politically engaged populace, the state of New Hampshire is host to the first nationwide Presidential primary in the United States. From this position in the national spotlight, SNHU is afforded a unique opportunity to educate students toward careers in the growing fields and affiliations of political science, as well as promote active civic engagement in the realm of public service. The BA in Political Science at SNHU COCE benefits from this growth opportunity by taking a pragmatic approach to the study of political science and effectively preparing students for professional careers in a variety of occupations. Students will focus on developing effective communication abilities, utilizing analytical skills toward understanding and applying the tools of statistical analysis toward real world scenarios, exploring questions from a multitude of perspectives, and acquiring an empathetic and ethical viewpoint as they hone their critical thinking skills toward future graduate study or career paths. Graduates of the BA degree program could potentially pursue careers in advocacy, public policy, government business writing, campaign development and strategy, statistical analysis, and many other fields. The degree also positions students well toward advanced graduate studies in Political Science.

## Outcomes

1. Differentiate among key components of various political systems and external factors for efficacy in a global society
2. Apply social scientific reasoning, theories, concepts, and methodologies to the analysis of a wide range of contemporary and historical political issues and problems using effective statistical research and analysis
3. Apply effective research literacy strategies in hypothesis testing and academic research for political science by identifying, analyzing, and integrating appropriate primary and secondary sources
4. Demonstrate appropriate oral and written communication strategies toward specific political audiences for effective, solution-oriented decision making
5. Demonstrate an empathetic and ethical viewpoint using civic discourse that promotes active citizenship and engagement in public service

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT133 - Introduction to Statistical Analysis (3)

Complete:

MAT240 - Applied Statistics (3)

### Arts and Sciences Courses

9 Total Credits

Complete all of the following

Complete:

HIS114 - United States History II: 1865-Present (3)

2 of the following:

COM127 - Introduction to Communication (3)

COM213 - Public Speaking and Presentation Skills (3)

PHL210 - Introduction to Philosophy (3)

SOC112 - Introduction to Sociology (3)

### Major Courses

33 Total Credits

Complete:

PAD330 - Public Administration (3)

POL210 - American Politics (3)

POL211 - International Relations (3)

POL309 - American State and Local Government (3)

POL313 - Political Theory and Applications (3)

POL327 - US Government and Contemporary Issues (3)

POL328 - The Legal System in America (3)

POL360 - Introduction to Comparative Politics (3)

POL364 - Globalization and World Politics (3)

POL370 - Analysis and Research in Political Science (3)

## University Programs

POL491 - Political Science Capstone Experience (3)

Major Electives

12 Total Credits

12 credit(s) from the following:

COM227 - Public Relations (3)  
COM311 - Social Media Strategy (3)  
COM321 - Global Communication (3)  
HIS113 - United States History I: 1607-1865 (3)  
HIS222 - War and Society: Antiquity to 1800 (3)  
HIS223 - Modern War & Society (3)  
HIS245 - United States History since 1945 (3)  
PAD331 - Public Administrative Ethics and Theory (3)  
PAD332 - Municipal Government Operations (3)  
PAD340 - Public Fiscal Management (3)  
PAD341 - Disaster Recovery and Response (3)  
POL371 - Political Parties and Interest Groups (3)  
POL372 - Campaign Finance and Fundraising (3)  
POL374 - Campaign Organizing and Mobilization (3)  
SNHU290 - Experiential Learning (3)  
SNHU495 - Internship (3)  
SOC213 - Sociology of Social Problems (3)

Free Electives

24 Total Credits

24 credit(s).

Grand Total Credits: **120**

### Political Science (Minor) (Campus, Online)

#### Description

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

#### Requirements

Prerequisite Courses

0 Total Credits

Complete 1 of the following

Complete:

MAT133 - Introduction to Statistical Analysis (3)

Complete:

MAT240 - Applied Statistics (3)

Minor Courses

15 Total Credits

Complete all of the following

Complete:

POL210 - American Politics (3)

POL211 - International Relations (3)

SCS224 - Social Science Research Methods (3)

6 credit(s) from subject(s): POL

Grand Total Credits: **15**

### Politics and Global Affairs (BA) (Campus)

# University Programs

## Description

The major in Politics and Global Affairs (BA.PGA) provides students with the tools they need to analyze political issues from a variety of social science perspectives. It prepares them to critique major political, socioeconomic, and environmental problems across geographical scales, as well as to evaluate the effectiveness of governmental and nongovernmental solutions to these problems. This degree will serve students who plan to pursue civic-minded careers as civil servants, political analysts, public advocates, journalists, social entrepreneurs, and educators. It will also prepare students for graduate study in political science and related fields and for law school.

## Outcomes

1. Demonstrate an ability to analyze political issues from more than one perspective.
2. Critique major political, socioeconomic, or environmental problems across geographical scales.
3. Evaluate the effectiveness of governmental and nongovernmental solutions to these major problems.
4. Demonstrate competency with basic tools used in modern social science research.

# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

SOC112 - Introduction to Sociology (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

GEO200 - World Geography (3)

### Arts and Sciences Courses

9 Total Credits

Complete:

SCS224 - Social Science Research Methods (3)

SOC213 - Sociology of Social Problems (3)

SOC214 - International Social Problems (3)

### Major Courses

33 Total Credits

Complete all of the following

Complete:

POL210 - American Politics (3)

POL211 - International Relations (3)

SCS444 - Capstone Colloquium (3)

Major Electives

Complete all of the following

24 credit(s) from the following:

POL301 - U.S. Foreign Policy (3)

POL306 - The American Legal Tradition (3)

POL317 - Campaigns and Elections (3)

POL322 - Stratagem: The Sustainable Development Simulation Game (3)

POL362 - The American Presidency (3)

POL376 - Genocide and International Justice (3)

POL377 - Intelligence and National Security (3)

POL378 - The United Nations and Global Governance (3)

POL490 - Political Science Internship (0 - 15)

Students may elect to take 3, 6, or 9 credits of POL 490.

### Free Electives

36 Total Credits

36 credit(s).

Grand Total Credits: **120**

## Research (Minor) (Campus)

### Description

The multidisciplinary undergraduate minor in research is intended to complement a wide array of majors, allowing students to develop critical skills in consuming, interpreting, designing, and conducting research. The flexible nature of the minor allows students across majors to personalize the curriculum to fit their specific interests, professions, and projects. Prerequisites must be met for all courses taken in this minor and requirements must be met for graduate level courses.

# University Programs

## Outcomes

1. Apply appropriate design methods and techniques for research problems and questions specific to an academic or professional discipline.
2. Apply standards of ethical practice in research, including the protection of human subjects.
3. Develop clear, accurate, and well-organized oral and written communications for the various stages of the research process.

## Requirements

Minor Courses

15 Total Credits

Complete all of the following

Research Methods & Ethics

3 credit(s) from the following:

BIO315 - Ecological Principles and Field Methods (3)  
ENV220 - Field Methods and Technologies (3)  
ENV250 - Environmental Science Research Methods (3)  
HON314 - Seminar in Research Methods (3)  
JUS224 - Legal and Justice Research Methods (3)  
MKT337 - Marketing Research (3)  
PSY224 - Research II: Scientific Investigations (3)  
PSY317 - Reading and Research in Psychology (1)  
RSC110 - Understanding Research (3)  
SCS224 - Social Science Research Methods (3)

Data Analysis

3 credit(s) from the following:

MAT241 - Modern Statistics with Software (3)  
MAT300 - Applied Statistics II: Regression Analysis (3)  
MAT434 - Statistical Learning and Classification (3)  
MKT365 - Social Media Marketing Analytics (3)  
PSY223 - Research I: Statistics for Psychology (3)  
QSO250 - Business Analytics (3)  
QSO260 - Descriptive Analytics (3)  
QSO370 - Predictive Analytics (3)  
QSO511 - Business Analytics (3)  
QSO530 - Applied Statistics for Managers (3)

Applications

3 credit(s) from the following:

EDU499 - Internship (0 - 15)  
ENV440 - Senior Seminar (3)  
HIS401 - Making History: Capstone (3)  
HON401 - Independent Honors Thesis (1.5 - 3)  
INT315 - International Management (3)  
INT410 - International Entrepreneurship (3)  
JUS480 - Independent Study in Law and Justice (0 - 3)  
MAT480 - Independent Study (3)  
MKT345 - Consumer Behavior (3)  
OL408 - Building Diverse and Inclusive Organizations (3)  
PSY444 - Senior Seminar in Psychology (Capstone) (3)  
PSY480 - Independent Study (3)  
QSO550 - Applied Business Research (4)  
RSC420 - Research Practicum (3)  
SCI373 - Regional Sustainability Field Study (3)  
SCS444 - Capstone Colloquium (3)  
SNHU399 - Inquiry Scholars of SNHU (3)  
SOC373 - Regional Sustainability Field Study (3)  
SPED499 - Internship (0 - 15)

6 credit(s) from the following type of course(s):

Any courses from the Research Methods & Ethics, Data Analysis, and Applications sections of this minor.

Grand Total Credits: **15**

# University Programs

## Social Justice (Minor) (Campus)

### Description

The Social Justice minor is designed to explore curriculum focused on the unequal distribution of power, wealth, and opportunities in American society. Students interested in this minor will complete Introduction to Social Justice, where they will examine the concepts, theories, philosophical background, historical context, and contemporary issues related to social justice. Additional coursework will allow students to explore various ways in which individuals and groups experience injustice, as well as the processes that give rise to the change necessary to achieve social justice. Completing this minor will allow students to enter the workforce with a stronger understanding of structural inequalities and prepare them to become social justice leaders in their postgraduate pursuits.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

JUS141 - Introduction to Social Justice (3)

1 of the following:

HUM110E - Foundations in Humanities (Philosophical Reasoning) (3)

PHL212 - Introduction to Ethics (3)

3 of the following:

COM220 - Intercultural Communication (3)

GST100 - Introduction to Women's Studies (3)

HIS254 - Civil Rights Movement (3)

HIS357 - American Slavery (3)

JUS341 - Restorative Justice (3)

LIT350 - The Black Literary Tradition (3)

PSY355 - Theories of Social Psychology (3)

SOC207 - Exploring Racial and Cultural Identity (3)

SOC320 - Sociology of Gender (3)

SOC328 - Sociology of Aging (3)

Grand Total Credits: **15**

## Sociology (BA) (Campus, Online)

### Description

The field of Sociology is a scientific study of human group behavior and social patterns, including culture, history, economics, religion, and politics. The sociological perspective examines patterns in areas such as class, gender, race, policy, institutions, and all types of social organization. The emphasis is on professional practices as well as scholarship, with a career orientation and experiential learning approach. Graduates of the program seek employment in social services and counseling, management and administrative support, teaching, research, sales, marketing, public relations, criminal justice positions, military and many other fields.

### Outcomes

1. Analyze group behavior through current and emerging sociological theory for a broader understanding of society
2. Analyze and employ appropriate sociological research to critically assess published research and develop sociological research proposals that address contemporary social issues
3. Evaluate the social construction of realities for their impact on human social interactions and their consequences across cultures
4. Develop sociological questions demonstrating versatility of thought and problem-solving skills in addressing contemporary social issues, employing ethical and professional communication of sociological information
5. Cultivate the sociological perspective in communicating research interests and career goals in the social sciences
6. Analyze social structures and processes within social institutions for recognizing patterns and relationships across cultures



# University Programs

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT240 - Applied Statistics (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ATH111 - Introduction to Cultural Anthropology (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

GEO200 - World Geography (3)

### Arts and Sciences Courses

9 Total Credits

Complete all of the following

Complete:

HIS301 - World History and Culture (3)

PHL230 - Religions of the World (3)

1 of the following:

HIS117 - World Civilizations: Prehistory-1500 (3)

HIS118 - World Civilizations: 1500 - Present (3)

PSY108 - Introduction to Psychology (3)

### Major Courses

21 Total Credits

Complete all of the following

Complete:

SCS224 - Social Science Research Methods (3)

SCS444 - Capstone Colloquium (3)

SOC112 - Introduction to Sociology (3)

SOC213 - Sociology of Social Problems (3)

SOC325 - Sociological Perspectives (3)

1 of the following:

SOC317 - Sociology of the Family (3)

SOC320 - Sociology of Gender (3)

SOC324 - Sociology of Crime and Violence (3)

3 credit(s) from the following:

SNHU290 - Experiential Learning (3)

SOC291 - Experiential Learning (3)

SOC490 - Community Sociology Internship (0 - 15)

SOC496 - Experiential Learning in Community Sociology (3)

### Major Electives or choose a Concentration

12 Total Credits

Complete all of the following

9 credit(s) from subject(s): SOC

3 credit(s) from subject(s): ATH, BUS, HIS, MKT, PHL, POL, or PSY

### Free Electives

36 Total Credits

36 credit(s).

Grand Total Credits: **120**

## University Programs

### **Sociology (BA) (Campus, Online) - Community Health (Concentration)**

#### **Description**

The Community Health concentration provides students in the Sociology program with the opportunity to apply sociological theories in the assessment of health policies, programs, and interventions that impact various individuals and communities. Students explore communication methods that enable appropriate dissemination of ethically and culturally sensitive health information to a variety of audiences and investigate the impact of communication strategies on health outcomes in relation to the importance of engaging individuals and communities with aspects of public health.

#### **Outcomes**

1. Assess health policies, programs, and interventions, utilizing sociological theory, for their ability to affect change in the health status and social development of individuals and communities
2. Develop effective strategies in communicating ethically and culturally sensitive information that engage individuals and communities in the promotion of health policies, programs, and interventions

#### **Requirements**

Concentration Courses

12 Total Credits

Complete:

IHP200 - Wellness Across the Lifespan (3)

PHE330 - Public Health Education and Communication (3)

PHE423 - Evaluation Methods in Public Health (3)

PHE425 - Programming Planning in Public Health (3)

Grand Total Credits: **12**

### **Sociology (Minor) (Campus, Online)**

#### **Description**

A student may earn a minor in Sociology by successfully completing a required number of courses in Sociology.

#### **Requirements**

Minor Courses

15 Total Credits

Complete all of the following

Complete:

SOC112 - Introduction to Sociology (3)

SOC213 - Sociology of Social Problems (3)

9 credit(s) from subject(s): SOC

Grand Total Credits: **15**

## **Technology**

# University Programs

## Air Force Studies (Minor) (Campus)

### Description

This minor is offered in conjunction with the University of Massachusetts ROTC program. Students need to maintain a minimum GPA of a 2.0 in order to participate and need to maintain full-time status. Interested students should work with the Office of the University Registrar to determine eligibility

### Requirements

Minor Courses  
16 Total Credits

Complete:

- AS101 - Heritage and Values of the U.S. Air Force Part I (1)
- AS102 - Heritage and Values of the U.S. Air Force Part II (1)
- AS201 - The Evolution of USAF Air and Space Power I (1)
- AS202 - The Evolution of USAF Air and Space Power II (1)
- AS301 - The United States Air Force Leadership Studies I (3)
- AS302 - The United States Air Force Leadership Studies II (3)
- AS401 - National Security Affairs/Preparation for Active Duty I (3)
- AS402 - National Security Affairs/Preparation for Active Duty II (3)

Grand Total Credits: **16**

## Army Studies (Minor) (Campus)

### Description

This minor is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement. Students need to maintain a minimum GPA of a 2.0 in order to participate and need to maintain full-time status. Interested students should work with the Office of the University Registrar to determine eligibility.

### Requirements

Minor Courses  
16 Total Credits

Complete:

- MILT113 - Introduction to ROTC (2)
- MILT114 - Introduction to ROTC II (2)
- MILT201 - Self/Team Development I (2)
- MILT202 - Individual/Team Military Tactics (2)
- MILT301 - Leading Small Organizations I (4)
- MILT302 - Leading Small Organizations II (4)

Grand Total Credits: **16**

## Computer Information Systems (BS) (Campus, Online)

### Description

The Computer Information Systems (CIS) program is an undergraduate major for students who want to design and implement effective solutions to meet organizational and management needs for information and decision support. Graduates of the Computer Information Systems program are poised to take a leading role in shaping our information-based future, in both small and large organizations. Students completing the program will be well grounded in the fundamentals of organization theory, decision making, teamwork and leadership, as well as current and emerging information systems tools and technologies. They will be able to communicate effectively with stakeholders. They will be able to bridge the gap between IT and business units to improve processes and solve challenges now and in the future.

# University Programs

## Outcomes

1. Utilize business intelligence applications that address a variety of business needs and analyze the underlying data models
2. Analyze existing business information systems and identify new systems to meet an organization's needs
3. Develop communication strategies to bridge the IT and business units, using appropriate terminology and language to assist the units in working together effectively
4. Apply systems analysis and design and project management concepts to develop and implement systems to support an organization's goals

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT240 - Applied Statistics (3)

Complete:

MAT241 - Modern Statistics with Software (3)

Complete:

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

### Business Core

30 Total Credits

30 credit(s) from: BusCore

### Major Courses

24 Total Credits

Complete all of the following

1 of the following:

CIS135 - Interactive Scripting for Business Applications (3)

CS200 - Computer Science's Role in Industry (3)

IT140 - Introduction to Scripting (3)

1 of the following:

IT145 - Foundation in Application Development (3)

QSO340 - Project Management (3)

1 of the following:

CIS255 - Applied Data Structure and Database (3)

DAD220 - Introduction to Structured Database Environments (3)

1 of the following:

CIS315 - Information System Requirements and Design (3)

IT315 - Object Oriented Analysis and Design (3)

1 of the following:

CIS335 - Business Systems Applications (3)

MIS215 - Client Systems and Support (3)

1 of the following:

CIS355 - Business Intelligence Applications (3)

MIS350 - Business Intelligence and Reporting (3)

1 of the following:

CIS410 - Enterprise Systems (3)

MIS300 - Enterprise Information Systems/Database (3)

## University Programs

1 of the following:

CIS435 - Capstone in Information Systems (3)

MIS490 - Management Information Systems Capstone (3)

Major Electives or choose a Concentration

9 Total Credits

9 credit(s) from CIS, CS, CYB, DAT, IT, MAT, MIS, or QSO within the 100 - 499 range or from the following courses:

SNHU495 - Internship (3)

Except courses numbered 100 to 199 from: MAT

Free Electives

15 Total Credits

15 credit(s).

Grand Total Credits: **120**

### Computer Information Systems (BS) (Campus, Online) - Statistical Modeling (Concentration)

#### Description

In a world where data has quickly gone from a scarce resource to an abundant one, statistical tools are rapidly evolving. This concentration helps students learn the skills necessary to build and interpret statistical models, in the age of "big data," "data science," and "data analytics."

#### Outcomes

1. Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of statistical models.
2. Obtain and clean data sets, engineering new features where appropriate.
3. Identify, communicate, and justify assumptions made prior to the model construction phase.
4. Apply mathematical and statistical reasoning, analysis, and problem-solving to hypothesize and construct meaningful models that reflect real-world processes.

#### Requirements

Concentration Courses

9 Total Credits

Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

MAT300 - Applied Statistics II: Regression Analysis (3)

MAT350 - Applied Linear Algebra (3)

Grand Total Credits: **9**

# University Programs

## Computer Information Systems (Minor) (Campus)

### Description

The minor in Computer Information Systems provides students foundational knowledge and skills in client systems, SQL programming, data and information management, and business intelligence tools and techniques for reporting.

### Outcomes

1. Apply information management tools and techniques to mine, compile and analyze data for the purpose of addressing business questions and problems
2. Develop effective communications using audience appropriate terminology to relay complex data and management information systems information to stakeholders

### Requirements

Minor Courses

18 Total Credits

Complete all of the following

1 of the following:

MAT240 - Applied Statistics (3)

MAT241 - Modern Statistics with Software (3)

Complete:

CIS255 - Applied Data Structure and Database (3)

CIS335 - Business Systems Applications (3)

CIS355 - Business Intelligence Applications (3)

6 credit(s) from subject(s): CIS or QSO

Grand Total Credits: **18**

## Computer Science (AS) (Campus, Online)

### Description

The Associate of Science in Computer Science at Southern New Hampshire University provides students with opportunities to develop critical technical and professional skills through work on authentic, industry-relevant projects in the field of computer science. The program curriculum will provide students with a solid understanding of the fundamental programming techniques and concepts in the field of computer science. Graduates of the Associate of Science in Computer Science program will be ready for entry level positions in the computing field in both the public and private sectors.

### Outcomes

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
3. Communicate effectively in a variety of professional contexts
4. Apply computer science theory and software development fundamentals to produce computing-based solutions

# University Programs

## Requirements

General Education Courses  
21 Total Credits

Complete all of the following

21 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT241 - Modern Statistics with Software (3)

Complete:

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM)  
(3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

MAT142 - Precalculus with Limits (3)

MAT225 - Calculus I: Single-Variable Calculus (3)

Major Courses  
33 Total Credits

Complete all of the following

1 of the following:

CS110 - Fundamentals of Programming (3)

IT140 - Introduction to Scripting (3)

1 of the following:

CS210 - Programming Languages (3)

CS217 - Object Oriented Programming (3)

1 of the following:

CS218 - Data Structure and Algorithms (3)

CS300 - Data Structures and Algorithms: Analysis and Design (3)

1 of the following:

CS231 - Database Systems (3)

DAD220 - Introduction to Structured Database Environments (3)

Complete:

CS230 - Operating Platforms (3)

CS250 - Software Development Lifecycle (3)

CS255 - System Analysis and Design (3)

CS320 - Software Testing, Automation, and Quality Assurance (3)

IT145 - Foundation in Application Development (3)

1 of the following:

MAT230 - Discrete Mathematics (3)

MAT239 - Mathematics for Computing (3)

1 of the following:

PHY150 - Introductory Physics: Mechanics (3)

PHY215 - Physics I (3)

Free Electives  
6 Total Credits

6 credit(s).

Grand Total Credits: **60**

## Computer Science (BS) (Campus, Online)

# University Programs

## Description

The Bachelor of Science in Computer Science at Southern New Hampshire University provides students with opportunities to develop critical technical and professional skills through work on authentic, collaborative, industry-relevant projects, as well as through the exploration of emerging tools, technologies, and environments in the field of computer science. The program curriculum provides students with a solid understanding of the fundamental programming techniques, algorithms and data structures, architecture design, networks and the mathematical computation and quantitative reasoning skills that underpin the work in the field of computer science. Students will use relevant industry/service-based projects to apply the basic concepts and theories in computer science. As a part of their coursework, students will have the ability to speak to and defend their design decisions and solutions to various audiences and in various formats. Graduates of the Bachelor of Science in Computer Science will be flexible and creative computer science practitioners prepared for various careers in both the public and private sectors, as well as for government agencies at the local and national levels.

## Additional Information - Campus

Campus program offers hands-on project based classes that promote independent research skills, teamwork, communication skills and mentoring. Within the program, students can pursue a range of advanced topics in computing fields such as AI, machine learning, computer security, and robotics.

## Additional Information - Online

SNHU's online degree program offers industry-standard software development methodologies with popular programming languages including Python, C++ and Java. The online program consists of advanced topics such as artificial intelligence, embedded software, reverse engineering, full stack, and cloud application development. Concentrations in the BS.CSC arena include software engineering, data analysis, information security and project management.

## Outcomes

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
3. Communicate effectively in a variety of professional contexts
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
6. Apply computer science theory and software development fundamentals to produce computing-based solutions

## Requirements

General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete 1 of the following

Complete:

MAT241 - Modern Statistics with Software (3)

Complete:

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM)  
(3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

MAT142 - Precalculus with Limits (3)

MAT225 - Calculus I: Single-Variable Calculus (3)

Major Courses

57 Total Credits

Complete all of the following

1 of the following:

CS110 - Fundamentals of Programming (3)

IT140 - Introduction to Scripting (3)

1 of the following:

CS210 - Programming Languages (3)

CS217 - Object Oriented Programming (3)

1 of the following:



## University Programs

CS218 - Data Structure and Algorithms (3)

CS300 - Data Structures and Algorithms: Analysis and Design (3)

1 of the following:

CS231 - Database Systems (3)

DAD220 - Introduction to Structured Database Environments (3)

Complete:

CS230 - Operating Platforms (3)

CS250 - Software Development Lifecycle (3)

CS255 - System Analysis and Design (3)

CS305 - Software Security (3)

CS320 - Software Testing, Automation, and Quality Assurance (3)

CS330 - Computational Graphics and Visualization (3)

CS340 - Client/Server Development (3)

CS360 - Mobile Architecture and Programming (3)

CS370 - Current and Emerging Trends in Computer Science (3)

CS465 - Full Stack Development I (3)

IT145 - Foundation in Application Development (3)

MAT350 - Applied Linear Algebra (3)

3 credit(s) from the following:

CS490 - Computer Science Internship (3 - 15)

CS499 - Computer Science Capstone (3)

1 of the following:

MAT230 - Discrete Mathematics (3)

MAT239 - Mathematics for Computing (3)

1 of the following:

PHY150 - Introductory Physics: Mechanics (3)

PHY215 - Physics I (3)

Major Electives or choose a Concentration

12 Total Credits

12 credit(s) from subject(s): CS, CYB, DAD, DAT, GAM, or IT within the range of course numbers 200 - 499

Free Electives

9 Total Credits

9 credit(s).

Grand Total Credits: **120**

# University Programs

## **Computer Science (BS) (Campus, Online) - Computer Engineering (Concentration)**

### **Description**

The Computer Engineering concentration in Computer Science program focuses on the study of hardware as well as software for various industrial and service applications. It provides advanced topics in core computing such as operating systems and analysis of algorithms, and extends to the hardware aspects of computing field such as computer architecture, digital circuits, and embedded programming. Students are trained as computer engineers with broad knowledge and essential skills desired in both software and hardware design and development of computer systems.

### **Requirements**

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

CS219 - Computer Architecture I (3)

CS312 - Analysis of Algorithms (3)

CS361 - Computer Software and Operating Systems (3)

1 of the following:

CS328 - Embedded Systems (3)

EE301 - Digital Circuits (3)

Grand Total Credits: **12**

## **Computer Science (BS) (Campus, Online) - Data Analysis (Concentration)**

### **Description**

The concentration in Data Analysis provides students with an introduction to various functions of a data analyst, including creating database environments, regression analysis, use tools and technologies for analysis, as well as many other data analysis methodologies and techniques. Students will have the option to explore topics of interest in either emerging technologies and big data or data validation.

### **Requirements**

Concentration Courses

12 Total Credits

Complete:

DAT260 - Emerging Technologies and Big Data (3)

DAT325 - Data Validation: Quality and Cleaning (3)

DAT375 - Data Analysis Techniques (3)

MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)

Grand Total Credits: **12**

# University Programs

## Computer Science (BS) (Campus, Online) - Information Security (Concentration)

### Description

In the Information Security concentration, students will gain a fundamental overview of the basics of the interconnectivity of computer systems while exploring the fundamentals of computer networking. Students will gain familiarity with foundational cybersecurity concepts and terms, including policies and procedures, best practices and security planning within the IT field. They will explore legal and human factors while examining how they influence the development of information security strategies.

### Outcomes

1. Analyze and mitigate security risks in designing and maintaining network systems and software

### Requirements

Concentration Courses

12 Total Credits

Complete:

CYB200 - Cybersecurity Foundations (3)

CYB210 - Computer Networking (3)

IT212 - Introduction to Computer Networks (3)

IT253 - Computer Systems Security (3)

Grand Total Credits: **12**

## Computer Science (BS) (Campus, Online) - Machine Learning (Concentration)

### Requirements

Concentration Courses

12 Total Credits

Complete all of the following

Complete:

CS407 - Principles of Machine Learning (3)

CS411 - Artificial Intelligence (3)

MAT300 - Applied Statistics II: Regression Analysis (3)

Electives

1 of the following:

CS231 - Database Systems (3)

CS328 - Embedded Systems (3)

CS331 - Computer Security (3)

EG424 - Industrial Robots (3)

EG426 - Mobile Robots (3)

Grand Total Credits: **12**

## University Programs

### Computer Science (BS) (Campus, Online) - Project Management for STEM (Concentration)

#### Description

In the Project Management for STEM concentration, students will learn about the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources. Students will also develop the skills of an experienced project manager by creating detailed project plans for authentic scenarios, focusing on project risk, project integration, quality and procurement. Business processes and goals and necessary techniques are emphasized using authentic scenarios to ensure that business results are achieved.

#### Requirements

Concentration Courses

12 Total Credits

Complete all of the following  
Complete:

QSO340 - Project Management (3)  
QSO355 - Resource Estimating and Scheduling (3)  
QSO440 - Topics in Project Management (3)

1 of the following:

BUS210 - Managing and Leading in Business (3)  
BUS225 - Critical Business Skills for Success (3)

Grand Total Credits: **12**

### Computer Science (BS) (Campus, Online) - Software Engineering (Concentration)

#### Description

The Software Engineering concentration introduces fundamental and advanced concepts, techniques and principles of software design and development as they relate to the field of software engineering. Students engage in sophisticated problem solving and analysis of software design patterns, and systems architecture. Students use varying approaches to reverse engineer code, develop secure code and perform software testing. In addition, students explore User Interface (UI) / User eXperience (UX) design concepts and development techniques with an emphasis on user-centricity and contemporary design patterns and techniques.

#### Outcomes

1. Employ proven, software engineering design methodologies, patterns, and processes for successful software design and development
2. Evaluate various system architectures, security approaches, and software functionalities for use in effective software development

#### Requirements

Concentration Courses

12 Total Credits

Complete:

CS319 - UI/UX Design and Development (3)  
CS350 - Emerging Systems Architectures & Technologies (3)  
CS405 - Secure Coding (3)  
CS410 - Software Reverse Engineering (3)

Grand Total Credits: **12**

### Cyber Security (MS) (Online)

# University Programs

## Description

With the rise in cybercrime in the US, the need for professionals to protect against ever increasing cyber security risks, stay current with rapid technology changes, and understand changing compliance requirements has become essential across organizations. Graduates of the Master of Science in Cyber Security program will gain competence in managing the design, oversight and assessment of information security for an enterprise with a focus on the human element of information security. The degree program will focus on five key areas of competence: information security governance, information security risk and compliance, information security program creation and management, information security incidence response and business continuity, and leadership/collaboration and communication. The Master of Science in Cyber Security program is designed for students who want to meet the challenges posed by security threats, learn to protect the confidentiality, availability, and integrity of data, and develop risk management and mitigation strategies. Graduates of this program will be prepared for a wide range of careers in the security field as managers, analysts, developers, or administrators of varying aspects of information security and assurance.

## Outcomes

1. Assess the effectiveness of information security governance policies and strategies for planning, preparing, and responding to critical threats within diverse organizational contexts and situations in a manner aligned with cyber security standards and frameworks
2. Develop risk management plans for conducting risk assessment and managing identified risk to align with the needs of internal and external controls, governing bodies, and vested stakeholders
3. Develop strategic information security plans; strategies for establishing policies to guide internal and external influences that are aligned with national and international standards and practices
4. Develop information security incident management and business continuity plans aligned with legal, regulatory, and organizational standards for appropriately responding to incidents in consideration of diverse demographics
5. Employ leadership strategies for ethical behavior, tech standards, and emerging trends for advancing an organization's strategic goals in diverse and multi-functional cyber security teams
6. Enhance collaboration and communication by employing interpersonal communication skills and establishing communication plans and processes aligned to the needs of internal and external audiences

## Requirements

Foundation Courses

0 Total Credits

Complete:

IT505 - Core Technologies (3)

Major Courses

27 Total Credits

Complete:

ISE510 - Security Risk Analysis and Planning (3)

ISE620 - Incident Detection and Response (3)

ISE640 - Investigation and Digital Forensics (3)

ISE690 - Cyber Security Capstone (3)

IT549 - Foundation in Information Assurance (3)

IT552 - Human Factors in Security (3)

IT640 - Telecommunications and Networking (3)

IT643 - Network Assessment and Defense (3)

IT659 - Cyberlaw and Ethics (3)

Major Electives or choose a Concentration

9 Total Credits

Complete all of the following

6 credit(s) from subject(s): DAT, ISE, IT, or MAT within the range of course numbers 500 - 799, except:

IT505 - Core Technologies (3)

3 credit(s) from DAT, ISE, IT, MAT, MBA, MGT, OL, QSO, or WCM within the 500 - 799 range or from the following courses:

SNHU690 - Internship (3)

Except:

IT505 - Core Technologies (3)

Grand Total Credits: **36**

# University Programs

## Cyber Security (MS) (Online) - Information Technology Management (Concentration)

### Description

The concentration in Information Technology Management focuses on the critical role information technology plays in supporting every-day business operations and decision-making in order to achieve business objectives. Students focus on managing varying aspects of information technology including the relationships between structure and process in project management and the management of IT functions within an organization.

### Outcomes

1. Facilitate best practices for managing information technology functions and interrelationships within an organization relating to organizational process and structure; adoption of new technologies; and projects within the IT organizational unit

### Requirements

Concentration Courses

9 Total Credits

Complete:

- IT510 - Advanced Information Technology (3)
- IT550 - Management of Information Technology (3)
- IT657 - Enterprise Resource Planning (3)

Grand Total Credits: **9**

## Cybersecurity (AS) (Online)

### Description

The Associate of Science in Cybersecurity prepares graduates to enter an exciting, challenging, and increasingly in-demand field. Guided by industry standards, the degree program prepares students to solve complex problems, respond to cyber threats, assess risk, and apply cutting-edge security techniques. Graduates of the program will demonstrate these abilities while developing a perspective of the cybersecurity field that integrates theory and application. Beginning with a solid foundation in computer technology, networking, and system administration, students develop the skills and confidence necessary for exploring modern cybersecurity theories through authentic, hands-on learning experiences. As students progress through the program, they will develop the diverse knowledge, skills, abilities, and dispositions needed to succeed as an entry-level cybersecurity professional or pursue further academic study in the cybersecurity field.

### Outcomes

1. The ability to apply security principles and practices to the environmental, hardware, software, and human components of a system
2. The ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
3. The ability to design, implement, and evaluate a computer-based solution to meet a given set of computing requirements in the context of the discipline
4. The ability to communicate effectively with a range of audiences about technical information

# University Programs

## Requirements

General Education Courses

21 Total Credits

21 credit(s) from: GenEd

Major Courses

36 Total Credits

Complete all of the following

Computing Core

Complete:

DAD220 - Introduction to Structured Database Environments (3)

IT140 - Introduction to Scripting (3)

IT145 - Foundation in Application Development (3)

IT200 - Fundamentals of Information Technology (3)

IT202 - Computer Operating Systems (3)

IT212 - Introduction to Computer Networks (3)

Complete:

CYB200 - Cybersecurity Foundations (3)

CYB210 - Computer Networking (3)

CYB230 - Operating System Security (3)

CYB240 - Application Security (3)

CYB250 - Cyber Defense (3)

CYB260 - Legal and Human Factors of Cybersecurity (3)

Free Electives

3 Total Credits

3 credit(s).

Grand Total Credits: **60**

## Cybersecurity (BS) (Online)

### Description

The Bachelors of Science in Cybersecurity prepares graduates to compete in an exciting, challenging, and increasingly in-demand field. Guided by industry standards, the degree program prepares students to solve complex problems, respond to cyber threats, assess risk, and apply cutting-edge security techniques. Graduates of the program will demonstrate these abilities while gaining a holistic view of the cybersecurity field that integrates theory and application. Beginning with a solid foundation in computer technology, networking, and system administration, students develop the skills and confidence necessary for exploring modern cybersecurity theories through authentic, hands-on learning experiences. Advanced network, system, software, and personnel protection methodologies are examined through the assessment of adversarial threats, organizational risk, and legal concerns. As students progress through the program, they will develop the diverse knowledge, skills, abilities, and dispositions needed to succeed as an entry-level cybersecurity professional in a broad range of public or private sector contexts.

### Outcomes

1. The ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
2. The ability to design, implement, and evaluate a computer-based solution to meet a given set of computing requirements in the context of the discipline
3. The ability to communicate effectively with a range of audiences about technical information
4. The ability to make informed judgments in computing practice based on legal and ethical principles
5. The ability to function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk, and produce deliverables
6. The ability to apply security principles and practices to the environmental, hardware, software, and human components of a system
7. The ability to analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats

# University Programs

## Requirements

General Education Courses  
42 Total Credits

42 credit(s) from: GenEd

Major Courses  
57 Total Credits

Complete all of the following

Computing Core  
Complete:

DAD220 - Introduction to Structured Database Environments (3)  
IT140 - Introduction to Scripting (3)  
IT145 - Foundation in Application Development (3)  
IT200 - Fundamentals of Information Technology (3)  
IT202 - Computer Operating Systems (3)  
IT212 - Introduction to Computer Networks (3)

Major Courses

Complete:

CYB200 - Cybersecurity Foundations (3)  
CYB210 - Computer Networking (3)  
CYB220 - Network Security (3)  
CYB230 - Operating System Security (3)  
CYB240 - Application Security (3)  
CYB250 - Cyber Defense (3)  
CYB260 - Legal and Human Factors of Cybersecurity (3)  
CYB300 - System and Communication Security (3)  
CYB310 - Network Defense (3)  
CYB320 - Incident Response and Investigation (3)  
CYB400 - Security Assessment and Auditing (3)  
CYB410 - Security Risk Management (3)  
CYB420 - Enterprise Security (3)

Free Electives or choose a Concentration  
21 Total Credits

Complete all of the following

21 credit(s).

NOTE: If concentration is selected, free electives are reduced to 9 credits.

Grand Total Credits: **120**



# University Programs

## **Cybersecurity (BS) (Online) - Data Analytics Fundamentals (Concentration)**

### **Description**

In the Data Analytics Fundamentals concentration, students will learn to gather and collect data, while gaining an understanding of the importance of high-quality data and how to clean data without impacting its integrity. Students will also gain experience through authentic scenarios and problems, using critical tools, technologies, and methods that are relevant to organizational challenges.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete all of the following  
Complete:

DAT205 - Role of Data Analysis in Organizations (3)  
DAT223 - Gathering Requirements and Collecting Data (3)  
DAT325 - Data Validation: Quality and Cleaning (3)

1 of the following:

DAT250 - Data Policy and Decision Making (3)  
DAT260 - Emerging Technologies and Big Data (3)  
DAT300 - Data Validation: Getting the Right Data (3)

Grand Total Credits: **12**

## **Cybersecurity (BS) (Online) - Project Management Fundamentals (Concentration)**

### **Description**

In the Project Management Fundamentals concentration, students learn essential methods and tools necessary to lead successful projects. They will create project plans based on authentic scenarios and learn to work within the “triple constraints” of time, cost, and scope. They will also explore the important concepts of estimation, scheduling, contracting, and procurement.

### **Requirements**

Concentration Courses  
12 Total Credits

Complete:

QSO345 - Project Management for CAPM® Certification (3)  
QSO349 - Project Contracting and Procurement (3)  
QSO355 - Resource Estimating and Scheduling (3)  
QSO420 - Integrated Cost and Schedule Control (3)

Grand Total Credits: **12**

# University Programs

## Cybersecurity (Certificate) (Online)

### Description

The Cybersecurity Certificate helps prepare students to enter into a thriving, in-demand field. This certificate introduces students to the fundamentals of information systems, computer networks, and cybersecurity. Through authentic scenarios, students will blend theory and practice to analyze various cyber-related concerns, make informed decisions about potential solutions, and develop recommendations that best address organizational security needs.

### Outcomes

1. Apply adversarial thinking and systems thinking to the evaluation and design of cyber defense strategies and practices
2. Recommend security controls based on a holistic understanding of the relevant factors that influence organizational security requirements

### Requirements

Certificate Courses

18 Total Credits

Complete:

- CYB200 - Cybersecurity Foundations (3)
- CYB250 - Cyber Defense (3)
- CYB260 - Legal and Human Factors of Cybersecurity (3)
- IT200 - Fundamentals of Information Technology (3)
- IT202 - Computer Operating Systems (3)
- IT212 - Introduction to Computer Networks (3)

Grand Total Credits: **18**

# University Programs

## Full Stack Web Development (Certificate) (Online)

### Description

Learners will develop a self-efficacy in researching, designing, and developing web-based applications. They will learn to navigate the Software Development Lifecycle (SDLC) while working as collaborative members of Agile teams to complete projects with real-world relevance. Through their coursework and projects, learners will create web-based applications which request and process input from a user, implement basic logic, store and process data, provide visual representations to the user, and utilize the functionality of 3rd-party services. Once learners have developed these skills as a basic foundation, they will learn to build more complex solutions, as well as integrations with a variety of existing libraries and frameworks. Full Stack Web Development includes developing, building, and maintaining both the frontend and backend that support a website. Learners can expect to use systematic, disciplined, and measurable approaches to find efficient solutions to a problem for a company or client. Today, every company is a tech company. Mastering Full Stack Web Development allows learners to build and deploy the user and server facing systems of web-based applications, and so much more. This can set graduates up for a career in Web Development. As experience increases, opportunities to work in positions like Front End Developer, Web Designer, Entry Level Software Developer, Full Stack Developer, Web Analyst, Technical Consultant, and UX/UI Developer will be available. This certificate is open to Kenzie Academy learners only.

### Outcomes

1. Build foundational programming concepts that can easily transfer to other programming languages
2. Design and create complex solutions using a variety of existing libraries and frameworks
3. Develop an engineering mindset geared toward problem-solving
4. Understand how to effectively work and collaborate as a team within the Software Development Lifecycle (SDLC)
5. Identify and fix performance issues in web based application
6. Develop the skills required for technical and behavioral job interviews

### Requirements

Certificate Courses  
27 Total Credits

Complete:

FSWD101 - Introduction to HTML (3)  
FSWD102 - Introduction to CSS and DOM Manipulation (3)  
FSWD103 - Introduction to Data Models (3)  
FSWD121 - Introduction to React (3)  
FSWD122 - Introduction to Full Stack (3)  
FSWD123 - Intermediate State and Back End Development (3)  
FSWD201 - Software Development Professional Skills (3)  
FSWD202 - Applied Full Stack Web Development I (3)  
FSWD203 - Applied Full Stack Web Development II (3)

Grand Total Credits: **27**

## Game and Simulation Programming (BS) (Campus)

### Description

Southern New Hampshire University's Bachelor of Science in Game and Simulation Programming provides students with the skills to develop technical applications in the video game industry and related career fields. Students gain an understanding of code and design issues while gaining a variety of skills in modern programming languages and with cutting-edge, industry-standard tools and engines. They engage in authentic software development experiences by applying current industry best practices and technologies throughout game and simulation development cycles, from preproduction to final product. To prepare students for careers in the field, emphasis is placed on computer programming languages, software development, and mathematics for dynamic simulation and gameplay experiences. To augment their major courses, students also take a core set of courses together with game artists and other programmers pursuing adjacent industry roles. Students hone effective communication and cross-functional team collaboration skills necessary for realizing and enabling the creative vision of game designers and artists. They also develop essential skills and abilities to keep pace within a constantly evolving field, and to become self-reliant and creative problem-solvers. Students pursuing this program will complete coursework through a structured pathway that will include face-to-face, online, and experiential learning opportunities.

## University Programs

### Outcomes

1. Create interactive experiences by applying design, production, and testing techniques throughout the development of video games and interactive simulations
2. Create, debug, test, and document clear and effective code in a variety of programming languages and game engines relevant to interactive simulation development
3. Articulate and solve complex logic problems associated with programming interactive game systems
4. Apply technical game development principles, methodologies, and emerging trends in accordance with ethical principles and industry best practices
5. Collaborate in cross-functional teams by bringing technical solutions to the development process

# University Programs

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following

42 credit(s) from: GenEd  
Cornerstone Math (CMAT)  
Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)  
Complete:

PHY215 - Physics I (3)

Exploration: Contexts in Shaping the Self in Society (ESPE)  
Complete:

PSY108 - Introduction to Psychology (3)

Major Courses  
48 Total Credits

Complete:

COM212 - Public Speaking (3)  
GAD202 - 3D Modeling and Unwrapping (3)  
GAM110 - Game Programming I (3)  
GAM120 - Introduction to Game Development (3)  
GAM220 - Game Programming II (3)  
GAM325 - Programming for Game Engines (3)  
GAM335 - Gameplay Programming: Systems and Mechanics (3)  
GAM355 - Algorithms for Games and Simulations (3)  
GAM360 - Introduction to Game Production (3)  
GAM370 - Developing Online and Networked Games (3)  
GAM420 - Artificial Intelligence for Interactive Simulations (3)  
GAM475 - Game Engine Development (3)  
GAM499 - Developing Innovative Technical Features (3)  
GDE150 - Game Design I: Systems and Mechanics (3)  
GDE210 - Game Design and Production: Rapid Prototyping (3)  
MAT350 - Applied Linear Algebra (3)

Major Electives  
15 Total Credits

15 credit(s) from GAM within the 300 - 499 range or from the following courses:

COM230 - Graphics and Layout in Print Media (3)  
COM244 - Digital Video Production: Level I (3)  
GAD215 - Texturing for Games (3)  
GAM215 - World-Building for Games (3)  
GRA220 - Introduction to Digital Imaging (3)  
IT205 - Digital Music (3)  
IT210 - Business Systems Analysis and Design (3)  
IT315 - Object Oriented Analysis and Design (3)  
IT330 - Database Design and Management (3)

Free Electives  
15 Total Credits

15 credit(s).

Grand Total Credits: **120**

# University Programs

## Game Art and Development (BA) (Online)

### Description

Whether it's creating lifelike characters, imagining rich virtual game worlds or designing creatures from another planet, SNHU's major in Game Art and Development can get learners on their way to working in the fast-paced, exciting world of video game art. This BA program balances fundamental skill development with advanced training in the techniques used by industry professionals today. Learners study and apply principles used in video game art asset creation such as 3D modeling, lighting, shading, anatomy illustration, digital painting, 3D mesh topology, texturing, rigging, and animation. Courses mirror the standard workflow pipeline used in industry for the production of art assets for multiple video game platforms, including web, console, PC, and mobile. Learners will graduate with a vast toolkit of skills and a body of work for their portfolio.

### Outcomes

1. Design and develop professional quality digital game and interactive media elements that combine technical and aesthetic design principles to create engaging and dynamic experiences
2. Critically analyze and recommend strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape the design, development, and interpretation of digital games and interactive media
3. Evaluate, select, and effectively apply tools and technology commonly used in the design and production of digital games and other interactive media
4. Evaluate and respond to complex problems associated with the design and development of digital games through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders
5. Optimize the design of interactive media elements to the strengths and limitations of the processes and techniques used in the production of digital games

### Requirements

General Education Courses  
42 Total Credits

42 credit(s) from: GenEd

Arts and Sciences Courses  
9 Total Credits

Complete:

ENG226 - Introduction to Creative Writing (3)  
FAS110 - Introductory Drawing (3)  
LIT229 - World Mythology (3)

Major Courses  
36 Total Credits

Complete:

FAS310 - Illustration (3)  
GRA200 - Digital Design Tools (3)  
GRA201 - Intro to Digital Sculpting (3)  
GRA202 - 3-D Modeling and Animation (3)  
GRA205 - Fundamentals of Design (3)  
GRA211 - Interactive Animation (3)  
GRA212 - 3-D Character Animation (3)  
GRA311 - Environment Design (3)  
GRA401 - Character Design (3)  
GRA402 - Creature Design (3)  
GRA440 - 3-D Art and Design (3)  
GRA492 - Game Art and Development Capstone (3)

Free Electives  
33 Total Credits

33 credit(s).

Grand Total Credits: **120**

## Game Programming and Development (BS) (Online)

# University Programs

## Description

Southern New Hampshire University's Bachelor of Science in Game Programming and Development degree prepares graduates with the knowledge and skills necessary for the challenging and rewarding field of game programming. Students go beyond traditional software development to gain the technical expertise necessary for realizing and enabling the creative vision of game designers and artists. The curriculum is grounded in game design theory, programming, and the various phases of the game development process. Emphasis is placed on the mastery of a variety of computer programming languages, scripting, artificial intelligence, game engine development and deployment, visual design, and the use of industry-standard software applications. Students gain experience in developing games across various platforms, including PC, console, web, and mobile devices. Graduates of the program are well-positioned for careers in game development, be it as part of small indie companies or larger video game development corporations.

## Outcomes

1. Create, execute, and document clear and effective code in a variety of programming languages and game engines relevant to professional game development
2. Integrate methods and techniques for creating realistic, dynamic gameplay experiences, including game AI, game physics, 2D and 3D graphics, and interface design
3. Articulate and solve complex logic problems associated with programming interactive game systems
4. Apply effective, industry-standard design, production, and testing techniques through all phases of game development
5. Adhere to the standards and expectations of the professional game development community, especially regarding effective communication, respect for all people and cultures, ethical decision-making, and the ability to function effectively as a member of a team
6. Research, develop, and contribute to advances and trends within the field of game programming

# University Programs

## Requirements

General Education Courses  
42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Cornerstone Math (CMAT)

Complete:

MAT136 - Introduction to Quantitative Analysis (3)

Exploration: Scientific and Mathematical Fluencies (ESMF)

Complete:

MAT140 - Precalculus (3)

Major Courses  
60 Total Credits

Complete:

COM230 - Graphics and Layout in Print Media (3)

GAM207 - Information Technology and Digital Games (3)

GAM303 - Design of Virtual Game Environments (3)

GAM305 - Digital Game Development (3)

GAM312 - Gameplay Systems Development (3)

GAM415 - Graphics Game Engine (3)

GAM465 - Digital Multimedia Development (3)

GAM495 - Game Programming Capstone (3)

GRA202 - 3-D Modeling and Animation (3)

GRA205 - Fundamentals of Design (3)

GRA211 - Interactive Animation (3)

GRA310 - Digital Graphic Design for the Web (3)

IT140 - Introduction to Scripting (3)

IT145 - Foundation in Application Development (3)

IT230 - Software Development with C#.NET (3)

IT312 - Software Development with C++ .NET (3)

IT328 - Project Management in Information Technology (3)

IT450 - Artificial Intelligence (3)

MAT225 - Calculus I: Single-Variable Calculus (3)

MAT350 - Applied Linear Algebra (3)

Free Electives  
18 Total Credits

18 credit(s).

Grand Total Credits: **120**



# University Programs

## Game Programming and Development (Minor) (Campus)

### Description

The Game Programming minor at Southern New Hampshire University prepares students with the technical skills to engage other professionals in the game development industry. Students will gain an understanding of code and design issues while gaining a variety of skills in modern programming languages and with cutting-edge, industry-standard tools and engines. Emphasis is placed on computer programming languages, software development, and mathematics for dynamic simulation and gameplay experiences.

### Requirements

Minor Courses  
15 Total Credits

Complete all of the following  
Complete:

GAM110 - Game Programming I (3)  
GAM120 - Introduction to Game Development (3)  
GAM220 - Game Programming II (3)  
GAM325 - Programming for Game Engines (3)

3 credit(s) from subject(s): GAM within the range of course numbers 300 - 499

Grand Total Credits: **15**

## Information Technologies (AS) (Online)

### Description

Technology has become inseparable from an organization's operations, including collaborating in virtual work environments and leveraging established and emerging technologies. The Associate in Science Information Technologies is designed to prepare students with the fundamental knowledge and skills in systems, technologies, and computational thinking strategies that are relevant to information technology professionals. Students also gain skills in effective collaboration, communication, and technology to enhance their ability to contribute to organizational success. The courses required in the associate program align to the requirements of the Bachelor of Science in Information Technologies, should students wish to pursue this degree later

### Outcomes

1. Employ best practices in communicating and collaborating with diverse stakeholders about information technology projects and tasks
2. Solve fundamental information technology-related problems that meet organizational requirements and end-user needs
3. Utilize industry relevant tools and technologies to design and manage computer networks and systems

# University Programs

## Requirements

General Education Courses  
24 Total Credits

Complete all of the following

24 credit(s) from: GenEd

Exploration: Scientific and Mathematical Fluencies (ESMF)

Take 2 courses

Exploration: Contexts in Shaping the Self in Society (ESPE)

Take 1 course

Major Courses  
27 Total Credits

Complete all of the following

Complete:

DAD220 - Introduction to Structured Database Environments (3)

IT140 - Introduction to Scripting (3)

IT200 - Fundamentals of Information Technology (3)

IT202 - Computer Operating Systems (3)

IT212 - Introduction to Computer Networks (3)

IT226 - Communication in STEM Professions (3)

IT253 - Computer Systems Security (3)

IT272 - Cross-Platform Technologies (3)

1 of the following:

QSO340 - Project Management (3)

QSO345 - Project Management for CAPM® Certification (3)

Free Electives  
9 Total Credits

9 credit(s).

Grand Total Credits: **60**

## Information Technologies (BA) (Online)

### Description

Technology has become inseparable from an organization's operations, including applying digital strategies to leverage data, collaborating in virtual work environments and leveraging established and emerging technologies. The Bachelor of Arts in Information Technologies gives students the opportunity to combine technical abilities, people skills, and a keen problem-solving mindset to help organizations large and small leverage new technologies for innovating practices, products, and processes. This degree will prepare students for current IT work and provide the skills and dispositions to ready themselves and their organizations for the rapid evolution of future technologies. Students will learn the fundamental information technologies, systems, data management methods, and computational thinking strategies necessary to support organizational decision-making and recommend effective system design and maintenance solutions. They will also learn to operate in an ever-changing work environment where communication, collaboration, and the drive to proactively identify and solve problems are markers of success. Learning through hands-on authentic problems, students in this degree program will demonstrate the necessary skills that will allow them to grow and adapt within the field of information technology.

### Outcomes

1. The ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
2. The ability to design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
3. The ability to communicate effectively in a variety of professional contexts
4. The ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
5. The ability to function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
6. The ability to identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems

# University Programs

## Requirements

General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Exploration: Scientific and Mathematical Fluencies (ESMF)

2 courses from ESMF

Major Courses

48 Total Credits

Complete all of the following

Complete:

IT140 - Introduction to Scripting (3)

IT200 - Fundamentals of Information Technology (3)

IT202 - Computer Operating Systems (3)

IT212 - Introduction to Computer Networks (3)

IT226 - Communication in STEM Professions (3)

IT253 - Computer Systems Security (3)

IT260 - Web-Oriented Services (3)

IT272 - Cross-Platform Technologies (3)

IT304 - Systems Requirements and Implementation Planning (3)

IT313 - Risk Management and Mitigation in System Design (3)

IT337 - User-Centered Systems Design and Evaluation (3)

IT409 - Impact of Systems on Organizations (3)

IT423 - Computing as a Service (3)

IT482 - IT Operations and Systems Planning (3)

MGT200 - Leadership and Team Building (3)

1 of the following:

QSO340 - Project Management (3)

QSO345 - Project Management for CAPM® Certification (3)

Free Electives

30 Total Credits

30 credit(s).

Grand Total Credits: **120**

## Information Technologies (BS) (Campus, Online)

### Description

Technology has become inseparable from an organization's operations, including applying digital strategies to leverage data, collaborating in the virtual marketplace, and leveraging established and emerging technologies. The Bachelor of Science in Information Technologies gives students the opportunity to combine technical abilities, business acumen, people skills, and a keen problem-solving mindset to help organizations large and small leverage new technologies for innovating practices, products, and processes. This degree will prepare students for current IT work and provide the skills and dispositions to ready themselves and their organizations for the rapid evolution of future technologies. Students will learn the fundamental information technologies, systems, data management methods, and computational thinking strategies necessary to support organizational decision-making and recommend effective system design and maintenance solutions. They will also learn to operate in an ever-changing work environment where communication, collaboration, and the drive to proactively identify and solve problems are markers of success. Learning through hands-on real world problems, students in this degree program will demonstrate the necessary skills that will allow them to grow and adapt within the field of information technology.

# University Programs

## Outcomes

1. The ability to analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
2. The ability to design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
3. The ability to communicate effectively in a variety of professional contexts
4. The ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
5. The ability to function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
6. The ability to identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems

## Requirements

### General Education Courses

42 Total Credits

Complete all of the following

42 credit(s) from: GenEd

Exploration: Scientific and Mathematical Fluencies (ESMF)

2 courses from ESMF

### Major Courses

51 Total Credits

Complete all of the following

1 of the following:

BUS210 - Managing and Leading in Business (3)

MGT200 - Leadership and Team Building (3)

1 of the following:

CIS255 - Applied Data Structure and Database (3)

CS231 - Database Systems (3)

DAD220 - Introduction to Structured Database Environments (3)

1 of the following:

CIS315 - Information System Requirements and Design (3)

IT304 - Systems Requirements and Implementation Planning (3)

1 of the following:

CIS335 - Business Systems Applications (3)

IT409 - Impact of Systems on Organizations (3)

1 of the following:

CIS410 - Enterprise Systems (3)

IT482 - IT Operations and Systems Planning (3)

1 of the following:

CS331 - Computer Security (3)

IT253 - Computer Systems Security (3)

Complete:

IT140 - Introduction to Scripting (3)

IT200 - Fundamentals of Information Technology (3)

IT202 - Computer Operating Systems (3)

IT212 - Introduction to Computer Networks (3)

IT226 - Communication in STEM Professions (3)

IT272 - Cross-Platform Technologies (3)

IT313 - Risk Management and Mitigation in System Design (3)

IT423 - Computing as a Service (3)

1 of the following:

IT221 - Web-based Information Technology (3)

IT260 - Web-Oriented Services (3)

1 of the following:

IT331 - Human Factors in Information Technology (3)

IT337 - User-Centered Systems Design and Evaluation (3)

IT355 - Web and Mobile User Experience (3)

## University Programs

1 of the following:

QSO340 - Project Management (3)

QSO345 - Project Management for CAPM® Certification (3)

Major Electives or choose a Concentration

15 Total Credits

15 credit(s) from CIS, CS, CYB, DAD, DAT, GAM, IT, MAT, or MIS within the 200 - 499 range or from the following courses:

SNHU495 - Internship (3)

Free Electives

12 Total Credits

12 credit(s).

Grand Total Credits: **120**

### **Information Technologies (BS) (Campus, Online) - Business Management (Concentration)**

#### **Description**

In the Business Management concentration, students will examine the fundamentals and principles of management, policies, and administration. Students will study the foundational and ethical aspects of the United States' legal system and international business. Students will also explore microeconomics, which examines the role of economic systems in allocating scarce resources to satisfy the needs and wants of individual members of a society. Primary emphasis is placed upon the development of models that explain the behavior of consumers, producers and resource suppliers in various market structures.

#### **Requirements**

Concentration Courses

15 Total Credits

Complete all of the following

Complete:

BUS206 - Business Law I (3)

BUS210 - Managing and Leading in Business (3)

ECO201 - Microeconomics (3)

INT220 - Global Dimensions in Business (3)

OL215 - Principles of Management (3)

Students in the BS.ITE.BMA concentration must take MGT 200 in the Major, since BUS 210 is part of the concentration.

Grand Total Credits: **15**

# University Programs

## Information Technologies (BS) (Campus, Online) - Cybersecurity (Concentration)

### Description

In the Cybersecurity Concentration, students will learn foundational cybersecurity concepts, terms, and the basics of computer networking. Students will examine security concerns and learn strategies for protecting, combating, and defeating attacks to networks, systems, applications, and data. In addition, students will explore the legal, ethical, and human factor aspects of privacy and security and how they influence the development of security strategies.

### Requirements

Concentration Courses

15 Total Credits

Complete:

- CYB200 - Cybersecurity Foundations (3)
- CYB210 - Computer Networking (3)
- CYB220 - Network Security (3)
- CYB250 - Cyber Defense (3)
- CYB260 - Legal and Human Factors of Cybersecurity (3)

Grand Total Credits: **15**

## Information Technologies (BS) (Campus, Online) - Data Analytics (Concentration)

### Description

In the Data Analytics concentration, students will learn to gather and collect data, while gaining an understanding of the importance of high quality data and how to clean data without impacting its integrity. Students will gain experience through authentic scenarios and problems, using critical tools, technologies, and methods that are relevant to organizational challenges. Students will utilize data visualization to help communicate and collaborate with organizational stakeholders, sharing their work in ways that make their findings and results actionable.

### Requirements

Concentration Courses

15 Total Credits

Complete all of the following

Complete:

- DAT205 - Role of Data Analysis in Organizations (3)
- DAT300 - Data Validation: Getting the Right Data (3)
- DAT325 - Data Validation: Quality and Cleaning (3)
- MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

1 of the following:

- DAT250 - Data Policy and Decision Making (3)
- MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)

Grand Total Credits: **15**

# University Programs

## **Information Technologies (BS) (Campus, Online) - Project Management for IT (Concentration)**

### **Description**

In the Project Management in IT concentration, students will learn about the methodologies and tools necessary at each stage for managing projects effectively. Students will focus on overseeing a cost and schedule plan aligned to the appropriate scope. Students will also develop the skills of an experienced project manager by creating detailed project plans for authentic scenarios, focusing on project risk, project integration, quality and procurement.

### **Requirements**

Concentration Courses  
15 Total Credits

Complete:

BUS250 - Legal Implications of Vendor Partnership (3)  
QSO349 - Project Contracting and Procurement (3)  
QSO355 - Resource Estimating and Scheduling (3)  
QSO420 - Integrated Cost and Schedule Control (3)  
QSO440 - Topics in Project Management (3)

Grand Total Credits: **15**

## **Information Technologies (BS) (Campus, Online) - Software Development (Concentration)**

### **Description**

The concentration in Software Development provides students with a fundamental overview of foundational concepts, tools, and techniques of software development. Students learn how to use basic programming constructs and languages, as well as how to write readable, maintainable, logical, structured, and organized code to develop fully functional and compliant programs. Application of the stages, principles, and practices of the Software Development Life Cycle (SDLC) in an agile environment will also be explored.

### **Requirements**

Concentration Courses  
15 Total Credits

Complete:

CS205 - Foundations in Software Development (3)  
CS210 - Programming Languages (3)  
CS250 - Software Development Lifecycle (3)  
IT145 - Foundation in Application Development (3)  
MAT230 - Discrete Mathematics (3)

Grand Total Credits: **15**

# University Programs

## Information Technology (Minor) (Online)

### Requirements

Minor Courses  
6 Total Credits

Complete:

IT140 - Introduction to Scripting (3)  
IT200 - Fundamentals of Information Technology (3)

Electives  
9 Total Credits

Complete all of the following  
9 credit(s) from subject(s): IT  
NOTE: Excluding IT 100.

Grand Total Credits: **15**

## Information Technology (MS) (Campus, Online)

### Description

Businesses today are looking for employees with capabilities beyond traditional programming and IT expertise. Professionals who can bridge the communication gap between IT and business segments are valuable but hard to find, and the demand for this new breed of IT professional is growing. The Master of Science in Information Technology program is designed for students who wish to pursue careers in the analysis, design, creation and management of information technology systems through the application of contemporary technologies. The program emphasizes practical skills based on fundamental core technologies along with their technical and ethical foundations. Students will analyze business needs and determine information systems requirements for those needs by applying an iterative, case-driven process.

### Outcomes

1. Develop innovative and agile, computer-based solutions to business problems through a systems analysis approach and technology integration and application
2. Design a plan for implementing and monitoring solutions that incorporate core information technologies, concepts and methods appropriate for secure information use across an enterprise
3. Collaborate and communicate effectively in a variety of environments through situational awareness and audience analysis
4. Develop an implementation plan for systematic information risk assessment for change management plans and processes within enterprise business and information technology environments
5. Using computational logic and critical analysis, construct ethically sound, technology-informed procedures to ensure legal compliance and maintain security within enterprise information technology environments



# University Programs

## Requirements

Foundation Courses  
0 Total Credits

Complete:

IT505 - Core Technologies (3)

Major Courses  
27 Total Credits

Complete all of the following

Complete:

IT510 - Advanced Information Technology (3)  
IT511 - Object Oriented Application Development (3)  
IT515 - Innovations in Information Technology (3)  
IT520 - Technical Communication (3)  
IT600 - Operating Systems (3)  
IT640 - Telecommunications and Networking (3)  
IT700 - Capstone in Information Technology (3)

1 of the following:

CIS525 - Applied Data Structure and Database (3)  
IT650 - Principles of Database Design (3)

1 of the following:

IT625 - Information Technology Project and Team Management (3)  
QSO640 - Project Management (3)

Major Electives or choose a Concentration  
9 Total Credits

9 credit(s) from CIS, DAT, ISE, IT, or QSO within the 500 - 799 range or from the following courses:

SNHU690 - Internship (3)

Except:

DAT500 - Data and Information Management (3)  
IT505 - Core Technologies (3)

Grand Total Credits: **36**

## Information Technology (MS) (Campus, Online) - Business Analytics (Concentration)

### Description

The business analytics concentration includes courses that cover the three major areas in business analytics (descriptive analytics, predictive analytics and prescriptive analytics). The curriculum of the concentration will prepare you for the application of tools and techniques of business analytics.

### Outcomes

1. Acquire in-depth understanding of the fundamental techniques of business analytics
2. Use management science techniques to model business problems and determine optimal solutions
3. Analyze historical data through descriptive analytics to uncover business relationships and gain insights into the business operations

### Requirements

Concentration Courses  
9 Total Credits

Complete:

QSO511 - Business Analytics (3)  
QSO560 - Descriptive Business Analytics (3)  
QSO570 - Predictive Business Analytics (3)

Grand Total Credits: **9**

# University Programs

## **Information Technology (MS) (Campus, Online) - Data Analytics (Concentration)**

### **Description**

The Data Analytics concentration focuses on big data and the analysis and visual representation of that data within the context of a business environment. Students will interpret data trends and communicate results using a variety of data visualizations appropriate and meaningful to intended audiences.

### **Outcomes**

1. Analyze the impact of big data on an enterprise in given scenarios
2. Evaluate and interpret data and data trends in relation to other metrics
3. Synthesize technical components of data analysis into reports, presentations, and visual dashboards that are meaningful for the intended audience

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

DAT510 - Foundations of Data (3)

DAT520 - Decision Methods and Modeling (3)

DAT530 - Presentation and Visualization of Data (3)

Grand Total Credits: **9**

## **Information Technology (MS) (Campus, Online) - Database Design (Concentration)**

### **Description**

The concentration in Database Design focuses on the design and development of database applications, client/server systems and data warehouses within the context of a business environment. Students will learn to develop multi-user database applications and manipulate data in a shared database environment. Students will also explore principles of design, development and implementation of Data Warehouse DBMS based on the dimensional modeling architecture.

### **Outcomes**

1. Develop advanced, multi-user database applications using large commercial database systems
2. Design and build client applications that manipulate data in a shared database environment on a network
3. Utilize principles of design to plan the development and implementation of Data Warehouse DBMS based on the dimensional modeling architecture

### **Requirements**

Concentration Courses

9 Total Credits

Complete:

IT655 - Database Application Development (3)

IT665 - Client/Server Systems (3)

IT675 - Data Warehouse Concepts and Design (3)

Grand Total Credits: **9**

## University Programs

### **Information Technology (MS) (Campus, Online) - Enterprise Technology Management (Concentration)**

#### **Description**

The Enterprise Technology Management concentration focuses on enterprise-level technology management. Students will focus on managing varying aspects of information technology including the relationships between structure and process in project management and the management of IT functions within an organization. Additionally, students will explore enterprise resource planning and the implications of cyber law and ethics.

#### **Outcomes**

1. Facilitate best practices for managing information technology functions and interrelationships within an organization relating to organizational process and structure; adoption of new technologies; and projects within the IT organizational unit
2. Justify recommendations for ERP (enterprise resource planning) technology solutions that manage the flow of information and integration in all facets in enterprise systems
3. Analyze ethical and legal issues related to varying technology scenarios within an enterprise in order to propose corrective actions to take in the future

#### **Requirements**

Concentration Courses

9 Total Credits

Complete:

IT550 - Management of Information Technology (3)

IT657 - Enterprise Resource Planning (3)

IT659 - Cyberlaw and Ethics (3)

Grand Total Credits: **9**

### **Information Technology (MS) (Campus, Online) - Healthcare Informatics (Concentration)**

#### **Requirements**

Concentration Courses

9 Total Credits

Complete:

HIM500 - Healthcare Informatics (3)

IHP600 - Social & Organizational Issues in Healthcare (3)

IT550 - Management of Information Technology (3)

Grand Total Credits: **9**

# University Programs

## Information Technology (MS) (Campus, Online) - Information Security (Concentration)

### Description

The concentration in Information Security provides students with a deeper look into the complex and vital field of Information Security. Students will examine the current landscape of vulnerabilities, risks, and security disciplines, and how these relate to the field of computer science.

### Outcomes

1. Recommend best practices for planning, implementing, and managing enterprise level security and system integrity
2. Develop organizational policies and procedures to mitigate potential security threats related to human behaviors
3. Analyze the overall network security posture of an enterprise in a given scenario

### Requirements

Concentration Courses

9 Total Credits

Complete:

IT549 - Foundation in Information Assurance (3)

IT552 - Human Factors in Security (3)

IT643 - Network Assessment and Defense (3)

Grand Total Credits: **9**

## Information Technology (MS) (Campus, Online) - Software Application Development (Concentration)

### Description

The concentration in Software Application Development focuses on the software development practitioner. It covers topics such as object-oriented development, software design methodologies, mobile application development, and distributed application development. Current and emerging programming methodologies are covered to prepare the graduate to step into innovative projects, focusing on developing software solutions for the 21st Century.

### Requirements

Concentration Courses

9 Total Credits

Complete:

IT632 - Software Design and Modeling (3)

IT633 - Mobile Application Development (3)

IT634 - Distributed Application Development (3)

Grand Total Credits: **9**

# University Programs

## Information Technology (MS) (Campus, Online) - Web Design (Concentration)

### Description

The concentration in Web Design focuses on the design and development of interactive web sites, web applications and methods for driving traffic to websites. Students will learn to design functional, attractive, and easy-to-navigate websites based on an understanding of how humans actually use the internet. They will also examine how to collect statistics on website usage, and how demographic and other data can be used to improve site functionality and popularity

### Outcomes

1. Utilize appropriate tools and technologies to construct interactive websites
2. Recommend plans to drive traffic to websites using web analytics
3. Alter the interface design of websites using guidelines for identifying design problems and strengths, usability assessments, and best practices for common functions such as web navigation, menus, scrolling, graphics and icons

### Requirements

Concentration Courses  
9 Total Credits

Complete:

- IT647 - Website Construction (3)
- IT648 - Website Optimization (3)
- IT649 - Interface Design for Websites (3)

Grand Total Credits: **9**

## Introduction to Computer Programming (Certificate) (Online)

### Description

The certificate in Introduction to Computer Programming provides learners with the foundational programming and software development knowledge and skills to develop efficient software applications. Learners will be able to apply object-oriented programming concepts and principles throughout the various phases of the Software Development Lifecycle, as well as develop the collaborative skills necessary to create solutions to problems within an agile development environment. Learners will explore various programming and software development concepts and principles such as data structures, inheritance, polymorphism, abstraction, and encapsulation.

### Requirements

Certificate Courses  
12 Total Credits

Complete:

- IT140 - Introduction to Scripting (3)
- IT145 - Foundation in Application Development (3)
- CS210 - Programming Languages (3)
- CS250 - Software Development Lifecycle (3)

Grand Total Credits: **12**

# University Programs

## Joint Military Studies (Minor) (Campus)

### Description

This minor is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement and the University of Massachusetts ROTC program. Students need to maintain a minimum GPA of a 2.0 in order to participate and need to maintain full-time status. Interested students should work with the Office of the University Registrar to determine eligibility

### Requirements

Minor Courses

18 Total Credits

Complete all of the following

6 credit(s) from the following:

- AS101 - Heritage and Values of the U.S. Air Force Part I (1)
- AS102 - Heritage and Values of the U.S. Air Force Part II (1)
- AS201 - The Evolution of USAF Air and Space Power I (1)
- AS202 - The Evolution of USAF Air and Space Power II (1)
- AS401 - National Security Affairs/Preparation for Active Duty I (3)
- AS402 - National Security Affairs/Preparation for Active Duty II (3)

6 credit(s) from the following:

- MILT113 - Introduction to ROTC (2)
- MILT114 - Introduction to ROTC II (2)
- MILT201 - Self/Team Development I (2)
- MILT202 - Individual/Team Military Tactics (2)

6 credit(s) from the following:

- HIS223 - Modern War & Society (3)
- HIS235 - Modern Russia (3)
- HIS241 - World War II (3)
- HIS260 - Modern China (3)
- JUS104 - Introduction to Homeland Security (3)
- JUS129 - Introduction to Terrorism (3)
- LIT235 - War Literature (3)
- POL210 - American Politics (3)
- POL211 - International Relations (3)

Grand Total Credits: **18**

# University Programs

## Python with Applied Blockchain (Certificate) (Online)

### Description

Python and Blockchain are powerful technologies with applications in business, finance, and many other industries. This program aims to provide job-skill skills in Python and comprehensive education on blockchain technology. By the end of this 9-month program, learners will be equipped to compete for early-entry roles. This certificate is open to Kenzie Academy learners only.

### Outcomes

1. Build foundational programming concepts that can easily transfer to other programming languages.
2. Design and create Python complex solutions using a variety of existing libraries and frameworks.
3. Create and implement Blockchain applications.
4. Create and utilize a data pipeline for decision making.
5. Develop the skills required for technical and behavioral job interviews.

### Requirements

Certificate Courses

18 Total Credits

Complete:

- PYTH101 - Python Fundamentals (2)
- PYTH102 - Object-Oriented Processing (2)
- PYTH103 - Introduction to Applied Python (2)
- PYTH121 - Python for Databases and Networking (2)
- PYTH122 - Utilizing Python Libraries (2)
- PYTH123 - Intermediate Applied Python (2)
- PYTH201 - Introduction to Blockchain (2)
- PYTH202 - Blockchain Applications (2)
- PYTH203 - Applied Blockchain Development (2)

Grand Total Credits: **18**

# University Programs

## Robotics (Minor) (Campus)

### Description

Robotics, the technology of robots ranging from industrial robots, mobile robots, to humanoid robots, has pervaded every aspect of human society. This minor, offered in conjunction with Engineering programs and the Computer Science program at the School of Engineering, Technology, and Aeronautics, is intended to provide students in any major with knowledge and skills to design, program, and apply robotics.

### Outcomes

1. Expand their knowledge and technical skills in robotics
2. Exert technical experiences over multi-disciplinary projects and teams
3. Attain professional careers in robotics related industries

### Requirements

Minor Courses

15 - 16 Total Credits

Complete all of the following

Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

MAT275 - Calculus II: Integration and Series (3)

EG361 - Introduction to Autonomous Robots (3)

Complete 1 of the following

Complete:

IT140 - Introduction to Scripting (3)

Complete:

CS113 - Introduction to Programming (3)

CS113L - Intro to Programming Lab (1)

1 of the following:

EG424 - Industrial Robots (3)

EG426 - Mobile Robots (3)

Grand Total Credits: **15 - 16**



# University Programs

## Software Engineering - Backend Development (Certificate) (Online)

### Description

Learners will develop a self-efficacy in researching, designing, and developing cloud-enabled software applications. They will learn to navigate the Software Development Lifecycle (SDLC) while working as collaborative members of Agile Scrum teams to complete software projects with real-world relevance. Learners will participate in a variety of learning experiences from independent learning modules and quizzes to mastery-based projects based on problems commonly encountered in developing business applications. They will create software systems to implement advanced logic, store and process data, and integrate with a variety of services to solve complex problems. This program includes developing, building, and maintaining computer systems, databases, and applications. Learners can expect to use systematic, disciplined, and measurable approaches to find efficient solutions to a problem for companies or clients. Today, every company is a tech company. Mastering software engineering skills with a specialization in backend Java programming will allow Learners to build and deploy cloud-based applications, and so much more. As experience increases, opportunities to work in positions like Java Back End Developer, DevOps Engineer, Solutions Architect, Scrum Master, Business Analyst, and Project Manager will be available. This certificate is open to Kenzie Academy learners only.

### Outcomes

1. Develop an engineering mindset geared towards problem-solving
2. Use logic and algorithms to solve problems
3. Design, create, and modify Java-based Applications on AWS Cloud Infrastructure
4. Utilize industry standard software tooling and libraries
5. Understand how to effectively work and collaborate on a software development team
6. Identify and fix performance issues in an application
7. Develop the skills required for technical and behavioral job interviews

### Requirements

Certificate Courses

36 Total Credits

Complete:

- SEBD101 - Introduction to Java and the Development Environment (3)
- SEBD102 - Data Structures and Object Oriented Design (3)
- SEBD103 - Introduction to External Development Environments (3)
- SEBD121 - Intermediate Testing and Object Oriented Programming (3)
- SEBD122 - Intermediate Data Structures and Design (3)
- SEBD123 - Intermediate External Development Environments (3)
- SEBD201 - Computer Structures and Databases (3)
- SEBD202 - Introduction to Agile Development (3)
- SEBD203 - Intermediate Agile Development (3)
- SEBD221 - Advanced Data Structures (3)
- SEBD222 - Applied Java Concepts I (3)
- SEBD223 - Applied Java Concepts II (3)

Grand Total Credits: **36**

# University Programs

## User Experience Design (Certificate) (Online)

### Description

Learners will acquire skill in Design Thinking to empathize with users, and perform research, and use data to articulate problem statements. Using empathy, learners synthesize findings and iterate upon solutions, test their solutions, and build applications to solve real-world problems focusing on the end user. As learners iterate on solutions, they'll create high fidelity prototypes including the final build of the application. Learners graduate with a robust project portfolio and with knowledge of industry best practices. This program is meant to give learners invaluable experience designing solutions to real world problems through practical application. Learners are encouraged to solve more complex problems as they unlock the design thinking process of Research, Iteration, Prototyping, and Testing. Learners will progress their design thinking skills as they are introduced to more complex problems as they progress through the coursework. The program is meant to emulate a first-year internship experience in the industry. This certificate is open to Kenzie Academy learners only.

### Outcomes

1. Develop user empathy and a research mindset by writing non-leading research questions based on a user type to conduct discovery interviews and derive user needs based on data collected
2. Translate user needs into user steps via flow chart and produce visual artifacts to convey the user's journey of getting their needs met
3. Translate user steps into Graphical User Interface wireframes meeting their own needs with the design
4. Apply best practices for GUI design in the areas of navigation, searching/filtering, onboarding, notifications, form design, screen states, UX writing, and icons
5. Apply visual hierarchy to GUI design by the way of typographical hierarchy, color hierarchy, and proximity/whitespace
6. Interview user types about design solutions, gather and Cassidy feedback, and iterate design solutions based upon feedback
7. Tell visual stories through producing high-fidelity mockups in order to produce a working prototype ready for development

### Requirements

Certificate Courses

18 Total Credits

Complete:

- UXD101 - Introduction to UX Design and Research Questions (2)
- UXD102 - Introduction to Research Interviews and Synthesizing Data (2)
- UXD103 - Introduction to User Interface Principles (2)
- UXD121 - Introduction to Visual Hierarchy and Layout Principles (2)
- UXD122 - Introduction to Prototyping (2)
- UXD123 - UX/UI Professional Presentations (2)
- UXD201 - UX/UI Professional Development (2)
- UXD202 - Applied UX/UI I (2)
- UXD203 - Applied UX/UI II (2)

Grand Total Credits: **18**

# Courses

## Accounting

### **ACC201 - Financial Accounting (Campus, Online)**

#### **Description**

Students will learn the steps of the accounting cycle and how to prepare financial statements in accordance with industry established rules and regulations. Students will develop skills needed to analyze financial accounting information, communicate this information to stakeholders, and understand the accounting procedures that produce this information.

#### **Additional Information - Online**

The goal title associated with this course is Financial Accounting.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ACC202 - Managerial Accounting (Campus, Online)**

#### **Description**

Students will explore the financial impact of short-term and long-term business decisions. By learning how accounting and other productivity information can be used to assess and improve performance of an organization, managers will be provided the essential information they need to execute growth strategies and select opportunities that create business value.

#### **Additional Information - Online**

The goal title associated with this course is Managerial Accounting.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC201 - Financial Accounting (3)

### **ACC215 - Fundamentals of Financial Accounting (Campus)**

#### **Description**

This course is designed to give students an introduction to financial accounting and reporting techniques and concepts including an overview of the accounting cycle, financial statements and ethical responsibilities of accountants in business.

#### **Additional Information - Online**

The goal name associated with this course is Foundations of Financial Accounting

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **ACC225 - Foundations of QuickBooks (Campus)**

#### **Description**

This course will provide an introduction to QuickBooks which is one of the most popular accounting systems used by small businesses. This course will take you through the fundamentals of how this software works. You will learn how to apply the accounting cycle using this software and produce various reports that can be used to provide valuable information to a business.

#### **Additional information - Campus**

Offered in the DY02 term only.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete:

ACC201 - Financial Accounting (3)

### **ACC302 - Professional Communication in Accounting (Campus)**

#### **Description**

Professional Communication in Accounting introduces students to the rhetorical strategies necessary to plan, design, write and distribute texts necessary for professional accounting experiences. Emphasizing the need to address appropriate audience and language, students will be able to create a portfolio of workplace documents representative of their field.

#### **Academic Level**

Undergraduate

#### **Credits**

2 - 3

#### **Prerequisites**

Complete all of the following

Complete:

ENG120 - College Composition I (3)

30 credit(s).

### **ACC307 - Intermediate Accounting I (Campus, Online)**

#### **Description**

Review introductory concepts including the accounting cycle, journal and adjusting entries. Learn to address more intricate accounting scenarios such as recording more complex financial statement elements. Apply theoretical frameworks and various accounting standards and regulations to the proper preparation of financial statements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC201 - Financial Accounting (3)

## University Programs

### **ACC308 - Intermediate Accounting II (Campus, Online)**

#### **Description**

Apply accounting rules and methodologies for increasingly complex transactions and elements to create more extensive financial statements. Assess a company's financial performance using appropriate ratio analysis to support informed decision making.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC307 - Intermediate Accounting I (3)

### **ACC309 - Intermediate Accounting III (Online)**

#### **Description**

Examine reporting and disclosure requirements for complex accounting topics. Analyze the financial impact of changes to an organization based on factors such as stock characteristics, comprehensive income and retained earnings, types of leases and post-retirement benefits. Consider correct disclosure for error corrections, accounting changes and adjustments. Gain perspective on communicating financial information to internal and external stakeholders for informing company decisions.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC308 - Intermediate Accounting II (3)

### **ACC311 - Cost Accounting (Campus, Online)**

#### **Description**

In this course, students will gather cost data and behavior trends to support the development of cost reports. Students will analyze the data and communicate findings to stakeholders to support their understanding of business costs and inform business operations and decisions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC202 - Managerial Accounting (3)

## University Programs

### **ACC312 - International Managerial Accounting (Online)**

#### **Description**

The study of foreign currencies and exchange risk management, global organization and control, planning and performance evaluation in multinational enterprises, multinational 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.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC202 - Managerial Accounting (3)

### **ACC315 - Accounting Information Systems (Campus, Online)**

#### **Description**

The course introduces the student to the fundamentals of accounting information systems and how they function within organizations. Students will explore how accounting information systems facilitate business processes, record transactions, and support internal controls, as well as the functionality of accounting applications and software. Students will learn how accounting information systems are used for data analysis and problem solving.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC202 - Managerial Accounting (3)

## University Programs

### **ACC317 - Intermediate Accounting I (Campus, Online)**

#### **Description**

In this course, students will take an in-depth look at financial statement elements and the interplay of various financial transactions represented on a financial statement. Students will apply theoretical frameworks and research accounting principles and concepts for the proper preparation and interpretation of financial statements. Students will utilize authentic industry tools and technologies to prepare financial statements and connect concepts learned to the importance of financial information for its users.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC201 - Financial Accounting (3)

### **ACC318 - Intermediate Accounting II (Campus, Online)**

#### **Description**

In this course, students will study the liabilities and equities side of the balance sheet and apply accounting concepts for the proper preparation of financial statements. Students will analyze the inflows and outflows of cash for an organization and prepare accurate cash flow statements using direct and indirect methods. Students will utilize authentic tools and technologies to apply accounting principles to a variety of financial reporting situations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC317 - Intermediate Accounting I (3)

### **ACC320 - Microsoft Excel for Accountants (Campus)**

#### **Description**

Developed specifically for accounting students, this hands-on Microsoft Excel course is designed to teach Excel features, functions, and techniques that are needed in the field of accounting. Topics include using excel for proper financial statement presentation, computation and presentation of amortization schedules for loans, bonds, and leases with related journal entries, worksheet management, formula usage for computation of financial ratios, creation of charts and pivot tables, usage of excel for capital budgeting tools, and usage of various excel functions and formulas.

#### **Academic Level**

Undergraduate

#### **Credits**

2 - 3

#### **Prerequisites**

Complete:

ACC201 - Financial Accounting (3)

## University Programs

### **ACC322 - Governmental and Non-Profit Accounting (Campus)**

#### **Description**

This course covers the accounting principles and procedures applicable to governmental and nonprofit institutions.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ACC307 - Intermediate Accounting I (3)

ACC317 - Intermediate Accounting I (3)

### **ACC325 - Accounting for Nonprofit Organizations (Online)**

#### **Description**

Learn how financial information is used to manage and make decisions in a nonprofit organization. Examine generally accepted accounting principles and practices specific to not-for-profit organizations including structure and governance, legal requirements, financial reporting, budgeting, and tax filing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ACC330 - Federal Taxation I (Campus, Online)**

#### **Description**

In this course, students will learn about current US tax laws and the Internal Revenue Code (IRC), as well as the relevant source documents, associated with federal tax returns for individuals. Students will research and apply the appropriate tax laws in relation to the specific circumstances and tax liabilities. Students will prepare federal tax returns and communicate various tax return information to stakeholders.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **ACC331 - Federal Taxation II (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC330 - Federal Taxation I (3)

### **ACC340 - Controllership (Campus, Online)**

#### **Description**

This course examines the accounting and interpersonal skills necessary to manage an efficient accounting department. These skills include processing accounting transactions, preparing financial statements, recommending improvement in financial operating policies, and monitoring the financial activities in other departments. Basic areas of subject coverage include cash management, inventory valuation, operating budgeting, taxes, insurance, and capital budgeting. Also included will be the use of electronic spreadsheets for financial analysis, client-server computing applications, target costing, disaster recovery planning, activity based costing, outsourcing, and managing in a growth environment.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ACC307 - Intermediate Accounting I (3)

ACC317 - Intermediate Accounting I (3)

## University Programs

### **ACC345 - Financial Statement Analysis/ Business Valuation (Campus, Online)**

#### **Description**

In this course, students will explore the theories, tools, and techniques used to perform fundamental valuations of publicly traded companies. Students will investigate a corporation's prospects through the analysis of financial documentation. Students will learn how to dissect SEC filings and other financial sources to evaluate organizational health and support business decision making. Students will practice communication skills as they present their analysis to stakeholders to support business decisions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ACC307 - Intermediate Accounting I (3)

ACC317 - Intermediate Accounting I (3)

### **ACC350 - Volunteer Income Tax Assistance (Campus, Online)**

#### **Description**

In this course, students will gain an understanding of the guidelines and regulations specific to the Volunteer Income Tax Assistance (VITA) program. The course provides students with the opportunity to become certified under the Volunteer Income Tax Assistance Program sponsored by the IRS. Students will prepare taxes using technology specific to the VITA program and develop communication skills to present information to clients from diverse backgrounds.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC330 - Federal Taxation I (3)

### **ACC405 - Advanced Accounting (Campus, Online)**

#### **Description**

In this course, students will analyze economic activity of complex business situations as reported within financial statements. Students will evaluate consolidated financial statements for regulatory compliance requirements and accuracy. Students will determine the regulatory requirements needed for the development of financial reports and governmental accounting practices.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ACC308 - Intermediate Accounting II (3)

ACC318 - Intermediate Accounting II (3)

# University Programs

## **ACC411 - Auditing Principles (Campus, Online)**

### **Description**

In this course, students will explore the various functions and governing standards required to complete an external audit. Students will apply governing standards to the audit planning process and analyze potential risks and audit strategies for an organization. Students will prepare audit reports based on substantive testing that meet regulatory compliance standards.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

ACC308 - Intermediate Accounting II (3)

ACC318 - Intermediate Accounting II (3)

## **ACC421 - Auditing and Forensic Accounting (Online)**

### **Description**

In this course students will learn about classic fraud types and the impact that fraud can have on an organization. Students will identify red flags associated with occupational fraud types and analyze methods to detect, prevent, and deter fraud. Students will discuss the legal impacts of fraud examination procedures.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

ACC308 - Intermediate Accounting II (3)

ACC318 - Intermediate Accounting II (3)

## **ACC423 - Detection/Prevention Fraudulent Financial Statements (Online)**

### **Description**

In this course, students will learn how to analyze financial statement fraud to identify and interpret red flags associated with related fraud schemes. Various detection techniques will be used to identify the fraud and assess the risks to an organization. Students will also explore strategies to prevent fraud and make recommendations to stakeholders for approaches to use to mitigate fraud within their organization.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ACC421 - Auditing and Forensic Accounting (3)

## University Programs

### **ACC425 - Interview Techniques/Legal Aspects Fraud (Online)**

#### **Description**

In this course, students will take a deeper look into the impact of the legal process on fraud investigations within organizations. Students will learn characteristics of fraudsters and analyze the behaviors of individuals who commit fraud. Students will learn about characteristics of a good interview, interview strategies, and questioning techniques which they will apply to various scenarios.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC423 - Detection/Prevention Fraudulent Financial Statements (3)

### **ACC427 - Investigating with Computers (Online)**

#### **Description**

In this course, students will learn about common computer fraud schemes and their impact on organizations. Students will determine digital detection and prevention techniques to address cybercrime by learning about authentic digital forensic tools. Students will present their findings and conclusions to internal stakeholders.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ACC430 - Data Analytics for Financial Professionals (Campus, Online)**

#### **Description**

This course provides students with an understanding of data analytic thinking and terminology as well as experience with data preparation using analytics tools and techniques. Students will gain the skills necessary to translate accounting and business problems into actionable narratives that can be presented to stakeholders.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **ACC482 - VITA Mentorship (Campus)**

#### **Description**

VITA Mentorship is a hands on class where the student will assist the faculty to mentor and guide accounting students working on VITA client tax returns. The VITA mentor will also assist in the accuracy review process of tax returns.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC330 - Federal Taxation I (3)

ACC350 - Volunteer Income Tax Assistance (3)

### **ACC485 - Accounting Leadership (Campus)**

#### **Description**

Hands on class where the student will be an Accounting Lab leader working under the direction of the Accounting Lab Graduate Assistant.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

1 of the following:

ACC308 - Intermediate Accounting II (3)

ACC318 - Intermediate Accounting II (3)

### **ACC490 - Accounting Internship (Campus, Online)**

#### **Description**

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

## University Programs

### **ACC496 - Experiential Learning for Accounting (Online)**

#### **Description**

In this course, students will build on the skills gained throughout the program through experiential learning. Students will apply learning from their accounting program to an authentic industry challenge. Students will determine when and how to use a function within an industry technology to meet needs or challenges specific to the industry. Students will communicate how their career goals align to the skills learned in the accounting program.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ACC515 - Accounting for Managers (Campus)**

#### **Description**

This course is designed to provide corporate managers with an understanding of cost accounting so as to be able to perform performance evaluation and analysis. The course specifically covers cost accounting terminology and methodology, review of financial statements and cost accounting reports, analysis of unit and total costs composition, analysis of budgets and evaluation of actual versus budget performance.

#### **Academic Level**

Graduate

#### **Credits**

2

### **ACC550 - Cost Accounting (Campus, Online)**

#### **Description**

This course will provide a comprehensive study of the concepts, procedures, and practices of accounting systems that record, classify, and report cost data. These systems are designed to aid in the cost-effective operation of organizations. This course will focus on budgeting, cost data analysis, and accounting tools for planning and control. Additional focus will be placed on relevant cost data analysis for strategic decision making at the executive level of an organization.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **ACC610 - Financial Reporting I (Online)**

### **Description**

In this course, students will be introduced to foundational financial accounting theories and practices, with emphasis placed on standards and compliance with Generally Accepted Accounting Principles (GAAP). Students will learn to analyze financial statements and accounts for advising stakeholders on strategic business decisions. This course will specifically focus on applying accounting methods to current assets and liabilities and long-term assets. This course is part of the financial reporting foundation courses for students who need the required foundational accounting knowledge.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

1 of the following:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

## **ACC620 - Financial Reporting II (Online)**

### **Description**

Concepts in this course will concentrate on financial activities and the impact they have on financial statements. These activities will include stockholders' equity, long-term liabilities, leases, and statement of cash flows. This course is part of the financial reporting foundation courses for students who need the required foundational accounting knowledge.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

Complete:

ACC610 - Financial Reporting I (3)

## University Programs

### **ACC630 - Financial Reporting III (Online)**

#### **Description**

In this course, students will further explore topics within financial reporting and statements. A focus will be on consolidations and partnerships, along with government, non-profit, and not-for-profit entities. Students will examine these financial statements and gain an understanding of their unique requirements. This course is part of the financial reporting foundation courses for students who need the required foundational accounting knowledge.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

ACC610 - Financial Reporting I (3)

ACC620 - Financial Reporting II (3)

1 of the following:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

### **ACC640 - Auditing (Campus, Online)**

#### **Description**

In this course, students will explore the various aspects of completing an engagement for an audit. Students will apply industry frameworks and governing standards to the audit planning process. Students will apply audit strategies considering risk assessments and internal controls. Students will prepare standard audit reports based on substantive testing, fieldwork, and evidence that meets regulatory compliance standards.

#### **Academic Level**

Graduate

#### **Credits**

3

### **ACC645 - Advanced Auditing (Campus, Online)**

#### **Description**

In this course, students will advance their knowledge of auditing topics. Students will apply Standards for Accounting and Review Services to specialized engagements. Students will analyze various attestation reports for compliance with Statements on Standards for Attestation Engagements. Students will describe the ethical and behavioral considerations that apply to auditors.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC640 - Auditing (3)



## University Programs

### **ACC646 - Introduction to Forensic Accounting/ Fraud Exam (Online)**

#### **Description**

In this course, students will gain a basic understanding of forensic accounting and fraud examination. They will explore the legal requirements for both civil and criminal cases and examine the impacts of fraud on organizations. Students will be introduced to methods of fraud detection and prevention, along with the examination process. This course will cover content that is included in the Certified Fraud Examiner (CFE) certification exam.

#### **Academic Level**

Graduate

#### **Credits**

3

### **ACC660 - Controllership (Online)**

#### **Description**

This course will review the essential functions of a controller within an organization. Specifically, students will examine the process for compiling and analyzing financial and operational information used to determine opportunities for improvement and reduce inefficiencies. Students will explore specific financial data analysis techniques and evaluate how this financial information along with other non-financial factors contributes to the decision making within an organization.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC550 - Cost Accounting (3)

### **ACC660X - Controllership (Campus)**

#### **Description**

This comprehensive course is designed to help financial managers master the technical, financial, accounting and people management skills necessary for the job of a corporate controller.

#### **Academic Level**

Graduate

#### **Credits**

2

#### **Prerequisites**

Complete:

ACC550 - Cost Accounting (3)

## University Programs

### **ACC665 - Governmental and Non-Profit Accounting (Online)**

#### **Description**

Learn to apply procedures in accounting, financial reporting and budgeting for governmental and non-profit organizations. Prepare, analyze, and interpret these entities' financial statements. Gain experience in how to record assets, liabilities, equity, revenue, and expenditures based on standards set by the Governmental Accounting Standards Board.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MBA503 - Financial Reporting and Analysis (3)

### **ACC675 - Control/Audit of Accounting Info System (Online)**

#### **Description**

New auditing and quality control standards adopted by the PCAOB and the AICPA require auditors to have adequate technical training and must understand the role information technologies play in the maintenance and effective internal control of financial information. Knowledge of EDP auditing and control is particularly important in complying with Section 404 of Sarbanes-Oxley (SOX), which requires auditors to attest to the standards of internal control and any material weaknesses disclosed by senior management. This course will give auditors the knowledge they need to comply with SOX Section 404 by allowing them to test the process rather than just the product of the financial information system. Select curricular standards set by ISACA will be addressed to assess and to improve auditing and internal control practices.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC620 - Financial Reporting II (3)

ACC640 - Auditing (3)

### **ACC676 - Audit of Accounting Information Systems (Online)**

#### **Description**

In this course, students will explore the specialized area of auditing specific to accounting information systems and internal controls. Students will analyze the role of information technology and its impact on internal controls and financial reporting. Students will analyze an organization's internal controls structure within an accounting information system. Students will formulate recommendations for improvements to accounting information system processes.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC640 - Auditing (3)

## University Programs

### **ACC677 - Information Systems Assurance and Advising (Online)**

#### **Description**

In this course, students will gain an understanding of IT governance and strategy within organizations. Students will examine how IT governance is constructed. They will analyze internal controls and the potential risks within IT governance and systems and develop recommendations for optimal solutions. Students will also explore best practices in data use and management.

#### **Academic Level**

Graduate

#### **Credits**

3

### **ACC680 - International Accounting (Online)**

#### **Description**

This course focuses on accounting in the global marketplace and reviews international accounting standards for financial reporting and introduces and compares taxation and financial and managerial accounting issues in the international environment. NOTE: ACC 680 can be used as an international business elective.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC550 - Cost Accounting (3)

### **ACC680X - International Accounting (Campus)**

#### **Description**

This course focuses on accounting in the global marketplace and reviews international accounting standards for financial reporting and introduces and compares taxation and financial and managerial accounting issues in the international environment.

#### **Academic Level**

Graduate

#### **Credits**

2

### **ACC685 - Governmental and Nonprofit Accounting (Campus)**

#### **Description**

This course examines the core principles and practices of nonprofit accounting.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **ACC690 - Advanced Topics in Financial Reporting (Online)**

#### **Description**

In this course, students will explore advanced financial reporting topics in accounting for investments, foreign currency transactions, and state and local governmental accounting. Students will analyze the impact of investments and goodwill impairment testing on an organization's financial statements. Students will evaluate foreign currency transactions and their impact on financial statements and apply Governmental Accounting Standards to state and local governments.

#### **Academic Level**

Graduate

#### **Credits**

3

### **ACC691 - Detection and Prevention of Fraudulent Financial Statements (Online)**

#### **Description**

This course will explore more fully the detection and prevention methods and techniques for assessing risk and reducing fraud. Students will gain a deeper understanding of the COSO framework used to evaluate internal controls within an organization. They will also more closely examine the fraud detection and prevention techniques and how these are implemented within industry. The relevant laws, regulations, and ethical standards will be examined and applied throughout this course. This course will cover content that is included in the Certified Fraud Examiner (CFE) certification exam.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)

### **ACC692 - Interview Techniques/Legal Aspects of Fraud (Online)**

#### **Description**

This course will explore the legal requirements and relevant guidelines that need to be followed during a fraud examination. The role of the Fraud Examiner and their ethical and legal responsibilities will be reviewed. Students will also closely examine the behavioral factors that are associated with those who commit fraud and the current trends and data related to fraudulent activities. Effective interview strategies and techniques during a fraud investigation will be further examined in this course. This course will cover content that is included in the Certified Fraud Examiner (CFE) certification exam.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)

ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)

## University Programs

### **ACC693 - Investigating with Computers (Online)**

#### **Description**

This fourth course in the Graduate Certificate will provide guidance and knowledge for conducting investigations via machine. The skills of the participant in this course will be strengthened in such areas as identification of the types of public records available to investigate; how to access the public records through databases; navigation of the Internet to find useful material; the use of fraud-related software packages to detect and investigate possible fraudulent activities; and the use of data analysis programs and spreadsheets to detect fraud.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)

ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)

ACC692 - Interview Techniques/Legal Aspects of Fraud (3)

### **ACC695 - Seminar in Audit and Information Assurance (Online)**

#### **Description**

This course is designed to deepen your conceptual understanding of the function of auditing and information assurance and provide you with a framework for analyzing contemporary accounting issues.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC645 - Advanced Auditing (3)

ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)

ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)

### **ACC696 - Situational Ethics in Accounting (Campus, Online)**

#### **Description**

In this course, students will participate in an in-depth exploration of ethical issues and considerations for accountants. Students will contrast various ethical frameworks and their impacts on accounting processes and professional behaviors. Students will apply ethical models to accounting and financial situations. Students will analyze the environmental, social, and governmental (ESG) impacts and expectations on organizations.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC640 - Auditing (3)

## University Programs

### **ACC700 - Accounting Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Accounting program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

ACC675 - Control/Audit of Accounting Info System (3)

ACC690 - Advanced Topics in Financial Reporting (3)

TAX655 - Federal Income Tax of Corporations and Partnerships (3)

30 credit(s).

### **ACC700X - Seminar in Accounting Topics (Campus)**

#### **Description**

As the final step in students' journeys toward their Master of Science degrees in Accounting, this capstone course will integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design or develop a capstone as a culmination of their studies. The course will be structured to support student success in fulfilling program requirements and developing a well-thought-out, comprehensive capstone project.

#### **Academic Level**

Graduate

#### **Credits**

2

### **ACC701 - Advanced Topics in Financial Reporting I (Campus)**

#### **Description**

Course includes in-depth coverage of several important advanced accounting topics: Going Concerns assumptions, Fair Value Measurements

#### **Academic Level**

Graduate

#### **Credits**

2

### **ACC702 - Advanced Topics in Financial Reporting II (Campus)**

#### **Description**

Course includes in-depth coverage of several important advanced accounting topics: Pensions and Post-Retirement Benefits, Asset Retirement Obligations, and Troubled Debt Restructuring

#### **Academic Level**

Graduate

#### **Credits**

2

# University Programs

## **ACC705 - Advanced Topics in Information Systems and Controls (Online)**

### **Description**

This course will provide students with an in-depth understanding of the SOC engagement process and evaluation of risk within a system. Students will learn about the types of SOC engagements and how they are used to assess risk and identify strategies for reducing risk within a service organization. Students will also gain skills needed to determine and communicate recommendations for solutions based on SOC report findings.

### **Academic Level**

Graduate

### **Credits**

3

## **ACC710 - Accounting Internship (Online)**

### **Description**

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Accounting. The objective is give the students an opportunity for practical application of Accounting business concepts/practices learned in classes and complement the course work taken. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - completing a minimum of 150 hours on the job per 3 credits.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

- Complete all of the following
  - 18 credit(s).
  - Earned a minimum cumulative GPA of 3
  - Grad Internship only
  - Instructor approval to register
  - CDC approval to register

## **ACC720 - Auditing and Attestation Review Course (Campus)**

### **Description**

This is a CPA Exam review course for the Auditing and Attestation section of the Uniform Certified Public Accountants examination. This course is an intense immersion in those topics from undergraduate and graduate auditing classes that are likely to be on the CPA exam.

### **Academic Level**

Graduate

### **Credits**

4

### **Prerequisites**

- Complete:
  - ACC645 - Advanced Auditing (3)

## University Programs

### **ACC730 - Financial Reporting Review Course (Campus)**

#### **Description**

This course will be a review of the content of the financial accounting and reporting section of the Uniform CPA exam. This will prepare students to take that portion of the CPA exam.

#### **Academic Level**

Graduate

#### **Credits**

4

#### **Prerequisites**

Complete:

ACC680X - International Accounting (2)

### **ACC735 - Advanced Managerial Accounting (Online)**

#### **Description**

This course will focus on the role of managerial level accountants in providing organizations with the financial and operational data analysis needed to make improvements and advance strategic goals. In this course, students will explore types of analyses and how they support types of strategic decisions made by organizations. Students will also gain experience in developing data-driven narratives that support their recommendations and presenting these recommendations in an effective and concise manner.

#### **Academic Level**

Graduate

#### **Credits**

3

### **ACC740 - Culminating Experience for Accounting (Online)**

#### **Description**

This course is a culminating experience course for accounting. The aim of the course is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. Students will integrate their knowledge and skills gained from various areas of accounting, including auditing, cost, tax, and ethics within an authentic, workforce relevant project.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ACC676 - Audit of Accounting Information Systems (3)

ACC690 - Advanced Topics in Financial Reporting (3)

TAX655 - Federal Income Tax of Corporations and Partnerships (3)

24 credit(s).

## **Advertising**



## University Programs

### **ADV263 - Advertising Copy and Design (Campus, Online)**

#### **Description**

This course focuses on the creative end of advertising, including the actual presentation of advertisements. Harmony, consistency and effective use of colors, headlines, subheadlines, borders and amplification of the features, as well as advantages and benefits of the product/service, are emphasized. Students will be familiar with the creative competencies and skills needed in the formulation of effective campaigns in various media.

#### **Additional Information - Online**

The goal name associated with this course is Advertising Communications

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ADV340 - Advertising Media Planning (Online)**

#### **Description**

This course addresses the connection between media and markets from a quantitative perspective. Students learn to read and understand available statistical tools providing measurement data of media audiences and media usage patterns. The course covers media selection criteria, such as effective reach and frequency, cost per thousand and cost per rating point, weighting, and continuity patterns. Students also become cognizant of the impact of a firm's corporate strategies, particularly the marketing and financial strategies, on media planning. Lastly, the course considers the strategic issues of fragmentation and selectivity as new technology and methods of reaching target markets emerge. Writing intensive course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT229 - Principles of Integrated Marketing Communications (3)

## **Aerospace Studies**

## University Programs

### **AS101 - Heritage and Values of the U.S. Air Force Part I (Campus)**

#### **Description**

AS-101 is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. This course provides an introduction to the Air Force (AF), hopefully encouraging students to pursue an AF career or at least seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers. The course also lays the foundation for becoming an Airman such as AF customs and courtesies, AF dress and appearance, team building, communication skills, AF Core values, and more. As a foundational course, AS-101 also provides a historical perspective such as lessons on war and US military, AF operations, principles of war, and airpower (see the complete lesson list below). As a whole, this course provides students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to the Air Force way of life and gain knowledge on what it means to be an Airman. A succinct perspective of the AS-101 course objective is to sell the AF as a career and lay a strong foundation built on AF Core Values and AF perspectives.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **AS101L - Leadership Laboratory (Campus)**

#### **Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

#### **Academic Level**

Undergraduate

#### **Credits**

0

## University Programs

### **AS102 - Heritage and Values of the U.S. Air Force Part II (Campus)**

#### **Description**

AS-102 is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. This course provides an introduction to the Air Force (AF), hopefully encouraging students to pursue an AF career or at least seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers. The course also lays the foundation for becoming an Airman such as AF customs and courtesies, AF dress and appearance, team building, communication skills, AF Core values, and more. As a foundational course, AS-102 also provides a historical perspective such as lessons on war and US military, AF operations, principles of war, and airpower (see the complete lesson list below). As a whole, this course provides students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to the Air Force way of life and gain knowledge on what it means to be an Airman. A succinct perspective of the AS-102 course objective is to sell the AF as a career and lay a strong foundation built on AF Core Values and AF perspectives.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **AS102L - Leadership Laboratory (Campus)**

#### **Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

#### **Academic Level**

Undergraduate

#### **Credits**

0

## University Programs

### **AS201 - The Evolution of USAF Air and Space Power I (Campus)**

#### **Description**

AS-201 features topics on Air Force heritage and leaders; introduction to air power through examination of the Air Force Core Functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of air power today. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (operations) to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to The Air Force Core Values through the use of operational examples, and they will conduct several writing and briefing assignments to meet Air Force communication skills requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **AS201L - Leadership Laboratory (Campus)**

#### **Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

#### **Academic Level**

Undergraduate

#### **Credits**

0

## University Programs

### **AS202 - The Evolution of USAF Air and Space Power II (Campus)**

#### **Description**

AS-202 features topics on Air Force heritage and leaders; introduction to air power through examination of the Air Force Core Functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of air power today. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (operations) to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to The Air Force Core Values through the use of operational examples, and they will conduct several writing and briefing assignments to meet Air Force communication skills requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **AS202L - Leadership Laboratory (Campus)**

#### **Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

#### **Academic Level**

Undergraduate

#### **Credits**

0

## University Programs

### **AS301 - The United States Air Force Leadership Studies I (Campus)**

#### **Description**

AS-301 teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. The AS-301 cadet should comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer's responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **AS301L - Leadership Laboratory (Campus)**

#### **Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

#### **Academic Level**

Undergraduate

#### **Credits**

0

## University Programs

### **AS302 - The United States Air Force Leadership Studies II (Campus)**

#### **Description**

AS-302 teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. The AS-302 cadet should comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer's responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **AS302L - Leadership Laboratory (Campus)**

#### **Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

#### **Academic Level**

Undergraduate

#### **Credits**

0

## University Programs

### **AS401 - National Security Affairs/Preparation for Active Duty I (Campus)**

#### **Description**

AS-401 is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The AS-401 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **AS401L - Leadership Laboratory (Campus)**

#### **Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

#### **Academic Level**

Undergraduate

#### **Credits**

0



## University Programs

### **AS402 - National Security Affairs/Preparation for Active Duty II (Campus)**

#### **Description**

AS-402 is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The AS-402 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **AS402L - Leadership Laboratory (Campus)**

#### **Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

#### **Academic Level**

Undergraduate

#### **Credits**

0

## **Air Traffic Management**

## University Programs

### **AT110 - Fundamentals of Air Traffic Control (Campus)**

#### **Description**

This is an introduction to the federal air traffic control, airspace and airway structures, and fundamental ATC concepts, skills, techniques, and procedures. The course is intended to allow students to explore air traffic control as a professional option and to provide a foundation for further ATC education. ATC simulation exercises will focus on exposing the student to an understanding and appreciation for ATC fundamentals through simple exercises of realistic air traffic scenarios. On-site visits to air traffic facilities may provide the student with an understanding of the air traffic environment, relationships and interaction among air traffic facilities, and pilot/controller relationships. This course is open to primary ATC and Flight Students. The introductory nature of the material in this course makes it an inappropriate selection for advanced flight students seeking elective credits.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **AT210 - Air Traffic Control Tower Operations (Campus)**

#### **Description**

This course explores the roles and responsibilities of personnel assigned to airport traffic control towers, including Flight Data, Clearance Delivery, Ground Control, Local Control, Controller-In-Charge, and Tower Supervisor positions. Using both classroom and the control tower simulator, students are taught basic and fundamental visual flight rules (VFR) control over tower requirements, procedures, and purpose. Students will be required to demonstrate knowledge in control tower operations through written examinations in the classroom and practical performance evaluations in the lab. On-site visits to local Federal Aviation Administration (FAA) and contract control towers will help students understand how towers interface with other ATC facilities and the important role control towers play in the National Airspace System (NAS).

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AT110 - Fundamentals of Air Traffic Control (3)

### **AT210L - Air Traffic Control Tower Operating Lab (Campus)**

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

AT210 - Air Traffic Control Tower Operations (3)

## University Programs

### **AT310 - Airspace and Air Traffic Systems Management (Campus)**

#### **Description**

This is an in-depth exploration of the functions and responsibilities of the ATC specialist in the ATC system. The student will master the fundamentals of airspace and air traffic management, including general control terms and definitions, basic ATC procedures and standards, proper communications phraseology and the use of clearances, and explicit instructions for heading, altitude, and airspeed to maintain air traffic flow while preserving separation standards. Emphasis is on developing and maintaining a faithful cognitive model of the air traffic situation using pictorial and simulated radar presentations. Lab included.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

AT210 - Air Traffic Control Tower Operations (3)

45 credit(s).

#### **Corequisites**

Concurrently enroll in:

AT310L - Air Space/Air Traffic Management Lab (1)

### **AT310L - Air Space/Air Traffic Management Lab (Campus)**

#### **Description**

This is an in-depth exploration of the functions and responsibilities of the ATC specialist in the ATC system. The student will master the fundamentals of airspace and air traffic management, including general control terms and definitions, basic ATC procedures and standards, proper communications phraseology and the use of clearances, and explicit instructions for heading, altitude, and airspeed to maintain air traffic flow while preserving separation standards. Emphasis is on developing and maintaining a faithful cognitive model of the air traffic situation using pictorial and simulated radar presentations.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

AT310 - Airspace and Air Traffic Systems Management (3)

## University Programs

### **AT410 - Sector Resource Management (Campus)**

#### **Description**

This course is an investigation of the concepts, tools and methods of "Crew Resource Management" as adapted for and applied to air traffic control settings, including: using ATC information to develop and maintain a highly faithful cognitive model of the air traffic situation (situational awareness) as a basis for controller action; developing, implementing and monitoring effective air traffic management strategies; effective resource management; and effective communication and interaction among the controller "team" and between the controller and participating crews. Lab included.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AV306 - Human Factors of Flight (3)

### **AT410L - Sector Resource Management Lab (Campus)**

#### **Description**

This course is an investigation of the concepts, tools and methods of "Crew Resource Management" as adapted for and applied to air traffic control settings, including: using ATC information to develop and maintain a highly faithful cognitive model of the air traffic situation (situational awareness) as a basis for controller action; developing, implementing and monitoring effective air traffic management strategies; effective resource management; and effective communication and interaction among the controller "team" and between the controller and participating crews.

#### **Additional information - Campus**

There is a lab fee associated with this course.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete:

AT410 - Sector Resource Management (3)

## University Programs

### **AT415 - AT Management/AS Mod/Pol/DM (Campus)**

#### **Description**

This course is an investigation of the concepts, tools, and methods of air traffic management, and the application of these tools and methods to understand and resolve real and simulated air traffic and airspace management problems. The course may include the use and application of various management decision tools in the decision-making process, and to understand the imprecise relationship between prescribed policies (decisions) and their results (impacts upon system performance). Lab included.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AM340 - Airport and Airspace Capacity Management (3)

#### **Corequisites**

Concurrently enroll in:

AT415L - AT Management/AS Mod/Pol/DM Lab (1)

### **AT415L - AT Management/AS Mod/Pol/DM Lab (Campus)**

#### **Description**

This course is an investigation of the concepts, tools, and methods of air traffic management, and the application of these tools and methods to understand and resolve real and simulated air traffic and airspace management problems. The course may include the use and application of various management decision tools in the decision-making process, and to understand the imprecise relationship between prescribed policies (decisions) and their results (impacts upon system performance).

#### **Additional Information - Online**

There is a lab fee associated with this course.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete:

AM340 - Airport and Airspace Capacity Management (3)

#### **Corequisites**

Concurrently enroll in:

AT415 - AT Management/AS Mod/Pol/DM (3)

## **American Sign Language**

## University Programs

### **LAS111 - Elementary American Sign Language I (Campus)**

#### **Description**

This course provides an introduction to the vocabulary, finger spelling, grammatical processes, phonology, syntax and semantics of American Sign Language. Designed to prepare a student with little or no prior experience or knowledge of ASL with basic conversational skills and to discover the various aspects of deafness, the course emphasizes the application of principles of sign language; the psychosocial aspects of deafness; recognition of the deaf person as bilingual; and the grammatical processes that modulate the meaning of sign in discourse. Audiological, educational, social, cultural, and historical aspects of deafness will also be presented.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **LAS112 - Elementary American Sign Language II (Campus)**

#### **Description**

This course is a continuation of Elementary American Sign Language I.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LAS111 - Elementary American Sign Language I (3)

## Anthropology

### **ATH101 - The Human Experience: Introduction to Anthropology (Online)**

#### **Description**

Anthropologists seek to answer the questions of what it means to be human and how cultures shape societies. Anthropology is composed of four main fields-physical anthropology, cultural anthropology, linguistics, and archaeological anthropology-from which culture is examined. This course will introduce students to the anthropological study of cultures, including comparing and contrasting social relationships and belief systems in different cultural settings. Concepts learned in this course will then be used to understand contemporary world views.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **ATH111 - Introduction to Cultural Anthropology (Campus, Online)**

#### **Description**

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

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ATH205 - Discovering the Past: Foundations in Archaeology (Online)**

#### **Description**

Archaeological anthropologists seek to discover and learn from what we know about people and cultures that lived long ago. Artifacts and environmental modifications have left behind traces that tell us about their culture and their lives. In this course students will learn about survey techniques, culture change, dating methods, and the reconstruction of economic, social and religious practices of prehistoric societies. Archaeologists often collaborate with scientists from other disciplines to learn about the past. Students will explore what archaeologists hope to learn and how they study the past to inform the present.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ATH101 - The Human Experience: Introduction to Anthropology (3)

### **ATH210 - Human Origins and Evolution: Biological Anthropology (Online)**

#### **Description**

This course provides an introduction to biological anthropology which explores the evolution of the human species, as well as the biology of contemporary humans and their non-human primate relatives. Students will explore evolutionary theory and mechanisms, the fossil record of human evolution, and modern humans' adaptation to their environments. Basic concepts of genetics, geology, paleontology, comparative anatomy, and primate biology provide the foundation for understanding humanity from a biological anthropological standpoint.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ATH101 - The Human Experience: Introduction to Anthropology (3)

GEO200 - World Geography (3)

## University Programs

### **ATH315 - Anthropology in the Contemporary World (Online)**

#### **Description**

Anthropologists utilize an anthropological view to improve human lives. The purpose of this course is to allow students to discover the role of culture in contemporary problems, and to identify anthropological methods for creating positive, sustainable, and minimally biased change. The course will include a review of the history of anthropology and the current state of the field.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ATH101 - The Human Experience: Introduction to Anthropology (3)

ATH111 - Introduction to Cultural Anthropology (3)

### **ATH320 - Who Owns Culture? Ethics in Anthropology (Online)**

#### **Description**

This course examines an anthropological understanding and knowledge of different models of ethical decision-making in applied and theory based contexts. Students will learn to identify the concepts of morality and ethical reasoning using the three main traditions of Western philosophy. Ethical decision-making will be explored in the context of current issues, taking into account the four fields of anthropology.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ATH101 - The Human Experience: Introduction to Anthropology (3)

ENG190 - Research and Persuasion (3)

PHL111 - Introduction to Critical Thinking (3)

### **ATH489 - Capstone in Anthropology (Online)**

#### **Description**

This capstone course is the culminating experience for the B.A. in Anthropology program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

111 credit(s).



## University Programs

### **LAR111 - Elementary Arabic and Culture I (Campus)**

#### **Description**

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Modern Standard Arabic (MSA), the standard language of the Arab world. Designed for students with no previous course work in Arabic, this course focuses on learning the alphabet, building vocabulary and sentence patterns in communicative contexts, and pronunciation. Students will also be introduced to simple survival skills. Reading and writing will be introduced and acquired through different activities in conjunction with speaking and listening skills. Finally, awareness of the cultures, behaviors, and traditions of the Arabic-speaking world will also be emphasized.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **LAR112 - Elementary Arabic and Culture II (Campus)**

#### **Description**

This course is a continuation of LAR-111.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LAR111 - Elementary Arabic and Culture I (3)

## University Programs

### **LAR211 - Intermediate Arabic Language and Culture (Campus)**

#### **Description**

This course is an upper-intermediate language and culture course designed for students who have fulfilled the requirements for LAR 112 and/or those who demonstrate an equivalent competence in Modern Standard Arabic. Students successfully finishing this course receive three credits. This course will be conducted approximately 80 to 90% of the time in Arabic. It is designed to improve all your language skills in Arabic, with a special emphasis on the development of reading and listening comprehension as well as speaking skills. Additional attention will be paid to improving students' writing skills. You will be exposed to cultural, historical, and contemporary aspects of the Arabic-speaking world through literary, journalistic, and textbook reading passages, music, videos, advertising, etc. You will practice summarization, description, narration, restatement, and expressing personal feelings and opinions through a variety of writing and speaking tasks.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LAR112 - Elementary Arabic and Culture II (3)

### **LAR212 - Intermediate Arabic Language and Culture II (Campus)**

#### **Description**

LAR 212 is an intermediate course designed as a continuation of LAR 211. It is also appropriate for those who have previous knowledge of the language acquired through a formal learning experience.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Complete:

LAR211 - Intermediate Arabic Language and Culture (3)

Permission of instructor

## **Aviation**

## University Programs

### **AV201 - Aviation Meteorology (Campus)**

#### **Description**

Aviation Meteorology provides a theoretical and practical investigation of climate and weather with practical applications for aviation. Students will gain an understanding of the structure and energy of the atmosphere; clouds and precipitation; air-mass circulation and fronts; weather observation, analysis, and forecasting; critical weather phenomena and severe storms; and applications of their understanding to aviation operations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **AV205 - Aircraft Operations I (Campus)**

#### **Description**

This course is the first in a series of two courses that provides a practical introduction to aircraft operational characteristics of importance to aviation managers, operators, support personnel, and air traffic controllers. Topics include: principles of flight; fundamentals of aircraft flight behavior; specific items of aircraft performance such as takeoff/landing performance, climb/descent performance, cruise performance, and turning performance; aircraft operating limitations; aircraft navigation methods and systems and their application. Students will become familiar with the operating characteristics of a representative sample of air carrier, military and general aviation aircraft.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **AV206 - Aircraft Operations II (Campus)**

#### **Description**

This is part two of a two part course that provides an immersion introduction to aircraft operational characteristics of importance to aviation managers, support personnel, and air traffic controllers. Topics include but are not limited to: principles of flight; fundamentals of aircraft flight behavior, weight and balance, flight, instrument flight, the National Airspace System, navigation, rudimentary weather, thunderstorms, and old and new subsystems applications. Students continue to familiarize with the operating characteristics of a representative sample of air carrier, military, and general aviation aircraft.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AV205 - Aircraft Operations I (3)

## University Programs

### **AV220 - Advanced Aircraft and Navigation Systems (Campus)**

#### **Description**

This course provides advanced and modern cockpit technology used in commercial and air transport aircraft. This course addresses the advanced functions and operation of the glass cockpits operating equipment such as a variety of flight management systems, NEXTGEN navigation, satellite-based and inertial navigation systems, automatic pilot systems, flight management data systems, electronic flight information systems, ground proximity warning systems, traffic collision avoidance systems, datalink systems, electronic flight publications bags, weather radar, enhanced/synthetic vision systems, flight data, cockpit voice recording systems, and new technologies.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PLT305 - Commercial Pilot III (0 - 3)

### **AV300 - Aviation Logistics (Campus)**

#### **Description**

The Aviation Logistics course trains tomorrow's aviation leaders on the optimization of the supply chain to beat the competition. The science of logistics studies the actual tracking and movement of parts, goods, and materials inside and outside of a company. Supply chain items from acquisition, build up, or rebuild move through channels of distribution. The smartest aviation leaders use logistics management to get items to customers on or before promised dates and internally to outperform competition for maintenance turnarounds. Time is money and this course focuses on logistics theory for lower cost or profitable management of aviation materials handling, inventory, planning, capacities, and distribution.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

### **AV306 - Human Factors of Flight (Campus)**

#### **Description**

The student will explore human physiological processes as affected by flight including high altitude flight, and human cognitive and judgment processes typically required of the human "half" of complex human/machine systems found on flight decks, in air traffic control suites, and in other flight operations contexts, to gain understanding of our unique capabilities and limitations, both as physiological organisms and thinking beings. The student will learn to apply these insights to assessing and improving the performance of flight crews, air traffic controllers, and other operations personnel, and to identify and respond to critical physiological and cognitive factors such as hypoxia, disorientation, and the effects of stress, fatigue, anxiety, and alcohol and other drugs. The student will gain an understanding of medical standards and certification of pilots and other flight personnel, and of available resources for responding to medical deficiencies and/or certification difficulties.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **AV401 - Aerodynamics and Aircraft Performance (Campus)**

#### **Description**

This course teaches and combines attributes of advanced principles of performance, capabilities, and limitations; performance design criteria; and load factors. This course covers advanced theories of flight and performance factors including engines, limitations engines, limitations of normally aspirated piston engines, limitations of turbine engines, effects of moisture, temperature and altitude, airfoil shape; theories of lift and drag; velocity; power and thrust; stability; controls; high speed aerodynamics; compressibility and mach effects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PLT305 - Commercial Pilot III (0 - 3)

### **AV410 - Aviation Safety (Campus)**

#### **Description**

This seminar integrates the professional and technical knowledge and methods gained in the flight operations, air traffic control, or aviation management sequences and applies these understandings to the prime objective of achieving aviation system safety. Students will work in multi-disciplinary teams to evaluate and respond to representative case studies drawn from National Transportation Safety Board (NTSB) accident investigations, reports and findings, aviation industry analyses and reports, and analysis and policy statements by government and trade organizations. In addition, students will complete self-assessments of their professional preparation, status of their professional certification, short and mid-term career planning, and long-term career objectives.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Placement in Aviation Operations and Management program

Complete all of the following

Placement in Aviation Management program

1 of the following:

AM320 - Air Carrier Operation (3)

AM330 - Business & Corporate Aviation (3)

AM460 - Airport Planning and Management (3)

Complete all of the following

Placement in Air Traffic Management program

Complete:

AT410 - Sector Resource Management (3)

## University Programs

### **AV442 - Aviation Economics and Policy (Campus)**

#### **Description**

This course provides a foundation to understand the economics of corporate and commercial aviation. Moreover the course will provide an understanding of the policy formulation process as it impacts the aviation industry. Students will be exposed to the myriad of policy influences including Congressional action, industry advocacy, and state and local government influence.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PLT305 - Commercial Pilot III (0 - 3)

### **AV490 - Aviation Internship I (Campus)**

#### **Description**

For the AOM major this internship is designed to build flying experience through a three month experience as a Certified Flight Instructor. Students actively teach ground and flight lessons with the goal of maximizing instructor experience and flight time. Students are assigned to an associated flight school for the three month internship. For AVM and ATM majors this internship offers students the opportunity to apply concepts and principles of aviation/air traffic management developed in prior coursework. This internship links aviation principles to practical applications, responsibilities, and higher level aviation skills in a professional work environment under the supervision of current aviation professionals. Department approval is required for aviation intern program enrollment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Placement in BS.AOM

Complete all of the following

Placement in BS.AVM or BS.ATM

60 credit(s).

## University Programs

### **AV491 - Aviation Internship II (Campus)**

#### **Description**

For the AOM major this internship is designed to build flying experience through a three month experience as a Certified Flight Instructor. Students actively teach ground and flight lessons with the goal of maximizing instructor experience and flight time. Students are assigned to an associated flight school for the three month internship. For AVM and ATM majors this internship offers students the opportunity to apply concepts and principles of aviation/air traffic management developed in prior coursework. This internship links aviation principles to practical applications, responsibilities, and higher level aviation skills in a professional work environment under the supervision of current aviation professionals. Department approval is required for aviation intern program enrollment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Placement in Aviation Operations and Management program

Complete all of the following

Placement in Aviation Management program or Air Traffic Management program  
60 credit(s).

## Aviation Management

### **AM201 - Aviation Law (Campus)**

#### **Description**

This course covers the development of air law including federal and state regulatory functions, rights and liabilities of aviators and operators, rights of third parties on the ground, and passengers in tort and contract cases. It also provides a study of international conventions, agreements, and associations such as the International Civil Aviation Organization.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **AM205 - Aircraft Operating Economics (Campus)**

#### **Description**

This course covers the analysis of aircraft operating capabilities, the capital value of aircraft, and the cost of aircraft operation. An emphasis will be placed on identifying the interrelationship between these three factors. Aircraft from the basic general aviation trainers to large commercial transports will be included. Computer applications programs will be used in the analysis and presentation of information.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AV205 - Aircraft Operations I (3)

## University Programs

### **AM215 - General Aviation Operations (Campus)**

#### **Description**

This course provides an in-depth study of the general aviation field, including finances, management, operations and regulations. Major concentration will be placed on the management and administration of a fixed-base operation; the duties and responsibilities of the airport manager; and the managerial considerations in the application of the small airplane in business aviation, aerial photography, agricultural spraying, aircraft sales, financing, and insurance. Guest lecturers are often scheduled.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AM205 - Aircraft Operating Economics (3)

IT100 - Introduction to Information Technology (3)

### **AM220 - Airport Operations (Campus)**

#### **Description**

This course provides an introduction to airport operating practices. Topics will include the history of airport development, landside and airside operations, airport layout, airport equipment, applicable regulations, and the impact of technological advances in air transportation. The course will also introduce students to airport planning, airport finances, managing growth, airport management, and community relations. The course will cover general aviation, regional, and major airports. Field trips may be required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AV205 - Aircraft Operations I (3)

### **AM320 - Air Carrier Operation (Campus)**

#### **Description**

This course covers analysis of the economic and administrative factors involved in airline operations. An emphasis is placed on demand analysis, pricing, route structure, fleet planning and financing. A simulation of airline operations will be used to provide practical insights into the problems faced in managing an airline.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AM205 - Aircraft Operating Economics (3)



## University Programs

### **AM330 - Business & Corporate Aviation (Campus)**

#### **Description**

This course provides an analysis of the operation of corporate/business flight operations, including administration and operations. Topics include how aviation relates to business and industry; the administrative and fiscal concerns of a flight department; maintenance operations and departmental organization; and aircraft and equipment evaluation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AM205 - Aircraft Operating Economics (3)

### **AM340 - Airport and Airspace Capacity Management (Campus)**

#### **Description**

This course provides an analysis of the key elements of airport and airspace capacity. Current techniques for measuring airport and airspace capacity will be examined, including the relationship between delay and capacity, as well as aircraft operating characteristics and airline scheduling practices. The impact of airport development on airspace capacity, including projects such as locating new airports and building new runways at existing airports, will also be explored. The role of federal, state, and local agencies and the private sector will be analyzed in terms of airport/airspace capacity. Computer simulation modeling, such as the FAA's SIMMOD, will be used in analyzing case studies in airspace and airport capacity and delay.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

MAT240 - Applied Statistics (3)

AV205 - Aircraft Operations I (3)

1 of the following:

AM220 - Airport Operations (3)

AT310 - Airspace and Air Traffic Systems Management (3)

#### **Corequisites**

Concurrently enroll in:

AM340L - Airport and Airspace Capacity Management (1)

## University Programs

### **AM340L - Airport and Airspace Capacity Management (Campus)**

#### **Description**

This course provides an analysis of the key elements of airport and airspace capacity. Current techniques for measuring airport and airspace capacity will be examined, including the relationship between delay and capacity, as well as aircraft operating characteristics and airline scheduling practices. The impact of airport development on airspace capacity, including projects such as locating new airports and building new runways at existing airports, will also be explored. The role of federal, state, and local agencies and the private sector will be analyzed in terms of airport/airspace capacity. Computer simulation modeling, such as the FAA's SIMMOD, will be used in analyzing case studies in airspace and airport capacity and delay.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete all of the following  
Complete:

MAT240 - Applied Statistics (3)  
AV205 - Aircraft Operations I (3)

1 of the following:

AM220 - Airport Operations (3)  
AT310 - Airspace and Air Traffic Systems Management (3)

#### **Corequisites**

Concurrently enroll in:

AM340 - Airport and Airspace Capacity Management (3)

### **AM460 - Airport Planning and Management (Campus)**

#### **Description**

This is an advanced course in the planning, management, and operation of airports. Students will learn to apply fundamental management theory to airports; determine an airport's capacity and assess the potential for delays; evaluate the environmental impact of an airport; identify the basic components of the National Airspace System and its relationship to airports; apply basic financial management and accounting techniques to airport finances; set airport fees, rates, and charges; understand the process required to obtain capital funding for airport improvements; evaluate and use airport master plans, state airport system plans, and airport layout plans; apply basic principles of terminal design and operations; have a working knowledge of Part 139 of the Federal Aviation Regulations; evaluate the security of an airport; and prepare basic airport emergency response procedures.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

AM220 - Airport Operations (3)

## **Berklee Music Business**

## University Programs

### **BMB515 - Music Business Structure and Strategies (Online)**

#### **Description**

This course provides an in depth look at the structure of the evolving music business and strategies for creating successful business models. It will guide students through the critical areas of the music industry, including publishing and licensing; marketing, promotion, and retail; proper utilization of free music; fan funding and other forms of creative revenue for musicians; and new business opportunities. By the end of this course, students will have a deep understanding of the pressing issues that all musicians, music industry entrepreneurs, managers, and other music business professionals face in the main segments of the music industry, and how to leverage opportunities that the new business provides. This course is offered through Berklee Online.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in MBA Music Business program.

### **BMB630 - The Business of Music Marketing (Online)**

#### **Description**

In the Business of Music Marketing, you will gain a professional-level knowledge of cutting edge marketing techniques essential for any music-centric business. Starting with evergreen marketing best practices, you will learn specific approaches for building an engaged community, applying different forms of media for visibility, and utilizing professional marketing tools to plan, execute, and report back on results. Learn how to plan and support a product release, create and execute an integrated marketing campaign, and explore ways to create and run a successful music business. You will master marketing philosophy and gain critical knowledge and skills for both music product and marketing.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in MBA Music Business program.

### **BMB655 - Music Business Finance (Online)**

#### **Description**

In this course, students learn to apply critical tools of financial analysis to leverage talent, assess the potential of music enterprises, and drive new music businesses. The course explores nontraditional forms of music funding, such as venture capital and crowdfunding opportunities like Kickstarter. The course includes three components, roughly equally weighted in time spent per week: 1- financial calculations - music and business examples, 2- money, markets, and the music business, and 3- funding music. This course is offered through Berklee Online.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Must be enrolled in MBA Music Business program.  
1 of the following:

- MBA500 - Building Business Leaders (3)
- MBA520 - Accounting and Financial Analysis (3)

# University Programs

## **BMB670 - Music Business Leadership and Ethics (Online)**

### **Description**

Leadership, decision-making, and ethics represent vital foundations for business professionals in the music industry. The course examines the characteristics of notable leaders, leadership approaches, and music industry leadership scenarios. It explores ethics from a wide variety of industries to gain an understanding about why ethical choices are important, and analyzes current issues affecting the music industry, such as the treatment of artists, intellectual property rights, revenue sharing, and digital media and distribution. Students will apply specific decision-making approaches and ethical frameworks toward projects that mirror the real world. They will create a blueprint for sound decision-making, effective leadership, organizational planning, and ethical awareness that they can immediately apply toward advancing their careers. This course is offered through Berklee Online.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Must be enrolled in MBA Music Business program.

## **Biology**

## **BIO101 - Principles of Biology (Campus)**

### **Description**

Introductory level biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and basic Mendelian genetics. Laboratory exercises (BIO-101L) to follow lecture topics.

### **Academic Level**

Undergraduate

### **Credits**

3

## **BIO110 - Introduction to Public Health (Campus)**

### **Description**

Introduction to Public Health provides an overview of factors associated with disease affecting populations. Students will be exposed to the history of public health in the United States, its political and social dimensions, basic epidemiology, and current approaches to issues of public health, including health care and health services.

### **Additional information - Campus**

Course offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **BIO120 - General Biology I (Campus, Online)**

#### **Description**

General biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and Mendelian genetics. Laboratory exercises (BIO 120L) to follow lecture topics.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BIO120L - General Biology I Lab (Campus, Online)**

#### **Description**

Laboratory course to follow topics presented in BIO 120.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

BIO120 - General Biology I (3)

### **BIO121 - General Biology II (Campus)**

#### **Description**

This course builds on information presented in BIO 120. Topics include: principles and history of evolutionary theory, taxonomy, and systematic examination of the five Kingdoms of organisms: Bacteria, Protista, Fungi, Plantae, and Animalia.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **BIO121L - General Biology II Lab (Campus)**

#### **Description**

Laboratory course to follow topics presented in BIO 121. This course gives students hands-on experience with laboratory techniques, and in-depth investigation and comparison of organisms. Students will observe the structure and function of cells, tissues, and organs. They will also examine evolutionary connections between the five Kingdoms of organisms

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete or concurrently enroll in:

BIO121 - General Biology II (3)

### **BIO200 - Bioethics (Campus)**

#### **Description**

This course is a survey course in bioethics. Real case studies and readings will be used to familiarize students with current issues. Topics include abortion, life and death issues such as brain death and assisted suicide, experimentation with humans and animals, and public health issues. Students will present case studies for discussion, participate in debates, and learn to justify their own ethical positions related to these issues. This course is useful for anyone who intends to work in health care, laboratory settings, teaching, or biotechnology. Students will have a greater awareness for these important issues, and they will learn how to discuss these sometimes sensitive topics with others.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BIO205 - Human Anatomy and Physiology I (Campus, Online)**

#### **Description**

BIO 205 Human Anatomy and Physiology I is the first of two courses examining the structure, function, and interdependence of human body systems. The course begins at the cellular and molecular levels with a concentration on the organization of the human body as a symbiotic system. The integumentary, skeletal, muscular, and nervous systems provide focal points for case studies and discussions throughout the term. The laboratory component allows the student to integrate and apply theory based knowledge from the course to simulations and critical appraisal exercises.

#### **Additional information - Campus**

This course is accompanied by the lab course BIO 205L.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **BIO205L - Human Anatomy and Physiology I Lab (Campus)**

#### **Description**

Anatomy and Physiology I lab is a counterpart to BIO 205, in which students will examine tissues, bones, muscles, and the major organ systems. The laboratory will include use of microscopes, visual representation in models, videos, and online dissection. Actual dissections will be utilized when appropriate. This lab course is required for Biology students.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete or concurrently enroll in:

BIO205 - Human Anatomy and Physiology I (3)

### **BIO210 - Introduction to Anatomy and Physiology (Campus, Online)**

#### **Description**

Discussion/comparison of the principles of mammalian form and function. Includes molecular and cellular mechanisms of major processes (such as muscle contraction, neural transmission, and signal transduction) and examines the structure and function of the 11 organ systems of the human body. Laboratory exercises (BIO-210L) to follow lecture topics.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BIO210L - Anatomy and Physiology Lab (Campus)**

#### **Description**

Anatomy and Physiology Lab is a counterpart to BIO-210, in which students will examine tissues, bones, muscles and the major organ systems. The laboratory is hands-on and will include use of microscopes, visual representation in models, videos and online dissection.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete or concurrently enroll in:

BIO210 - Introduction to Anatomy and Physiology (3)

## University Programs

### **BIO211 - Human Anatomy and Physiology II (Campus, Online)**

#### **Description**

BIO 211 Human Anatomy and Physiology II is the second of two courses examining the structure, function, and interdependence of human body systems. The course covers endocrine, circulatory, immune, respiratory, digestive, excretory, and reproductive systems. The laboratory component allows the student to integrate and apply theory based knowledge from the course to simulations and critical appraisal exercises.

#### **Additional information - Campus**

This course is accompanied by the lab course BIO 211L.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO205 - Human Anatomy and Physiology I (3)

### **BIO211L - Human Anatomy and Physiology II Lab (Campus)**

#### **Description**

Human Anatomy and Physiology II lab is a counterpart to BIO 211, in which students will examine tissues, bones, muscles, and the major organ systems. The laboratory will include use of microscopes, visual representation in models, videos, and online dissection. Actual dissections will be utilized when appropriate. This lab course is required for Biology students.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete or concurrently enroll in:

BIO211 - Human Anatomy and Physiology II (3)

### **BIO212 - Microbiology (Online)**

#### **Description**

Microbiology focuses on the impact of pathogenic organisms and their role in immunology and disease. Course content will focus on the etiology of microbial infections, the interaction between microbe and host, and preventive measures. Students will participate in simulations that will provide clarity into the symptomatology, etiology, pathogenesis, epidemiology, prevention and best practices in the treatments of infectious diseases.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO205 - Human Anatomy and Physiology I (3)

BIO211 - Human Anatomy and Physiology II (3)



## University Programs

### **BIO215 - People, Places, and Plagues (Campus)**

#### **Description**

This course will explore the social, environmental, and community impacts of communicable disease. Significant pandemic, epidemic, and endemic diseases will be examined, in light of catastrophic outbreaks that have shaped the course of human history. Students will be exposed to the thrilling stories of many people who were involved with these events, as victims, investigators, and scientists. Weekly discussion will revolve around students' perceptions of disease, the future of epidemiological studies, and specific questions about microbes and other disease agents.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BIO270 - Genetics (Campus)**

#### **Description**

This course covers the basic principles of eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, DNA and chromosomal structure, patterns of Mendelian and non-Mendelian inheritance, gene expression, and biotechnological applications.

#### **Additional information - Campus**

Offered every Spring.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO120 - General Biology I (3)

BIO120L - General Biology I Lab (1)

CHM120 - General Chemistry I (3)

CHM120L - General Chemistry I Lab (1)

## University Programs

### **BIO280 - The Microbial World (Campus)**

#### **Description**

This course exposes students to the fundamentals of microbiology. It opens with a survey of the microbial world and a discussion of the interactions between microbes and host. Students will evaluate microbial diseases of humans, and the environmental and economic impact of microorganisms. The course provides a background in basic and applied microbiology with an emphasis on the role microorganisms play in human health.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO120 - General Biology I (3)  
BIO120L - General Biology I Lab (1)  
CHM120 - General Chemistry I (3)  
CHM120L - General Chemistry I Lab (1)

### **BIO280L - The Microbial World Lab (Campus)**

#### **Description**

Laboratory exercises to follow topics presented in BIO 280. Students will focus on developing skills in the laboratory, including microscopy, staining and isolation of bacterial species, identification of microbes, and use of chemical and physical agents to control microbial growth.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete or concurrently enroll in:

BIO280 - The Microbial World (3)

### **BIO302 - Field Ornithology (Campus)**

#### **Description**

BIO 302 is an introduction to the biology of birds and the methods of modern field studies. Emphasis will be on identification, life histories, ecology, behavior, and local species of birds. The course involves a major field component, supported by lectures and demonstrations that explore aspects of bird biology and ecology, such as bird morphology and flight, nesting and reproductive displays, diet and feeding behaviors, song, and migration patterns. Lecture and lab will include demonstrations, discussion, and required Thursday or Saturday field trips.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **BIO303 - Principles of Nutrition (Campus)**

#### **Description**

This course focuses on the principles of nutrition. Topics for this course include basic knowledge of food nutrients; functions, interactions, and balance of carbohydrates proteins, lipids, vitamins, minerals, and water in normal human physiology; nutrient deficiency diseases; energy metabolism; nutrition and fitness.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BIO310 - Culinary Nutrition Science (Campus)**

#### **Description**

This course explores scientific principles behind modern culinary techniques that transform raw food product into prepared foods that have sensory appeal. Hands-on kitchen demonstrations show how physical and chemical forces acting on solids, liquids, and gases transform raw ingredients into foods with desirable taste, texture, and aroma. The course also explores the various roles of nutrition professionals within the broader health-care system.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BIO312 - Zoology (Campus)**

#### **Description**

This course will discuss the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. Virtual lab exercises and demonstrations will be used to support lecture material.

#### **Additional information - Campus**

Offered every even year during the fall term only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO120 - General Biology I (3)

BIO121 - General Biology II (3)

## University Programs

### **BIO312L - Zoology Lab (Campus)**

#### **Description**

This laboratory course for majors provides hands-on experience with live and preserved specimens that are used to illustrate topics presented in BIO 312 lecture. Students will use techniques including dissection and direct observation to examine the structure and function of animal bodies.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete:

BIO120 - General Biology I (3)

### **BIO314 - Introductory Botany (Campus)**

#### **Description**

This course will examine the physiology, genetics, taxonomy, and evolution of plants. Lab exercises, field work, and demonstrations will be used to support lecture material.

#### **Additional information - Campus**

Offered in the fall term of every odd year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO120 - General Biology I (3)

BIO121 - General Biology II (3)

### **BIO314L - Introductory Botany Lab (Campus)**

#### **Description**

This laboratory course for majors provides hands-on experience with plant specimens, and will utilize dissection and direct observation to illustrate topics that are discussed in BIO 314 lecture. Students will design and conduct original research with plants in lab, which may utilize the Arboretum space on campus, or growth tanks and containers in the lab.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete or concurrently enroll in:

BIO120 - General Biology I (3)

## University Programs

### **BIO315 - Ecological Principles and Field Methods (Campus, Online)**

#### **Description**

This course introduces students to the principles of ecology and practical methods used in the field. Students will explore theoretical topics in the ecological systems including the level of the population, community and ecosystem; energy flow and biogeochemical cycles; and the concept of sustainability. Students will read literature and conduct research projects in the field and will use critical thinking to evaluate research, design studies, present findings and debate on the issues.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENV101 - Environmental Science (3)

### **BIO320 - Neuroscience (Campus)**

#### **Description**

This course explores the fundamental molecular and cellular events underlying the processing of information and the maintenance of homeostasis. Topics include neurons and glia, the electrophysiology of cells membranes, synaptic transmission, motor and sensory systems, chemical messengers, neuroendocrine interactions, neural circuitry, and selected topics in neuropharmacology. It is strongly recommended that the student take BIO-210 (Intro to Anatomy and Physiology) before taking BIO-320.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **BIO325 - Animal Behavior (Campus)**

#### **Description**

This course will introduce the student to the field of animal behavior. To gain a full understanding of the complexities of this subject, students will study aspects that influence innate behaviors, such as genetics, population biology, evolution and learned behaviors, such as learning theory and cultural transmission. The course examines theoretical and conceptual issues in animal behavior using experiments and case studies to highlight examples. We will focus on many important biological activities such as mating, the role of kinship, cooperation, communication, aggression, and play. In addition to identifying major patterns and processes of animal behavior, we will discuss the observational and experimental techniques used to study behavior and explore the major conceptual models guiding past and current research in this field. The course is offered as an upper level science course aimed at environmental science and psychology majors.

#### **Additional information - Campus**

Offered every Spring.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

1 of the following:

ENV101 - Environmental Science (3)

PSY108 - Introduction to Psychology (3)

BIO120 - General Biology I (3)

Permission of instructor

### **BIO330 - Conservation Biology (Campus, Online)**

#### **Description**

This course will focus on the importance of biodiversity. Currently, we are experiencing an unprecedented loss in species; losing, on average, two species a day. Unlike past mass extinctions humans are largely responsible. Following the Society of Conservation Biology's guidelines for conservation literacy, this course will investigate how we can apply biological principals to reverse trends in species loss. We will focus on case studies to develop our understanding of what maintains, reduces, and restores biodiversity. The course will be organized into three sections 1) history and value of conservation biology, 2) threats to biodiversity, and 3) approaches to solving conservation problems.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

BIO315 - Ecological Principles and Field Methods (3)

SCI219 - Environmental Issues (3)

## University Programs

### **BIO340 - Human Health and the Environment (Campus)**

#### **Description**

This course examines major environmental health problems in industrialized and developing countries, and evaluates possible future approaches to control of these issues. Topics include dose and response to pollutants, agents and vectors of contamination (air, water, and soil), susceptible populations and risk analysis, the scientific basis of policy and decisions, and emerging global health problems.

#### **Additional information - Campus**

Offered every Spring.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO120 - General Biology I (3)

BIO120L - General Biology I Lab (1)

### **BIO350 - Nutritional Baking Science (Campus)**

#### **Description**

Optimizing nutritional benefits of baked goods through the incorporation of various ingredients is a focus of Nutritional Baking Science. Students will learn the role ingredients play in the baking process and how modifications can be made to create nutrient dense baked goods. Recipe modification will be practiced to address common food allergies and special diets. Through the combination of a foundation in science and a hands on approach, students will apply nutritional science theories in the bakeshop to the creation of various baked goods.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BIO360 - Global Nutrition: Challenges and Opportunities (Campus)**

#### **Description**

This course explores how foods are used by different societies and cultures around the world to deliver nutrients and energy. Students will learn first-hand about the evolution of the global food supply, food preparation techniques, food patterns, and eating habits as they relate to diets, nutrition, and personal and public health.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **BIO405 - Evolution (Campus)**

#### **Description**

Pattern and process in the evolution of life on earth. Evolution is integrative on many levels because it is the central and the driving force in biology. This course integrates all aspects of biology including significant amounts of genetics and ecology to explain how life on earth has adapted and continues to adapt.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BIO422 - Introduction to Bioinformatics (Campus)**

#### **Description**

In this course, students will be equipped with the mathematical and computing skills and methods necessary to analyze large datasets, as well as design and implement algorithms to support their analyses. Students will explore topics such as human and viral genomes, CRISPR, and genetic modification of organisms and engage in technical analyses associated with these topics. The course will also encourage students to consider the ethical implications of bioinformatics, weighing the benefits to society against the risks of interfering with the natural world.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BIO424 - Vertebrate Morphology (Campus)**

#### **Description**

Comparative morphology is the analysis of the patterns of structures within the body plan of organisms, and forms the basis of taxonomical categorization. This course focuses on systematic comparisons between tissues and organs of the vertebrate phyla, including the fossil evidence for these relationships.

#### **Additional information - Campus**

Offered every other fall.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO121 - General Biology II (3)



## University Programs

### **BIO431 - Invasive Biology (Campus)**

#### **Description**

Invasive species have had serious economic and ecological impacts around the world. The number of invasive species continues to grow every year, and it is therefore important for people to understand their specific biology, identification techniques, and how to implement management strategies. This course will utilize case studies from New England, the United States, and around the world to illustrate the problems and potential solutions for invasive species. Plant and animal species will be considered, both terrestrial and aquatic, and also the impact of microbes.

#### **Additional information - Campus**

Offered spring of odd years.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO121 - General Biology II (3)

### **BIO433 - Exercise Physiology (Campus)**

#### **Description**

This course focuses on the principles and theories of exercise physiology in relation to human movement, physical activity and exercise, sports performance, and methods of training. Emphasis is placed on an applied understanding of the human body systems, the biological responses to physical activity and exercise stress, and the adaptations that result from exercise training.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO120 - General Biology I (3)

BIO205 - Human Anatomy and Physiology I (3)

BIO211 - Human Anatomy and Physiology II (3)

### **BIO450 - Biology Capstone Projects I (Campus)**

#### **Description**

Biology Capstone Projects I and II allow students to design and implement large scale projects, with guidance from faculty. Students will synthesize knowledge from many courses at SNHU, including major required courses and General Education courses. Collaboration between departments is highly encouraged. Working with faculty, students will incorporate relevant experience in the field into their semester-long project. Timelines and expected outcomes will be developed with faculty who are supervising the project work.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete:

BIO121 - General Biology II (3)

# University Programs

## **BIO451 - Biology Capstone Projects II (Campus)**

### **Description**

Biology Capstone Projects I and II allow students to design and implement large scale projects, with guidance from faculty. Students will synthesize knowledge from many courses at SNHU, including major required courses and General Education courses. Collaboration between departments is highly encouraged. Working with faculty, students will incorporate relevant experience in the field into their semester-long project. Timelines and expected outcomes will be developed with faculty who are supervising the project work.

### **Academic Level**

Undergraduate

### **Credits**

3 - 6

### **Prerequisites**

Complete:

BIO121 - General Biology II (3)

## **BIO480 - Independent Study (Campus)**

### **Description**

This course offers students the opportunity to study an in-depth research topic not covered in courses listed in the catalog, under the supervision of a faculty member.

### **Additional information - Campus**

Course by arrangement only.

### **Academic Level**

Undergraduate

### **Credits**

0 - 3

### **Prerequisites**

Contact Academic Advisor to register.

## **BIO490 - Biology Internship (Campus)**

### **Description**

This course is designed to give the student a working experience in the field of biology. The student will find a site that is of interest and has career potential, and will work out a schedule of hours spent on site or in the community to fulfill the learning outcomes of the course. This is an experiential course in which the student works closely with site supervisors, community members, and faculty mentors. It also provides the opportunity to engage in personal reflection about academic and professional skills related to career choice.

### **Academic Level**

Undergraduate

### **Credits**

0 - 15

### **Prerequisites**

Complete all of the following

Complete:

BIO120 - General Biology I (3)

BIO121 - General Biology II (3)

Please contact the Career and Professional Development Center to register.

# University Programs

## Business

### **BUS206 - Business Law I (Campus, Online)**

#### **Description**

Students will examine the background, foundation, and ethical aspects of the United States' legal system as it applies to business organizations. Students will also learn the impact of torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law in a business setting.

#### **Additional Information - Online**

The goal name associated with this course is Business Law

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BUS208 - Sustainable Businesses (Campus)**

#### **Description**

Businesses have significant roles to play in achieving global emissions, water, social, and economic goals. With the ability to direct billions of dollars of resources, companies can quickly address problems that may be stuck at levels of government. However, businesses have been slow to adopt meaningful solutions to the UN Sustainable Development Goals. This course will examine systems of commerce that address current ethical, social, political, and economic challenges. Students will identify and evaluate the current regulatory framework, standards for sustainability reporting, and alternative business models. Using business frameworks such as the triple bottom line and stakeholder analysis, students will also be challenged to design creative solutions that companies can implement to increase sustainable objectives.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **BUS210 - Managing and Leading in Business (Campus, Online)**

#### **Description**

Students will explore leadership and management theories and how to incorporate them in one's own personal style for effective contribution and collaboration in diverse team environments, and learn about the skills necessary to lead in various organizational structures and areas of business. Students will also examine how the functional areas of business are interrelated and work together in organizations.

#### **Additional Information - Online**

The goal title associated with this course is Managing and Leading in Business.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **BUS220 - Collaboration Strategies for Distributed Teams (Online)**

### **Description**

Students will explore and apply information and communication technologies to improve collaboration within globally distributed teams. Skills and techniques to be effective team contributors both synchronously and asynchronously will be covered, such as goal setting, best practices for working in shared documents, and scheduling. Students will apply conflict negotiation and management strategies to overcome communication challenges in global and virtual work environments, preparing them for the global workforce. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Collaboration Strategies for Distributed Teams

### **Academic Level**

Undergraduate

### **Credits**

3

## **BUS225 - Critical Business Skills for Success (Campus, Online)**

### **Description**

Students will learn the critical business skills required for successful leadership and management in organizations. By applying business research skills and data analysis, students will solve problems and support business decisions. Students will also explore various techniques and forms of professional communications and their uses in business contexts.

### **Additional Information - Online**

The goal title associated with this course is Critical Business Skills for Success

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

MAT240 - Applied Statistics (3)

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## **BUS250 - Legal Implications of Vendor Partnership (Online)**

### **Description**

Explore copyright and intellectual property, licensing rights and user capabilities, vendor relations, and critical thinking techniques. Examine the importance of vendor partnerships to create, deliver, install, maintain, or support critical components. Learn about the the vendor expectations created and addressed within contractual agreements.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **BUS290 - Experiential Learning for Business (Online)**

#### **Description**

Clarify career goals and enhance current skills through experiential learning. Develop knowledge applied in authentic business situations to be better prepared for the competitive job market.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

15 credit(s) from subject(s): ACC, BUS, ECO, FIN, FMM, HRM, INT, MKT, OL, QSO, or SPT

### **BUS307 - Business Law II (Campus, Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BUS206 - Business Law I (3)

### **BUS400 - Driving Business Opportunities (Campus, Online)**

#### **Description**

Students will examine the process of formulating strategic plans and maximizing organizational potential, and explore ways in which organizational and external risk and growth opportunities impact strategy. Students will also evaluate the potential of business decisions in relation to gaining a competitive advantage and defend the ways in which strategic decisions align with organizational goals.

#### **Additional Information - Online**

The goal title associated with this course is Driving Business Opportunities.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC201 - Financial Accounting (3)  
ACC202 - Managerial Accounting (3)  
BUS206 - Business Law I (3)  
BUS210 - Managing and Leading in Business (3)  
BUS225 - Critical Business Skills for Success (3)  
FIN320 - Principles of Finance (3)  
INT220 - Global Dimensions in Business (3)  
MKT205 - Applied Marketing Strategies (3)  
QSO321 - People, Planet, and Profit (3)

## University Programs

### **BUS490 - Business Internship (Online)**

#### **Description**

The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship completing a minimum of 150 hours on the job per 3 credits. This is an elective internship course intended for College of Online and Continuing Education students who do not have a required internship as part of their program.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Completion of Pre-Internship Survey

Earned a minimum cumulative GPA of 2.5

Complete all of the following

60 credit(s).

Minimum of 60 credits earned in Bachelor's program, including three required Major courses.

This course requires special permissions to register. Please contact your advisor for more information about the registration process for academic internships.

### **BUS496 - Advanced Experiential Learning for Business (Online)**

#### **Description**

In this course, students will utilize previously learned theories and concepts in an experiential learning environment. Students will apply learning from their program to an authentic industry challenge. Students will determine when and how to use appropriate technology to meet specific industry needs or challenges. Students will communicate how their career goals align to the skills learned in their program.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

60 credit(s).

## **Certificate Adv Graduate Study**

## University Programs

### **CAGS507 - Leadership for Learning (Campus)**

#### **Description**

This course will focus on the knowledge, skills and abilities needed for aspiring leaders to be instructional leaders within their educational organization. Students will study effective and inclusive instructional practices, as well as levels of rigor and student engagement practices in schools. We will explore aligning those practices to the expectations of state standards at various grade levels. The focus of the course will be to apply knowledge, skills and abilities of an instructional leader so that the outcome of their leadership work is about academic success for all students.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS508 - Effective Management of Schools (Campus)**

#### **Description**

This course offers a study of the leadership, management, and safe operations of a school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities related to student achievement. Students will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; students will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS517 - Facilitating Project-Based Learning in a Competency-Based System (Campus)**

#### **Description**

In this course module, you'll build knowledge and skill in four key areas related to facilitating project-based learning: student engagement, sustained inquiry, scaffolded learning, and progress monitoring. You'll engage with resources for each area and create your own representation of what each facilitation skill means to you in the context of facilitating PBL. Next, you'll participate in a supported facilitation model where you'll submit reflections and video footage in our online community. You'll respond to others' reflections so that everyone is giving and receiving feedback to improve their PBL facilitation. Finally, you'll synthesize your learning into a final presentation that demonstrates how you facilitate PBL in your context.

#### **Academic Level**

Graduate

#### **Credits**

2

## University Programs

### **CAGS519 - Performance Assessment for Deeper Learning in a Competency-Based System (Campus)**

#### **Description**

This course module assumes that you already have a strong foundation in key concepts and skills related to performance assessment and formative assessment. We'll build on your understanding and skill to ensure that we're designing performance assessments and supporting instruction to capture deeper learning. Assessing students' ability to demonstrate key academic skills and content is important, but what about key workforce skills and dispositions such as collaboration, communication, creativity, and self-direction? In this module we'll make the case for developing integrative performance tasks that capture student learning of academic skills, academic content, and essential skills and dispositions. Then we'll provide tools and activities to help you design integrative assessments and supporting instruction and formative assessments.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS521 - Assessing in a Competency-Based Classroom (Performance Assessment Essentials) in a Competency-Based System (Campus)**

#### **Description**

In this course module, we'll explore foundational concepts in assessment, including comprehensive and balanced assessment, validity, reliability, and the importance of multiple measures. We'll also focus on two foundational assessment practices: formative assessment and feedback. You will frequently reflect and work to grow your practice over the course of this module. Key learning evidence will involve demonstrating your improved formative assessment and feedback practices.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS524 - Instructing in a Competency-Based Classroom (Campus)**

#### **Description**

This course is designed to help you build the knowledge and skill you need to become a spokesperson, advocate, and change agent for advancing competency education. In the first part of the course, you'll learn what competency-based education is, why we need competency education, and explore different national models of competency education. In the second part of the course, you'll learn about five essential elements of competency-based education and examine relationships between these elements. In the third part of the course, you'll explore four key issues facing competency education, alongside effective strategies for addressing these issues. In the final part of the course, you'll apply your learning by working with a collaborative team to design and test a prototype that addresses an issue related to competency education in your local context.

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **CAGS527 - Leadership for Learning in a Competency-Based System (Campus)**

#### **Description**

This course will focus on the knowledge, skills and abilities of leadership team dedicated to being leaders of learning in the district. Students will study effective instructional practices, levels of rigor, student empowerment, and student engagement practices in schools. We will explore aligning those CBE practices to the expectations of state standards at various grade levels. The focus of the course will be to apply knowledge, skills and abilities of the leaders of learning so that the outcome of their work is about building teachers capacity (growth) in a CBE system and promoting academic success for all students.

#### **Academic Level**

Graduate

#### **Credits**

2

### **CAGS550 - Educational Assessment (Campus)**

#### **Description**

This course builds assessment competency by analyzing recent trends in assessment for evaluating and documenting student performance and progress toward desired outcomes. Students examine the uses of assessment at the individual, class and school levels; including New England Common Assessment Data. Students will select and design assessments suitable for instructional decisions that support planning the development of curriculum and making recommendations for instructional improvement. Students will interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences. Students will describe valid grading procedures and discuss ethical issues linked to assessment methods and uses of assessment information.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS554 - The Development of a Mission, Vision and Goals (Campus)**

#### **Description**

This course will focus on the knowledge, skills, abilities and dispositions educational leaders need to facilitate the process of developing a school's vision, mission, and goals. Students will discuss how to meet personalized state expectations, state standards, the community and school expectations, and the needs of faculty and students through an inclusive process. Different processes for meeting the demands of the articulated vision, mission, and goals will be researched and discussed. Individuals will have the opportunity to create a process to simulate how they would engage various stakeholders in the development of a clearly articulated vision, mission, and goals; as well as the evaluation systems for analyzing a school's progress toward meeting those goals and overarching vision.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **CAGS590 - Process and Communication Skills (Campus)**

#### **Description**

This course will present aspiring educational leaders with concepts, skills, and abilities that foster effective decisions and communication protocols to actively engage with the community and other stakeholders. Students will discover how leaders decide which processes to leverage during specific situations that arise throughout an academic year. It will also provide insight and opportunities for students to learn how school leaders select the best communication devices that are most effective for specific situations.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS604 - Leading the Collaborative School (Campus)**

#### **Description**

This course requires students to develop the knowledge, skills, and abilities of an educational leader to facilitate a process within a learning organization that is highly collaborative and inclusive of all staff members. Developing leadership capacity in both teachers and staff is imperative to the collaborative environment. Having all stakeholders understand why we are doing things, what we will do, and how we will accomplish goals through this process is important to the success of each initiative in a collaborative environment and positive culture. Students will engage in deep conversation about the collaborative process and create opportunities to work collaboratively in real time situations.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS605 - Leading the Collaborative School in a Competency-Based System (Campus)**

#### **Description**

This course requires the principal to gain the knowledge, skills, and abilities to facilitate a process in the building that is highly collaborative and inclusive of all staff members. Building leadership capacity in teachers and staff is an imperative in a collaborative environment. Having everybody understand why we are doing things, what we will do, and how we will accomplish these goals through this process is important to the success of each initiative in a collaborative environment and positive culture. Students will engage in deep conversation about the collaborative process and create opportunities to work collaboratively in real time situations.

#### **Academic Level**

Graduate

#### **Credits**

2

## University Programs

### **CAGS608 - The Curriculum, Instruction and Data Continuum (Campus)**

#### **Description**

This course builds on previous courses, Curriculum Development, Student Centered Curriculum and Instruction, and Educational Assessment. The course will focus on building a continuous process to monitor, support and hold accountable the system for implementing an effective curriculum, monitoring instructional strategies, and collect data to inform us of the successful implementation of the curriculum. Levels of proficiency are needed in order to show gaps between the intended curriculum and success in the implementation of the instructional strategies. Leaders will develop strategies to engage teachers in changing instructional strategies to close the gaps in achievement.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS610 - School Law (Campus)**

#### **Description**

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision-making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS656 - The Reflective Leader (Campus)**

#### **Description**

This course will allow existing and aspiring educational leaders to develop the knowledge, skills, and abilities to reflect on their professional behaviors. Participants will develop the ability to match appropriate leadership behaviors in order to successfully process and implement new programs or goals. It will also allow participants to reflect on their current leadership dispositions. Participants will examine how their current dispositions and behaviors will either positively affect their success or how they must change in order to be effective educational leaders.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS670 - Leading Creativity and Innovation (Campus)**

#### **Description**

This course will support the development of the knowledge, skills, and abilities of existing and aspiring educational leaders to curate and maintain an organizational culture where individuals and groups engage in work that is both creative and innovative in order to improve student academic success and their behaviors. The course will offer individuals an opportunity to develop their innovative skills as leaders in ways that foster continuous improvement and how we approach learning in our schools.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **CAGS671 - Leading Creativity and Innovation in a Competency-Based System (Campus)**

### **Description**

This course will support the development of the knowledge, skills, and abilities of the principal to open up the culture to individuals and groups to work that is both creative and innovative in ways that improve student academic success and their behaviors. The course will offer leaders an opportunity to develop their innovative skills as leaders in ways that foster improvement and how we approach learning in our schools.

### **Academic Level**

Graduate

### **Credits**

3

## **CAGS680 - Teacher Support, Monitoring and Accountability (Campus)**

### **Description**

This course will guide educational leaders through a process to create a teacher improvement model that is a formative process. This process builds on the leader's ability to work with teachers to create support for specific goals and monitor the implementation strategies for those goals. Next, we will examine the continuous process necessary to move the goals forward and collect data on the process of change. Lastly, we will examine the variety of accountability systems for leaders to use in their schools and how to ensure the system is working to improve instruction and therefore student achievement.

### **Academic Level**

Graduate

### **Credits**

3

## **CAGS681 - Teacher Support, Monitoring, and Accountability in a Competency-Based System (Campus)**

### **Description**

This course will guide building leaders through a process to create a teacher improvement model that is a formative process. This process builds on the leader's ability to work with teachers to create support for specific goals and monitor the implementation strategies for those goals. Next we will examine the continuous process necessary to move the goals forward and collect data on the process of change. Last we will examine the variety of accountability systems for leaders to use in their schools and how to ensure the system is working to improve instruction and therefore student achievement.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **CAGS698 - Transformative District Leadership (Campus)**

#### **Description**

This course builds upon the various professional learning experiences and fieldwork completed by students through our partnership with the Granite State Leadership Academy (GSLA) and New Hampshire School Administrators Association (NHSAA). As a result of these experiences and professional development, students are able to demonstrate competency in designated areas related to the New Hampshire Department of Education's Superintendent Competencies in cooperation with the instructor of record during the year.

#### **Academic Level**

Graduate

#### **Credits**

1 - 12

#### **Prerequisites**

Complete:

CAGS656 - The Reflective Leader (3)

CAGS670 - Leading Creativity and Innovation (3)

### **CAGS699 - Challenges & Complexities in District Leadership (Campus)**

#### **Description**

This course builds upon the various professional learning experiences and fieldwork completed by learners through our partnership with the Granite State Leadership Academy (GSLA) and New Hampshire School Administrators Association (NHSAA). As a result of these second year experiences and professional development, learners are able to demonstrate competency in designated areas related to the New Hampshire Department of Education's Superintendent Competencies in cooperation with the instructor of record during the year.

#### **Academic Level**

Graduate

#### **Credits**

1 - 12

#### **Prerequisites**

Complete:

CAGS656 - The Reflective Leader (3)

CAGS670 - Leading Creativity and Innovation (3)

CAGS698 - Transformative District Leadership (1 - 12)

## University Programs

### **CAGS725 - Action Research I (Campus)**

#### **Description**

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

- CAGS656 - The Reflective Leader (3)
- CAGS670 - Leading Creativity and Innovation (3)
- CAGS698 - Transformative District Leadership (1 - 12)
- CAGS699 - Challenges & Complexities in District Leadership (1 - 12)

### **CAGS730 - Action Research II (Campus)**

#### **Description**

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership. It follows Action Research I

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

- CAGS656 - The Reflective Leader (3)
- CAGS670 - Leading Creativity and Innovation (3)
- CAGS698 - Transformative District Leadership (1 - 12)
- CAGS699 - Challenges & Complexities in District Leadership (1 - 12)
- CAGS725 - Action Research I (3)

## University Programs

### **CAGS731 - District Leadership in the Field I (Campus)**

#### **Description**

Within District Leadership in the Field I, students work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in a sustained and cohesive educational leadership field experience aligned to the Superintendent licensure area. Throughout this first practicum, students will have the opportunity to assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Superintendent. Through class sessions, students will also engage in a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Superintendent, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Superintendent. This course is part of the capstone for District Leadership and is taken before CAGS 732 - District Leadership in the Field II.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS732 - District Leadership in the Field II (Campus)**

#### **Description**

Within District Leadership in the Field II, students continue to work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in a sustained and cohesive educational leadership field experience aligned to the Superintendent licensure area. Throughout this second practicum, students build off of their formal formative evaluation after the first practicum and assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Superintendent. Through class sessions, students will also engage in a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Superintendent, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Superintendent. This course is part of the capstone for District Leadership and is taken after CAGS 731 - District Leadership in the Field I.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CAGS731 - District Leadership in the Field I (3)

## University Programs

### **CAGS739 - Practicum in Curriculum & Instruction I (Campus)**

#### **Description**

Within Practicum in Curriculum & Instruction I, students work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in a sustained and cohesive educational leadership field experience aligned to the Curriculum Administrator role. Throughout this first practicum, students will have the opportunity to assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Curriculum Administrator. Through class sessions, students will also engage in a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Curriculum Administrator, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Curriculum Administrator.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CAGS608 - The Curriculum, Instruction and Data Continuum (3)

### **CAGS740 - Practicum in Curriculum & Instruction II (Campus)**

#### **Description**

Within Practicum in Curriculum & Instruction II, students continue to work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in the second half of their sustained and cohesive educational leadership field experience aligned to the Curriculum Administrator role. Building upon reflection from Practicum I, this second practicum provides students the opportunity to continue to assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Curriculum Administrator. Class sessions continue to be delivered within a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Curriculum Administrator, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Curriculum Administrator.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CAGS608 - The Curriculum, Instruction and Data Continuum (3)

CAGS739 - Practicum in Curriculum & Instruction I (3)



## University Programs

### **CAGS751 - Action Research II in a Competency-Based System (Campus)**

#### **Description**

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS752 - Action Research III in a Competency-Based System (Campus)**

#### **Description**

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CAGS789 - Practicum in School Leadership I (Campus)**

#### **Description**

Within Practicum in School Leadership I, students work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in a sustained and cohesive educational leadership field experience aligned to the Principal role. Throughout this first practicum, students will have the opportunity to assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Principal. Through class sessions, students will also engage in a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Principal, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Principal.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CAGS610 - School Law (3)

## University Programs

### **CAGS790 - Practicum in School Leadership II (Campus)**

#### **Description**

Within Practicum in School Leadership II, students continue to work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in the second half of their sustained and cohesive educational leadership field experience aligned to the Principal role. Building upon reflection from Practicum I, this second practicum provides students the opportunity to continue to assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Principal. Class sessions continue to be delivered within a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Principal, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Principal.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CAGS610 - School Law (3)

CAGS789 - Practicum in School Leadership I (3)

## Chemistry

### **CHM101 - Fundamentals of Chemistry (Campus, Online)**

#### **Description**

An introductory chemistry course emphasizing the contribution of chemistry in our everyday lives. This course will enable students to look at various aspects of the world around them through the lens of chemistry. It will introduce basic concepts and applications of chemistry as well as chemical topics and their relationship to matters of societal concern.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CHM101L - Fundamentals of Chemistry Lab (Online)**

#### **Description**

This course will use laboratory techniques to study the fundamental principles of chemistry. Topics such as the mole, chemical equilibria, chemical and physical properties, solutions, kinetics, etc., will all be covered along with other topics important to chemistry.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

CHM101 - Fundamentals of Chemistry (3)

## University Programs

### **CHM120 - General Chemistry I (Campus)**

#### **Description**

First semester of a one-year sequence covering the basic principles of chemistry. Topics include atomic and molecular theory and structure, the chemical and physical behavior of gases, liquids, solids, and solutions; chemical bonding; chemical equations and thermochemistry.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Corequisites**

Concurrently enroll in:

CHM120L - General Chemistry I Lab (1)

### **CHM120L - General Chemistry I Lab (Campus)**

#### **Description**

This course will introduce laboratory techniques that will be used to gain fundamental knowledge of chemical systems associated with the subject matter of CHM 120 - College Chemistry I

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

CHM120 - General Chemistry I (3)

## University Programs

### **CHM121 - General Chemistry II (Campus)**

#### **Description**

Second semester of a one-year sequence covering the basic principles of chemistry. Topics include chemical equilibria; acid-base chemistry; electrochemistry; kinetics and nuclear chemistry.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CHM120 - General Chemistry I (3)

#### **Corequisites**

Concurrently enroll in:

CHM121L - General Chemistry II Lab (1)

### **CHM121L - General Chemistry II Lab (Campus)**

#### **Description**

This course will introduce laboratory techniques that will be used to gain fundamental knowledge of chemical systems around the subject matter of CHM 121 - College Chemistry II.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

CHM121 - General Chemistry II (3)

## University Programs

### **CHM210 - Organic Chemistry (Campus)**

#### **Description**

This one-semester course serves to introduce the major concepts in organic chemistry. Topics are abundant and include; chemical bonds, Lewis structures, formal charge, functional groups, conformations of molecules, physical properties (melting, boiling, solubility) in relation to structure, and stereochemical concepts.

#### **Additional information - Campus**

Offered every even year during the fall term only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CHM120 - General Chemistry I (3)

CHM121 - General Chemistry II (3)

#### **Corequisites**

Concurrently enroll in:

CHM210L - Organic Chemistry Laboratory (1)

### **CHM210L - Organic Chemistry Laboratory (Campus)**

#### **Description**

This course aims to introduce lab procedures relevant to organic chemistry. Topics are abundant and include; chemical bonds, Lewis structures, formal charge, functional groups, conformations of molecules, physical properties (melting, boiling, solubility) in relation to structure, and stereochemical concepts.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

CHM210 - Organic Chemistry (3)

## University Programs

### **CHM211 - Organic Chemistry II (Campus)**

#### **Description**

This course is the second semester of organic chemistry aimed at furthering the organic chemistry concepts and reactions learned during the first semester. These concepts and reactions will be applied to biological molecules and pharmaceuticals.

#### **Additional information - Campus**

This course is included as part of the redesign of the Biology degree program.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CHM210 - Organic Chemistry (3)

#### **Corequisites**

Concurrently enroll in:

CHM211L - Organic Chemistry II Lab (1)

### **CHM211L - Organic Chemistry II Lab (Campus)**

#### **Description**

This course aims to demonstrate the usefulness of lab procedures previously learned to relevant organic chemistry synthesis. Topics are abundant and include: natural product extraction and synthesis, identifying unknowns based on physical properties, esterification, and multistep synthesis.

#### **Additional information - Campus**

This is a laboratory course that is included as part of the redesign of the Biology degree program.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

CHM211 - Organic Chemistry II (3)

## University Programs

### **CHM309 - Biological Chemistry (Campus)**

#### **Description**

This course is designed to provide students with a broad introduction to biochemistry and the major concepts of the chemical processes of living organisms. The major themes of the course include: the chemistry of water, foundations of biological and organic chemistry, the structure and function of the three major classes of biomolecules (proteins, carbohydrates and lipids), and enzyme kinetics.

#### **Additional information - Campus**

Offered every Fall.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BIO120 - General Biology I (3)  
BIO121 - General Biology II (3)  
CHM120 - General Chemistry I (3)  
CHM121 - General Chemistry II (3)

### **CHM309L - Biological Chemistry Lab (Campus)**

#### **Description**

This course is designed to provide students with an introductory experience to conducting experiments in a biochemistry laboratory. A broad spectrum of modern biochemical techniques and their underlying physical, chemical and biological principles are introduced. Experiments will be performed with biomolecules such as nucleic acids, proteins, sugars, and lipids.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete or concurrently enroll in:

CHM309 - Biological Chemistry (3)

## Communication

### **COM125 - Dissecting Pop Culture (Campus)**

#### **Description**

In this course, students will examine the concept of media literacy and the history of communication industries. Students will practice deconstructing pop culture and media messages to recognize their potential effect, understand how media literacy is associated with an individual's role as a consumer of and participant in media, and recognize the role that media plays in creating and transforming cultural messaging.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **COM126 - Introduction to Mass Communication (Campus, Online)**

#### **Description**

This communications survey course covers mass media, culture, and society. The course focuses on how and why the US media operate as they do, as well as on how media performance might be improved.

#### **Additional Information - Online**

Online only available to Global Education Movement students at this time. The goal name associated with this course is The Communication Profession.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **COM127 - Introduction to Communication (Online)**

#### **Description**

In this course, students will explore the history and development of the communication profession in the context of current business environments. They will also examine how contemporary communication issues and problems are addressed in various contexts. Additionally, they will learn how theory impacts the daily work of a communication professional in an ever-changing discipline.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG190 - Research and Persuasion (3)

### **COM128 - Language and Practice of Media Arts (Campus, Online)**

#### **Description**

This is an introduction to the practice of media production and the study of visual media literacy. The course examines the fundamental components and structure of moving image texts, explores how dynamic relationships between those elements convey meaning, and then exercise that knowledge through media production. Production design, language, technology, and methods will be discussed enabling all students in the class to have a common language of image analysis and creation. Readings and discussions on topics such as cinematography, narrative meaning, image and sound design, editing, genres, and culture will be included. Creative interpretative and expression of ideas will be exercised in the production of media.

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **COM130 - Media Communication and Visual Literacy (Campus, Online)**

#### **Description**

Examine the concept of media literacy. Practice deconstructing media messages to recognize their potential effect. Understand how media literacy is associated with an individual's role as a consumer of and participant in media.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **COM199 - Communication Studio I (Campus)**

#### **Description**

COM Studio I will introduce students to foundational practices within the Communication field, particularly focusing on project-based experiences.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

COM125 - Dissecting Pop Culture (3)

Complete 1 of the following

Placement in BA.COM

Permission of the instructor

### **COM212 - Public Speaking (Campus)**

#### **Description**

This course is designed to help students develop abilities, including organization and delivery skills, for all speaking situations. The evaluation and improvement of voice, diction, articulation and posture also are studied. May not be used as literature elective.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **COM213 - Public Speaking and Presentation Skills (Online)**

### **Description**

In this course, students will develop the public speaking and presentation skills needed for the creation and dissemination of communication messages across various channels, for various purposes, and aimed at various audiences. They will create and refine communication messages based on various criteria, including the relevancy of sources and information, business and organizational goals, formats of various media channels, as well as the needs and requirements of various audiences. Students will also deliver communication messages and projects to various stakeholders, both internal and external to an organization, through the successful implementation of their public speaking and presentation skills.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG190 - Research and Persuasion (3)

## **COM220 - Intercultural Communication (Campus)**

### **Description**

In a time of increasing globalization it is important to understand how communication differs in other cultures. This course is designed to expose students to a variety of different cultures through organizational and business communication. Students will study specific countries each semester and learn successful communication strategies for each culture through lectures, panel discussions/guest speakers, and a variety of individual and group projects.

### **Academic Level**

Undergraduate

### **Credits**

3

## **COM225 - Communication with Diverse Audiences (Online)**

### **Description**

In this course, students will learn how to create and direct messages and projects toward targeted audiences. They will collect and analyze various data and information that inform the development of messages and projects, particularly in relation to the targeting of specific audiences. Students will also employ an intercultural awareness and sensitivity to the creation and revision of messages and projects directed towards various targeted audiences.

### **Additional Information - Online**

The goal name associated with this course is Know Your Audience

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG190 - Research and Persuasion (3)

## University Programs

### **COM227 - Public Relations (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

### **COM229 - Visual Communication and Design (Online)**

#### **Description**

In this course, students will apply fundamental design principles and communication technologies to the creation and dissemination of messages across multiple formats and channels. Students will also analyze the effectiveness of communication messages and projects in relation to their use of basic design principles and technologies, as well as to their alignment to project goals.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG190 - Research and Persuasion (3)

### **COM230 - Graphics and Layout in Print Media (Campus, Online)**

#### **Description**

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.

#### **Additional Information - Online**

The goal name associated with this course is Visual Communication and Design

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **COM232 - Desktop Publishing (Campus, Online)**

#### **Description**

This course is an introduction to the software application Adobe InDesign designed for the novice user. Students are 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 professional graphic design and word-processing software applications.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM230 - Graphics and Layout in Print Media (3)

### **COM234 - Digital Toolbox (Campus)**

#### **Description**

This hands-on course allows student to learn and explore industry-standard software in preparation for more advanced graphics, design, and video production courses. In addition, the important techniques of imaging software integration and file format compatibilities are discussed and applied while preparing images for print, video and Web. At the conclusion of this course, students will have developed and assembled a multimedia portfolio presentation for public viewing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **COM235 - Multimedia Journalism (Campus, Online)**

#### **Description**

This writing practicum introduces students to writing for print and electronic media under deadline. Gathering information by using records, documents, observation, interviewing, and the Internet. Emphasis on library resources, electronic databases, and current events. Basic style and editing based on AP Stylebook and Libel Manual and AP Broadcast News Handbook.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG121 - College Composition II (3)

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

## University Programs

### **COM237 - Journalism Practicum (Campus)**

#### **Description**

The option for this practicum is print journalism. Students have the opportunity to publish the student newspaper. Students interested in receiving credits for this practicum must present portfolios of their work. The newspapers' editorial board and faculty advisor assign credits.

#### **Academic Level**

Undergraduate

#### **Credits**

1 - 6

#### **Prerequisites**

Instructor permission required

### **COM238 - Radio Practicum (Campus)**

#### **Description**

Students have the opportunity to participate in the university radio station, Radio SNHU, as on-air disc jockeys, on the governing board, or both. Students interested in receiving credits for this experience must present portfolios of their work. The Department of Communications in association with the station's faculty advisor/s assigns credits.

#### **Additional information - Campus**

Course by arrangement only.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 2

### **COM244 - Digital Video Production: Level I (Campus)**

#### **Description**

This course introduces the student to video aesthetics, and techniques, as well as providing students with hands-on production experience. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors and the human condition. Skills covered in the class will include the fundamentals of all stages of production, use of the camera as a visual tool, audio, lighting, and editing in a digital non-linear environment. Students attend lectures and technical demonstrations, view work of various video and film directors, complete production planning and coordination, and produce creative projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **COM299 - Communication Studio II (Campus)**

#### **Description**

COM Studio II will reinforce foundational themes while allowing students to continue to explore various Communication fields through practice and experience.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

COM199 - Communication Studio I (3)

Complete 1 of the following

Placement in BA.COM

Permission of the instructor

### **COM310 - Social Media (Campus, Online)**

#### **Description**

The possibilities and dangers of social media increase daily. This course explores the history, technology, impact, and strategies of social media. Students will examine the uses of social media for business, personal branding, community building, journalism, affecting change, and marketing communications. The course provides hands-on experience with the most current technology.

#### **Additional Information - Online**

Only available to Global Education Movement students at this time.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG121 - College Composition II (3)

ENG200 - Sophomore Seminar (3)

# University Programs

## **COM311 - Social Media Strategy (Online)**

### **Description**

In this course, students will develop social media strategies as a means of communicating various messages to diverse, targeted audiences, and across multiple social media platforms. They will analyze and integrate information and feedback from social media metrics to make appropriate adjustments and refinements to social media messages. Additionally, students will leverage fundamental social media marketing strategy concepts to create engaging content and communications.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG190 - Research and Persuasion (3)

## **COM312 - Crisis Communication (Online)**

### **Description**

In this course, students will learn how to develop crisis communication plans to mitigate against unexpected obstacles and challenges in the execution of communication projects. They will manage crisis situations through the application of communication best practices. Students will also collaborate and debrief with various stakeholders to assess the effectiveness of crisis communication plans and responses.

### **Additional Information - Online**

The goal name associated with this course is Crisis Communications

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

COM127 - Introduction to Communication (3)

## **COM315 - Communication in the Digital Age (Online)**

### **Description**

Contemporary relationships exist across space and time in ways that are continually transforming through computer-mediated and digital communication. Social networking, chat, email, online gaming, and online dating present new challenges for how and why we engage and enter relationships with others. This course examines the foundations of interpersonal communication in light of digital (new) media, evaluating the effect that mediated communication has on relational strategies. Students will evaluate communication behaviors across multiple digital mediums and examine concepts related to relational development, maintenance, and deterioration, interpersonal conflict, nonverbal communication, and identity and culture.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **COM320 - Exploring World Cultures/Mass Media (Campus)**

#### **Description**

This course seeks to expand global cultural understanding and communication by examining pop culture and media systems in various countries. Students will have the opportunity to expand their cultural perspective by exploring music, film, television, radio, print media, technology, and urban and youth culture. Topics will include media imports and exports, media audiences, media financing and regulation, media research and reporting, media effects, media ethics, meaning and communication through media, and intercultural communication. In lieu of a text students will use extensive Internet research, personal interviews, podcasts, discussion boards, various supplemental material, and independent cultural exploration. Classes will consist of brief lectures, discussion, viewing of media, and in-class research and projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

COM126 - Introduction to Mass Communication (3)

COM128 - Language and Practice of Media Arts (3)

COM130 - Media Communication and Visual Literacy (3)

1 of the following:

ENG121 - College Composition II (3)

ENG200 - Sophomore Seminar (3)

### **COM321 - Global Communication (Online)**

#### **Description**

In this course, students will critically engage with the issues and problems surrounding globalization and the production, distribution, and consumption of various global communications. They will apply an understanding of and sensitivity to various cultural, social, political, and economical issues to the analysis and creation of global and intercultural communications. Additionally, students will leverage the principles of global citizenship when interacting with various forms of global and intercultural communications.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM127 - Introduction to Communication (3)



## University Programs

### **COM322 - Advanced Public Speaking (Campus, Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

### **COM325 - Editing for Media and Publication (Online)**

#### **Description**

The role of the editor in today's media and publication industries has been transformed by the convergence of technological advances and delivery manner. Whether it is in news operations, public relations, advertising, or book publication, the traditional copy editor has merged with the content editor. This course provides both the foundational skills in basic language editing and the practical competencies associated with editing content for new media (including visual literacy, headlines, typography, and search optimization).

#### **Additional Information - Online**

The goal name associated with this course is Critical Media Consumption

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

### **COM326 - Strategic Storytelling (Online)**

#### **Description**

In this course, students will examine the role of communication messages as a form of strategic storytelling for entertainment and informational purposes. They will analyze how culture influences, and is influenced by, the creation and consumption of communication messages. Students will also apply storytelling concepts in the creation and dissemination of communication messages for various purposes.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM225 - Communication with Diverse Audiences (3)

## University Programs

### **COM327 - Screenwriting for Media Arts (Online)**

#### **Description**

This course is designed to teach students the fundamentals of screenwriting for short narrative and commercial projects. Students will analyze screenplays and scripts, and then learn basic screenwriting concepts and tools. Students will be attending lectures and film screenings, completing in-class writing exercises and proposals, providing valuable critique to their colleagues, and completing at least one treatment, pitch and screenplay.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG190 - Research and Persuasion (3)

### **COM329 - New Media Technologies (Online)**

#### **Description**

This course examines the role of new media in contemporary society and the evolution of media technologies in economics, politics, marketing, business, relationships, and journalism. Students will utilize and practice with various new media tools and platforms for both personal and professional contexts. The course focuses on both the practical skills and the theoretical foundations of new media, asking students to demonstrate proficiency in these platforms while understanding the implications for communication practice.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **COM336 - Electronic Public Relations (Online)**

#### **Description**

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

#### **Additional Information - Online**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM227 - Public Relations (3)

## University Programs

### **COM337 - Journalism Practicum II (Campus)**

#### **Description**

The option for this advanced practicum is print journalism at the executive board (editorial staff) level on the student run newspaper. Students interested in receiving credit for this practicum must assume the editorial roles to operate and publish the student newspaper; and present portfolios of their work at the end of the academic year. The faculty advisor awards credit(s) based on student participation and involvement at the editorial staff level, and quality of portfolio based on work completed over the academic year.

#### **Academic Level**

Undergraduate

#### **Credits**

1 - 6

#### **Prerequisites**

Complete all of the following  
Complete:

COM237 - Journalism Practicum (1 - 6)

Instructor permission required

### **COM340 - Writing for Public Relations (Campus, Online)**

#### **Description**

Survey course requiring copywriting in public communication formats, including news releases, features, editorials, brochures, executive summaries, company profiles, newsletters and annual report copy.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

### **COM343 - Technical Writing Communication (Online)**

#### **Description**

In this course, students will create written technical communications that align to stakeholder requirements and project plans. In order to do so, they will synthesize complex technical information through collaboration with clients, internal and external stakeholders, and subject matter experts. Students will also assess technical communications and project plans for their alignment to stated stakeholder requirements and targeted project goals.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

## University Programs

### **COM344 - Digital Video Production: Level II (Campus)**

#### **Description**

Students will continue gaining hands-on production experience and will increase their knowledge of video theory, aesthetics, and techniques. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors, and the human condition. Emphasis will be on writing, lighting, sound design, directing, editing, and production management. Students will attend lectures and technical demonstrations, view work of various video and film directors, and produce creative projects individually and in groups.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM244 - Digital Video Production: Level I (3)

### **COM345 - Animation and Visual Effects (Campus)**

#### **Description**

This hands-on technical course provides training for the use of Adobe After Effects, the industry standard software utilized for animation, visual effects, and motion graphics in film, video, multimedia, and the Web. Students will be attending lectures and technical demonstrations, viewing various After Effects creations, completing exercises, and producing short projects with After Effects. Given the breadth of possibilities open to the After Effects artist we will focus our efforts on learning the objectives listed below.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA220 - Introduction to Digital Imaging (3)

## University Programs

### **COM398 - Communication Studio III (Campus)**

#### **Description**

COM Studio III will introduce students to working and interacting with culturally diverse audiences while allowing them the opportunity to develop and plan their capstone projects. Students will also have the option of assisting with upper-level capstone work. This is part one of a two-term sequence.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

COM299 - Communication Studio II (3)

Complete 1 of the following

Placement in BA.COM

Permission of the instructor

### **COM399 - Communication Studio IV (Campus)**

#### **Description**

COM Studio IV will introduce students to working and interacting with culturally diverse audiences while allowing them the opportunity to develop and plan their capstone projects. Students will also have the option of assisting with upper-level capstone work. This is part two of a two-term sequence.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

COM398 - Communication Studio III (3 - 6)

Complete 1 of the following

Placement in BA.COM

Permission of the instructor

# University Programs

## **COM405 - Personal Brand Communications (Online)**

### **Description**

In this course, students will explore the role of personal branding for communication professionals in the context of various communication projects. They will apply principles of emotional intelligence and team dynamics in the collaboration and execution of communication projects. Students will also integrate successful business practices and critical communication dispositions in the creation of a personal brand.

### **Additional Information - Online**

The goal name associated with this course is Defining and Communication Your Professional Persona

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

COM311 - Social Media Strategy (3)

## **COM410 - Applied Strategic Communication (Campus)**

### **Description**

In this course students will learn how to write for the digital age across various media and will create a robust portfolio and knowledge base of modern communication materials and tactics to help publics survive and thrive in the digital age. As businesses, nonprofits, government organizations, celebrities, sports teams, and individuals continue to expand their online presence, communications professionals will be called upon to help them navigate a complex digital world. Through real-world scenarios and examples, students will analyze the social, political, economic, and cultural context of communication in a rapidly changing and complex world while integrating the latest thinking in how to design and execute powerful and successful digital communications strategies.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

COM125 - Dissecting Pop Culture (3)

COM227 - Public Relations (3)

# University Programs

## **COM413 - Management of Communication Projects (Online)**

### **Description**

In this course, students will apply various leadership and management strategies in the execution of communication projects. Additionally, they will develop and leverage fundamental business and project management skills to ensure that projects align with and meet stakeholder requirements and goals, budgets, and timelines.

### **Additional Information - Online**

The goal name associated with this course is Communication Management and Leadership

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

COM311 - Social Media Strategy (3)

## **COM430 - Organizational Communications (Campus, Online)**

### **Description**

This course gives students the opportunity to develop skills, knowledge, and philosophies in organizational communication through lectures, research, readings, discussions, application, and written assignments. Emphasis is placed on verbal and nonverbal communication, cultural communication, interpersonal relationships within organizations, and dealing with the future and change.

### **Additional Information - Online**

The goal name associated with this course is Defining and Communicating a Brand

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

COM212 - Public Speaking (3)

COM213 - Public Speaking and Presentation Skills (3)

## **COM431 - Organizational Branding (Online)**

### **Description**

In this course, students will examine how organizations brand themselves, as well as the role of branding in creating and disseminating communications. They will evaluate how audience needs and internal and external stakeholder requirements impact the development and maintenance of an organization's brand. Students will also gain hands-on experience in creating, building, and maintaining a brand.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

COM311 - Social Media Strategy (3)

# University Programs

## **COM435 - Feature Writing (Campus, Online)**

### **Description**

This course is for students who want to explore feature writing as a means of improving their research and writing skills or to pursue a print journalism focus in the communication major. Students will learn how to develop and organize ideas, adapt their writing for specific audiences and revise and polish their prose style.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

COM235 - Multimedia Journalism (3)

## **COM445 - Writing for New Media (Online)**

### **Description**

This course is an advanced writing experience that focuses on the content-development skills critical for new and emerging digital media technologies. Students engage with the essential concepts and issues surrounding media convergence and the various strategies for delivering and adapting essential information through diverse multimedia platforms.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

## **COM449 - Communication Law and Media Ethics (Online)**

### **Description**

In this course, students will examine the interrelationship of government oversight, public policy and regulation, and social responsibility in the communication profession. They will investigate how communication professionals abide by ethical codes of conduct and adhere to laws and regulations in the creation, repurposing, and dissemination of communication messages. Additionally, students will explore the various ways that communication professionals can demonstrate social responsibility when producing communication projects.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

COM225 - Communication with Diverse Audiences (3)



## University Programs

### **COM452 - Public Relations Campaign Planning Seminar (Capstone) (Campus, Online)**

#### **Description**

This capstone 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.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM227 - Public Relations (3)

COM340 - Writing for Public Relations (3)

### **COM454 - Documentary Video Production (Campus)**

#### **Description**

This advanced-level course combines the study of the documentary genre with hands-on documentary video production. Through film viewings, readings, and discussions, students will explore the issues and obstacles that have faced documentary filmmakers through the years. They will then explore these issues through their own creative practice in the documentary genre. Students will write and defend documentary project proposals, and will work in groups and individually on documentary projects.

#### **Additional information - Campus**

Offered every other spring.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM244 - Digital Video Production: Level I (3)

## University Programs

### **COM455 - Commercial Video Production (Campus)**

#### **Description**

This advanced level, hands-on course provides additional technical training for video production, and assists the student in learning what is involved in setting up a video production business, or working in the commercial/corporate video production industry. Topics could include electronic field production(EFP), working with clients and talent, audience and market considerations, purchasing equipment, producing budgets, maintaining production records, gaining music rights, video graphics, video streaming and conferencing, and careers in the industry. Students will be attending lectures and technical demonstration, viewing various productions, completing production planning and coordination, and producing commercial/corporate projects.

#### **Additional information - Campus**

Offered every other spring.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM244 - Digital Video Production: Level I (3)

### **COM476 - Corporate Communications Seminar (Capstone) (Online)**

#### **Description**

This course will explore the growing field of corporate communication with special emphasis on, industry analysis, media relations, message strategies and crisis communication planning. Upon completion of the course, students will understand the theory, practice and functions of corporate communicators. This course will serve as a capstone experience for all communication majors.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM227 - Public Relations (3)

### **COM490 - Communication Internship (Campus)**

#### **Description**

The communication internship provides an opportunity for students to apply their skills and communication expertise in a supervised, career-related experience. Students will be measured on their professionalism and effectiveness by an internship supervisor and will reflect on their personal and professional goals as they relate to the internship experience.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

## University Programs

### **COM492 - Digital Media Internship (Campus)**

#### **Description**

This internship experience, for Digital Media majors, enables students to use 3, 6, or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the co-op education syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation.

#### **Additional information - Campus**

Course offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **COM498 - Communication Capstone I (Campus)**

#### **Description**

Communication Capstone I will allow students the opportunity to design and implement a substantial culminating project directly related to future professional or educational goals. This is part one of a two-term sequence.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

COM399 - Communication Studio IV (3 - 6)

Complete 1 of the following

Placement in BA.COM

Permission of the instructor

## University Programs

### **COM499 - Communication Capstone II (Campus)**

#### **Description**

Communication Capstone II will allow students the opportunity to continue to design and implement a substantial culminating project directly related to future professional or educational goals. Students will present and defend their capstone project alongside a portfolio of their work as part of this course. This is part two of a two-term sequence.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

COM498 - Communication Capstone I (3 - 6)

Complete 1 of the following

Placement in BA.COM

Permission of the instructor

### **COM500 - Communication, Media & Society (Online)**

#### **Description**

Communication, Media, and Society serves as an introduction to key concepts and theories in the study of communication and media. In this course, students will examine the foundations of the discipline of communication focusing particularly on the ways in which media and technology have impacted the study of culture, relationships, and messages. The course will explore the impact of communication on various arenas, including families, relationships, culture and the changes in communication and media over time. Students will analyze their own skills, communication patterns, networks, and resources and articulate a plan for future studies and career plans in communication.

#### **Academic Level**

Graduate

#### **Credits**

3

### **COM510 - The Vantage Point: Knowledge & New Media (Online)**

#### **Description**

This course contends with the evolving concept of "knowledge production" in the new media environment. It focuses on strategies for independent online research, including processes for identifying, vetting, and citing appropriate sources of information, as well as best practices for writing in the online environment. Issues of copyright, plagiarism, and ethics related to the creation of online content will be evaluated. Finally, students will explore their role as producers of mediated communication, including primary authorship and the curating of content.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **COM530 - Law & Ethics: A Line in the Sand (Online)**

#### **Description**

Legal issues related to communication and media in the U.S. are rapidly changing in an age where technology and the distribution of mediated messages are ubiquitous. Thus, this course contends with the major legal, ethical, and policy issues related to mass media communication particularly focusing on those issues that impact digital and public communication. Concepts related to the First Amendment to the U.S. Constitution, libel, obscenity, censorship, right to privacy, intellectual property, and the governance of media and digital technology will be explored. Additionally, this course asks students to contend with many ethical issues and philosophies pertinent to media and communication in the interest of articulating a personal ethical framework as a graduate communication student and practitioner.

#### **Academic Level**

Graduate

#### **Credits**

3

### **COM540 - Second Self: Identity & Personal Brands (Online)**

#### **Description**

Interactive and social media have opened up myriad opportunities for individuals to create, manage, re-create, and even fabricate their identity online. This course contends with the idea of a virtual or "second" self and the ways in which one navigates identities in a highly networked environment. Students will explore the relationship between professional and personal identities, privacy and security in online environments, and the creation of personal brands in various media. Students will have the opportunity to explore and experiment with various types of social media tools to develop an effective and active online brand.

#### **Academic Level**

Graduate

#### **Credits**

3

### **COM565 - Communication with Media Technology (Online)**

#### **Description**

Media technologies are changing so rapidly that those currently designated as 'new' could become obsolete before the impact to the communication field is even fully understood. Communication professionals must seek to understand the catalysts of technological changes by conceiving of them as products of the values and assumptions held by the societies that create them. This course is focused on how new media technologies have developed, how they might modify previous understandings of the relationship between technology and culture, and how they have shaped industries (particularly media industries) today. Students will investigate the practical aspect of various technologies of interest in order to become more savvy consumers and critics of emerging media tools and resources.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

COM500 - Communication, Media & Society (3)

COM510 - The Vantage Point: Knowledge & New Media (3)

## University Programs

### **COM566 - Pen to Platform (Online)**

#### **Description**

A corollary to and resulting challenge of new media technology is the need for messages that are applicable and effective in a myriad of different contexts. In this course, students will craft and structure written work so that it may be more easily translated to different platforms. Different writing processes, such as information mapping, will be employed to demonstrate new ways of thinking about information. Students will apply best practices for effectively communicating across different media and actualizing varied communication in their writing.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

COM500 - Communication, Media & Society (3)

COM510 - The Vantage Point: Knowledge & New Media (3)

### **COM567 - Digital Tools and Teams (Online)**

#### **Description**

Although modern technology empowers the individual to do far more with limited resources than ever before, it is certainly impossible to live and work in a vacuum in today's globalized society. Striking the balance between DIY, collaboration, and contracting help requires adept decision making and project management that must be rooted in the overall strategy and mission of the communication plan. In this course, students will explore and employ the practical resources, tools, economics, and logistics of new media and marketing. Additionally, students will determine and practice effective means for utilizing diverse networks of colleagues, mentors, clients, and critics to shape their media strategies.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

COM500 - Communication, Media & Society (3)

COM510 - The Vantage Point: Knowledge & New Media (3)

## University Programs

### **COM568 - New Media Campaign Design & Marketing (Online)**

#### **Description**

Developing and executing a new media campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of new media campaigns in order to prepare for the critical assessment in the capstone course.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

COM500 - Communication, Media & Society (3)

COM510 - The Vantage Point: Knowledge & New Media (3)

### **COM600 - Communication for Leadership (Online)**

#### **Description**

This course aims to prepare students for a variety of leadership roles in dynamic organizations and environments. Students will analyze key aspects of leadership, relationships, and organizations such as: organizational culture, conflict in interpersonal and organizational settings, organizational roles and socialization, power in personal and professional relationships, and group communication theories. Students will contend with these concepts from a personal standpoint by using examples from their own relationships and workplaces to apply best practices and improve their own communication and leadership skills. Additionally, this course takes a systems theory approach to organizations and teams, looking at the interrelationship of events, people, and ideas and the systemic impact of small and large changes.

#### **Academic Level**

Graduate

#### **Credits**

3

### **COM610 - More than Words: Communication by Design (Online)**

#### **Description**

Illustrations, photos, infographics, videos, animations, and dynamic interfaces often tell a consumer more about a brand or product than the product itself. It is increasingly important that media consumers and creators be fluent visual communicators. This course presents fundamentals of good visual design and presentation in media focusing on the best practices for a variety of design tools. Students will engage with key concepts related to visual production and consumption, media and web design, storytelling and narrative in visual formats, and accessibility of content for diverse audiences.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **COM620 - Strategic Communication in a New Age (Online)**

### **Description**

In today's public climate, political rhetoric is no longer just a tool of the immensely powerful or those who have access to a podium and speakers. The dissemination of mass messages can occur in any number of avenues and can reach audiences that were previously inaccessible or disinterested. Communication professionals today are in a powerful position to shape messaging and distribution strategies for many contexts: politics, popular culture, business, nonprofit advocacy, social movements, advertising, and marketing. In this course, students should develop the perspective and skill sets necessary to respond effectively and creatively to complex social problems and opportunities in written, verbal, and visual communication mediums.

### **Academic Level**

Graduate

### **Credits**

3

## **COM655 - Reputation Management: Building a Brand (Online)**

### **Description**

The public relations field distinguishes itself through its emphasis on capturing hearts and minds. Above and beyond the marketing goal of persuading target consumers to the desired economic end, it is the task of the public relations professional to persuade individuals and groups to accept a certain belief or opinion. In this way, the topics of messaging and branding take on new meaning within the context of public relations. In this course, students will make that transition in to the world of public relations by re-examining and building upon core principles to build a foundation for the public relations concentration.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

1 of the following:

COM500 - Communication, Media & Society (3)

COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM656 - Spread the Word: Social Media Practices (Online)**

### **Description**

The ease of self-publishing using blogs, the dedication of entire mainstream news segments to the "conversation" on Twitter, the use of RSS feeds to immediately deliver customized messages and other personalization of communication all hail the dawn of a new era that is at once global and highly individualistic. For a public relations professional, social media technologies present unique challenges and opportunities to develop and protect one's brand. In this course, students will engage in thorough investigations and practical applications of the specific technologies, outlets, platforms, networks, and mediums that will populate their professional tool kit. Students will gain proficiency in particular, relevant tools, as well as add to their general fluency in the language of technology.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

1 of the following:

COM500 - Communication, Media & Society (3)

COM510 - The Vantage Point: Knowledge & New Media (3)



## University Programs

### **COM657 - Crisis Communication in a 24/7 World (Online)**

#### **Description**

The pervasiveness of social media, 24-hour news coverage, and mobile communications has transformed the role of public relations specialists. What constituted 'private' has become increasingly public given individuals' immediate access to multiple platforms and technologies to publish sensitive information. Protecting a brand and maintaining a consistent message in the maelstrom of broadcasted opinions is certainly more difficult than ever before. This course addresses the topics of public relations ethics and crisis management through the investigation of landmark cases and hypothetical crisis scenarios, preparing students to develop crisis management, prevention, and response skills crucial for today's media environment.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

COM500 - Communication, Media & Society (3)

COM510 - The Vantage Point: Knowledge & New Media (3)

### **COM658 - Integrated Public Relations Campaigns & Measurement (Online)**

#### **Description**

Developing and executing a public relations campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of public relations campaigns in order to prepare for the critical task in the capstone course.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

COM500 - Communication, Media & Society (3)

COM510 - The Vantage Point: Knowledge & New Media (3)

### **COM690 - Communication Capstone (Online)**

#### **Description**

This capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competency in the student's chosen specialization in communication. Instead of introducing new concepts, students will synthesize prior learning to design, develop, and execute a communication campaign on their chosen subject as a culmination of their studies. The course will be structured around this critical task, so that students have the appropriate support and resources required to be successful.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

30 credit(s).

## Community Economic Development

### **CED631 - Housing Policy and Development (Online)**

#### **Description**

This course covers market analysis and housing needs assessments, site selection and control, financial feasibility reports, the selection of a development team, methods of obtaining approval from various government entities, identification of private and public funding and subsidies, and various forms of ownership, including cooperatives and land trusts. Students also learn about the policy framework for affordable housing development, and the legal, institutional, economic, political and environmental factors that shape that framework.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CED632 - Urban Neighborhood Revitalization (Online)**

#### **Description**

This course looks at CED in urban (mostly United States) settings. Following a review of urban geography and changes in cities over time, the course examines strategies of business development, job creation, and neighborhood revitalization that are particularly relevant to cities. Students will gain an understanding of the roles of development partners, methods for fostering stakeholder involvement, and understanding the relationship between critical demographic, socio-economic cultural and capital investment/infrastructure related trends and priorities. Students explore case studies and identify best practices.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MBA520 - Accounting and Financial Analysis (3)

### **CED634 - Financing Community Economic Development (Online)**

#### **Description**

This course looks at how CED projects and organizations are financed, including the traditional and non-traditional and financial institutions involved; the various forms of financing that are possible; the factors involved in choosing the financing for a particular project; and the ways in which the choice of financing may influence a project's outcome.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MBA520 - Accounting and Financial Analysis (3)

## University Programs

### **CED652 - Community Building and Organizing (Online)**

#### **Description**

Community economic development often requires an understanding of community organizing to successfully involve the community in the development process. This course acquaints participants with different models of community organizing. It also trains participants in specific organizing skills that can be used in their work as CED practitioners, including negotiation techniques.

#### **Academic Level**

Graduate

#### **Credits**

3

## Community Health Education

### **CHE110 - Introduction to Community Health Education (Online)**

#### **Description**

Explore the field of community health education through community health organizations, epidemiology, planning and assessment strategies such as Mobilizing for Action through Planning and Partnerships (MAPP), and the status of the nation's health. Examine the responsibilities, competencies, and skills of the community health education entry-level professional. Healthy People 2020 and Centers for Disease Control are used as important resources. Students begin to develop and implement program ePortfolios.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CHE220 - Communicable Diseases (Online)**

#### **Description**

Explore the nature and cause of human communicable diseases based on an understanding of pathogenic, behavioral, and environmental factors through the concepts of pathological process in public health. Review historical and contemporary disease patterns as they relate to common communicable diseases. Students learn disease prevention, treatment, and control approaches along with strategies promoting healthy behavior.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CHE300 - Methods and Materials in Health Education (Online)**

#### **Description**

The goal of this course is to explore innovative, meaningful, and effective teaching and learning approaches and materials in community health education. Students learn about curriculum planning and development, teaching strategies, creative learning resources and materials for workplace and community health education settings. Topics include developing health education materials and methods that are culturally and age appropriate.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **CHE320 - Perspectives in Aging (Online)**

#### **Description**

Examine the growing field of gerontology, the scientific study of aging, with a multidisciplinary and developmental perspective that sees aging in a positive light with an emphasis on wellness, rather than disability and disease. Explore concepts of ageism, its history, and its impact on individuals, families, and communities.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CHE325 - Aging and Wellness (Online)**

#### **Description**

Investigate the health characteristics of aging populations and issues impacting quality of life. Examine the changes in various body systems and lifestyle factors, such as nutrition, sexuality, stress, and exercise, along with current trends in wellness.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CHE327 - The Epidemiology of Aging (Online)**

#### **Description**

This interdisciplinary course provides an overview of demography and methodology related to aging, and explores the specific health conditions common to older persons. The course covers methodological issues relevant to the study of aging, the biology of aging and the etiology and epidemiology of common geriatric syndromes and diseases.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CHE329 - Aging, Politics, and Policy (Online)**

#### **Description**

This course examines the critical issues and current policies impacting the aging U.S. population including Medicare and family caregiving, and introduces current trends in public health. The course covers public policies on retirement, employer pensions, workplace conditions, and entitlement programs, Social Security and health care reform, and the rise of the elderly as a powerful political force.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **CHE350 - Program Administration (Online)**

#### **Description**

This course provides a strong foundation of the theories, principles, and practices in program administration of public health education and health promotion programs in a variety of settings on local, state, national, and international levels. Topics include: healthcare services and public health, the uninsured, public health law, emergency health preparedness.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CHE460 - Health Communication, Social Marketing, and Advocacy (Online)**

#### **Description**

This course explores the roles of communication and social marketing as indispensable tools in health promotion and disease prevention. Students learn about the power of effective health campaigns in changing health behaviors. Public debate, advocacy skills and policy development are examined in terms of their interrelationship.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CHE490 - Community Health Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the Bachelor of Science in Community Health Education. This course builds on the theories and concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their course work in an original comprehensive paper, and to assess their level of mastery of the stated outcomes of their degree program in community health education. This course is taken in the student's final term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

CHE460 - Health Communication, Social Marketing, and Advocacy (3)

PHE423 - Evaluation Methods in Public Health (3)

111 credit(s).

## Computer Information Systems

## University Programs

### **CIS100 - Intro to Information Systems and Technology (Campus)**

#### **Description**

This fundamental computer fluency course is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. Concepts to master include the fundamentals of computer information systems and technologies, along with issues that affect businesses today such as: networking, digital media, hardware, software, database management, and information security. Students develop capabilities that are critical to the successful implementation of systems and technologies within businesses, such as assessing the quality of information, collaborating and communicating using technology, anticipating technological change, and thinking abstractly and critically about these systems and technologies.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CIS135 - Interactive Scripting for Business Applications (Campus)**

#### **Description**

This course introduces students to the use of scripting used in designing web-based business applications. Students will learn the principles of computer programming and apply these concepts to manipulate digital images, sound, movies, text, and web pages. Topics include basic data types, control structures, decision constructs, expressions, input and output, implementation, testing/debugging and human computer interfaces design.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CIS206 - Digital Music (Campus)**

#### **Description**

This course focuses on a particular category of computer information system, digital music systems. Students learn how to create music for purposes in business, education, video games, movies, and podcasts. Other topics include song structure, effects, creating moods, waveform audio, data compression, audio file formats, and music distribution. Digital music software will be used to compose, record, and mix music. As part of the course, a professional music video suitable for distribution over the Internet will be created. An ability to play an instrument is not required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CIS209 - Introduction to Robotics Applications (Campus)**

#### **Description**

This course provides an introduction to robots, including tele-presence robots, humanoid robots, animaloid robots, service robots, industrial robots, and others. Students learn how to use robots for purposes in business, therapy, and education. Other topics include artificial intelligence, human-robot interaction, autonomous vs. tele-operated robots, existing applications of robots, and ethical and economic considerations. Knowledge of computer programming is not required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **CIS211 - Business Info Systems Analysis & Design (Campus)**

### **Description**

This course provides students with the necessary level of information technology education relative to understanding the uses and roles of information systems in business organizations. Students receive instruction on the information concepts and methodologies associated with the development of business information systems, and their effective application to the solution of business problems. Students learn the major issues of managing information technology in the contemporary business environment and the relationship between organizations, structures and information technology. Team approaches are utilized along with structured computer laboratories and cases. Students learn to use spreadsheets and database management software applications.

### **Academic Level**

Undergraduate

### **Credits**

3

## **CIS213 - Humanoid Robots (Campus)**

### **Description**

This course focuses on humanoid robots and their application, including their purposes in business, therapy, and education. Students learn about sensing/reasoning/acting, artificial intelligence, human-robot interaction, disembodied humanoid robots, the uncanny valley, and other topics. Knowledge of computer programming is not required.

### **Academic Level**

Undergraduate

### **Credits**

3

## **CIS214 - Technology and Art (Campus)**

### **Description**

This course is designed to look at the intersection of technology and art. The focus will be on how technology is currently being used to create art and how the technology works. Students will learn about different types of technology and have a chance to use them to create projects for the course.

### **Academic Level**

Undergraduate

### **Credits**

3

## **CIS255 - Applied Data Structure and Database (Campus)**

### **Description**

This course reviews the data structure concepts such as link lists, stack and queues, binary trees, graph representation and traversals, sorting, and hashing. The course is also an introduction to the basic principles and practices underlying the analysis, design, and implementation of the database, as they are used in the contemporary business environment. Students will learn the major approaches used in designing database applications. Students will also learn the details of the logical and physical design techniques of data modeling. The course has an extensive hands-on technical component using Structured Query Language (SQL).

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **CIS270 - Web Design & Construction (Campus)**

#### **Description**

This course serves as an introduction to creating interactive pages for the World Wide Web. The primary focus of the course is on HTML, the standard markup language for Web pages, and CSS, the syntax for building consistent styles and appearances across Web pages. Other related topics, such as JavaScript, Internet concepts, network protocols and client-server communications will also be covered related to the construction of websites.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CIS275 - Artificial Intelligence for Real-World Applications (Campus)**

#### **Description**

This course focuses on artificial intelligence (AI) in information systems in business, robotics, smart voice technology, and other areas. Students learn about different AI paradigms such as rule-based reasoning, case-based reasoning, fuzzy reasoning, neural networks, and genetic algorithms. The application of these paradigms to tasks such as diagnosis, decision-making, education, planning, and conversation will also be covered. Knowledge of computer programming is not required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CIS315 - Information System Requirements and Design (Campus)**

#### **Description**

This course focuses on software engineering principles and practices underlying the analysis, design, implementation and management of computer-based information systems. The course involves use of the unified modeling language (UML) and Agile (SCRUM) methodology, through the vehicle of a student group project, applying various elements to the system development life cycle. This course is writing and lab intensive, as project teams are required to submit a comprehensive project, with report and presentation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CIS335 - Business Systems Applications (Campus)**

#### **Description**

This course covers a variety of business types and the appropriate information systems to help run them. Students will demonstrate an ability to identify and model a business process with the goal of improving the process with a business system application. Examples include systems to assist in customer relationship management (CRM), enterprise resource planning (ERP), helpdesk management, payroll, accounting, decision-making, supply chain management, and other business functions. The course also covers the pros and cons of various means of acquiring information systems, for example using cloud services, purchasing software, using public domain software, building software in-house, and integrating multiple business applications into a whole. Students will gain hands-on experience with several business system applications, gain experience in proposing and justifying recommendations of information systems for particular businesses, and gain experience in quantifying the effectiveness of a business system applications.

#### **Academic Level**

Undergraduate

#### **Credits**

3



# University Programs

## **CIS355 - Business Intelligence Applications (Campus)**

### **Description**

This course introduces concepts in business intelligence and explores how business intelligence (BI) applications can help improve management effectiveness through better decision-making in various scenarios. The benefits of BI and appropriate applications are discussed. Students use current BI tools to develop realistic solutions and gain hands-on experience. Current trends are discussed, as is the growing role of big data.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Complete:

CIS255 - Applied Data Structure and Database (3)

1 of the following:

MAT240 - Applied Statistics (3)

MAT241 - Modern Statistics with Software (3)

## **CIS410 - Enterprise Systems (Campus)**

### **Description**

Enterprise Systems are now essential infrastructure to organizations of all sizes, as well as they remove the need to have individual business systems within functional departments. This course examines the implementation process of enterprise systems and how these systems fit into business operations. Functionalities of enterprise systems will be presented and analyzed, including enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, and supply chain management (SCM) systems. Topics covered include business processes, implementation tools and methodology, project planning, enterprise systems integration, vendor/product selection and web services.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
60 credit(s).

This can include completed and in-progress coursework.

## University Programs

### **CIS435 - Capstone in Information Systems (Campus)**

#### **Description**

The course is designed for students to learn to integrate a large number of concepts they have studied in previous course work within the department and school. The class uses a case/project-based design that requires students to identify and develop a detailed managerial analysis of an information technology and/or computer information system (IT, CIS) project, and design an implementation plan that takes into account business needs and constraints. This requires the knowledge, skills, tools, and techniques of systems analysis and design, project management, quality assurance, and people management. Students will work in teams, and will be required to present their solutions as a way of honing their communication skills.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CIS315 - Information System Requirements and Design (3)

CIS335 - Business Systems Applications (3)

CIS355 - Business Intelligence Applications (3)

### **CIS490 - Computer Information Systems Internship (Campus)**

#### **Description**

The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic coursework and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - fall, spring or summer - completing a minimum of 150 hours on the job per 3 credits.

#### **Additional information - Campus**

Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **CIS525 - Applied Data Structure and Database (Campus)**

#### **Description**

The course is an introduction to the basic principles and practices underlying the analysis, design, and implementation of the database, as they are used in the contemporary business environment. Students will learn the major approaches used in designing database applications. Students will also learn the details of the logical and physical design techniques of data modeling. This course also reviews the data structure concepts such as link lists, stack and queues, binary trees, graph representation and traversals, sorting, and hashing. The course has an extensive hands-on technical component using Structured Query Language (SQL).

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **CIS530 - Design of Decision Support Systems (Campus)**

### **Description**

This course will have students dive into what decision support systems are and how to design one on their own. Decision support systems help support managerial decisions through the use of information technology, data, and models to aid in making decisions. This requires knowledge of the data and how to access it. Students will need to gather requirements to determine what the decision support system should do to provide useful information to the user. Also, students will be leveraging querying and scripting languages to extract useful information from the business data. Various technologies will be studied in the course as the environment of decision support systems is ever changing. The concepts learned in this class will help students design a working decision support system that provides valuable information to the end user.

### **Academic Level**

Graduate

### **Credits**

3

## **Computer Science**

## **CS110 - Fundamentals of Programming (Campus)**

### **Description**

This course covers the fundamentals of programming using a modern programming language. Students will be introduced to basic programming concepts including data types, variables, decision statements, iterative statements, subprograms and parameter passing, and arrays. Students gain valuable problem-solving skills and experience by developing many simple computer applications.

### **Academic Level**

Undergraduate

### **Credits**

3

## **CS113 - Introduction to Programming (Campus)**

### **Description**

This course introduces computational thinking and computer programming using a modern programming language. Students will be introduced to basic programming concepts and will learn fundamental programming constructs and structures including variables, data types, expressions, conditional/iterative control structures, functions and parameters, arrays/vectors, simple I/O and file I/O. Students will apply them in solving many small real application problems and develop critical skills in problem solving, testing and debugging, and gain an understanding of the role of computation. This course has an associated lab class required for students to take concurrently.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Corequisites**

Concurrently enroll in:

CS113L - Intro to Programming Lab (1)

## University Programs

### **CS113L - Intro to Programming Lab (Campus)**

#### **Description**

A modern programming language is used to introduce conditional and iterative control structures, subprograms and parameter passing, arrays and records, dynamic memory allocation and linked lists, and recursion. In the required laboratory, students will write programs which exercise these language features.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

CS113 - Introduction to Programming (3)

### **CS114 - Intro to Software Engineering (Campus)**

#### **Description**

The software life cycle is introduced, shifting emphasis away from programming as the primary activity of the software engineer and towards requirements analysis, specification, documentation, testing, verification, and validation. In the required laboratory, students will develop a software simulation of a game using graphics which is required to run successfully.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CS113 - Introduction to Programming (3)

#### **Corequisites**

Concurrently enroll in:

CS114L - Introduction to Software Engineering Lab (1)

### **CS114L - Introduction to Software Engineering Lab (Campus)**

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

CS114 - Intro to Software Engineering (3)

# University Programs

## **CS200 - Computer Science's Role in Industry (Online)**

### **Description**

This course introduces the role of computer software in a variety of industries. Principles of hardware, software, computation, and algorithm development are introduced. Students learn the fundamentals of basic programming concepts including data types, variables, control structures, logical expressions, and arrays.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Contact Academic Advisor to register.

## **CS203 - Sophomore Software Engineering I (Campus)**

### **Description**

This course is the first of a two-semester sequence. Students apply the theoretical principles of software engineering to a software project. The entire class works as a whole on one project, which will be carried through the software life cycle from problem definition to implementation, with the course evaluation based on deliverables.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS114 - Intro to Software Engineering (3)

CS114L - Introduction to Software Engineering Lab (1)

## **CS204 - Sophomore Software Engineering II (Campus)**

### **Description**

This course is a continuation of CS203. Students apply the theoretical principles of software engineering to a software project. The entire class works as a whole on one project, which will be carried through the software life cycle from problem definition to implementation, with the course evaluation based on deliverables.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS203 - Sophomore Software Engineering I (3)

# University Programs

## **CS205 - Foundations in Software Development (Online)**

### **Description**

Students will use basic programming constructs, focusing on writing readable and maintainable code for building programs. Students will use flowcharts and pseudocode to develop programming logic, leading into the development of a fully functional program.

### **Academic Level**

Undergraduate

### **Credits**

3

## **CS210 - Programming Languages (Online)**

### **Description**

Students will develop functional programs that comply with industry regulations and best practices using various programming languages. Special attention will be paid to the importance of developing code that is not only functional, but also secure, efficient, and professional.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

## **CS217 - Object Oriented Programming (Campus)**

### **Description**

This course focuses on problem solving using advanced programming skills. Pointers, linked lists, and the object-oriented programming (OOP) concepts will be explored throughout. This course also introduces the Big - O asymptotic notation to measure the efficiency of algorithms. Special emphasis will be given to introduce basic linear and binary searching and bubble, selection, and insertion sorting algorithms.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete 1 of the following

Complete:

IT145 - Foundation in Application Development (3)

Complete:

CS113 - Introduction to Programming (3)

CS113L - Intro to Programming Lab (1)

# University Programs

## **CS218 - Data Structure and Algorithms (Campus)**

### **Description**

This course explores fundamental data structures and algorithms such as stack, queue, tree, graph, and hash table. It discusses various implementations of these data structures and algorithms. The course also examines commonly used fast sorting algorithms with in-depth analysis of time and memory use. Students will not only understand the concepts but will also implement solutions using appropriate data structures and algorithms.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

CS210 - Programming Languages (3)

CS217 - Object Oriented Programming (3)

1 of the following:

MAT230 - Discrete Mathematics (3)

MAT239 - Mathematics for Computing (3)

## **CS219 - Computer Architecture I (Campus)**

### **Description**

Computer architecture and organization are covered including instruction set design, floating point and integer arithmetic operations, number representations, datapath design, pipelining, control flow, memory hierarchy, caches, virtual memory and input/output. Students are introduced to a variety of commercial architectures such as x86 and ARM.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS113 - Introduction to Programming (3)

CS113L - Intro to Programming Lab (1)

## **CS230 - Operating Platforms (Campus, Online)**

### **Description**

Students will develop a deeper understanding of operating platforms and architectures through the analysis and evaluation of the characteristics, advantages, and weaknesses of each. Students will learn the value of utilizing software design templates as well as how to utilize them to solve problems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

CS210 - Programming Languages (3)

CS217 - Object Oriented Programming (3)

# University Programs

## **CS231 - Database Systems (Campus)**

### **Description**

This course will give the student an overview of application development using data base management systems (DBMS). Conceptual database design, data modeling and data normalization will be presented and practiced. Structured query language (SQL) will also be practiced using MySQL or a similar tool. Relational databases will be examined, with an emphasis on those found in PC networks with client-server applications. Topics include: the rationale for using databases, the history of databases, logical definition and structure for efficient access, physical definition of the data, using SQL and QBE (query by example) to access databases, data security and backup strategies.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

CS110 - Fundamentals of Programming (3)

CS113 - Introduction to Programming (3)

IT140 - Introduction to Scripting (3)

## **CS238 - UNIX Programming (Campus)**

### **Description**

This course covers UNIX/Linux commands and utilities including file manipulation, program execution and control. A brief introduction to Bourne and Korn shell programming is included. Proficiency in applying new skills is reinforced with extensive hands on exercises.

### **Academic Level**

Undergraduate

### **Credits**

3

## **CS250 - Software Development Lifecycle (Campus, Online)**

### **Description**

Students will explore the stages of the Software Development Lifecycle (SDLC) through the lens of developers and testers to examine the characteristics, documentation, and purpose of each stage. Through applying SDLC stages within an agile development environment, students will learn the principles and best practices used to develop high quality software while also assessing the impact of communication, documentation, and ethics on the SDLC.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)



# University Programs

## **CS255 - System Analysis and Design (Campus, Online)**

### **Description**

Students will explore the principles, methods, and techniques used in systems development so that they can create system models using appropriate industry tools. As a part of creating system models, students will also learn to effectively communicate technical concepts and design decisions to various audiences in a professional manner.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

## **CS260 - Data Structures and Algorithms (Online)**

### **Description**

Students will develop code as well as use non-coding development methodologies in algorithmic design and problem solving. Students will use advanced algorithmic designs to evaluate complex data structures to aid in problem solving.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

IT145 - Foundation in Application Development (3)

MAT230 - Discrete Mathematics (3)

1 of the following:

CS200 - Computer Science's Role in Industry (3)

IT140 - Introduction to Scripting (3)

## **CS300 - Data Structures and Algorithms: Analysis and Design (Online)**

### **Description**

Students will develop code as well as use non-coding development methodologies in algorithmic design and problem solving. Students will use advanced algorithmic designs to evaluate complex data structures to aid in problem solving.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

MAT230 - Discrete Mathematics (3)

MAT239 - Mathematics for Computing (3)

1 of the following:

CS210 - Programming Languages (3)

CS217 - Object Oriented Programming (3)

# University Programs

## **CS303 - Junior Software Engineering I (Campus)**

### **Description**

This course is the first of a two-semester sequence. Students apply the theoretical principles of software engineering to a software project. The class works in groups on a large product using the Scrum software engineering framework. At the end of the first semester students should complete the "Concept" phase of the Product with a working prototype. The same Concept is the starting point for the second semester where the students will complete the "Pre-Production" phase of the Product. At the end of the second semester students are required to present their projects.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS204 - Sophomore Software Engineering II (3)

CS217 - Object Oriented Programming (3)

## **CS304 - Junior Software Engineering II (Campus)**

### **Description**

This course is the second of a two-semester sequence. In the first semester students apply group-based software engineering methodologies to a large project. In the second semester students continue developing group-based software engineering concepts but specifically focus on individual software engineering concepts such as software testing, object-oriented design, design patterns, and code optimization. The first semester prototype is the starting point for the second semester where the students will complete the "Pre-Production" phase of the Product. At the end of the second semester students are required to present their projects.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS303 - Junior Software Engineering I (3)

## **CS305 - Software Security (Campus, Online)**

### **Description**

Through the analysis of advanced security concepts, students will learn how to develop secure code that complies with security testing protocols. In addition to exploring and implementing security concepts through code, students will also learn why and how to apply encryption technologies and techniques to communicate securely.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

## University Programs

### **CS310 - Collaboration and Team Projects (Online)**

#### **Description**

Learn how to collaborate on a software project. Apply appropriate change control and versioning practices. Use technologies for supporting collaboration on a project in a distributed workforce with remote contributors.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

CS250 - Software Development Lifecycle (3)

1 of the following:

CS260 - Data Structures and Algorithms (3)

CS300 - Data Structures and Algorithms: Analysis and Design (3)

### **CS312 - Analysis of Algorithms (Campus)**

#### **Description**

Basic algorithmic analysis and strategies are explored along with fundamental computing algorithms. Connections between regular languages and finite automata, context-free languages and pushdown automata, and Turing machines and computation are established. The complexity classes P and NP will also be introduced.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CS218 - Data Structure and Algorithms (3)

#### **Corequisites**

Concurrently enroll in:

MAT239 - Mathematics for Computing (3)

# University Programs

## **CS317 - Computer Networks (Campus)**

### **Description**

This course provides an in-depth overview of the field of data communications and its impact on information systems. Various types of equipment will be examined along with protocols and architectures offered by major vendors. Distributed system issues as well as local area network solutions are discussed.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

CS218 - Data Structure and Algorithms (3)

CS219 - Computer Architecture I (3)

1 of the following:

EG340 - Probability and Statistics for Engineers (3)

MAT239 - Mathematics for Computing (3)

## **CS319 - UI/UX Design and Development (Online)**

### **Description**

Students will explore User Interface (UI) and User eXperience (UX) design concepts and development techniques with an emphasis on user-centric and contemporary design patterns and techniques. Students will learn to conduct and evaluate user testing to inform user experience design. Use a variety of software tools to create wireframes and visual prototypes. This course provides students with authentic experiences in designing and developing user interfaces for embedded, cloud-based, and mobile systems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

## **CS320 - Software Testing, Automation, and Quality Assurance (Campus, Online)**

### **Description**

Students will apply software engineering testing strategies and practices as part of the software development lifecycle, including requirements analysis, verification and validation, and quality management. The creation of unit tests and analysis of various testing approaches will also be covered.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

# University Programs

## **CS321 - Programming Language Concepts (Campus)**

### **Description**

The history of computing as well as an overview of programming languages will be presented. Students will be introduced to the formal definition of programming languages including specification of syntax and semantics. Scope of declarations, storage allocations, binding time, and recursive procedures will be examined in several different programming languages.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS114 - Intro to Software Engineering (3)

## **CS328 - Embedded Systems (Campus)**

### **Description**

This course examines key aspects of embedded system design including microcontroller selection, assembly-language programming, the use of higher-level languages for system development, interfacing, transducers, and key supporting analog circuits.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

CS110 - Fundamentals of Programming (3)

CS114 - Intro to Software Engineering (3)

## **CS330 - Computational Graphics and Visualization (Campus, Online)**

### **Description**

Students will create realistic, interactive three-dimensional objects through the use of application programming interface (API) libraries and best practices. Students will also develop fully formed graphic applications that meet project requirements.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

CS210 - Programming Languages (3)

CS217 - Object Oriented Programming (3)

# University Programs

## **CS331 - Computer Security (Campus)**

### **Description**

With the proliferation of personal computers and Internet and the fact that cyber attacks have turned more aggressive in recent years, computer security becomes mandatory for all connected computer systems. This course first covers the fundamentals of security concepts and provides students with the skills required to recognize and diagnose potential security issues in computer and network systems. Through lectures, readings, and virtual labs which combines cloud computing and virtualization technologies to offer different scenarios of security issues to practice, students will learn how to implement access controls and cryptography to protect computer systems and data, how to analyze risk and set up response and recovery plans, how to administer security operations and administration, and how to audit, test, and monitor the security plans. Other topics include security standards, security education and training, security professional certifications, and US compliance laws. At the conclusion of the course, students will have a heightened sense of security in the actions they take when using and maintaining computer systems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

CS110 - Fundamentals of Programming (3)

CS113 - Introduction to Programming (3)

IT140 - Introduction to Scripting (3)

## **CS340 - Client/Server Development (Campus, Online)**

### **Description**

Students will learn how to apply database systems concepts and principles to develop client/server applications that interface client-side code with databases.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS320 - Software Testing, Automation, and Quality Assurance (3)

# University Programs

## **CS350 - Emerging Systems Architectures & Technologies (Online)**

### **Description**

Students will explore emerging systems, architectures and technologies. Students will be provided with an in-depth evaluation of emerging system architecture focusing on performance and the software/hardware interface. Emphasis is on analyzing fundamental issues in architecture design and the impact on application performance to enable better understanding of the concepts. Students will learn to evaluate software architectures, both established and emerging, and gain experience in determining when to implement architectures and technologies to fulfill business needs.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS230 - Operating Platforms (3)

CS330 - Computational Graphics and Visualization (3)

## **CS360 - Mobile Architecture and Programming (Campus, Online)**

### **Description**

Students will apply mobile development principles and best practices to develop mobile applications using user-centered design principles and industry standards. Upon completion of a fully-functional mobile application, students will conduct security, product assuredness, and compatibility checks before launching the application.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

## **CS361 - Computer Software and Operating Systems (Campus)**

### **Description**

This course explores the major components of an operating system. Topics covered include processes, threads, mutual exclusion and synchronization, deadlock and starvation, memory management, virtual memory, scheduling on single and multiprocessors, I/O management and scheduling, and file systems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS218 - Data Structure and Algorithms (3)

## University Programs

### **CS370 - Current and Emerging Trends in Computer Science (Campus, Online)**

#### **Description**

Students will explore advanced topics in Computer Science through analysis of authentic scenarios. Students will analyze the role of ethics in current trends within the field as well as apply fundamental concepts of the field to solve complex problems in new ways.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

CS218 - Data Structure and Algorithms (3)

CS300 - Data Structures and Algorithms: Analysis and Design (3)

### **CS405 - Secure Coding (Online)**

#### **Description**

Students will focus on common security vulnerabilities that are found in software. Students will learn techniques and strategies to develop robust and secure code, leveraging secure programming principles. Students will gain authentic experience identifying security vulnerabilities and writing secure code to mitigate risks to software and data.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

CS230 - Operating Platforms (3)

CS340 - Client/Server Development (3)

1 of the following:

CS260 - Data Structures and Algorithms (3)

CS300 - Data Structures and Algorithms: Analysis and Design (3)



# University Programs

## **CS407 - Principles of Machine Learning (Campus)**

### **Description**

With the exponential growth of both available data and computing power, Machine Learning becomes increasingly important and essential knowledge. This course introduces the concept of Machine Learning, commonly used Machine Learning algorithms, and the available tools using Python libraries such as NumPy, SciPy (Scikit-learn), and Panda. Different types of learning algorithms including supervised learning, unsupervised learning, and reinforcement learning are discussed. Some common Machine Learning algorithms are examined in applications with example problems – training the data, finding a model, and making predictions. Practices are done in Python coding. Other topics covered are data visualization, training/testing data and making predictions from the model, model evaluation and parameter tuning.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS218 - Data Structure and Algorithms (3)

MAT350 - Applied Linear Algebra (3)

## **CS410 - Software Reverse Engineering (Online)**

### **Description**

Students will learn the basics of reverse engineering specific to software systems. Learn how reverse engineering is used to recreate missing documentation to support legacy software code. Examine how reverse engineering is used to make new software products, enhance the functionality and efficiency of software components, and recreate the code for applications. Apply fundamental reverse engineering technologies and practices for maintainability and security-related use cases.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

CS230 - Operating Platforms (3)

1 of the following:

CS260 - Data Structures and Algorithms (3)

CS300 - Data Structures and Algorithms: Analysis and Design (3)

# University Programs

## **CS411 - Artificial Intelligence (Campus)**

### **Description**

This course provides an introduction to the theories, methods and problems of AI. Knowledge representation, natural language processing, computer vision, neural networks, path finding (A\*, navigation meshes) and machine learning will be covered. Discussion of concepts such as intelligence, cognition, personality, and the Winograd/Turing test will be addressed. Practical implementations will be explored in the context of game AI.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS218 - Data Structure and Algorithms (3)

## **CS413 - Software Engineering Project I (Campus)**

### **Description**

This course is the first part of a two semester sequence. Students will apply the theoretical principles of software engineering to a major software project. The project will be carried through the SDLC from problem definition to implementation with the course evaluation based on deliverables. This two course sequence may be in lieu of a computer science internship.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS204 - Sophomore Software Engineering II (3)

## **CS414 - Software Engineering Project II (Campus)**

### **Description**

This course is a continuation of CS413. Students will apply the theoretical principles of software engineering to a major software project. The project will be carried through the SDLC from problem definition to implementation with the course evaluation based on deliverables. This two course sequence may be in lieu of a computer science internship.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS413 - Software Engineering Project I (3)

# University Programs

## **CS465 - Full Stack Development I (Campus, Online)**

### **Description**

Students will design and develop a full stack application through the utilization of programming language frameworks. In creating a full stack application, students will also be responsible for developing a database as well as the code that interfaces their application to the database. This course is the first course in a two-course sequence.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS340 - Client/Server Development (3)

## **CS470 - Full Stack Development II (Online)**

### **Description**

In this course, students will develop a full stack application that runs in the cloud. Through the application of cloud-based development principles and best practices, students will take their software stack from Full Stack Development I and utilize frameworks to build the cloud architecture upon which the software stack application will run. In addition, students will also demonstrate their career-readiness by articulating highly technical content to various audiences and in various formats. This course is the second course in a two-course sequence.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS465 - Full Stack Development I (3)

## **CS490 - Computer Science Internship (Campus)**

### **Description**

This course provides students with the opportunity to work with a company in the software engineering field. It allows the student to link academic principles to practical applications and to develop responsibility, and interpersonal and communication skills. Department approval of internship description required.

### **Academic Level**

Undergraduate

### **Credits**

3 - 15

### **Prerequisites**

Complete all of the following

1 of the following:

CS218 - Data Structure and Algorithms (3)

CS304 - Junior Software Engineering II (3)

Please contact the Career and Professional Development Center to register.

## University Programs

### **CS499 - Computer Science Capstone (Online)**

#### **Description**

Taken in the student's final term, the capstone course is the culminating experience for the Bachelor of Science in Computer Science. Integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Enhance previously submitted programming projects that demonstrates a level of mastery of the stated outcomes of their degree program in computer science.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

CS218 - Data Structure and Algorithms (3)

CS340 - Client/Server Development (3)

111 credit(s).

## **Construction Management**

### **CM100 - Fundamentals of Building Construction and Management (Campus)**

#### **Description**

This course surveys current materials and methods used in building construction, including building foundations, timber, concrete and steel framing systems, masonry construction and interior and exterior finishes. Topics in construction management will stress the centrality of construction management in the evolution and expansion of the built environment and societal issues. Current large-scale projects, industry trends, and technologies will be discussed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CM115 - Construction Plan Reading and Building Codes (Campus)**

#### **Description**

This course examines construction plans necessary to organize and supervise construction work. The course covers interpretation of construction plans, symbols, scales, formats, specifications, and building codes and includes field trips and instruction in architectural, structural, mechanical, electrical and general construction details. Students will examine the relationship among drawings, specifications and codes and how to use the included design information to perform a quantity takeoff, an estimate, or build a project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **CM120 - Computer Graphics Applications for Construction (Campus)**

#### **Description**

This course explores the development and interpretation of civil, architectural, structural, and electrical drawings; freehand sketching of construction details and sections; computer aided construction drafting. Computing techniques are used for the formulation, analysis and solution of typical construction management problems. Industry CAD standards such as AutoCAD Revit and AutoCAD NAVISWORKS for Building Information Modeling (BIM) will be used.

#### **Additional information - Campus**

This course requires the use of a personal laptop that meets the construction management laptop requirements. Downloading of software will be required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CM200 - Statics for Building Construction (Campus)**

#### **Description**

This course is designed to engage student's curiosities of structural concepts in an easily understandable manner using examples found in building construction. Students will become involved in the discovery of fundamental structural static concepts that encompass architecture & building construction; forces, moments, equilibrium, support conditions, and free body diagrams. Participants of this course will analyze and design beams and trusses using resultants and equivalent force systems, method of joints and method of sections. Participants will create shear and moment diagrams to interpret real world loading examples. To see the implications of statics in the built environment there is a heavy emphasis on illustrations and modeling exercises to link the structural theory to building practices and the basic structural components used in everyday construction.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

PHY215 - Physics I (3)

### **CM230 - Construction Surveying (Campus)**

#### **Description**

The theory and practice of plane and route surveying for measuring traverses, determining topography, and sectioning are examined as well as site layout and design, and vertical and horizontal curves. Laboratory exercises focus on the application of these techniques as they relate to the building industry including construction layout and grades.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CM120 - Computer Graphics Applications for Construction (3)

# University Programs

## **CM250 - Heavy Construction Equipment (Campus)**

### **Description**

This course studies the current use of heavy equipment in construction projects including highways, tunnels, bridges, dams, storm drains, and sanitary sewers and the production estimating for the operations. Site visits and a term project on estimating equipment usage and operations are required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CM120 - Computer Graphics Applications for Construction (3)

## **CM275 - Introduction to Building Structures (Campus)**

### **Description**

Students will actively discover and implement knowledge, analysis, and design of structural systems used in building construction throughout this course. The focus of this course is on building structures as systems of many integrated parts for supporting architecture. Students will realize the fundamental principles that govern the behavior of various structural elements and assemblies. Patterns, horizontal spans, and high-rise structures are examples of topics students will engage in.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CM100 - Fundamentals of Building Construction and Management (3)

CM120 - Computer Graphics Applications for Construction (3)

## **CM280 - Passive Environmental Design Systems (Campus)**

### **Description**

Students engage in the opportunity to experiment and implement environmental design systems and sustainable building practices that directly relate to the construction industry throughout this course. By incorporating environment around a future building's milieu - the sun, wind patterns, geographic location, and topographic conditions - projects can leave smaller carbon footprints, become healthier for building occupants, and have the ability to achieve a passive state. This course will analyze case studies in the built environment, teach students the importance of a building's site and its location, and showcase the importance of a building's design, its thermal performance, and its internal systems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CM100 - Fundamentals of Building Construction and Management (3)

CM120 - Computer Graphics Applications for Construction (3)

# University Programs

## **CM320 - Construction Methods and Materials (Campus)**

### **Description**

Construction building materials and components for horizontal and vertical construction are discussed. The course emphasizes the comprehensive analysis of materials with respect to design, specifications, construction methods, testing, and inspection. Testing of soils, asphalt and concrete, structural and behavioral characteristics, engineering properties, measurements and applications of construction materials are examined in depth.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CHM101 - Fundamentals of Chemistry (3)

CM275 - Introduction to Building Structures (3)

## **CM370 - Construction Estimating and Scheduling (Campus)**

### **Description**

This course introduces students to the fundamentals of construction estimating and scheduling using both manual and BIM tools to develop project estimates and takeoffs. Conceptual, area, systems and unit price estimates will be studied and basic CPM scheduling theory to include bar charts and network schedules.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CM100 - Fundamentals of Building Construction and Management (3)

## **CM375 - Building Systems (Campus)**

### **Description**

Provides basic knowledge of building mechanical systems, and methods to estimate, select, install and verify the systems. Mechanical topics include plumbing, HVAC, water supply, fire protection, air quality, and sanitary sewer systems. Electrical topics include basic principles of electricity, single and three phase systems, transformers, branch circuits and feeders and residential and commercial illumination. Includes understanding of codes and the principles of design and materials used in the construction of plumbing, HVAC and transportation systems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

CM100 - Fundamentals of Building Construction and Management (3)

CM275 - Introduction to Building Structures (3)

CM320 - Construction Methods and Materials (3)

45 credit(s).

# University Programs

## **CM380 - Construction Law and Contracts (Campus)**

### **Description**

An overview of the legal system, including court structure and procedure, and the maxims of law as applicable to the management and contractual delivery of a construction project and a contract. Topics covered include bidding, delays and acceleration, differing site conditions, contract interpretation, termination of contract, liability and remedies, and dispute resolution mechanisms. The history and development of contract law will be discussed. Consideration of criminal justice and tort law followed by a thorough study of contract law, including the basic elements of a valid contract, rights of the third parties, and remedies for breach.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Complete:

CM100 - Fundamentals of Building Construction and Management (3)  
CM115 - Construction Plan Reading and Building Codes (3)

45 credit(s).

## **CM390 - Materials Testing and Quality Control (Campus)**

### **Description**

Aggregate, concrete, asphalt, wood, and masonry are tested using ASTM procedures to establish design criteria, inspection and quality control programs for testing samples from project sites.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CM320 - Construction Methods and Materials (3)

## **CM400 - Construction Project Management & Safety (Campus)**

### **Description**

Organization and management theory applied to the construction process, including leadership functions, ethical standards, project planning, organizing and staffing are discussed. The course provides an understanding of construction safety as federally mandated by OSHA (Occupational Safety and Health Administration) 30 Standards. Course includes interpretation and application of regulations, and development of safety plans.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Complete:

CM370 - Construction Estimating and Scheduling (3)

90 credit(s).



## University Programs

### **CM410 - Advanced Estimating and Bid Analysis (Campus)**

#### **Description**

The details of construction contracts, construction business methods, bidding, construction insurance and value engineering are covered in this course. The principles of cost estimating, value analysis of construction projects, classification of work, quality take-offs, construction operations cost, bidding operations and time value of money are discussed. The preparation of preliminary budgets, factors affecting construction cost, bid strategies and computer applications also are explored.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CM370 - Construction Estimating and Scheduling (3)

### **CM415 - Construction Planning and Scheduling (Campus)**

#### **Description**

This course encompasses detailed project planning and scheduling including work breakdown structure, crew productivity, activity and project time-cost relationships, and project cash flow. Computer applications software will be utilized for scheduling, resource allocation and time/cost analysis.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CM370 - Construction Estimating and Scheduling (3)

### **CM480 - Independent Study (Campus)**

#### **Description**

This course is independent by design, allowing a student to investigate any construction subject matter not incorporated into the curriculum. This course requires a scholarly, yet practical completion of a research project in conjunction with a faculty mentor.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Prior approval of a CM faculty member is required.

## University Programs

### **CM485 - Construction Business and Finance (Campus)**

#### **Description**

An investigation of construction financing during all phases of project development with topics including permanent loans, construction loans, sources of mortgage funds and venture capital, and tax and interest considerations. Special emphasis is placed on the role of the banker as a vital member of the construction management team.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC201 - Financial Accounting (3)

CM400 - Construction Project Management & Safety (3)

### **CM490 - Construction Management Internship (Campus)**

#### **Description**

Students engage in the opportunity to experience and apply construction management practices in a professional setting, in the world of work, outside of the classroom. This work will relate to the experiences of academic course work and professional practice and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - Term 1, Term 2, Term 3 or Term 4 - completing a minimum of 150 hours on the job per 3 credits.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Complete all of the following

Placement in Construction Management program

75 credits

Please contact the Career and Professional Development Center to register.

### **CM498 - Senior Capstone Project (Campus)**

#### **Description**

Students will work with an industry advisor to develop a preconstruction plan for an actual construction project. At a minimum, this plan would include a project estimate and schedule, field and home office organization, a site logistics plan and a schedule of values. A formal presentation will be made to an industry panel. The course also addresses professional ethics through a case study and includes a research paper requirement.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

90 credit(s).

Instructor permission required

## Construction Science & Mgmt

### **CSM100 - Fundamentals of Construction Science and Management (Campus)**

#### **Description**

Students will gain an introduction to a variety of current materials, methods, and best practices for construction. They will learn the overall progression of construction processes and consider how the science of construction underpins construction management as a profession. Students will also learn about industry trends, models of construction, and the role of tomorrow's construction manager.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CSM199 - The Built Environment (Campus)**

#### **Description**

Students will gain an introduction to a variety of current materials, methods, and best practices for construction. They will learn the overall progression of construction processes and consider how the science of construction underpins construction management as a profession. Students will also learn about industry trends, models of construction, and the role of tomorrow's construction manager.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CSM200 - Plan Reading & Construction Documents (Campus)**

#### **Description**

Students will analyze the specifications, drawings, and building codes that define construction projects. In particular, students will learn how to interpret construction plans, distinguish drawing symbols, read architectural and engineering scales, and navigate building codes.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **CSM205 - Construction Fundamentals (Campus)**

### **Description**

Students will learn to use standard industry graphic communications software for producing designs and drawing sets, developing models, and managing documents and projects. In particular, students will develop skills enabling them to leverage computer-aided design and drafting (CADD) tools, building information modeling (BIM) software, and document control tools such as project tracking spreadsheets.

### **Additional information - Campus**

Downloading of software will be required to successfully complete this course.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CSM199 - The Built Environment (3)

## **CSM215 - Specifications, Plans, and Building Codes (Campus)**

### **Description**

Students will analyze the specifications, drawings, and building codes that define construction projects. In particular, students will learn how to interpret construction plans, distinguish drawing symbols, read architectural and engineering scales, and navigate building codes.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CSM100 - Fundamentals of Construction Science and Management (3)

## **CSM220 - Site Preparation & Safety (Campus)**

### **Description**

Students will cover the evolution of safety practices in the construction industry, as federally mandated by the Occupational Safety and Health Administration (OSHA) 30 Standards. Particular emphasis will be placed on the use of construction equipment and temporary structures as ways to ensure safety during construction projects.

### **Additional information - Campus**

There is a lab fee associated with this course. <https://www.360training.com/course/osha-30-hour-outreach-construction-free-study-guide>

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CSM205 - Construction Fundamentals (3)

## University Programs

### **CSM225 - Construction Surveying & Safety II (Campus)**

#### **Description**

Students will gain a broad introduction to the field of surveying. They will apply concepts of vertical and horizontal surveying through hands-on exercises with modern land surveying equipment such as automatic levels, total station theodolites, and GPS (Global Positioning Systems). Students will also learn how collected surveying information is interpreted and used.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM205 - Construction Fundamentals (3)

### **CSM235 - Sustainable Built Environments (Campus)**

#### **Description**

Students will explore sustainable building practices that can be used in the construction industry. Students will learn about the importance of a building's location and site conditions, and will consider the advantages and disadvantages of various design and planning processes in terms of sustainability.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CSM235L - Sustainable Built Environments Lab (Campus)**

#### **Description**

This laboratory course will follow topics presented in CSM-235 Sustainable Built Environments. Students will actively engage in hands-on experiences, implementing principles of sustainable building practices in actual design situations.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

CSM235 - Sustainable Built Environments (3)

# University Programs

## **CSM250 - Building Systems (Campus)**

### **Description**

Students will be introduced to the systems that comprise a building, including mechanical, electrical, plumbing/piping, and fire protection systems. Students will learn the scientific principles governing each system. Students will also explore the construction manager's role in recommending and coordinating building systems during construction.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CSM205 - Construction Fundamentals (3)

## **CSM250L - Building Systems Lab (Campus)**

### **Description**

This laboratory course will follow topics presented in CSM-250 Building Systems. Students will be provided with hands-on experience analyzing the principles that govern building systems for the design and the construction of buildings.

### **Academic Level**

Undergraduate

### **Credits**

1

### **Corequisites**

Concurrently enroll in:

CSM250 - Building Systems (3)

## **CSM270 - Sustainability and the Built Environment I: Introduction to Sustainable Practices (Campus)**

### **Description**

Students will explore sustainable building practices that can be used in the construction industry. Students will learn about the importance of a building's location and site conditions, and will consider the advantages and disadvantages of various design and planning processes in terms of sustainability.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CSM100 - Fundamentals of Construction Science and Management (3)

# University Programs

## **CSM280 - Surveying (Campus)**

### **Description**

Students will gain a broad introduction to the field of surveying. They will apply concepts of vertical and horizontal surveying through hands-on exercises with modern land surveying equipment such as automatic levels, total station theodolites, and GPS (Global Positioning Systems). Students will also learn how collected surveying information is interpreted and used.

### **Academic Level**

Undergraduate

### **Credits**

4

### **Prerequisites**

Complete:

CSM220 - Site Preparation & Safety (3)

## **CSM300 - Methods and Materials I (Campus)**

### **Description**

Students will be introduced to standard building materials used commonly throughout construction, such as wood, steel, concrete, and masonry. Students will learn through hands-on exercises how these materials get constructed into construction assemblies. Students will also learn how a construction manager evaluates materials and facilitates their selection.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CSM205 - Construction Fundamentals (3)

## **CSM305 - Methods and Materials II (Campus)**

### **Description**

Students will explore non-structural building materials used commonly throughout construction. Students will learn to test and inspect materials and assemblies, and also to interpret the results of tests and inspections.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CSM205 - Construction Fundamentals (3)

## University Programs

### **CSM320 - Materials and Methods I: Standard Materials (Campus)**

#### **Description**

Students will be introduced to standard building materials used commonly throughout construction, such as wood, steel, concrete, and masonry. Students will learn through hands-on exercises how these materials get constructed into construction assemblies. Students will also learn how a construction manager evaluates materials and facilitates their selection.

#### **Academic Level**

Undergraduate

#### **Credits**

4

#### **Prerequisites**

Complete:

CHM120 - General Chemistry I (3)

CSM215 - Specifications, Plans, and Building Codes (3)

CSM220 - Site Preparation & Safety (3)

### **CSM325 - Business of Construction (Campus)**

#### **Description**

Students will gain an overview of construction as a business. They will explore topics of business development, operations management, and finance that are specific to construction organizations and projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC201 - Financial Accounting (3)

CSM199 - The Built Environment (3)

### **CSM330 - Materials and Methods II: Non-Structural Materials (Campus)**

#### **Description**

Students will explore non-structural building materials used commonly throughout construction. Students will learn to test and inspect materials and assemblies, and also to interpret the results of tests and inspections.

#### **Academic Level**

Undergraduate

#### **Credits**

4

#### **Prerequisites**

Complete:

CSM320 - Materials and Methods I: Standard Materials (4)



## University Programs

### **CSM335 - Structures II: Statics (Campus)**

#### **Description**

Students will study advanced topics in structures, including physics principles of statics. Particular emphasis will be placed on the concepts of shear, moment, and deflection, as well as on the functioning of trusses.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM325 - Business of Construction (3)

MAT225 - Calculus I: Single-Variable Calculus (3)

PHY215 - Physics I (3)

### **CSM340 - Building Systems (Campus)**

#### **Description**

Students will be introduced to the systems that comprise a building, including mechanical, electrical, plumbing/piping, and fire protection systems. Students will learn the scientific principles governing each system. Students will also explore the construction manager's role in recommending and coordinating building systems during construction.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM325 - Business of Construction (3)

### **CSM350 - Estimating (Campus)**

#### **Description**

Students will learn how to develop a construction estimate, which is the foundation for bidding in the construction industry. They will learn to calculate quantity take-offs, as well as direct and indirect project costs. Students will also explore the relationship between construction budgeting and estimating.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM205 - Construction Fundamentals (3)

CSM325 - Business of Construction (3)

## University Programs

### **CSM355 - Planning & Scheduling (Campus)**

#### **Description**

Students will explore methods for planning and scheduling construction projects. They will learn to schedule projects using both the Critical Path Method as well as lean methodology. Students will also learn how to effectively manage changing project conditions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM205 - Construction Fundamentals (3)

CSM325 - Business of Construction (3)

### **CSM370 - Sustainability and the Built Environment II: Implementing Sustainable Practices (Campus)**

#### **Description**

Students will learn how to implement sustainable building practices. Students will evaluate the potential of incorporating sustainable practices into construction projects and recommend sustainable practices for projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM270 - Sustainability and the Built Environment I: Introduction to Sustainable Practices (3)

### **CSM375 - Passive Systems and Design Concepts (Campus)**

#### **Description**

Students will explore passive design and passive building systems. Students will assess the potential for passive building systems to offset environmental impacts of active systems, and recommend passive design concepts and passive building systems for projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM340 - Building Systems (3)

CSM370 - Sustainability and the Built Environment II: Implementing Sustainable Practices (3)

CSM400 - Construction Project Management (3)

## University Programs

### **CSM400 - Construction Project Management (Campus)**

#### **Description**

Students will learn principles of project management as they apply to construction projects. Students will also learn how to communicate project status effectively to stakeholders, as well as how to assess project success.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CSM405 - Construction Project Control (Campus)**

#### **Description**

Students will explore an area of individual interest within the construction industry through a semester-long project. Emphasis will be placed on demonstrating collaboration and communication skills that are needed by professional construction managers.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM355 - Planning & Scheduling (3)

### **CSM410 - Planning and Scheduling (Campus)**

#### **Description**

Students will explore methods for planning and scheduling construction projects. They will learn to schedule projects using both the Critical Path Method as well as lean methodology. Students will also learn how to effectively manage changing project conditions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM340 - Building Systems (3)

## University Programs

### **CSM450 - Structural Principles & Practices (Campus)**

#### **Description**

Students will explore the design of structures that are used in construction. Students will learn fundamental principles, such as structural forces, loads, and patterns, which govern the behavior of various structural components.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM405 - Construction Project Control (3)

### **CSM455 - Structures of the Built Environment II (Campus)**

#### **Description**

Students will study advanced topics in structures, including physics principles of statics. Particular emphasis will be placed on the concepts of shear, moment, and deflection, as well as on the functioning of trusses.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM405 - Construction Project Control (3)

### **CSM460 - Sustainable Built Environments I (Campus)**

#### **Description**

Students will learn how to implement sustainable building practices. Students will evaluate the potential of incorporating sustainable practices into construction projects and recommend sustainable practices for projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM405 - Construction Project Control (3)

## University Programs

### **CSM465 - Sustainable Built Environments II (Campus)**

#### **Description**

Students will explore passive design and passive building systems. Students will assess the potential for passive building systems to offset environmental impacts of active systems, and recommend passive design concepts and passive building systems for projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM405 - Construction Project Control (3)

#### **Corequisites**

Concurrently enroll in:

CSM460 - Sustainable Built Environments I (3)

### **CSM475 - Construction Law (Campus)**

#### **Description**

Students will explore topics of business law pertaining specifically to the construction industry, including construction contracts and common contractual relationships between owner/real estate developer, designer, builder, and construction manager. Students will learn to evaluate risk in construction contracts and identify safety concerns to address. Students will also grapple with ethical dilemmas encountered in the construction industry.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

BUS206 - Business Law I (3)

CSM325 - Business of Construction (3)

### **CSM498 - Senior Capstone (Campus)**

#### **Description**

Students will explore an area of individual interest within the construction industry through a semester-long project. Emphasis will be placed on demonstrating collaboration and communication skills that are needed by professional construction managers.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CSM450 - Structural Principles & Practices (3)

## Corp Social Responsibility

### **CSR510 - Strategic Corporate Social Responsibility (Online)** **Description**

Businesses are increasingly integrating corporate social responsibility strategies into every functional domain. Financial, social, ethical and environmental issues are all part of a proactive approach to corporate social responsibility management. This course focuses on strategic CSR, defined as corporate strategy that is integrated with core business objectives and competencies to create positive social change and business value. Students will leave this class armed with a tool set of best strategic practices and the skills to analyze, develop, and make recommendations for implementing strategic CSR in their own companies and industries.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CSR610 - Business Ethics and Culture (Online)** **Description**

Business Ethics and Culture explores the main concepts and theories in the business ethics field and provides students with decision-making frameworks and practical tools. It aims to develop the capacity of students to critically engage with issues of human rights, environmentalism and sustainable development, consumerism, and the role that corporations play in politics, and places these within different philosophical and cultural perspectives.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CSR620 - Corporate Governance and Accountability (Online)** **Description**

A proper governance framework is fundamentally important in enhancing the economic performance not only in individual firms but also in promoting welfare in society. Companies need to be accountable to wider stakeholder interests and within the context of corporate social responsibility. The number of stakeholders involved in governance systems is constantly increasing. Government and other regulatory agencies provide the platform through legislation, and boards of directors, auditors, shareholders, accounting professionals, company secretaries and employees all play their individual roles. The goal of this course is to introduce students to a wide range of accountability issues and governance procedures in the context of social contact.

#### **Academic Level**

Graduate

#### **Credits**

3

## Counseling

## University Programs

### **COU500 - The Counseling Profession: Orientation, Identity, and Ethics (Online)**

#### **Description**

Study the historical trends that led to the establishment of counseling as a profession (as distinct from other helping professions), the impact of the profession on society, and the importance of ethical decision-making in the counseling process. Explore personal motivations for wanting to become a professional counselor and begin to articulate a personal identity as a member of the counseling profession. Essential questions addressed include, 'how am I as a counselor?', and 'what is the role of the counselor in facilitating/supporting behavior change?'

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Advisor Registration Required

### **COU510 - Human Development (Online)**

#### **Description**

This introductory course surveys the major theories of social and emotional development throughout the life-span, including grief and loss. Emphasis is given to the developmental stages and transitions and their relevance to the counseling process.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Advisor Registration Required

### **COU520 - Diversity in Counseling (Online)**

#### **Description**

The course addresses the theories of diversity in counseling. Students examine their assumptions and biases about cultures different from their own and explore their own sense of "otherness." Students discuss these issues with their classmates as a means for developing the ability to converse with and relate to clients with backgrounds other than their own. Student learning in this course is guided by the essential question 'how do I, as a counselor, relate to others who are different from me?'

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Advisor Registration Required

Complete:

COU510 - Human Development (3)

## University Programs

### **COU530 - Theories of Counseling (Online)**

#### **Description**

This course surveys the major theoretical approaches used in counseling. Attention is paid to the nature of theory, and the process of building and validating theories of counseling. Students begin process of formulating their own personal theory of counseling, taking into considering how their values influence who they are as counselors and how their backgrounds may inform their client relationships. Students address essential questions such as, 'How do counselors facilitate change?', 'How does theory inform treatment?' and 'How do the theories that counselors use both clarify and limit their understanding of clients?'

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU540 - Helping Skills and Techniques: Residency I (3)

Advisor Registration Required

### **COU540 - Helping Skills and Techniques: Residency I (Online)**

#### **Description**

This course presents the micro-skills and beginning counseling techniques that form the foundation of the counseling process and effective theoretical practice. The course includes weekly skill and technique development, inclusive of a 5-day, in-person laboratory in which students meet their full class for an intensive learning experience to further practice and demonstrate their competence in these skills and techniques.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU500 - The Counseling Profession: Orientation, Identity, and Ethics (3)

COU510 - Human Development (3)

Advisor Registration Required

#### **Corequisites**

Concurrently enroll in:

COU699 - Counseling Skills Lab (0)



## University Programs

### **COU600 - Research Methods and Program Evaluation (Online)**

#### **Description**

Apply the principles of the scientific method to evaluate the efficacy of counseling techniques and community counseling programs. Learn to access and critically evaluate scientific literature and apply the findings to one's work with clients including making determinations/recommendations, writing proposals, and implementing plans.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU540 - Helping Skills and Techniques: Residency I (3)

Advisor Registration Required

### **COU605 - Counseling Families, Couples, and Children (Online)**

#### **Description**

Survey family systems theories. Explore the interviewing and counseling techniques that are specific to working with couples and families and related topics, custody and guardianship, parenting, and the evolving definition of family.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU530 - Theories of Counseling (3)

Advisor Registration Required

### **COU610 - Assessment and Evaluation in Counseling (Online)**

#### **Description**

Learn to identify appropriate assessments, interpret their reliability and validity, and understand how assessment fits in to the broader picture of intake, interviewing, diagnosing, and treatment. Administer several common assessments and evaluate and interpret the results.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU540 - Helping Skills and Techniques: Residency I (3)

COU600 - Research Methods and Program Evaluation (3)

Advisor Registration Required

# University Programs

## **COU625 - Use of Technology in Counseling (Online)**

### **Description**

This course will introduce students to the standards of compliance and regulations of practice associated with technology-assisted counseling. Students will study the process, application and implementation of technology-assisted counseling services that align with academic standards for the distance delivery of clinical services. Areas of study will include the integration of ethical and social responsibility, current standards of practice for technology-assisted counseling and appropriateness of services with diverse individuals, relationships, and families.

### **Academic Level**

Graduate

### **Credits**

3

## **COU630 - Career Counseling (Online)**

### **Description**

Review the major theories of career development. Learn how to help clients explore issues including career choice, leisure, retirement planning, rehabilitation, mid-life career changes, and work-life balance. Learn to administer several commonly utilized career interest assessments.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Complete:

COU530 - Theories of Counseling (3)  
COU540 - Helping Skills and Techniques: Residency I (3)  
COU610 - Assessment and Evaluation in Counseling (3)

Advisor Registration Required

## **COU635 - Psychopharmacology (Online)**

### **Description**

Focus on the knowledge that counselors should possess regarding psychiatric medications. Understand the major classes of medications currently in use, drug interactions, and educating clients to understand their medications. Explore topics that include the impact and use of medications (including efficacy and misuse), the counselor's role in medically prescribed drugs including referring and collaborating with prescribing professionals.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Complete:

COU530 - Theories of Counseling (3)  
COU540 - Helping Skills and Techniques: Residency I (3)

Advisor Registration Required

## University Programs

### **COU640 - Substance Use Disorders and Process Addictions (Online)**

#### **Description**

Explore substance and process addictions with ethical and multicultural considerations. Address scope of practice, current trends and issues related to the field of counseling, distinctions related to licensure, co-occurring disorders, and relevant assessments.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU530 - Theories of Counseling (3)

COU610 - Assessment and Evaluation in Counseling (3)

Advisor Registration Required

### **COU645 - Counseling Sexuality Issues (Online)**

#### **Description**

Survey the primary issues related to counseling matters of sexuality, including the culture of sexuality (history and evolution), biological aspects, ethical issues, stigma, and the relevant special issues (suicide, gender identity, transgender, etc.). Potential assessments include role-plays and an interview of someone of another sexual orientation or gender identity.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU530 - Theories of Counseling (3)

COU610 - Assessment and Evaluation in Counseling (3)

Advisor Registration Required

### **COU650 - Diagnosis of Emotional and Mental Disorders (Online)**

#### **Description**

Understand the value of and controversies involved in using medically based systems of diagnosis in the counseling profession. Learn to make diagnoses using the DSM and relevant standardized assessment methods and to consider client issues from alternative perspectives. Consider the legal, ethical, and multicultural issues inherent in diagnosing clients.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU610 - Assessment and Evaluation in Counseling (3)

Advisor Registration required

# University Programs

## **COU655 - California Systems of Care, Culture, and Addressing Abuse (Online)**

### **Description**

In this course, students will evaluate the diversity of culture and the historical evolution of the mental health system of California to be able to integrate cultural awareness to apply counseling concepts. Students will utilize prior knowledge of assessments and interventions to develop assessment and reporting procedures, justify the use of concepts from the Recovery Orientated System of Care Model (ROSC) to vulnerable populations, and explore aspects of human sexuality specific to California. Non-California residents can benefit from this class as well due to the depth in which the ROSC model, human sexuality and additional assessments are covered.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

COU610 - Assessment and Evaluation in Counseling (3)

MHC500 - Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling (3)

## **COU660 - Group Counseling (Online)**

### **Description**

Address the theoretical foundations of group counseling and the stages of group development. Demonstrate an initial understanding of the dynamics of group sessions. Explore ethics and multicultural aspects specific to the various types of groups.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

COU530 - Theories of Counseling (3)

COU540 - Helping Skills and Techniques: Residency I (3)

Advisor Registration Required

## University Programs

### **COU665 - Advanced Psychopathology and Assessment Techniques (Online)**

#### **Description**

Explore the field of advanced psychopathology, which includes topics in the historical perspectives, research methodology, and how culture influences definitions of normalcy and psychopathology. Understand advanced clinical issues and current research related to altered development and maladaptive behaviors. Conceptualize cases from a variety of therapeutic perspectives and be able to compare and contrast different theoretical perspectives on each disorder. Develop the ability to support theoretical perspectives through empirical research.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU650 - Diagnosis of Emotional and Mental Disorders (3)

Complete or concurrently enroll in:

MHC610 - Treatment Planning in Clinical Mental Health Counseling (3)

Advisor Registration Required

### **COU680 - Prevention and Intervention of Crisis and Trauma (Online)**

#### **Description**

Explore various forms of crisis, trauma, and disaster that may impact the lives of clients across the lifespan, as well as intervention and treatment methods that are commonly used. Gain exposure to counseling strategies for triaging immediate or recent events as well as long-term and chronic conditions that may hinder individuals and communities.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU650 - Diagnosis of Emotional and Mental Disorders (3)

Advisor Registration required

## University Programs

### **COU690 - Advanced Individual and Group Helping Skills and Techniques: Residency II (Online)**

#### **Description**

This course focuses on the integration and application of micro- and meso-skills, advanced individual counseling skills, group counseling skills, and counseling theory in applied peer practice. As part of the course students participate in a 5-day, in-person residency for advanced skills practice and a 10-hour group experience.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU640 - Substance Use Disorders and Process Addictions (3)

COU650 - Diagnosis of Emotional and Mental Disorders (3)

COU660 - Group Counseling (3)

Advisor Registration Required

#### **Corequisites**

Concurrently enroll in:

COU699 - Counseling Skills Lab (0)

### **COU699 - Counseling Skills Lab (Online)**

#### **Description**

Demonstrate and practice counseling skills with other students in Residency I and Residency II or as recommended or required by the program.

#### **Academic Level**

Graduate

#### **Credits**

0

#### **Prerequisites**

Complete all of the following

Contact Academic Advisor to register.

Concurrently enroll in at least 1 of the following:

COU540 - Helping Skills and Techniques: Residency I (3)

COU690 - Advanced Individual and Group Helping Skills and Techniques: Residency II (3)

## **Criminal Justice**

## University Programs

### **CJ112 - Introduction to Criminal Justice (Online)**

#### **Description**

In this introduction to the criminal justice program students will begin to understand the major components within various professions at the state, local and federal levels and how they are interconnected. Communication skills, career prospects, and an overview of the core components of the United States government will be reviewed to provide students with a holistic view of sworn and civilian roles within the criminal justice system.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CJ120 - Cultural Awareness in Criminal Justice (Online)**

#### **Description**

Students will gain an understanding of the ways that culture impacts and influences professionalism in sworn and civilian positions within criminal justice. Special attention will be paid to understanding and reflecting on one's own biases and how bias can influence interpersonal behavior to aid in developing strong community relationships.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

### **CJ140 - Communication Skills for Criminal Justice (Online)**

#### **Description**

Students will develop an understanding of various types of written, verbal, and nonverbal communication used within the criminal justice profession. Report writing, identification of the proper type of communication for various situations, and interviewing techniques will be practiced.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

ENG130 - Foundations of Written Communication (3)

## University Programs

### **CJ205 - Policing in the United States (Online)**

#### **Description**

Students will explore the historical evolution of policing to better understand its current structure and function within criminal justice. The value of positive community relationships and partnerships will be covered, as well as how sworn and civilian positions work together to maintain public safety. Various types of communication such as internal reports and documentation will be practiced.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

### **CJ207 - The United States Judicial System (Online)**

#### **Description**

Students will examine the structure and function of the United States court system through the lens of both sworn and civilian professionals. Students will focus on the different levels of the federal court system, roles and responsibilities of criminal justice professionals and allied organizations, and common processes and procedures in the United States judicial system.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

### **CJ210 - The United States Correctional System (Online)**

#### **Description**

Students will examine the function of corrections in the United States criminal justice system to develop an understanding of the structure, function, and relationships with allied professions. Systemic issues impacting incarceration, ideologies of punishment that influence sentencing, and the role of public policy in corrections will be analyzed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)



## University Programs

### **CJ230 - Discretion in Criminal Justice (Online)**

#### **Description**

The significance of discretion in decision-making within criminal justice, including the latitude provided by laws and policies that govern its use, will be analyzed. In addition, students will study how to exercise discretion in accordance with professional requirements such as documentation, objectivity, and equality.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

### **CJ300 - Research Methods for Criminal Justice (Online)**

#### **Description**

In an era of rigorous scrutiny from entities such as the media and the general public, it is essential criminal justice professionals make evidence-based and ethical decisions. The course is an introduction to basic social science research methods applied to contemporary issues in the field of criminal justice. Students examine the relationship between theory and research, identify patterns, and ultimately draw evidence-based conclusions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CJ303 - Psychopaths, Sociopaths and Serial Killers (Online)**

#### **Description**

This course is an examination of two antisocial personality disorders and the behavioral traits shared by both. The course will help the student understand the commonalities as well as the unique differences. It will culminate in a thorough examination of infamous serial killers and the disorders attributed to them.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **CJ305 - Technology in Criminal Justice (Online)**

#### **Description**

Students will analyze how technology is leveraged by criminal justice professionals and used as a tool to commit crime. Legal aspects of using technology in the field as well as positive and negative impacts technology has had on the criminal justice field will be discussed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

### **CJ306 - Criminology and Public Policy (Online)**

#### **Description**

Students will examine how the role and responsibilities of criminologists in the criminal justice field influence the development of various forms of public policies. Social control, deviance theories, and the relationship between the Constitution and civil liberties and public policies will be covered.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ340 - Criminology (3)

### **CJ308 - Cybercrime Principles (Online)**

#### **Description**

In this course, students will explore the various types of cybercrime and the specific characteristics that define them. They will also learn about the many laws, policies, and agencies that serve to prevent and combat cybercrime. Additionally, students will gain exposure to the fundamental law enforcement methods and techniques employed by professionals in the field when responding to and investigating cybercrime.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ305 - Technology in Criminal Justice (3)

## University Programs

### **CJ310 - Introduction to Homeland Security and Counterterrorism (Online)**

#### **Description**

Students will differentiate between homeland security and counterterrorism to determine organizations' roles and responsibilities in maintaining the safety of citizens. In addition, students will analyze how terrorism has influenced the creation and evolution of the Department of Homeland Security as well as how it has impacted United States society.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

### **CJ315 - Victimology (Online)**

#### **Description**

Students will analyze the criminal justice system from the victim's perspective to develop an empathetic perspective. Through analysis of risk factors and victimization data, students will identify ways to reduce the likelihood of becoming a victim and how this information is used to aid in problem solving in criminal justice.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

SCS285 - Research Literacy in Social Sciences (3)

### **CJ320 - Corrections in the United States (Online)**

#### **Description**

This course examines the United States correctional system from the role of law enforcement through the administration of justice, including offender custody and management, probation, prison life, correctional institutions, and parole. This course emphasizes the contemporary social problems, trends and challenges facing the correctional system, and the complex theories of incarceration. Students will also explore the scope of employment in the field.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

# University Programs

## **CJ321 - Offender Rehabilitation (Online)**

### **Description**

This course examines evidence-based offender treatment programs and practices. Emphasis is placed on programs designed to rehabilitate offenders, risk assessment, treatment methodology, treatment options, and evaluation of outcomes. Models of rehabilitation explored will include family intervention, counseling, self-help programs, diversion, house arrest, community service, probation, halfway houses, and others.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CJ320 - Corrections in the United States (3)

## **CJ322 - Community-based Corrections (Online)**

### **Description**

Community-based Corrections is a critical component of the correctional system. This course will examine the variety of supervision options, including work release, furloughs, community-based programming, residential and nonresidential community supervision programs, and electronic monitoring. Students will have the opportunity to examine how corrections may create opportunities for offenders seeking to establish themselves financially by securing employment, housing, health care programs, and fulfilling the requirements of the sentence received.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CJ320 - Corrections in the United States (3)

## **CJ323 - Correctional Administration (Online)**

### **Description**

This course is an examination of the organizational and administrative needs of correctional facilities. Correctional policies and procedures, laws and regulations governing corrections, accreditation, staffing needs and personnel hiring and management practices are studied. Students have the opportunity to examine the theoretical and practical aspects of correctional management.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CJ320 - Corrections in the United States (3)

## University Programs

### **CJ328 - Security Management Principles (Online)**

#### **Description**

In this course, students will be introduced to the fundamental concepts and principles associated with the various professions within security management. They will learn about the differences between public and private security, as well as the various types of security, such as information, personnel, physical, property, and executive protection. Students will also explore the importance of compliance within the field, and examine the negative ramifications when security professionals fail to abide by the appropriate laws, policies, and procedures that govern the field.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ140 - Communication Skills for Criminal Justice (3)

### **CJ330 - Leadership and Management in Criminal Justice Organizations (Online)**

#### **Description**

This course will cover the vital and progressive information concerning workplace performance in the criminal justice profession. It will entail a discussion and analysis of the traits and characteristics of criminal justice professionals at work, along with analysis and development of performance evaluations, assessment and desired objectives for the practitioner.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

### **CJ331 - Effective Patrol and Community Policing (Online)**

#### **Description**

This course will cover the principles and effective practices of police patrol and operations. It will analyze and discuss the preparation and the expectations of patrol and how to effectively perform all duties and functions. In addition, the course will entail an awareness and understanding of the fundamental aspects and best practices of community policing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ330 - Leadership and Management in Criminal Justice Organizations (3)

# University Programs

## **CJ332 - Crisis Intervention for Police (Online)**

### **Description**

This course will introduce the student to crisis theory, concepts, intervention and strategies required for the first responder. The student will learn how to be personally effective, recognize threat levels, active listening, conduct effective mediation and negotiation for application to situations such suicidal persons, hostage taking and barricaded subjects to cite but a few.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CJ330 - Leadership and Management in Criminal Justice Organizations (3)

## **CJ340 - Criminology (Online)**

### **Description**

Students will explore social, psychological, and criminological theories to better understand what influences criminal behavior. Based on their explorations of criminology, students will practice the application of theory to better understand criminal motivation in addition to the relationship between criminology and law.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

## **CJ344 - Cybercrime Targets: Organizations (Online)**

### **Description**

In this course, students will analyze the various aspects of cybercrime and cyber attacks targeted at private industry and the government. They will explore motivations for cybercrime and attacks aimed at organizations, as well as the common characteristics of the threat actors who perpetrate them. Students will also examine organizational risk as it pertains to informational assets, in order to properly analyze the impacts of cybercrime on both the organizations attacked, as well as on society at large.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CJ308 - Cybercrime Principles (3)

## University Programs

### **CJ345 - Cybercrime Targets: Individuals (Online)**

#### **Description**

In this course, students will explore the various aspects of cybercrime and cyber-enabled crime targeted at individuals. They will learn about the different layers of the internet, as well as the role that social media can play in the perpetration of cybercrime. Students will also analyze the wide-ranging impacts of cybercrime on the individuals who were attacked or affected by an attack, as well as the effects on the broader communities in which the attack occurred.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ308 - Cybercrime Principles (3)

### **CJ346 - Prevention of Crime (Online)**

#### **Description**

In this course, students will apply their knowledge of criminological theory to analyze how it contributes to effective prevention of crime within communities. In addition, students will study the relationship between environmental design, evidence-based interventions, and criminological research in preventing crime.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ340 - Criminology (3)

### **CJ347 - Data-Based Policing Strategies (Online)**

#### **Description**

Through the examination of the historical evolution of data in policing strategies, students will study the challenges and benefits of data analysis in the deployment of proactive policing strategies. Students will apply their knowledge of data to determine how it is used to prevent crime.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SCS285 - Research Literacy in Social Sciences (3)

## University Programs

### **CJ348 - Security Risk Assessment (Online)**

#### **Description**

In this course, students will explore the importance of preparedness in the field of security management. They will learn how to identify an organization's various assets, vulnerabilities, and potential threats. Students will also conduct a risk assessment in order to identify key principles of crisis management and emergency plans.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ328 - Security Management Principles (3)

### **CJ350 - Intelligence and Counterintelligence (Online)**

#### **Description**

Through the examination of the history behind and benefits of espionage and counterintelligence, students will develop an understanding of the methods used to gather and analyze intelligence. Students will also explore how governments and corporations within the United States utilize intelligence and counterintelligence to maintain safety, inform policy, and benefit business.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ310 - Introduction to Homeland Security and Counterterrorism (3)

### **CJ360 - Terrorism in the United States (Online)**

#### **Description**

Students will examine the influences of ideology and culture on domestic acts of terror and the historical evolution of homegrown terrorism. As these concepts are examined, students will analyze domestic and international terrorist organizations as well as how acts of terror impact society.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ120 - Cultural Awareness in Criminal Justice (3)

CJ310 - Introduction to Homeland Security and Counterterrorism (3)



## University Programs

### **CJ368 - Security Crisis Management (Online)**

#### **Description**

In this course, students will examine the critical components of emergency operations plans and develop the procedures necessary for security professionals to appropriately manage and respond to potential crisis situations. They will critically analyze and audit emergency operations plans in order to determine the level of preparedness of an organization for dealing with a variety of risks and threats. Additionally, they will apply crisis management and response policies and procedures to protect organizational assets and public safety in the midst of various crisis situations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ348 - Security Risk Assessment (3)

### **CJ400 - Crime Analysis and Effective Police Service (Online)**

#### **Description**

This course provides the student with the assets and tools of progressive crime analysis techniques and the intrinsic relation to the delivery of effective police services. Theory, data collection methods and basic use of statistics will be introduced and applied to various goals of policing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

CJ330 - Leadership and Management in Criminal Justice Organizations (3)

1 of the following:

CJ300 - Research Methods for Criminal Justice (3)

SCS285 - Research Literacy in Social Sciences (3)

### **CJ401 - Emergency and Disaster Management (Online)**

#### **Description**

This course will cover the issues related to crisis and disaster management including history of the topic, integrated emergency management and the methods honed since the 9-11 attacks. The course will focus on the events ranging from natural disasters to the potential use of weapons of mass destruction and the most effective strategies available.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ330 - Leadership and Management in Criminal Justice Organizations (3)

## University Programs

### **CJ405 - Security Management (Online)**

#### **Description**

Students will be exposed to security management techniques and methods used to maintain public safety. Through the exploration of asset and vulnerability identification, students will analyze the value of security partnerships, emerging trends in safety and emergency management, and how history has shaped current practice.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ310 - Introduction to Homeland Security and Counterterrorism (3)

### **CJ406 - Contemporary Issues in Criminal Justice (Online)**

#### **Description**

Through the analysis of contemporary issues in criminal justice, students will develop an understanding of the need for sworn and civilian criminal justice professionals to be adaptive, flexible, and reflective. Students will explore issues in law, technology, and communication while also examining the importance of wellness within the field of criminal justice.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ112 - Introduction to Criminal Justice (3)

SCS285 - Research Literacy in Social Sciences (3)

### **CJ407 - Crime Analysis and Solutions (Online)**

#### **Description**

In this course, students will examine the various methodologies used in research to analyze the successes and failures of research based policing strategies. Common tools and technology will be used to determine patterns and trends related to criminal activity.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ347 - Data-Based Policing Strategies (3)

## University Programs

### **CJ408 - Business Continuity and Resiliency Planning (Online)**

#### **Description**

In this course, students will explore the necessary knowledge and skills for security professionals to apply when working within an organizational environment post-crisis situation. They will evaluate the failures and successes of various responses in order to continuously optimize future plans. Students will also predict the impacts of crisis situations on business continuity and public safety in order to create a business continuity plan.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ368 - Security Crisis Management (3)

### **CJ410 - Cybercrime Investigations (Online)**

#### **Description**

In this course, students will examine the processes, challenges, and legal issues associated with the investigation and prosecution of cybercrime. They will study the specific factors and challenges that differentiate cybercrime and cyber-enabled crime investigations from traditional crime investigations. Students will also develop the skills to appropriately analyze digital evidence and collaborate with various stakeholders in the investigative process, while gaining experience preparing investigative reports for the court system.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ344 - Cybercrime Targets: Organizations (3)

CJ345 - Cybercrime Targets: Individuals (3)

### **CJ430 - Terrorist Techniques (Online)**

#### **Description**

This course provides the student with the latest and most effective information pertaining to the strategies, tactics and methods used by terrorists. It will discuss and analyze methods of financing used by terrorists, choice of weaponry, and the criteria used for target selection. In addition, the course will cover the most up-to-date and progressive responses to acts of terror as well as preventive measures used by the military and criminal justice professionals.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

JUS305 - International Criminal Justice (3)

## University Programs

### **CJ467 - Threat Assessment Fundamentals (Online)**

#### **Description**

This course will introduce the student to the basic aspects of attack prevention, identification and assessment of various threats, intelligence- gathering, protection management and counterterrorism techniques used by the military and criminal justice professionals.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ430 - Terrorist Techniques (3)

### **CJ468 - Intelligence, Surveillance, and Reconnaissance (Online)**

#### **Description**

This course covers the processes involved in culling data as it relates to intelligence gathering and the methods of analysis. Students are introduced to the various techniques of analysis, evaluation of sources, and testing the validity of terrorism-related intelligence. In addition, the course will cover the tactics of surveillance, intelligence gathering, and the methods used to thwart illegal activities.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ430 - Terrorist Techniques (3)

### **CJ469 - Counterterrorism Techniques (Online)**

#### **Description**

This course will introduce the student to the most effective strategies, techniques and tactics used to combat terrorism. In addition, the course will cover the organization of counterterrorist organizations, task forces and operational entities, the tools of the trade, along with analysis of counterterrorism policies.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ430 - Terrorist Techniques (3)

## University Programs

### **CJ480 - Capstone in Criminal Justice (Online)**

#### **Description**

This capstone course is the culminating experience for the B.S. in Criminal Justice program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

111 credit(s).

### **CJ485 - Problem Solving for Criminal Justice Professionals (Online)**

#### **Description**

Knowledge of criminal justice theory and practice will be applied to develop creative, evidence-informed solutions to identified professional problems. Students will evaluate potential solutions for feasibility before presenting recommendations to various audiences.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

CJ406 - Contemporary Issues in Criminal Justice (3)

111 credit(s).

### **CJ500 - Critical Issues in the Criminal Justice System (Online)**

#### **Description**

This course offers the Criminal Justice graduate student the opportunity to identify, analyze and discuss the most prevalent issues affecting the delivery of criminal justice and public safety services today. Students will examine the civic responsibilities of criminal justice professionals and the challenges facing our contemporary criminal justice system, while also developing an understanding of the key criminal justice theories.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **CJ510 - Ethical Leadership in Criminal Justice (Online)**

#### **Description**

This course will emphasize the principles of strategic management, ethical leadership, and community involvement as they apply to a public safety organization within the criminal justice system. The course focuses on the student's development of leadership qualities that address the difficult questions, such as risk management and budgetary constraints, faced by public safety leaders.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CJ520 - Criminology and Public Policy (Online)**

#### **Description**

This course focuses on the relationship between prevailing criminological theories and the development and implementation of public policy. Students will learn how to evaluate policy recommendations and their effect on a range of public safety organizations.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ500 - Critical Issues in the Criminal Justice System (3)

### **CJ530 - Global Terrorism (Online)**

#### **Description**

Explore how geopolitics and terrorist attacks influence the world today. Examine historical events and the impact on foreign and domestic policy. Students dispel misconceptions and create a new evidence-based response to address global terrorism.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CJ550 - Assessing Organizational Performance (Online)**

#### **Description**

Explore the techniques and methods used to evaluate the performance of a criminal justice organization by examining a real-world scenario. Students assess an organization to identify factors impacting the overall performance including its mission, goals, structure, policies, and processes. Students use applicable methods and data to determine effective resource and communication strategies for continuous improvement within criminal justice organizations.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **CJ560 - Courts and Judicial Process (Online)**

#### **Description**

Explore the different roles of criminal justice professionals in navigating critical issues and challenges in the judicial process from the initial crime through the appeals phases. Students compare the procedural impact of local, state, and federal court systems through the examination of controversial court cases and inequalities within the judicial process.

#### **Academic Level**

Graduate

#### **Credits**

3

### **CJ650 - Public Safety Administration (Online)**

#### **Description**

This course examines the key functions and responsibilities of a public safety administrator, including management of organizational structure, strategic decision-making, fiscal responsibility, and coordinated public safety approaches to address fiscal, political, and social challenges. Students examine fiscal management, the problems of governmental funding, service and equipment cutbacks, cost comparison, and accessibility of federal grants. Additionally, the course reinforces ethical foundations in public safety, critical thinking and analysis, and innovative solutions to contemporary public safety problems. Students also explore administrative opportunities within public safety, and career paths to reach these positions.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

OL600 - Strategic Human Resource Management (3)

PAD630 - Foundations of Public Administration (3)

PAD631 - Strategic Management in Public Service (3)

### **CJ675 - Data-Driven Decision-Making in Criminal Justice (Online)**

#### **Description**

This course promotes the value of using both quantitative and qualitative research methods in leadership, planning and decision-making. Students learn how to forge data-driven strategies for effective criminal justice problem-solving.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **CJ681 - Terrorist Techniques and Counterterrorism (Online)**

#### **Description**

Deconstruct biases and mindsets about terrorism. Explore modern international and domestic counterterrorism as techniques to mitigate actions by terrorist organizations and extremists. Students gain a comprehensive view of the motivation and nature behind terrorism.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ530 - Global Terrorism (3)

### **CJ682 - Threat Assessment (Online)**

#### **Description**

Analyze international and domestic terrorist threats utilizing threat assessment techniques. Examine viable responses and communication strategies identified from a critical assessment. Using these responses and strategies, scrutinize intelligence to create a viable solution to mitigate a terrorist threat.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ530 - Global Terrorism (3)

### **CJ683 - Intelligence Collection and Analysis (Online)**

#### **Description**

Examine and interpret intelligence gathered using industry standard practices. Apply structured analytic techniques to review data and information for the purpose of synthesizing and communicating findings to a variety of audiences. Students acquire the know-how in applying the right technique(s) to produce the type of information needed to take action in addressing terrorism related problems.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CJ530 - Global Terrorism (3)



## University Programs

### **CJ790 - Criminal Justice Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Criminal Justice program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

CJ550 - Assessing Organizational Performance (3)

CJ675 - Data-Driven Decision-Making in Criminal Justice (3)

30 credit(s).

## Culinary

### **CUL135 - Baking Basics: Scratch Baking for the Non-Professional Baker (Campus)**

#### **Description**

A lab format course that introduces students to techniques for fundamental baking practices. The production of various baked goods will be studied. Emphasis will be placed on accurate measuring, correctly applied technique, practicing safety and sanitation throughout processes, and evaluation of final product.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CUL155 - The Art of Cake (Campus)**

#### **Description**

This course explores an introduction to cake preparation and icing technique instruction. Through weekly lab sessions, students will learn cake decorating skills to include buttercreams, rolled fondant application, and decorating techniques using the pastry bag and icing tips, stencils, and fondant decoration. Basic tiered construction and support devices will be applied to a multi-tiered cake project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **CUL170 - Cooking Basics: Making Your Food Taste Delicious (Campus)**

#### **Description**

This is a foundation course for students embarking to improve and enhance their basic cooking skills. The double session lab format introduces students to the techniques for fundamental cooking practices and procedures. The course is divided into a series of classroom lectures, chef demonstrations and hands-on preparation. Successful completion of this course proves proficiency in basic culinary arts techniques and that cooking can be fun and enjoyable.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CUL210 - Cooking Healthy and Delicious (Campus)**

#### **Description**

This course covers the principles of nutrition and its relationship to a healthy life style. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, and healthy cooking techniques. Upon completion, students will be able to apply basic nutritional concepts to food preparation and healthy lifestyle choices.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CUL245 - Alternative Baking (Campus)**

#### **Description**

A lab format is used to introduce students to technique for fundamental baking practices that apply to ingredients used in the accommodation of food allergies and restricted diets. The production of cakes, cookies, muffins, tarts, custards, and breads will be covered. Emphasis will be placed on accurate measuring, correctly applied technique, modifying traditional techniques, the practice of safety and sanitation throughout processes, and evaluation of final product.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CUL260 - The Flavors of Global Cuisines (Campus)**

#### **Description**

This course explores the cultural significance of cuisines from around the world along with their history, preparation, and consumption. Students will learn first-hand how food is made and eaten across the globe and discuss the circumstances, both economic and environmental, that led to the rise of various culinary techniques and dining etiquette's.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **CUL290 - Culinary Internship (Campus)**

#### **Description**

This required internship at a full-service restaurant will give students the opportunity to learn in a professional setting while also applying the skills and techniques they learned in their coursework and labs. Competencies for the internship include skills in banquet and catering; baking and dessert production; cold food and garde manger; expediting, dishwashing, and maintenance; and line cooking.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Complete all of the following

Must be enrolled in the Culinary program

Please contact the Career and Professional Development Center to register.

### **CUL315 - Confectionery Art (Campus)**

#### **Description**

A practical lab course that introduces students to advanced mediums used for decorative pastry items. The science, history, and cultural influences will be studied of each specific medium including chocolate, pastillage and sugar. Students will make showpieces and confections with these mediums throughout the lab course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CUL350 - Mixology (Campus)**

#### **Description**

This course focuses on the skills used on bar operations, as well as the duties and responsibilities of bar staff and their role in customer relations. The lab component of this class emphasizes the importance of bar tending skills in food service operations. The course focuses on the fundamentals of preparing and serving classic and craft cocktails. Students will explore the history, processes and uses of major spirits. Emphasis will be on the foundations of creating a bar program, costing out recipes, and proper bar service guidelines.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be legal drinking age - 21 years

## University Programs

### **CUL360 - The Art of Food Presentation and Food Photography (Campus)**

#### **Description**

This course focuses on the trends of food presentations and plating techniques. The course examines the fundamentals of food styling with a modern influence of art and design. The lab component of this course focuses on the four key subjects of food presentation - balance, unity, focus and flow. Students will learn techniques of classical and modern food styling and food photography.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CUL365 - Introduction to Bread Baking (Campus)**

#### **Description**

This course defines the terminology and techniques utilized in the production of a variety of yeast breads. Emphasis will be placed upon proper mixing, proofing, finishing, and baking techniques. Students will be required to analyze the components of the bread dough at its various stages, and to evaluate the finished product. The sequential steps that are essential to successful bread making will be discussed in lecture and applied in daily production.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## Customer Experience

### **CUS110 - Customer Service Fundamentals (Online)**

#### **Description**

Develop professional plans for advancing customer service skills. Analyze customer service interactions using various models of communication. Create customer-facing messages that take into consideration culturally and socially diverse customers. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Connect with Customers

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **CUS210 - Sales and Customer Service (Online)**

#### **Description**

Utilize effective selling techniques in relation to the consumer decision-making process. Employ accepted customer service problem-solving techniques in responding to challenging customer behaviors. Describe the functions of customer service departments and their significance within organizations. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Analyze the Customer Experience

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **CUS230 - Customer Service and Branding (Online)**

#### **Description**

Employ techniques that nurture customer relationships across the customer lifecycle. Differentiate between and address legal, ethical, and regulatory issues in customer service. Align customer communications with an organization's brand and mission. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Represent the Brand

#### **Academic Level**

Undergraduate

#### **Credits**

3

## Cybersecurity

### **CYB101 - Network Security Controls (Online)**

#### **Description**

Students will be introduced to Network Security Fundamentals, Identification, Authentication, and Authorization, and Administrative, Physical, and Technical Network Security Controls. Students will learn through hands-on practical application by implementing Role-Based Access Control in Windows Admin Center (WAC), Password Policies Using Windows Group Policy, host-based firewall functionality using Windows Firewall, network-based IDS functionality using Snort IDS, Proxy Server Using Squid Proxy, and establishing a VPN Connection using OpenVPN. Enrollment in the Cybersecurity certificate program required.

#### **Academic Level**

Undergraduate

#### **Credits**

2

# University Programs

## **CYB102 - Cloud, Network, and Device Security (Online)**

### **Description**

Students will be introduced to Virtualization and Cloud Computing, Wireless Network Security, Mobile Device Security, IoT Device Security, and Cryptography and PKI. Students will learn through hands-on practical application by auditing Docker Host Security Using Docker-Bench-Security Tool, implementing AWS Identity and Access Management, Key Management Services, and Enterprise Mobile Security Using Miradore MDM Solution. They'll configure Security on Wireless Router, secure IoT Device Communication Using TLS\SSL, and calculate One-way Hashes using HashCalc, MD5 Hashes using MD5 Calculator, and MD5 Hashes using HashMyFiles. Lastly, they'll Create and Use Self-signed Certificates. Enrollment in the Cybersecurity certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

CYB101 - Network Security Controls (2)

## **CYB103 - Data Security (Online)**

### **Description**

Students will be introduced to Data Security and Network Traffic Monitoring. Students will learn through hands-on practical application by performing Disk Encryption using VeraCrypt and File Encryption using Advanced Encryption Package, capturing Network Traffic using Wireshark, analyzing and examining Various Network Packet Headers using Wireshark and Linux using tcpdump, and applying Various Filters in Wireshark. They'll complete file recovery using EaseUS Data Recovery Wizard and will detect Clear-Text Traffic using Wireshark. Enrollment in the Cybersecurity certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

CYB102 - Cloud, Network, and Device Security (2)

## **CYB121 - Ethical Hacking Fundamentals (Online)**

### **Description**

Students will be introduced to the fundamentals, threats, and vulnerability of Information Security and useful countermeasure techniques. Students will learn through hands-on practical application by footprinting to gather information about a target and extracting usernames, machine names, network resources, shares, and more from a system or network. They'll create malware to gain access to and infect a targeted system and will perform various functions to crack and sniff user credentials to system passwords. Enrollment in the Cybersecurity certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

CYB103 - Data Security (2)

# University Programs

## **CYB122 - Cyber Attacks and Countermeasures (Online)**

### **Description**

Students will be introduced to various Network, Web Application, Wireless, and Mobile Attacks and Countermeasures. Students will learn through hands-on practical application by applying attack methods and techniques through DDoS, brute force, spoofing, and more. They'll detect web server and application, wireless, and mobile operating system vulnerabilities by performing various attacks, cracking encryptions, and harvesting credentials. Enrollment in the Cybersecurity certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

CYB121 - Ethical Hacking Fundamentals (2)

## **CYB123 - Cyber Threats, Countermeasures, and Testing (Online)**

### **Description**

Students will be introduced to IoT, OT, and Cloud Computing threats, attacks, and countermeasures along with the fundamentals of penetration testing. Students will learn through hands-on practical application by capturing and analyzing IoT device traffic. Enrollment in the Cybersecurity certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

CYB122 - Cyber Attacks and Countermeasures (2)

## **CYB200 - Cybersecurity Foundations (Online)**

### **Description**

Gain familiarity with foundational cybersecurity concepts and terms. Learn the difference between adversarial and environmental threats and analyze how security practitioners respond to each. Explore legal and human factors and examine how they influence the development of organizational security strategies.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **CYB201 - Computer Forensics Fundamentals (Online)**

### **Description**

Students will be introduced to the fundamentals and investigation process of Computer Forensics, hard disks and file systems, data Acquisition and duplication, and defeating anti-forensics Techniques. Students will learn through hands-on practical application by performing Hash or HMAC calculations and comparing the hash value files by checking their integrity. They'll analyze multiple operating system file systems, view the contents of a forensic image file, and recover data from lost and deleted disk partitions. Enrollment in the Cybersecurity certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

CYB123 - Cyber Threats, Countermeasures, and Testing (2)

## **CYB202 - Operating Systems Forensics (Online)**

### **Description**

Students will be introduced to operating systems forensics for Windows, Linux, and Mac, network forensics, and the investigation of web application attacks. Students will learn through hands-on practical application by acquiring and collecting volatile and non-volatile information, collecting system, kernel, user account, and system logs information, investigating various network attacks using Wireshark, and identifying and investigating web application attacks using Splunk. Enrollment in the Cybersecurity certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

CYB201 - Computer Forensics Fundamentals (2)

## **CYB203 - Dark Web and Malware Forensics (Online)**

### **Description**

Students will be introduced to dark web and malware forensics and email crime. Students will learn through practical application by analyzing RMA dump and examining TOR browser artifacts and performing status analysis and examination of suspicious files and documents, and emails. Enrollment in the Cybersecurity certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

CYB202 - Operating Systems Forensics (2)



## University Programs

### **CYB210 - Computer Networking (Online)**

#### **Description**

Learn the basics of computer networking. Examine different network architectures and approaches to network design. Gain practical experience by performing common network implementation and administration tasks.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT212 - Introduction to Computer Networks (3)

### **CYB220 - Network Security (Online)**

#### **Description**

Learn about common network-based attacks and how to defeat them. Explore the use of intrusion detection/prevention technologies and information flow controls to protect networked systems. Analyze security concerns related to virtual systems and networks.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CYB200 - Cybersecurity Foundations (3)

CYB210 - Computer Networking (3)

### **CYB230 - Operating System Security (Online)**

#### **Description**

Learn the techniques and strategies used to protect modern operating systems. Employ best practices to securely provision operating system components and services. Troubleshoot insecure settings to reduce the risk of system compromise.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

IT202 - Computer Operating Systems (3)

IT255 - Introduction to the Linux Operating System (3)

## University Programs

### **CYB240 - Application Security (Online)**

#### **Description**

Explore the fundamental principles and practices of application security. Identify common software vulnerabilities and develop strategies to reduce their potential impact. Analyze and assess the security posture of multi-tiered web applications.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CYB200 - Cybersecurity Foundations (3)

CYB210 - Computer Networking (3)

IT145 - Foundation in Application Development (3)

### **CYB250 - Cyber Defense (Online)**

#### **Description**

Explore common strategies and tactics employed by security practitioners to protect networks, systems, applications, and data. Learn the principles of cryptography and examine the critical role it plays in protecting information assets. Analyze the impact of emerging technologies and evolving social trends on the field of cybersecurity.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CYB200 - Cybersecurity Foundations (3)

### **CYB260 - Legal and Human Factors of Cybersecurity (Online)**

#### **Description**

Examine security concerns associated with humans and their interactions with information systems. Learn about social engineering and how to combat human-focused cyber attacks. Examine the legal and ethical aspects of individual privacy, acceptable use, and other social concerns.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CYB200 - Cybersecurity Foundations (3)

# University Programs

## **CYB300 - System and Communication Security (Online)**

### **Description**

Build upon basic operating system security by securing communication between networked systems. Implement transport layer security (TLS) and a public key infrastructure (PKI). Use a scripting language to automate security-relevant tasks and verify compliance with organizational security standards.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CYB200 - Cybersecurity Foundations (3)

CYB230 - Operating System Security (3)

## **CYB310 - Network Defense (Online)**

### **Description**

Deploy technologies to detect and defeat network-based attacks. Use common tools to operate at different layers of the network stack, implement information flow controls, and develop reliable methods to identify malicious network traffic.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CYB220 - Network Security (3)

CYB250 - Cyber Defense (3)

## **CYB320 - Incident Response and Investigation (Online)**

### **Description**

Explore incident analysis and response techniques within the context of an enterprise. Learn basic digital forensic terminology and how incident response activities inform and augment digital investigations.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CYB300 - System and Communication Security (3)

CYB310 - Network Defense (3)

## University Programs

### **CYB400 - Security Assessment and Auditing (Online)**

#### **Description**

Learn how to assess and audit information systems using structured approaches. Discover compliance gaps, identify security vulnerabilities, and recommend corrective actions. Learn how to effectively communicate findings and recommendations to organizational stakeholders.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CYB220 - Network Security (3)  
CYB260 - Legal and Human Factors of Cybersecurity (3)  
CYB300 - System and Communication Security (3)

### **CYB410 - Security Risk Management (Online)**

#### **Description**

Apply the principles of risk management to solve real-world security problems. Learn how risk management influences organizational security programs. Explore how the concepts of threat, impact, relevance, and likelihood are woven together to develop balanced, effective security controls.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CYB250 - Cyber Defense (3)

### **CYB420 - Enterprise Security (Online)**

#### **Description**

Create and implement a comprehensive plan to protect an organization's assets from relevant adversarial and environmental threats. Employ basic project management methods to achieve milestones, align resources, and foster collaboration with stakeholders.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CYB310 - Network Defense (3)  
CYB400 - Security Assessment and Auditing (3)  
CYB410 - Security Risk Management (3)

## **Data Analytics**

## University Programs

### **DAT205 - Role of Data Analysis in Organizations (Online)**

#### **Description**

Students will analyze the role of data analysis and data analysts within organizations. Students will also gain an understanding of the various areas of data analysis as well as the industries in which it is used, and explore the types of professional roles that exist in the world of data.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **DAT210 - Foundation of Data Analytics (Online)**

#### **Description**

The emergence of new data sources is transforming the role of the data analyst from one who simply reports information to one who is charged with making sense of the available data and distilling from it the salient aspects for the given audience. In this course, students will examine the concepts of data analysis and how it informs the business process. Emphasis will be placed on the development of sound research questions, the identification and verification of data sources, the retrieval, cleaning, and manipulation of data, and the process for identifying the data elements that are relevant for a given audience. An overview of the regulatory organizations that govern the release of data will also be reviewed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **DAT220 - Fundamentals of Data Mining (Online)**

#### **Description**

A large portion of data analytics focuses on identifying meaningful patterns in data. Using a case studies approach, students will examine effective strategies that blend both hypothesis testing and data-driven discovery methods to identify meaningful data patterns and apply that knowledge to common business problems. Emphasis will be placed on data-mining tasks such as classification, clustering, and sequential pattern discovery.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

DAD215 - Introduction to Statistical Analysis System (3)

DAD220 - Introduction to Structured Database Environments (3)

## University Programs

### **DAT223 - Gathering Requirements and Collecting Data (Online)**

#### **Description**

Students will examine methods for diagnosing organizational problems in order to determine the data requirements to solve them. In addition, students will learn how to gather data and supporting documentation necessary for effective data analysis.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

DAD220 - Introduction to Structured Database Environments (3)

### **DAT250 - Data Policy and Decision Making (Online)**

#### **Description**

Students will explore the emergence of data governance at both the legal/regulatory and organizational policy levels, with a focus on its implications for data analytics. Students will also learn how data analysts can act ethically when confronted with data privacy and security concerns.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **DAT260 - Emerging Technologies and Big Data (Online)**

#### **Description**

Students will explore contemporary systems and technologies impacting the field of data analytics, including the cloud, AI, and machine learning. Students will also gain exposure to areas of technology that provide opportunities for future professional specialization, such as emerging Big Data technologies that can support the work of data analysts.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

DAD220 - Introduction to Structured Database Environments (3)

## University Programs

### **DAT300 - Data Validation: Getting the Right Data (Online)**

#### **Description**

Students will learn to both assess whether data on hand can be used to address real world challenges faced by organizations as well as to determine additional data that may be needed. Students will also explore how to find such data and practice the kinds of communication and collaboration skills that are necessary to obtain it.

#### **Additional Information - Online**

The goal name associated with this course is Data Validation: Getting the Right Data

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **DAT310 - Data Analytics I (Online)**

#### **Description**

Learn how to apply a comprehensive approach to data analytics in the solving of business problems by building upon the principles set forth in DAT 210. Evaluate the tools and resources available in terms of their appropriateness to complex business scenarios. Explore the collaborative nature of data analytics projects and the necessity for coordination across projects through conducting an initial data analytics project and creating a collaborative report of findings.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

DAT210 - Foundation of Data Analytics (3)

1 of the following:

DAD215 - Introduction to Statistical Analysis System (3)

DAD220 - Introduction to Structured Database Environments (3)

# University Programs

## **DAT320 - Data Analytics II (Online)**

### **Description**

Building upon the principles set forth in prior coursework, students will engage in a comprehensive approach to the application of data analytics in the solving of business problems employing the techniques frequently used in the discipline. Emphasis will be placed on the different types of forecasting techniques such as sales, risk, retention, and attrition as applied to a variety of industries.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

DAD215 - Introduction to Statistical Analysis System (3)

DAD220 - Introduction to Structured Database Environments (3)

Complete:

DAT210 - Foundation of Data Analytics (3)

DAT310 - Data Analytics I (3)

## **DAT325 - Data Validation: Quality and Cleaning (Online)**

### **Description**

Students will gain an understanding of the importance of ensuring high data quality prior to performing analysis on data. Students will also learn how to assess industry standard dimensions of data quality and how to clean problematic data without reducing data integrity.

### **Additional Information - Online**

The goal name associated with this course is Data Validation: Quality and Cleaning

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

DAD220 - Introduction to Structured Database Environments (3)

## **DAT375 - Data Analysis Techniques (Online)**

### **Description**

Students will apply common methods that data analysts use to perform data analysis. Students will also use critical tools and technology to draw conclusions from the analysis that are relevant to organizational challenges.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

DAD220 - Introduction to Structured Database Environments (3)

MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)



# University Programs

## **DAT410 - Decision Support Presentation (Online)**

### **Description**

In order for data analytics to be effective, reports and findings must be presented in a manner that is relevant to one's audience. In this course students will hone their technical writing and presentation skills to engage individuals at all levels throughout an organization. Ethics, security, and privacy considerations as they relate to reporting will also be discussed.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

DAT210 - Foundation of Data Analytics (3)

DAT310 - Data Analytics I (3)

DAT320 - Data Analytics II (3)

## **DAT430 - Leveraging Data Analysis for Organizational Results (Online)**

### **Description**

Students will learn how data analysis can be leveraged for the advancement of organizational initiatives through effective collaboration with organizational stakeholders. Students will also explore data visualization tools and techniques that help data analysts communicate the results of their work in ways that make those results actionable.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

DAT375 - Data Analysis Techniques (3)

## **DAT475 - Applied Data Analysis (Online)**

### **Description**

Students will discover how data analysis is applied in organizational scenarios to gain insight from even imperfect data. Students will also explore more advanced data analytics methods such as collaborating on hypothesis testing and performing root cause analysis, and they will practice presenting visualizations of data analysis that highlight the insights gained from analysis.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

MAT225 - Calculus I: Single-Variable Calculus (3)

DAT430 - Leveraging Data Analysis for Organizational Results (3)

90 credit(s).

# University Programs

## **DAT490 - Capstone in Data Analytics (Online)**

### **Description**

This capstone course is the culminating experience for the B.S. in Data Analytics program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
111 credit(s).  
Complete:

DAT410 - Decision Support Presentation (3)

## **DAT500 - Data and Information Management (Campus, Online)**

### **Description**

Master key foundational concepts and tools in data and information management. Learn data analysis skills required for data assessment and data validation for creating data structures and data analysis reports. Gain exposure to common data and information management technologies that provide decision support capabilities to organizations.

### **Academic Level**

Graduate

### **Credits**

3

## **DAT501 - Foundations in Data Science (Online)**

### **Description**

In this course, students will learn about the foundational data, database, and scripting skills necessary for data science. Students will gain exposure to both database management and scripting languages, and will learn to develop code that adheres to industry-standard best practices. Additionally, students will leverage their skills in these languages to develop both structured and unstructured database environments, as well as a fully-functional program.

### **Academic Level**

Graduate

### **Credits**

3

# University Programs

## **DAT510 - Foundations of Data (Campus, Online)**

### **Description**

We live in a world where substantial amounts of data are available at the touch of a button. While this may be a very empowering prospect, it can also be overwhelming. In this course, students will examine the status of Big Data and its impact on the business world, framing analytics challenges using a structured life cycle approach to data analytics problems. Emphasis will be placed upon the verification of data, analytic techniques and open source tools for analyzing data, the role of regulatory organizations, and the privacy and ethics issues that surround its use.

### **Academic Level**

Graduate

### **Credits**

3

## **DAT515 - Enterprise Data Management (Online)**

### **Description**

Understanding the complexity of current data management systems and the ever evolving technology necessary to leverage such data is essential in making sound data-driven decisions. In this course, students will examine the issues in managing data and information from an enterprise perspective, and explore data management as an essential resource to organizational success through a deeper understanding of the concepts and techniques for managing the design, development, and maintenance of all the components of enterprise information management. The course will examine the roles and responsibilities of the various professionals that manage data and information in an organization.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

DAT510 - Foundations of Data (3)

## **DAT520 - Decision Methods and Modeling (Online)**

### **Description**

The role of many analysts is as much about interpreting the results of data analysis as it is about gathering the data and "crunching the numbers." In this course, students will learn how to evaluate data in context, interpret data trends, and receive an overview of decision support management techniques such as predictive modeling, risk assessment and optimization, and analytics algorithms, which will set the stage for more advanced study in subsequent courses. Concepts from enterprise data management, including data warehousing and business intelligence, will provide a foundation for examining the topics of data mining, advanced and dimensional data modeling, and decision support system development as techniques for an organization's competitive advantage.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

DAT510 - Foundations of Data (3)

## University Programs

### **DAT530 - Presentation and Visualization of Data (Online)**

#### **Description**

In addition to the gathering and interpretation of data, today's business environment calls upon the analyst to communicate the results of data analysis to a variety of audiences. In this course students will learn how to synthesize the technical components of data analysis into reports, presentations, and visual dashboards that are meaningful for the intended audience and deliver those components in a coherent, convincing format.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

DAT510 - Foundations of Data (3)

### **DAT540 - High Performance Teams in Data Science (Online)**

#### **Description**

In this course, students will learn about the dynamics and processes of a high-performance data science team while working with people who have a variety of expertise, experience, perspectives, and backgrounds. They will develop an understanding of the challenges involved in the integration of the data science team alongside other internal and external organizational areas, and apply that knowledge in the implementation of a team working structure that will serve to support organizational problem-solving and decision-making. Additionally, students will learn how to improve communications and manage conflict on diverse teams, where all members are working on a common goal.

#### **Academic Level**

Graduate

#### **Credits**

3

### **DAT610 - Optimization and Risk Assessment (Online)**

#### **Description**

In the competitive business world, using data to its best advantage becomes all the more crucial. In this course, students will learn how to discern the levels of relevancy of data and the impact it has on operations as well as hone their ability to identify macro and micro level risk and evaluate risk management programs, policies, and strategies.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

DAT520 - Decision Methods and Modeling (3)

# University Programs

## **DAT640 - Predictive Analytics (Online)**

### **Description**

Building on prior coursework in decision methods and modeling, students will get a deeper understanding of the art and science of predictive analysis. Students will examine the elements that contribute to building reliable predictive models that result in actionable performance predictions such as identifying the variables that have the most predictive power and developing and deploying predictive models currently in use.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

DAT510 - Foundations of Data (3)

DAT520 - Decision Methods and Modeling (3)

## **DAT645 - Data Ethics, Issues and Legal Considerations (Online)**

### **Description**

In this course, students will gain an overview of legal and ethical issues surrounding data science. Students will gain exposure to the various rules, regulations, and policies that impact the usage of data. Additionally, students will analyze data, data sources, and algorithms to determine potential legal and ethical issues that must be considered and mitigated as data scientists work through the data analytics lifecycle.

### **Academic Level**

Graduate

### **Credits**

3

## **DAT650 - Advanced Data Analytics (Online)**

### **Description**

This course will emphasize the employment of advanced analytic strategies over the entire life cycle of the data analysis process. Using a comprehensive case-studies approach, students will logically extend and add definition to their existing analytic skill set, resulting in the development of a project proposal that will serve as preparation for the capstone experience.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

DAT510 - Foundations of Data (3)

DAT520 - Decision Methods and Modeling (3)

DAT640 - Predictive Analytics (3)

## University Programs

### **DAT690 - Capstone in Data Analytics (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Data Analytics program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
30 credit(s).  
Complete:

DAT650 - Advanced Data Analytics (3)

## **Database Administration**

### **DAD215 - Introduction to Statistical Analysis System (Online)**

#### **Description**

The SAS programming suite of products is commonly used throughout the industry for analyzing the vast amount of data that are available today and for turning that data into actionable items for an organization. Through the creation of SAS programs of varying complexity, students will solve common data analysis problems and learn the general programming conventions of SAS along with the data management and reporting utilities of the basic SAS product.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

IT140 - Introduction to Scripting (3)

IT145 - Foundation in Application Development (3)

### **DAD220 - Introduction to Structured Database Environments (Online)**

#### **Description**

Students will learn to create structured database environments that incorporate basic processing functionality and allow for data management, data manipulation, and data analysis. Students will also construct and analyze queries to address data requirements.

#### **Additional Information - Online**

The goal name associated with this course is Introduction to Structured Database Environments.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### Development

#### **DEV106 - Learner Development (Campus)**

##### **Description**

This course surveys and focuses on child growth and development from birth through the life cycle. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of human growth and development are included. An overview of all developmental stages will be covered.

##### **Academic Level**

Undergraduate

##### **Credits**

3

#### **DEV126 - Precursors of Academic Skills (Campus)**

##### **Description**

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.

##### **Additional information - Campus**

Offered every spring term.

##### **Academic Level**

Undergraduate

##### **Credits**

3

##### **Prerequisites**

Complete or concurrently enroll in:

DEV106 - Learner Development (3)

#### **DEV260 - Culturally Responsive Citizen (Campus)**

##### **Description**

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

##### **Academic Level**

Undergraduate

##### **Credits**

3

## University Programs

### **DEV290 - Childhood Development Internship (Campus)**

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **DEV499 - Internship (Campus)**

#### **Description**

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

#### **Additional information - Campus**

Course offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **DEV699 - Child Development Practicum (Online)**

#### **Description**

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.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Contact Academic Advisor to register.

## **Doctoral**



## University Programs

### **DOC950 - Dissertation Status (Campus)**

#### **Academic Level**

Professional

#### **Credits**

1

#### **Prerequisites**

Complete all of the following

Complete:

INT890 - Doctoral Colloquium (1 - 3)

Must be enrolled in a Doctoral program

## **Early Childhood Education**

### **ECE609 - Theoretical Foundations in ECE (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to apply and analyze the theoretical foundations of early childhood education and early childhood special education to his/her professional practice. Teacher Candidates will examine the theoretical foundations of early childhood special education and its impact on young children with disabilities. This course will provide evidence-based research and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates an in-depth understanding of the theoretical foundations needed to address the individual needs of all children, including children with disabilities, PreK-3. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of their understanding of the unique factors related to students' abilities and disabilities within the learning environment.

#### **Academic Level**

Graduate

#### **Credits**

2 - 3

### **ECE611 - Classroom and Behavior Management in ECE (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to apply and analyze the principles, procedures and strategies for classroom behavior management. Teacher Candidates will examine social skills development, assessment of social behavior and learning environment enhancement. This course will provide evidence-based research and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates an in-depth understanding of classroom behavior management needed to address the individual needs of all children, including children with disabilities. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of their understanding of the unique factors related to students' abilities and disabilities within the learning environment.

#### **Academic Level**

Graduate

#### **Credits**

2 - 3

## University Programs

### **ECE620 - Early Childhood Mathematics (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach mathematics to PreK-3 students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the needs of PreK-3 students with disabilities and will include the following: (a) contextualizing students and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing mathematical concepts, methods and strategies; and (e) linking PreK-3 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching mathematics.

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Graduate

#### **Credits**

3 - 4

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **ECE621 - Early Childhood Literacy (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach literacy to PreK-3 students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the reading and writing needs of all students and will include the following: (a) contextualizing students and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing literacy models, concepts, methods and strategies; and (e) linking PreK-3 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching literacy.

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Graduate

#### **Credits**

3 - 4

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## **Economics**

# University Programs

## **ECO101 - Economics of Social Issues (Campus)**

### **Description**

This course will introduce students to economics of social issues, focusing on today's most pressing social and economic problems from both a domestic and global perspective. First, students will trace the development of our economic society from the Middle Ages to the present in order to gain a perspective on why our present day economy is the way it is and where it may be headed. Next, participants will examine issues of, but not limited to, environment, healthcare, and the equity of income distribution using tools of macro and microeconomic analysis. Other areas of possible inquiry and analysis could include abortion, gay marriage, drug and alcohol use, assisted suicide, military draft, gun control, bribery, or any other area of inquiry which a student may choose. Students will be required to select a social and/or economic issue of their choice for a semester long study and will present the results of their work and recommendations for public or private action. This is a writing intensive course. Open to non-business majors only.

### **Academic Level**

Undergraduate

### **Credits**

3

## **ECO201 - Microeconomics (Campus, Online)**

### **Description**

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.

### **Additional Information - Online**

The goal name associated with this course is Microeconomics

### **Academic Level**

Undergraduate

### **Credits**

3

## **ECO202 - Macroeconomics (Campus, Online)**

### **Description**

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 is also a major area of study. The impact of international transactions on the domestic economy also is discussed.

### **Additional Information - Online**

The goal name associated with this course is Macroeconomics

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ECO201 - Microeconomics (3)

# University Programs

## **ECO301 - Managerial Economics (Campus, Online)**

### **Description**

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.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ACC202 - Managerial Accounting (3)

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

MAT240 - Applied Statistics (3)

## **ECO306 - Money and Banking (Campus, Online)**

### **Description**

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. Writing intensive course.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

## University Programs

### **ECO314 - Labor Economics (Campus)**

#### **Description**

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).

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

1 of the following:

MAT240 - Applied Statistics (3)

MAT241 - Modern Statistics with Software (3)

### **ECO322 - International Economics (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

## University Programs

### **ECO327 - Economic Development (Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

### **ECO330 - Public Finance (Campus, Online)**

#### **Description**

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.

#### **Additional Information - Online**

Offered every fall term.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

### **ECO350 - Economics of Nonprofit Organizations (Campus)**

#### **Description**

This course will introduce students to the economics of the nonprofit sector and provide an opportunity for students to work directly with nonprofits to assist organizations in solving problems. Students will utilize the economic way of thinking to assess the effectiveness of nonprofit organizations and provide recommendations for improvement.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **ECO375 - Economics of Professional Sports In the U.S. (Campus)**

#### **Description**

This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance, and labor economics. Industrial organization theory is used to analyze the types of competition and market structure that exist in the sports industries. The analysis includes an exploration of the costs and benefits of market power as well as the role of the media and the government in the operation of sports franchises and leagues. Public finance theory is used to explore how cities have tied economic development to sports franchises, to analyze the impact of tax-based funding of stadiums, and to evaluate the costs and benefits of sports franchises to their community. Labor economic theory is used to investigate labor conflict and collective bargaining in professional sports as well as the role played by discrimination in professional sports labor markets. Finally, the course explores the existence of the unpaid professional student-athletes and their employer, the NCAA.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ECO201 - Microeconomics (3)

### **ECO376 - Economics Lab (Campus)**

#### **Description**

This course focuses on acquiring critical financial analytical skills through mini applications organized in three related modules. Students will strengthen Excel skills through finance and economics applications, engage in financial modeling using financial databases, and develop mental models and calibration techniques to assist in making effective financial decisions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN320 - Principles of Finance (3)

## University Programs

### **ECO396 - Experiential Learning (Campus)**

#### **Description**

This course focuses on the application of technical finance and economics skills to address real-world problems. Students will engage in research through projects and/or partnerships with businesses. Students will also reflect on the learning process and their involvement with the course projects. The course provides valuable experience that will assist students in the job market and future careers.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ECO376 - Economics Lab (3)

FIN376 - Finance Lab (3)

### **ECO402 - Intermediate Macroeconometrics (Campus, Online)**

#### **Description**

This course develops models of short-to-medium-run fluctuations in overall economic activity as well as long-run models of economic growth of a nation. The former category of models includes the Keynesian, New Classical, and New Keynesian frameworks. Particular emphasis will be placed on the New Keynesian model. Empirical testing of the models using computer software will involve the statistical analysis of macroeconomic data. The primary econometric tools for analyzing this data will be regression and its extensions and modern time series analysis. Long-run models of economic growth including the Solow model and the Romer model will also be examined.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ECO201 - Microeconomics (3)

ECO202 - Macroeconomics (3)

MAT240 - Applied Statistics (3)



## University Programs

### **ECO455 - Experiential International Economics (Campus)**

#### **Description**

This course is designed for students to gain international economics knowledge. Students will become familiar with international economics and cultural practices through classroom experiences and possible site visits. Students will also develop a greater understanding of international economics and culture through other readings and assignments. This course will utilize Brightspace. Students will be required to attend any scheduled information sessions and classes. One on one meetings will be scheduled with the instructor as well.

#### **Additional information - Campus**

An international trip and additional fees are associated with this course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ECO490 - Economics Finance Internship (Campus)**

#### **Description**

The economics/finance internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register

### **ECO500 - Managerial Economics (Campus, Online)**

#### **Description**

Managerial economics involves applying economic theory and using the tools of decision science to examine how an organization can achieve its objectives most efficiently in the face of constraints. Background preparation: 6 credit hours in mathematics and 3 credit hours in microeconomics, macroeconomics and statistics or equivalent.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MBA501 - Mathematics and Statistics for Business (3)

MBA502 - Economics for Business (3)

# University Programs

## **ECO505 - Introduction to Graduate Economics (Online)**

### **Description**

This course serves as an introduction to economics at the graduate level. Exploration of the major schools of thought in economics as well as a historical approach to economics will introduce students to graduate level studies in economics. The historical review of economic theory will provide the basis for economic research. The course will explore economic agents and their interaction with the markets. An interdisciplinary approach will be used for this course in order to show the effects of economic thought and analysis through different areas.

### **Academic Level**

Graduate

### **Credits**

3

## **ECO510 - Mathematics and Statistics for Economics (Online)**

### **Description**

This course will explore the more advanced areas of statistics and math, with a focus on economics and the methods that are mostly used in the applied economics field. The course will build on the mathematics and statistics background that the students have explored in previous courses. Advance regressions methods will be used, and a number of tools will be used for calculation. This course prepares the students in the Applied Economics degree for the advanced courses in econometrics.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

MBA501 - Mathematics and Statistics for Business (3)

MBA502 - Economics for Business (3)

## **ECO520 - Microeconomics Theory and Analysis (Online)**

### **Description**

This course serves as a graduate-level introduction to advanced microeconomic theories and the application of these theories. The course will look at irrational versus rational decision making, market structure, market failure, resource markets, and other microeconomic principles. Modern theory of consumer behavior and theory of the firm will be discussed, along with optimization models for achieving and analyzing productive, allocative, and distributive efficiency.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

ECO510 - Mathematics and Statistics for Economics (3)

# University Programs

## **ECO530 - Macroeconomics Theory and Analysis (Online)**

### **Description**

This course serves as a preparation for graduate economic research. The course will explore the three major schools of thought and will lay the groundwork for macroeconomic research. Through examples of static macroeconomic models and theoretical analysis, students will be introduced to macroeconomic research. The economics of growth will be given particular focus.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

ECO510 - Mathematics and Statistics for Economics (3)

## **ECO540 - Game Theory and Industrial Organization (Online)**

### **Description**

This course serves as an exploration of game theory and its applications in economic analysis. Various models of static and dynamic games are explored, along with the applications of game theory in negotiations, voting, conflict resolution, and pricing decisions. The course also reviews industrial organization theory, exploring the interaction between the firm and the market, and the linkage between market structure, firm conduct, and economic performance. The ideas of market power and its regulation through government policy, and the firm's price and non-price strategic behaviors will be discussed.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

ECO520 - Microeconomics Theory and Analysis (3)

## **ECO605 - Environmental and Natural Resource Economics (Online)**

### **Description**

This course serves as an introduction to the natural resource economics area. The course will look at the global aspect of environmental and natural resource economics, and will explore topics like efficient use of resources, allocation of resources, population growth, green economics, global trade effects, and global climate change.

### **Academic Level**

Graduate

### **Credits**

3

# University Programs

## **ECO610 - Fiscal & Monetary Policies & Practices (Online)**

### **Description**

Students in this course examine the performance of the national economy and its impact on a firm. Students analyze the formulation and impact of monetary and fiscal policies and their relationships with money and capital markets. Background preparation: 6 credit hours in economics.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

1 of the following:

MBA502 - Economics for Business (3)

QSO510 - Quantitative Analysis for Decision Making (3)

## **ECO620 - Applied Econometrics I (Online)**

### **Description**

This course looks at common econometric models, with a focus on regression models. Through empirical work and analysis, the students will extend their understanding of econometric theory. The course will provide an understanding of the relationship between economic variables that can be used for statistical estimation. The students will learn how to use observational data and how to construct econometric models and methods.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

ECO520 - Microeconomics Theory and Analysis (3)

## **ECO625 - Applied Econometrics II (Online)**

### **Description**

This course serves as an extension of ECO 620, providing an even more in-depth look at econometric theory and analysis. Students will build on the methods and models learned throughout the program and will be introduced to forecasting, nonparametric analysis, maximum likelihood, etc.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

ECO620 - Applied Econometrics I (3)

## University Programs

### **ECO675 - Seminar in Environmental and Natural Resource Economics (Online)**

#### **Description**

This course will provide the students with advanced econometric tools used in research in environmental and natural resource economics.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ECO605 - Environmental and Natural Resource Economics (3)

ECO620 - Applied Econometrics I (3)

### **ECO700 - Applied Economics Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Applied Economics program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
30 credit(s).

Complete:

ECO625 - Applied Econometrics II (3)

## **Ed Cert of Advanced Grad Study**

### **EDCA561 - Advanced Methods for the STEM Classroom (Campus)**

#### **Description**

This course creates an opportunity for teachers to advance their knowledge of the methods of teaching and learning that are at the core of a STEM classroom. Topics explored can include constructivism, social learning, classroom relevancy, and constructive experimentation.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDCA562 - Enhancing the STEM Classroom with Advanced Applications (Campus)**

#### **Description**

This course focuses on advanced applications within the STEM classroom. A special focus is placed on the differentiation and personalization of the STEM classroom to meet diverse student needs and fostering student autonomy within the classroom.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA563 - Navigating Leadership in STEM Education (Campus)**

#### **Description**

In this course, students leverage school, classroom, and student data to develop a customized vision for STEM teaching and learning within their organization. A focus is also placed on the leadership aspect of analyzing existing curriculum and teaching practices to determine the obstacles, required steps, and necessary supports need to achieve this vision.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA564 - Envisioning and Sustaining System-Wide STEM Implementation (Campus)**

#### **Description**

This course focuses on students building on their advanced understanding of STEM education to design and implement a system-wide plan to achieve a vision for STEM teaching and learning. Key focus areas include building teacher and student capacity for STEM teaching and learning.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA600 - Profile Seminar for Post-Graduates (Campus)**

#### **Description**

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

#### **Academic Level**

Graduate

#### **Credits**

1

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

## University Programs

### **EDCA600B - Post-Masters Profile Seminar - STEM (Campus)**

#### **Description**

This seminar is taken at the start of the program. Students in this seminar are oriented to the program with a STEM focus and begin to shape their courses of advanced study and future integrative activities.

#### **Academic Level**

Graduate

#### **Credits**

1

### **EDCA610 - Practices in Curriculum and Management (Campus)**

#### **Description**

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

### **EDCA611 - Advanced Methods of STEM Curriculum (Campus)**

#### **Description**

The course explores advanced methods of teaching, learning, and curriculum characteristics and standards related to STEM education. A focus is on applying these methods to professional practice.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA615 - Advanced Applications in Curriculum and Management (Campus)**

#### **Description**

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

## University Programs

### **EDCA616 - Enhancing STEM Curriculum Development with Advanced Applications (Campus)**

#### **Description**

This courses advances knowledge and application of STEM teaching and learning standards within a classroom setting. A focus is on widely-established structured elements of STEM curriculum and learning designs.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA620 - Practices in Technology and Instruction (Campus)**

#### **Description**

Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

### **EDCA625 - Advanced Applications in Technology and Instruction (Campus)**

#### **Description**

This second-level course intensifies the effort to determine the best processes to integrate the varying forms of instructional technology into different disciplines and environments on behalf of students.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor



## University Programs

### **EDCA630 - Practices in Assessment and Evaluation (Campus)**

#### **Description**

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

### **EDCA631 - Advanced Methods of STEM Assessment (Campus)**

#### **Description**

This course focuses on advancing student and teacher assessment practices that are aligned with STEM content and education. A focus is placed on the application of advanced assessment methods within a learning context.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA635 - Advanced Applications in Assessment and Evaluation (Campus)**

#### **Description**

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

### **EDCA636 - Enhancing STEM Assessment Practices with Advanced Applications (Campus)**

#### **Description**

This course focuses on students leveraging advanced applications of STEM-aligned teaching and student assessment and evaluation practices to support student growth and academic success. This includes designing and using practices that help monitor teaching and learning progress over varying lengths of time.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDCA640 - Practices in Leadership and Organizations (Campus)**

#### **Description**

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

### **EDCA645 - Complexities in Leadership (Campus)**

#### **Description**

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

### **EDCA650 - Practices in Learning and Development (Campus)**

#### **Description**

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

## University Programs

### **EDCA651 - Advanced Methods of STEM Instruction (Campus)**

#### **Description**

This course advances teacher thinking about what makes STEM instruction unique from other types of instruction. A focus is on the advanced methods of STEM instructional practices and identifying opportunities for continued instructional improvements.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA655 - Advanced Applications in Learning and Development (Campus)**

#### **Description**

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in CRT.CGS.GR, CRT.CGS.CIN, or CRT.CGS.LEA  
Permission of instructor

### **EDCA656 - Enhancing STEM Instruction with Advanced Applications (Campus)**

#### **Description**

This course elevates the students thinking and understanding of advanced STEM instructional practices, giving a particular focus to instructional practices that are aligned with practices with science, technology, engineering, and mathematics. A focus is placed on the application of these advanced practices within the classroom.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA701 - Shaping Organizations in Competency-Based Education (Campus)**

#### **Description**

This course will explore strategies to collaboratively develop visions, mission, and goals with various stakeholders within a Competency-Based Education system. It combines in-depth research, reflection, discussion and application to a variety of ways that competency-based education is and can be implemented. Over the course of eight weeks students will share innovative ideas for Competency-Based environments within their program cohort and outside stakeholders. These ideas will be further developed into applicable plans that may be initiated in the student's working environment. Research information will be shared resulting in a rich bank of resources that each student may access throughout the program.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDCA702 - Practices & Applications for Reflective Leadership (Campus)**

#### **Description**

This course focuses on the advanced reflective practices of leaders and how those practices support organizations in evolving to meet the needs of competency-based education. This blended learning course will include examination of types of leadership as well as self-assessment and reflective activities designed for leaders at any level to improve practice in guiding, supporting, facilitating, nudging, encouraging, and directing others towards a competency-based, student-centered environment. Students practice skills taught and then apply them in assigned and overt ways throughout the course in their authentic settings. Reflection is required on learning, implementation and on examples of implementation of skills learned throughout the course.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA703 - Distributive Leadership in Competency-Based Education (Campus)**

#### **Description**

This course builds on the concept of active communities of practice in elevating distributive leadership with the outcome of school improvement at all levels. There is an emphasis on experimentation and application of collaborative leading in authentic environments as well as building and supporting teacher leadership. Participants consider what it means to be a leader; assess who it is within an education organization that can exercise effective leadership; build leadership qualities in others and address how teachers exercise leadership collaboratively.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDCA704 - Place-Based Learning Partnerships (Campus)**

#### **Description**

Place-Based Education connects learning to communities, the world, and to student's cultures and family context, allowing students to find their place in a world that extends beyond school. With intentionality, place-based learning builds agency, equity, community, and cultural competence. It provides a context for learning through four dimensions: motivational, instructional, environmental, and cultural. In this course, participants will explore and build community partnerships and cultural connections, and examine the ways in which schools and classrooms incorporate and celebrate these aspects or marginalize certain communities or cultural behaviors. In addition, participants will develop policies that are responsive to the diverse cultures within their communities and incorporate community partnerships in the development and implementation of curricula.

#### **Academic Level**

Graduate

#### **Credits**

3

## Education

## University Programs

### **EDU102 - Foundations of Education (Campus)**

#### **Description**

This course give students an overview of American education including history, philosophy and current issues. It will introduce students to strategies for creating a learning environment that support student learning.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Corequisites**

Concurrently enroll in:

EDU102L - Foundations of Education Lab (1)

### **EDU102L - Foundations of Education Lab (Campus)**

#### **Description**

This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools strategies.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

EDU102 - Foundations of Education (3)

### **EDU120 - Developing Mathematical Thinking (Campus)**

#### **Description**

This course will investigate the role that problem solving plays in the teaching and learning of mathematics. Students will learn strategies for assessing their own formal and informal problem solving strategies, as well as strategies for developing those same skills with students in the elementary grades. Mathematical content is investigated through a pedagogical perspective.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **EDU203 - Professional Responsibility and Ethics in Teaching (Campus)**

#### **Description**

The purpose of this course is to help students develop an understanding of teaching as a profession by drawing upon established and contemporary research, the wisdom of practice, and emerging educational policies and practice. In addition, this course will help students to prepare for the ethical problems they will routinely confront in their professional lives. Teachers require unique moral sensitivities and understandings. By the end of the course, students should have a command of the basic skills of ethical reasoning, a familiarity with the most important ethical concepts that apply to their work, and an ability to apply these skills and concepts.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **EDU208 - Assessment, Accountability and Teaching in the Classroom (Campus)**

#### **Description**

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Complete:

EDU102 - Foundations of Education (3)

Placement in BA.ELE.SEASP

Placement in BA.ELELII

### **EDU219 - Integrating Social Studies and the Arts in the Elementary School (Campus)**

#### **Description**

This course will explore developmentally appropriate strategies for incorporating movement, music, drama, and the visual arts with the content, processes and attitudes of social studies. Curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts in early childhood and elementary grades will be addressed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **EDU220 - Teaching in the Middle School (Campus)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU208 - Assessment, Accountability and Teaching in the Classroom (3)

### **EDU223 - Language Acquisition in Early Childhood (Campus)**

#### **Description**

This course explores language acquisition and development in young children. Topics include speech and language processes for communication, stages of language development, theories of language acquisition, and practices to foster language development in young children.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **EDU225 - Mathematics Instruction/Young Children (Campus)**

#### **Description**

This course covers the mathematical development of young children from birth to age eight as well as scientifically valid strategies for facilitating development in various areas, including, but not limited to: mathematical terminology, symbols, and representations; number properties and number; standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions; type and properties of geometric figures; basic geometric concepts; relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass and temperature; collection organization, and analysis of data; and the application of mathematical reasoning to analyze and solve problems. This course covers both normative and non-normative development of mathematical skills. This course aligns with national and state standards and with NECAP.

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

#### **Corequisites**

Concurrently enroll in:

EDU261 - Emerging and Early Literacy: Grades K-4 (3)

### **EDU231 - Content Area Methods (Campus)**

#### **Description**

For those seeking licensure, this course investigates teaching at the middle and high school levels while partnered with a content teacher. Topics include: translating content into meaningful and engaging experiences, co-teaching, integrating curriculum, transdisciplinary lesson/unit development, the assessment cycle, and engaging all students in critical thinking, inquiry, creativity, and collaborative problem solving. EDUpreneurs are partnered with on-site practitioners and school leaders to investigate leadership attributes and issues impacting educational and related fields.

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **EDU236 - Peer Leadership Clinical I (Campus)**

#### **Description**

Peer Leadership Clinical I is designed to provide the participant with the experience of considering leadership in the Resident Assistant position at it relates to community and individual relationship building. First year resident assistants will spend time uncovering personally held values as they relate to their definition of leadership, and through experience in the position, gain an understanding of "inspiring a shared vision" in their floor community and the elements that are fundamental in the construction of that vision.

#### **Academic Level**

Undergraduate

#### **Credits**

1.5

#### **Prerequisites**

Acceptance in the Resident Assistant program.

### **EDU261 - Emerging and Early Literacy: Grades K-4 (Campus)**

#### **Description**

The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will explore and 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 and with special needs will be integrated into the course content.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Corequisites**

Concurrently enroll in:

EDU225 - Mathematics Instruction/Young Children (3)

### **EDU289 - Experiential Learning (Campus)**

#### **Description**

This course offers students the opportunity to apply education course work in an authentic environment. During this clinical experience, students demonstrate their knowledge of students and learning in the learning environment. Students will demonstrate their ability to integrate technology to foster learning and communication.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

3 credit(s) from the following:

EDU225 - Mathematics Instruction/Young Children (3)

EDU231 - Content Area Methods (3)

EDU261 - Emerging and Early Literacy: Grades K-4 (3)

## University Programs

### **EDU309 - Leadership in STEM Education (Campus)**

#### **Description**

This leadership development course will provide students with the opportunity to learn and implement the skills necessary to become leaders in the field of STEM education. Students will facilitate groups of middle and high school students in robotics coding and engineering challenges. Students must apply to participate in this course and have strong recommendations from faculty to be considered.

#### **Academic Level**

Undergraduate

#### **Credits**

1 - 4

#### **Prerequisites**

Instructor permission required

### **EDU323 - Clinical Experience I Elementary Education (Campus)**

#### **Description**

This clinical experience will focus on the knowledge, skills, abilities and dispositions teachers need to teach elementary school students, K-6. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, including students with disabilities, in the following: (a) The Learner and Learning; (b) Content Knowledge; (c) Instructional Practice; (d) Professional Responsibility. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of supporting student learning and linking the K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU328 - Teaching in the High School (Campus)**

#### **Description**

This course helps to prepare students to teach at the high school level. It is designed for social studies and English Language Arts certification candidates. There will be a strong focus on competency-based educational practices.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

#### **Corequisites**

Concurrently enroll in:

EDU338 - Teaching Writing in the Humanities (3)

# University Programs

## **EDU335 - Methods of Teaching Elementary Mathematics (Campus)**

### **Description**

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.

### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

EDU225 - Mathematics Instruction/Young Children (3)

Must be accepted into the Teacher Certification Program (TCP).

## **EDU338 - Teaching Writing in the Humanities (Campus)**

### **Description**

This course prepares students to teach writing to grades 5-12 using an interdisciplinary approach. Students will explore the history and chronology of great ideas, integrating their knowledge of content subjects while creating writing opportunities for their students.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **Corequisites**

Concurrently enroll in:

EDU328 - Teaching in the High School (3)

## University Programs

### **EDU345 - Teaching English Language Learners (Campus)**

#### **Description**

In this course students will study the history, pedagogy and techniques for teaching English Language Learners. Methods and approaches used to teach in culturally diverse classrooms will be examined. This course will enable students to facilitate the modification of the content and the scaffolding of learning for English Language Learners.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU353 - Clinical Experience II Elementary Education (Campus)**

#### **Description**

This clinical experience will focus on the knowledge, skills, abilities and dispositions teachers need to teach elementary school students, K-6. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, including students with disabilities, in the following: (a) The Student and Learning; (b) Content Knowledge; (c) Instructional Practice; (d) Professional Responsibility. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of supporting student learning and linking the K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU359 - Writing/Literature/Elementary (Campus)**

#### **Description**

This course focuses on the relationship between literature written for children and young adolescents, and the development of competence in writing, speaking, and listening. The course provides a thorough overview of multiple genres of literature for children and young adolescents. The course examines principles of literacy learning in children and introduces theories, practices, and materials for teaching writing in elementary grades. Many ways to teach writing are included such as writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms. Strategies for teaching writing, and literature to all children in a multi-cultural setting will be emphasized.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **EDU362 - Literacy in the Content Areas (Campus)**

#### **Description**

In this course, students study effective practices that support the development of reading comprehension and writing strategies for accessing information across content area subjects. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements using the applications of strategic reading and writing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU363 - Literacy Facilitation for All Learners (Campus)**

#### **Description**

This course focuses on the attributes of struggling readers and writers, on diagnosing difficulties and developing literacy intervention plans. Students do a case study by performing a literacy diagnosis of one struggling student, developing an intervention plan and beginning its implementation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

EDU261 - Emerging and Early Literacy: Grades K-4 (3)

Must be accepted into the Teacher Certification Program (TCP).

### **EDU375 - Middle School Science Methods (Campus)**

#### **Description**

This course introduces the principles of the standards-based science curriculum, assessment, and methods of instruction. Students will develop an understanding of developmentally appropriate teaching and classroom management for the middle school years.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **EDU376 - Mathematics Teaching Methods (Campus)**

#### **Description**

This course helps to prepare students to teach mathematics in grades 5 through 8 or 7 through 12. The course will develop content pedagogical practices based on current research and standards through a combination of academic and field-based experiences. Students will explore the developmental and environmental characteristics appropriate for the grade range including but not limited to assessments, learning theories and knowledge construction. Students will learn how to connect mathematics and other disciplines, incorporate manipulatives and current technologies into instructional design.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete all of the following  
Complete:

EDU220 - Teaching in the Middle School (3)

Must be accepted into the Teacher Certification Program (TCP).

### **EDU435 - Learning with Technology (Campus)**

#### **Description**

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 target (standards/outcomes) and a general model of curriculum development, implementation and assessment.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **EDU440 - Differentiating Instruction (Campus)**

#### **Description**

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 Learners, and cultural and linguistic diversity will be covered.

#### **Academic Level**

Undergraduate

#### **Credits**

2 - 3

#### **Prerequisites**

Complete all of the following

Complete:

EDU490 - Student Teaching II and Seminar (12 - 15)

Must be accepted into the Teacher Certification Program (TCP).

Instructor permission required

### **EDU470 - Science for Early Learners (Campus)**

#### **Description**

This course applies developmental theory to the construction of curriculum and explores methods for teaching health and science. Students focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with science literacy standards.

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **EDU481 - Clinical Experience IV Elementary Education (Campus)**

#### **Description**

This clinical experience will focus on the knowledge, skills, abilities and dispositions teachers need to teach elementary school students, K-6. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, including students with disabilities, in the following: (a) The Student and Learning; (b) Content Knowledge; (c) Instructional Practice; (d) Professional Responsibility. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of supporting student learning and linking the K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU483 - Advanced Educational Competencies (Campus)**

#### **Description**

To best prepare preservice teachers for teaching in competency-based systems in NH schools, this course gives students the opportunity to explore various applications in educational fields. Students will create and engage in personalized learning plans guided by best practices. For those seeking teaching licensure, this course addresses licensure competencies in content area pedagogy and subject matter knowledge through an individualized approach.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

90 credit(s).

### **EDU487 - Student Teaching I and Seminar (Campus)**

#### **Description**

This course is the first of two full-time student teaching experiences required for undergraduate students seeking teacher certification. Students spend four days each week in a NH public school under the mentorship of a certified teacher for one full semester. During this time, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of Southern New Hampshire University faculty. This course also includes seminars at the university. Acceptance to Student Teaching is required.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 9

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).



## University Programs

### **EDU490 - Student Teaching II and Seminar (Campus)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

12 - 15

#### **Prerequisites**

Complete all of the following

Must be accepted into the Teacher Certification Program (TCP).

Instructor permission required

### **EDU490B - Student Teaching (Campus)**

#### **Description**

All teacher education majors seeking certification will participate in 12 weeks of full-time practice teaching at nearby schools. During the 12 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. Submission of a student teaching portfolio at the conclusion of the internship is required. Weekly seminars at the university also may be held.

#### **Academic Level**

Undergraduate

#### **Credits**

6

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU499 - Internship (Campus)**

#### **Description**

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

#### **Additional information - Campus**

Course offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

# University Programs

## **EDU500 - Foundations in Online Instruction (Online)**

### **Description**

Educators will learn how to critically examine research to inform their online teaching practice. Special attention will be spent on evaluating how education theory, teaching principles, and laws and policies impact instructional practice and development of learning environments.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Advisor Registration Required

## **EDU501 - Methods of Teaching Reading (Campus, Online)**

### **Description**

This course is an overview of reading and writing processes. The course addresses current trends for teaching literacy including basal programs, whole language, language experience, thematic teaching, literature-based instruction, and technology-based instruction. Students will learn about the components of balanced literacy instruction that includes word attack, word identification, vocabulary development, fluency, comprehension and writing.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU503C - Methods of Teaching Elementary Math (Campus)**

### **Description**

This course focuses on the concepts of mathematics that are taught in grades K-6 and the current methods of teaching that content, including experience with manipulative materials.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## **EDU506 - Teaching English Learners (Campus, Online)**

### **Description**

In this course students will study the history, pedagogy and techniques for specific ESL/EFL methods and approaches used to teach in culturally diverse classrooms. The course intends to equip mainstream classroom teachers with background, introduction and understanding necessary to teach EL students. The course will include clarification of issues such as the differences between bilingual instruction and teaching English Learners in the classroom. The course will enable teachers to learn how to modify content and scaffold learning for ELs.

### **Academic Level**

Graduate

### **Credits**

3

# University Programs

## **EDU507 - Leadership for Learning (Campus)**

### **Description**

This course will focus on the knowledge, skills and abilities needed for aspiring leaders to be instructional leaders within their educational organization. Students will study effective and inclusive instructional practices, as well as levels of rigor and student engagement practices in schools. We will explore aligning those practices to the expectations of state standards at various grade levels. The focus of the course will be to apply knowledge, skills and abilities of an instructional leader so that the outcome of their leadership work is about academic success for all students.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU508 - Effective Management of Schools (Campus)**

### **Description**

This course offers a study of the leadership, management, and safe operations of school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities relate to student achievement. Students will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; students will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU515 - The Educator as Leader (Online)**

### **Description**

Discover the frameworks and approaches used in the M.Ed. in Curriculum and Instruction program. Explore what it means to be an educational leader in today's rapidly changing, multi-cultural education environments and investigate the many traditional and non-traditional facets of contemporary educational leadership. Examine competencies, characteristics, and practices that relate directly to student achievement and are grounded in current professional standards.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU520 - The Educator Researcher (Campus, Online)**

### **Description**

This course provides an introduction to methods of educational research. These methods encourage educators to be action researchers in their own classrooms, school districts, and/or communities to improve teaching and learning practice. Students will become familiar with purposeful quantitative and qualitative research designs to develop an increased understanding of the issues, both theoretical and practical, arising through the research process. An emphasis will be placed on understanding, interpreting, and critiquing educational research and developing research proposals.

### **Academic Level**

Graduate

### **Credits**

3

# University Programs

## **EDU521NC - Exploring the Principles of Education (Campus)**

### **Description**

This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU530 - Evidence-Based Research for Education (Online)**

### **Description**

Learn about the various types and methods of educational research. Examine the value of education focused action research in a variety of learning environments. Develop foundational knowledge and skills to read, interpret, and use data to enable professional growth and improve student learning experience.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU533C - Learning through Technology (Campus)**

### **Description**

In this course, students will develop the knowledge and skills to use technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU537 - Social Studies/Arts for Young Children (Campus, Online)**

### **Description**

This course will explore the concepts, methods, techniques, and material necessary to effectively teach social studies and fine arts in early childhood. Using national and state standards and frameworks, students will develop learning experiences that meet curriculum objectives in both social studies and the fine arts. Strategies for integrating social studies and fine arts across all curriculum areas will be addressed.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **EDU543 - Learning Theories and Instruction (Campus)**

#### **Description**

This course studies the role of contemporary learning theories and their application to educational practice, including issues of readiness, motivation, problem solving, and the social context of learning. Students will understand how to apply scientifically based instructional strategies to promote learning.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU545 - Leadership in Teaching and Learning (Online)**

#### **Description**

Explore educational leadership concepts by focusing on the characteristics and best practices needed to define and increase success in learning. Employ multiple measures to resolve learning challenges utilizing effective communication and collaboration in ways that empower oneself and others to enhance one's role as an educational leader. Learn about legal, ethical, and professional issues existing in today's educational environments that impact effective leadership.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU550 - Educational Assessment (Campus, Online)**

#### **Description**

This course builds assessment competency by analyzing recent trends in assessment for evaluating and documenting student performance and progress toward desired outcomes. Students examine the uses of assessment at the individual, class and school levels; including New England Common Assessment Data. Students will select and design assessments suitable for instructional decisions that support planning developing curriculum, and making recommendations for instructional improvement. Students will interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences. Students will describe valid grading procedures and discuss ethical issues linked to assessment methods and uses of assessment information.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU552 - Assessment for and of Learning (Campus)**

#### **Description**

This course is an introduction to assessment for teaching and learning content in grades K-12. Topics include the types, benefits, and uses of formal and informal assessment. Ethical issues of assessment and grading will be discussed. Students will create assessments aligned with standards-based content.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDU554 - The Development of a Mission, Vision and Goals (Campus)**

#### **Description**

This course will focus on the knowledge, skills, abilities and dispositions educational leaders need to facilitate the process of developing a school's vision, mission, and goals. Students will discuss how to meet personalized state expectations, state standards, the community and school expectations, and the needs of faculty and students through an inclusive process. Different processes for meeting the demands of the articulated vision, mission, and goals will be researched and discussed. Individuals will have the opportunity to create a process to simulate how they would engage various stakeholders in the development of a clearly articulated vision, mission, and goals; as well as the evaluation systems for analyzing a school's progress toward meeting those goals and overarching vision.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU570 - Curriculum Design 1: Foundations in Curriculum Design (Online)**

#### **Description**

Explore the foundations of curriculum design theories and principles used in various learning environments. Apply Understanding by Design (UbD), Differentiated Instruction (DI), and the standards of Universal Design for Learning (UDL), for designing and developing a functional and effective curriculum that matches all students' learning needs.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU530 - Evidence-Based Research for Education (3)

### **EDU571A - Student Teaching and Seminar (Campus)**

#### **Description**

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the University.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Must be accepted into the Teacher Certification Program (TCP).

Instructor permission required

## University Programs

### **EDU571B - Student Teaching and Seminar (Campus, Online)**

#### **Description**

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the University.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Must be accepted into the Teacher Certification Program (TCP).

Instructor permission required

### **EDU582 - Educational Factors of Diversity (Campus, Online)**

#### **Description**

This course examines a variety of factors that affect academic achievement for today's students from birth through the high school level. Students will examine diversity through the lens of race/ethnicity, language, economics, and academics. Culturally responsive teaching practices, including issues such as gender, ability, class, socio-economic status, sexual orientation, and cultural pluralism will be examined.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU590 - Process and Communication Skills (Campus)**

#### **Description**

This course will present aspiring educational leaders with concepts, skills, and abilities that foster effective decisions and communication protocols to actively engage with the community and other stakeholders. Students will discover how leaders decide which processes to leverage during specific situations that arise throughout an academic year. It will also provide insight and opportunities for students to learn how school leaders select the best communication devices that are most effective for specific situations.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDU600 - Curriculum and Assessment (Online)**

#### **Description**

To achieve instructional alignment to standards, educators will learn how to assess and mitigate curriculum for gaps in standards coverage. Additionally, educators will produce an outline of planned assessments and align all instructor created and mandated assessments to standards to ensure their validity and reliability.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Advisor Registration Required

### **EDU604 - Leading a Collaborative School (Campus)**

#### **Description**

This course requires students to develop the knowledge, skills, and abilities of an educational leader to facilitate a process within a learning organization that is highly collaborative and inclusive of all staff members. Building leadership capacity in both teachers and staff is imperative to the collaborative environment. Having all stakeholders understand why we are doing things, what we will do, and how we will accomplish goals through this process is important to the success of each initiative in a collaborative environment and positive culture. Students will engage in deep conversation about the collaborative process and create opportunities to work collaboratively in real time situations.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU608 - Curriculum, Instruction, Data Continuum (Campus)**

#### **Description**

This course builds on previous courses, Curriculum Development, Student Centered Curriculum and Instruction, and Educational Assessment. The course will focus on building a continuous process to monitor, support and hold accountable the system for implementing an effective curriculum, monitoring instructional strategies, and collecting data to inform us of the successful implementation of the curriculum. Levels of proficiency are needed in order to show gaps between the intended curriculum and success in the implementation of the instructional strategies. Leaders will develop strategies to engage teachers in changing instructional strategies to close the gaps in achievement.

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **EDU609 - Theoretical Foundations (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to apply and analyze the theoretical foundations of general education and special education to his/her professional practice. Teacher Candidates will examine the theoretical foundations of special education and its impact on students with disabilities. This course will provide evidence-based research and clinical opportunities that will be implemented, analyzed, evaluated and refined during Clinical Experience I, II, III and IV (42 weeks). This iterative process facilitates an in-depth understanding of the theoretical foundations needed to address the individual needs of K-12 students with disabilities. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of their understanding of the unique factors related to students' abilities and disabilities within the learning environment.

#### **Academic Level**

Graduate

#### **Credits**

2 - 3

### **EDU610 - Ethics and School Law (Campus, Online)**

#### **Description**

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU611 - Classroom and Behavior Management (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to apply and analyze the principles, procedures and strategies for classroom behavior management. Teacher Candidates will examine social skills development, assessment of social behavior and learning environment enhancement. This course will provide evidence-based research and clinical opportunities that will be implemented, analyzed, evaluated and refined during Clinical Experience I, II, III and IV (42 weeks). This iterative process facilitates an in-depth understanding of classroom behavior management needed to address the individual needs of all children, including children with disabilities. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of their understanding of the unique factors related to students' abilities and disabilities within the learning environment.

#### **Academic Level**

Graduate

#### **Credits**

2 - 3

## University Programs

### **EDU612 - Educational Law and Ethics (Online)**

#### **Description**

Examine the roles of law and ethics in education and their relationship to becoming effective educational leaders. Investigate ethical decision-making, aligning with laws and standards, that is critical for any educator to practice. Utilize case studies and theory to explore topics such as equality versus equity, privacy versus safety, and responsibility versus accountability.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU545 - Leadership in Teaching and Learning (3)

### **EDU613 - Initial STEM Clinical (Campus)**

#### **Description**

This clinical, competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach middle and high school students during the SNHU Summer Experience. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the clinical experience. This iterative process facilitates the development of skills that promote the learning of all students in the areas of Science, Technology, Engineering, and Mathematics. The Humanities is integrated throughout with an emphasis on transdisciplinary practices and collaborative approaches to teaching and learning. With the support of the college faculty and the cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking the secondary pupils' learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU614 - Technology in Online Education (Online)**

#### **Description**

In evaluating online strategies and tools, educators will gain the skills needed to appropriately select new and innovative ways of approaching their instruction. Special attention will be paid to creating learning activities that leverage teaching strategies and technology tools in order to provide experiences that meet the needs of a diverse group of students in an online environment.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Advisor Registration Required

## University Programs

### **EDU615 - Curriculum Design 2: Differentiated Instruction (Online)**

#### **Description**

Implement Differentiated Instruction (DI) strategies for all students, especially as they apply to unique students. Use multiple data points to design curriculum that can be differentiated and aligned to student, state, and national goals and standards by embedding technology, including assistive technology, in teaching and managing students. Examine DI strategies for English Language Learners, students with disabilities and learning differences, and high performing students as part of a heterogeneous learning environment.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU570 - Curriculum Design 1: Foundations in Curriculum Design (3)

### **EDU616 - Clinical Experience I: Learning Environments (Campus)**

#### **Description**

This clinical, competency-driven course will focus on the knowledge, skills, abilities and dispositions teachers need to effectively teach diverse students. This clinical experience will provide evidence-based research, and clinical opportunities focused on students and learning, as well as the importance of collaboration. Students will develop and apply classroom and behavior management strategies designed to create and maintain a positive learning environment. This course also investigates professional responsibilities expected of education professionals.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Placement in MED.ELSP

### **EDU617 - Building Community Through Education (Online)**

#### **Description**

Explore the tools, resources, and knowledge educational leaders must utilize in order to sustain a quality educational program as well as be the drivers of positive change within communities. Examine educational leaders' responsibilities to and decisions surrounding key community stakeholders such as students, instructors, parents/guardians, advisory boards, and local businesses.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU545 - Leadership in Teaching and Learning (3)

## University Programs

### **EDU619 - Leading Educational Organizations (Online)**

#### **Description**

Study and reflect on the different approaches to leading educational organizations and the decision-making process inherent in leadership roles. Success in the dispositional qualities of leadership comes with the knowledge and skills of managing people, data, and processes that promote growth for all stakeholders. Examine leadership qualities, finance and budgeting, resource management, strategic planning, and personnel management.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU545 - Leadership in Teaching and Learning (3)

### **EDU620 - Instruction in Mathematics (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach mathematics to K-8 Elementary School students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the needs of all students, and will include the following: (a) contextualizing students and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing mathematical concepts, methods and strategies; and (e) linking K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching mathematics.

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Graduate

#### **Credits**

3 - 4

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **EDU621 - Instruction in Literacy (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach literacy to K-8 Elementary School students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the reading and writing needs of all students and will include the following: (a) contextualizing students and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing literacy models, concepts, methods and strategies; and (e) linking K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching literacy.

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Graduate

#### **Credits**

3 - 4

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU622 - Secondary Instructional Methods I (Campus)**

#### **Description**

This course provides students with foundational, yet innovative and authentic learning experiences about teaching at the middle and high school levels. The course focuses on the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences for 5-12 students. Through interactive discussions, examining resources, and relevant readings, students explore aspects and challenges to teaching content at the middle and high school levels. Topics include: knowing your content, knowing your students, collaborative pedagogies, cooperative learning, lesson/unit development, competency based teaching and learning, project based learning, and the reflective process. Students will be embedded in a middle school in order to learn and apply course concepts.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **EDU623 - Professional Clinical Experience I (Campus)**

#### **Description**

This competency-based clinical course will focus on the knowledge, skills, abilities and dispositions teachers need to teach middle and/or high school pupils. This experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promote the learning of adolescents, in the following: (a) Student development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; and (f) Reflection and continuous growth. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking pupils' learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. Importantly, candidates will develop their certification specific content knowledge.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU624 - Secondary Instructional Methods II (Campus)**

#### **Description**

This course provides students with advanced learning experiences about teaching at the middle and high school levels. Students apply their knowledge and skills, continuing to hone their expertise. Topics include: translating content into meaningful and engaging experiences, co-teaching, integrating curriculum, transdisciplinary lesson/unit development, the assessment cycle, and engaging students in critical thinking, inquiry, creativity, and collaborative problem solving. Students will be embedded in a middle or high school in order to learn and apply course concepts and develop their educational professionalism.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **EDU626 - Professional Clinical Experience II (Campus)**

#### **Description**

This course is a continuation of secondary certification students clinical field experience. This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach middle and/or high school pupils. This experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promote the learning of adolescents, in the following: (a) Student development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; and (f) Reflection and continuous growth. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking pupils' learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. Importantly, candidates will demonstrate and continue to develop their certification specific content knowledge.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU627 - Advanced STEM Clinical (Campus)**

#### **Description**

This clinical, competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach Grades 6-12 during the SNHU Summer Experience. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 6 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students in the following: (a) Student development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; (f) Reflection and continuous growth; (g) Academic Language. With the support of the college faculty and the cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking the 6-12 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **EDU629 - Educational Leadership and Change (Campus)**

#### **Description**

This course provides future teacher leaders with the needed skills to collaboratively develop organizational change, reform, and renewal in traditional and nontraditional landscapes. Action plans will be designed based on the study of the theories and assumptions behind school reform efforts and the examination of current and emerging issues impacting education such as demographic shifts; globalization; technology; data-based decision-making; inclusion of diverse students in American schools; and recent research on student achievement when influenced by race, gender, and poverty.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU630 - Strategies for Online Instruction (Online)**

#### **Description**

With a focus on the intricacies of online instruction, educators will analyze and apply strategies for student engagement, differentiation, instructional delivery methods, and feedback. Special attention will be paid to the diversity of student populations and how online instructional strategies can benefit all students.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Advisor Registration Required

### **EDU631 - Clinical Experience I - Science (Campus)**

#### **Description**

This clinical, competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach science to students during the SNHU Summer Experience for students rising to Grades 1-6. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 6 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students in the following: (a) Student development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (e) Assessment; (f) Planning and learning facilitation; (g) Reflection and continuous growth; (h) Academic Language. With the support of the college faculty and the cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking their learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Graduate

#### **Credits**

2 - 3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).



## University Programs

### **EDU632 - Clinical Experience II (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach elementary/middle/high school students with disabilities from age 5 up to age 21. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, especially students with disabilities, in the following: (a) Student development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; and (f) Reflection and continuous growth. With the support of the college faculty and the cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking the K-12 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Graduate

#### **Credits**

3 - 4

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU633 - Clinical Experience IV -Social Studies & Leadership (Campus)**

#### **Description**

This clinical, competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach social studies during the SNHU Summer Experience for students rising to Grades 1-6 and to assume leadership roles and Teacher-Leaders. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 6 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students in the following: (a) Student development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; (f) Reflection and continuous growth; (g) Academic Language. With the support of the college faculty and cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking their learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Graduate

#### **Credits**

2 - 6

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **EDU634 - Clinical Experience V: Science and Leadership (Campus)**

#### **Description**

This clinical, competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach science during the SNHU Summer Experience for students rising to Grades 1-6 and to assume leadership roles and Teacher-Leaders. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 6 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students in the following: (a) Student development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; (f) Reflection and continuous growth; (g) Academic Language. With the support of the college faculty and cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking their learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Graduate

#### **Credits**

2

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **EDU635 - Methods of Online Instruction (Online)**

#### **Description**

In the context of the grade level and content area that educators teach, educators will learn how to apply instructional strategies and pedagogical practices into their lesson planning in support of engagement and learning. Educators will create lessons and explore how to build them in a learning management system.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

EDU630 - Strategies for Online Instruction (3)

1 of the following:

EDU570 - Curriculum Design 1: Foundations in Curriculum Design (3)

EDU600 - Curriculum and Assessment (3)

Advisor Registration Required

### **EDU636 - Curriculum Integration and Design (Campus)**

#### **Description**

This course will explore developmentally appropriate strategies for integrating science, social studies, and the arts. Students will develop an understanding of Project Based Learning and Understanding by Design.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

# University Programs

## **EDU640NC - Integrating Digital Technology I K-12 (Online)**

### **Description**

This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the International Society for Technology in Education (ISTE) for teachers and students.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU641NC - Integrating Digital Technology II K-12 (Online)**

### **Description**

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the International Society for Technology in Education (ISTE) for administrators.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU642NC - Integration Specialist Toolbox (Online)**

### **Description**

Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **EDU645 - Curriculum Design 3: Assessment for Student Learning (Online)**

#### **Description**

Explore assessment theories and practices as integral elements of curriculum and instructional design. Interpret assessment data from multiple sources and use that data to inform curricular choices. Investigate embedding technologies into curriculum to assess and interpret student learning effectiveness as part of the continuous feedback cycle.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU570 - Curriculum Design 1: Foundations in Curriculum Design (3)

### **EDU655 - Curriculum Design 4: Emerging Theory and Design (Online)**

#### **Description**

Investigate emerging theories of design and learning in today's increasingly complex technology-enhanced learning environments. Apply theory-based strategies for providing curriculum and instruction in traditional, alternative, virtual, and augmented learning settings.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU570 - Curriculum Design 1: Foundations in Curriculum Design (3)

### **EDU656 - Reflective Leadership Skills (Campus)**

#### **Description**

This course will allow aspiring educational leaders to develop the knowledge, skills, and abilities to reflect on their behaviors and learn how to match appropriate leadership behaviors to successfully process and implement new programs or goals. It will also allow students to reflect on their current dispositions and how their current behaviors will either positively affect their success or how their behaviors must change in order for them to be effective educational leaders.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDU670 - Leading Creativity and Innovation (Campus)**

#### **Description**

This course will support the development of the knowledge, skills, and abilities of a school leader to engage individuals and groups in work that is both creative and innovative to improve student academic success and behaviors. The course will offer leaders an opportunity to develop their innovative skills as leaders in ways that foster improvement and how we approach learning in our schools.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU680 - Teacher Support, Monitoring, and Accountability (Campus)**

#### **Description**

This course will guide educational leaders through a process to create a teacher improvement model that is a formative process. This process builds on the leader's ability to work with teachers to create support for specific goals and monitor the implementation strategies for those goals. Next, we will examine the continuous process necessary to move the goals forward and collect data on the process of change. Lastly, we will examine the variety of accountability systems for leaders to use in their schools and how to ensure the system is working to improve instruction and therefore student achievement.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU683 - Seminar in Curriculum and Instruction (Online)**

#### **Description**

Prepare for the Capstone by developing and focusing scholarship and artifacts for the portfolio, including a personalized educational philosophy statement. Drawing from the technology-focused, inclusion-centric themes explored throughout the program, draft an evidence-based curriculum proposal that addresses a self-identified achievement gap.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU615 - Curriculum Design 2: Differentiated Instruction (3)

EDU645 - Curriculum Design 3: Assessment for Student Learning (3)

EDU655 - Curriculum Design 4: Emerging Theory and Design (3)

## University Programs

### **EDU685C - Global Educational Technology (Campus, Online)**

#### **Description**

This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacy. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU690 - Capstone in Curriculum and Instruction (Online)**

#### **Description**

Integrate previous coursework and demonstrate the mastery of knowledge and skills developed throughout the program. Synthesize prior learning in order to develop a complete curriculum in an area of interest for utilization, along with the portfolio, in illustrating a cohesive educational philosophy and showcasing growth as an educational leader.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU683 - Seminar in Curriculum and Instruction (3)

### **EDU699 - Advanced Field Experience (Campus, Online)**

#### **Description**

This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior coursework and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor.

#### **Academic Level**

Graduate

#### **Credits**

1 - 12

### **EDU701 - Elementary Education Internship K-4 (Online)**

#### **Description**

Internship course for Elementary Education for grades K-4.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDU702 - Elementary Education Internship 5-8 (Online)**

#### **Description**

Internship course for Elementary Education for grades 5-8.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU739 - Practicum in Curriculum Administration I (Campus)**

#### **Description**

Within Practicum in Curriculum Administration I, students work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in a sustained and cohesive educational leadership field experience aligned to the Curriculum Administrator role. Throughout this first practicum, students will have the opportunity to assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Curriculum Administrator. Through class sessions, students will also engage in a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Curriculum Administrator, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Curriculum Administrator.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU608 - Curriculum, Instruction, Data Continuum (3)

### **EDU740 - Practicum Curriculum Administration II (Campus)**

#### **Description**

Within Practicum in Curriculum Administration II, students continue to work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in the second half of their sustained and cohesive educational leadership field experience aligned to the Curriculum Administrator role. Building upon reflection from Practicum I, this second practicum provides students the opportunity to continue to assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Curriculum Administrator. Class sessions continue to be delivered within a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Curriculum Administrator, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Curriculum Administrator.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU608 - Curriculum, Instruction, Data Continuum (3)

EDU739 - Practicum in Curriculum Administration I (3)

## University Programs

### **EDU760 - School Facilities and Finance (Campus, Online)**

#### **Description**

This course offers a study of the management and operation of a school facility and an understanding of school finance as it relates to the teaching and learning process. Students will learn how to engage school board members in a discussion about how school finance and facility relate to student achievement. Students will examine various tools and methodologies that support the school process and how to connect with community members in the budget building process. This course aims to make students better managers and consumers of financial information rather than budget officers; students will better understand the real-world implications and consequences of their decisions and allocations.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU765 - School and Community Relations (Campus, Online)**

#### **Description**

This course explores relationships with the broader community to foster learning. Students learn how to engage stakeholders, create and communicate a school vision of learning, develop community collaboration skills, capitalize on the diversity of the school community and use the cultural context of the larger community to develop activities and policies that benefit students and their families. This course makes use of individualized programs of study and experience.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDU770 - Certification Internship (Campus, Online)**

#### **Description**

This is the capstone course for candidates seeking initial licensure or those certified teachers seeking an additional endorsement. Students complete a full-time, competency-based internship at a site appropriate to the area of certification being sought. During this internship, the student is mentored by like-credentialed site personnel as well as by a member of the Southern New Hampshire University faculty. To be eligible for this course, candidates must have previously completed a minimum of six institutional credits at Southern New Hampshire University.

#### **Academic Level**

Graduate

#### **Credits**

1 - 9

#### **Prerequisites**

Complete minimum of 6 institutional credits.



# University Programs

## **EDU775 - Practicum in Curriculum and Instruction (Online)**

### **Description**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the teacher as researcher and leader in curriculum development and encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a school district administrator and the student's advisor.

### **Academic Level**

Graduate

### **Credits**

1 - 3

### **Prerequisites**

Instructor permission required

## **EDU780 - School Organizational Leadership (Campus, Online)**

### **Description**

The course explores the dynamics of transformational leadership that looks beyond traditional school environments and welcomes non-traditional thinking. Students will consider themselves "architects" of the teaching and learning environments within their schools wherein there is a culture of continuous improvement. Future school leaders will: explore technology that supports teachers and administrators decision-making; learn how to develop policies and practices that support learning; explore how extended learning time can advantage underachieving students; investigate the benefits and challenges of risk taking and transparency; and look at models of professional learning communities.

### **Academic Level**

Graduate

### **Credits**

3

## **EDU789 - Practicum in School Leadership I (Campus)**

### **Description**

Within Practicum in School Leadership I, students work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in a sustained and cohesive educational leadership field experience aligned to the Principal role. Throughout this first practicum, students will have the opportunity to assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Principal. Through class sessions, students will also engage in a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Principal, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Principal.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

EDU610 - Ethics and School Law (3)

## University Programs

### **EDU790 - Practicum in School Leadership II (Campus, Online)**

#### **Description**

Within Practicum in School Leadership II, students continue to work in collaboration with their qualified Cooperating Practitioner and SNHU Field Experience Supervisor as they engage in the second half of their sustained and cohesive educational leadership field experience aligned to the Principal role. Building upon reflection from Practicum I, this second practicum provides students the opportunity to continue to assume the range of roles and responsibilities that demonstrate they have the knowledge, skills and dispositions of a Principal. Class sessions continue to be delivered within a PLC-model to design, analyze, and reflect upon their various leadership experiences that support them in demonstrating the competencies of a Principal, as set forth in the NH Administrative Rules for Education. Reflection and self-assessment are leveraged throughout the practicum experience to ensure there is continuous monitoring of one's progress toward reaching their desired state as an educational leader and Principal.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDU610 - Ethics and School Law (3)

EDU789 - Practicum in School Leadership I (3)

### **EDU861 - Social Justice Theories and Perspectives (Campus)**

#### **Description**

This course focuses on a wide variety of historical, contemporary, and emerging theories and perspectives of social justice. Research related to these theories and perspectives is also explored. Students deeply examine and analyze these theories, perspectives, and research to gain an advanced perspective of their similarities, differences, and evolution.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDU863 - Equity, Leadership, Policies, and Structures (Campus)**

#### **Description**

This course applies an equity and social justice critical lens to examine policies, practices, and processes embedded in leadership and organizational, political, and societal structures. This includes analyzing the power and privilege embedded into policies, practices, and processes. The course also prompts the exploration of different definitions and perspectives of equity and the impact these have.

#### **Academic Level**

Professional

#### **Credits**

3

## University Programs

### **EDU865 - Identity and Constructs of Power (Campus)**

#### **Description**

This course focuses on the concept of identity and power as embedded within social justice conversations. This includes exploring identity of self, identity of others, and the impact that stacking identities has on lived realities. This also includes gaining understandings of the visible and invisible structures of power and how they are present in different identities and how they are viewed from different identities.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDU867 - Education Leadership, Equity, and Social Change (Campus)**

#### **Description**

This course focuses on scholarship related to the practice of education leadership and its relationship to fostering equity and positive social change. Within this wide-ranging exploration, specific areas of focus include strategies for charting and navigating social change and infusing social justice awareness and appreciation within others.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDU901 - Foundations of Leadership (Campus)**

#### **Description**

This foundational course explores a wide variety of leadership theories within the field of education as well as other leadership domains. An emphasis is on students forming a robust understanding of leadership theories, the evolution of leadership theories, and their historical and current presence in the practice of leadership.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDU903 - Leadership and Progressive Policy (Campus)**

#### **Description**

This course explores a wide variety of existing and emerging policies in education contexts related to topics such as equity, finance, taxation, and governance. Other topics explored include policy development, policy implementation, and frameworks for understanding, assessing, and evaluating education policy.

#### **Academic Level**

Professional

#### **Credits**

3

## University Programs

### **EDU909 - Introduction to Research Analysis and Design (Campus)**

#### **Description**

This course prepares students to be advanced consumers of research and to conduct analyses of existing research. Students also gain foundational knowledge of a wide variety of approaches to research and research designs.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDU911 - Educational Scholarship (Campus)**

#### **Description**

This course aims to fuse the practice of twenty-first century education with scholarship which is thought-provoking, relevant, and practical. Candidates will investigate both current educational scholarship and the ways in which that scholarship is disseminated and put into practice.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

### **EDU919 - Decision Making in Education Systems I (Campus)**

#### **Description**

This course investigates multiple approaches to decision-making in various educational contexts. Decision-making models are introduced and applied to a variety of case studies.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

### **EDU920 - Theory into Practice II (Campus)**

#### **Description**

This course follows the first year of the Ed.D. program and allows students to meet as a group to discuss their progress, to meet with faculty to choose a dissertation chair, to develop their literature review, and to identify their qualifying exam questions.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

# University Programs

## **EDU921 - Reflection and Evaluation II (Campus)**

### **Description**

This course focuses on reflection and the development of collaborative learning organizations which support creativity and innovation.

### **Academic Level**

Professional

### **Credits**

3

### **Prerequisites**

Must be enrolled in a Doctoral program

## **EDU923 - Decision Making in Education Systems II (Campus)**

### **Description**

This course builds upon EDU-919. Candidates apply the techniques introduced in Decision Making I to their own educational contexts.

### **Academic Level**

Professional

### **Credits**

3

### **Prerequisites**

Must be enrolled in a Doctoral program

## **EDU926 - Case Study II (Campus)**

### **Description**

This course builds on EDU-924. Candidates will use case study methodology to investigate a research question related to their research interests.

### **Academic Level**

Professional

### **Credits**

3

### **Prerequisites**

Must be enrolled in a Doctoral program

## University Programs

### **EDU928 - Research-Based Independent Study I (Campus)**

#### **Description**

This course provides the opportunity for candidates to develop their research questions and frame their research ideas into research plans. Candidates will complete a draft of their dissertation proposal, including a well-developed literature review.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

### **EDU929 - Research-Based Independent Study II (Campus)**

#### **Description**

This course provides the opportunity for candidates to develop the research design and methodology that will be employed in their dissertation research. Candidates will complete a well-developed dissertation proposal.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

### **EDU930 - Theory into Practice III (Campus)**

#### **Description**

This course follows the second year of the Ed.D. program. Students defend their qualifying exam questions, present their dissertation proposals, and complete the IRB process.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Instructor Permission Required  
Must be enrolled in a Doctoral program

## University Programs

### **EDU931 - Quantitative Research Methods (Campus)**

#### **Description**

This course builds student knowledge of quantitative research methods, advances student ability to create meaningful quantitative research questions, and ensures students know the characteristics of valid and reliable research studies that answer these questions.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDU933 - Advanced Quantitative Analysis (Campus)**

#### **Description**

This course focuses on advanced practices and skills needed to conduct original analyses of quantitative data and research. Designing approaches for conducting these analyses, including the use of related research tools, is emphasized.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDU935 - Qualitative Research Methods (Campus)**

#### **Description**

This course builds student knowledge of qualitative research methods, advances student ability to create meaningful qualitative research questions, and ensures students know the characteristics of trustworthy research studies that answer these questions.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDU937 - Advanced Qualitative Analysis (Campus)**

#### **Description**

The course focuses on advanced practices and skills needed to conduct original analyses of qualitative data and research. Designing approaches for conducting these analyses, including the use of related research tools, is emphasized.

#### **Academic Level**

Professional

#### **Credits**

3

## University Programs

### **EDU939 - Mixing Methodologies and Methods (Campus)**

#### **Description**

This course develops an advanced understanding of research methodologies, the significance of methodological understandings when designing and conducting research, and research with multiple embedded methodologies, paradigms, and worldviews. Designs of research for answering questions by mixing different types of data and methods are explored.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDU943 - Dissertation I (Campus)**

#### **Description**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

### **EDU944 - Dissertation II (Campus)**

#### **Description**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program



## University Programs

### **EDU945 - Dissertation III (Campus)**

#### **Description**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

### **EDU950 - Dissertation Colloquium (Campus)**

#### **Description**

The Doctoral Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each year beyond the third year of the program.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

### **EDU951 - Dissertation Colloquium II (Campus)**

#### **Description**

The Doctoral Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each Fall beyond the third year of the program.

#### **Academic Level**

Professional

#### **Credits**

3

## University Programs

### **EDU952 - Dissertation Colloquium III (Campus)**

#### **Description**

The Doctoral Colloquium III provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each Winter beyond the third year of the program.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

### **EDU953 - Dissertation Colloquium IV (Campus)**

#### **Description**

The Doctoral Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each Spring beyond the third year of the program.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

## Education - Mathematics

### **EDGM610 - Mathematics as a Second Language (Campus)**

#### **Description**

The fundamentals of mathematics begins with a solid understanding of arithmetic, and its relationship to all strands of mathematics. As the program's signature course, the major theme of Mathematics as a Second Language, is understanding algebra and arithmetic through language. The objective is to provide a solid conceptual understanding of the operations of arithmetic, as well as the interrelationships among arithmetic, algebra, and geometry. Topics include arithmetic vs. algebra; solving equations; place value and the history of counting; inverse processes; the geometry of multiplication; the many faces of division; rational vs. irrational numbers and the one-dimensional geometry of real numbers.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDGM615 - Calculus for Teachers (Campus)**

#### **Description**

This course builds upon prior courses in arithmetic, algebra, and geometry. It is designed to introduce teachers to the branch of mathematics known as calculus in a way that relates calculus to the mathematics taught in the K-8 classroom. Topics include the idea of a limit, the concept of instantaneous change and the derivative of a function, calculation of area, the definite integral and, the Fundamental Theorem of Calculus. Course goals include reinforcing and extending arithmetic, algebra, and geometry knowledge and skills through problem solving involving calculus, and empowering teachers with a deep understanding of how capability in K-8 arithmetic and algebra is foundational for success in higher-level mathematics.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGM616 - Number Theory for Teachers (Campus)**

#### **Description**

This course introduces teachers to the branch of mathematics known as number theory, in which one studies properties of positive integers with respect to the operations of multiplication and division. Teacher knowledge and practices explored in this course include the properties of prime and composite numbers, the sieve of Eratosthenes and distributions of primes and composites, the fundamental theorem of arithmetic, properties of greatest common factors and methods of computing greatest common factors, properties of least common multiples, use of base ten and expanded notation, writing numbers and computing in different bases, basic ideas of modular arithmetic, the Division Algorithm, the Euclidean Algorithm, letter arrangements and lottery problems, counting problems, and problem solving in various contexts.

#### **Academic Level**

Graduate

#### **Credits**

2

### **EDGM640 - Applying Research in Effective Mathematics Leadership (Campus)**

#### **Description**

This course examines the research around effective leadership in mathematics, focusing on the idea of leadership capacity (Lambert, L. 2003) and the role of teacher leadership in supporting systemic improvement in mathematics. The program, in its entirety, was begun as a way to support school improvement through the development of a cadre of highly knowledgeable teacher leaders who can facilitate discussion and guide action in identified areas of need. Many teacher leadership ideas are woven throughout the entire program and this class aims to delve further into the research around effective teacher leadership as the participant develops a small impact plan to support areas of improvement identified in the school's mathematics action plan. The participant, along with the school administration, work together to identify the focus of the impact plan and to implement it within the school system.

#### **Academic Level**

Graduate

#### **Credits**

1

## University Programs

### **EDGM680L - Classroom Lab Experience I: Exploring Mathematics Lesson Development (Campus)**

#### **Description**

All teachers teach, but the great teachers work on their teaching every day. They view continual improvement as central to their work and understand that the quest for teaching excellence begins on the first day they enter the classroom and continues throughout their teaching career. This laboratory experience is designed to help participants build the habits of mind and habits of action that can guide ongoing and continual development of the unique concepts, skills, and knowledge needed to be a great math teacher. This exploration combines reading and contemplation of research central to our profession, collaboration with colleagues and a Mentor, and informal recording and reflection on daily instructional practice. Participants will explore pedagogical ideas central to effectively teaching mathematics in ways that work for all students, apply equity based principles in their mathematics lesson creation and implementation, and practice important, research-based instructional techniques in their classroom. This lab experience begins the two year mentoring experience that includes a series of classroom based observation, interaction and feedback opportunities.

#### **Academic Level**

Graduate

#### **Credits**

1

### **EDGM681L - Classroom Lab Experience II: Exploring Mathematics Lesson Development (Campus)**

#### **Description**

This laboratory experience continues the focus on daily mathematics instruction, providing participants opportunities for practical application of effective, engaging and meaningful instruction. In this lab experience participants will build on their exploration from Classroom Lab Experience I by reflecting on and synthesizing their previous classroom investigations culminating in a model lesson that incorporates principles of equity and sound pedagogical practice. This lab experience continues and extends the mentoring component of the program as mentor and participant work together towards effective instruction for all students.

#### **Academic Level**

Graduate

#### **Credits**

1

### **EDGM682L - Classroom Lab Experience III: Exploring Mathematics Curriculum & Content-based Formative Assessment (Campus)**

#### **Description**

Classroom Lab Experience III: Exploring Mathematics Curriculum and Content-based Formative Assessment Classroom Lab experience III is a logical continuation of earlier lab experiences in which participants continue to be actively engaged in the intentional and systematic improvement of specific math teaching skills and strategies. Formative assessment in mathematics, overarching mathematical concepts that are the hallmarks of effective mathematics curricula, and problem-based instruction are the major foci for this lab experience. This lab, along with the previous lab opportunities and the experiences of being a student of mathematics in the VMI content courses, should motivate participants to think deeply about their own instruction and to work doggedly on specific aspects of mathematics teaching. Through earlier discussions about mathematics teaching and learning as well the mathematics curriculum considerations involved in this lab, it is expected each VMI participant will have a clear and thoughtful answer to the question, "What are you working on to improve your math instruction?"

#### **Academic Level**

Graduate

#### **Credits**

1

## University Programs

### **EDGM697 - Teaching, Learning and Leading: Effective Mathematics Instruction for All Students (Campus)**

#### **Description**

For all students to gain mathematical proficiency, schools, teacher leaders and teachers must address key issues at both the classroom and system level. First, they must complete the shift from math teaching as computational and symbol manipulation to instruction that builds deep understanding of foundational mathematical concepts to a level that supports transfer of knowledge to higher levels of mathematics, to mathematics for citizenship and daily life, and to the mathematics demanded in today's workplace. Second, they must change mathematics instruction that, for the most part, continues to be based on showing and telling, to instruction characterized by orchestrating learning through engaging tasks that require students to grapple and persevere (Leinwand, 2012). Although these features of highly effective mathematics instruction have been known for decades, if all students are to learn important mathematics the charge is to move from "localized pockets" of instructional excellence to "systemic excellence." (Principles to Action, 2014). Research suggests that the greatest influence on how a teacher teaches is what and how they were taught (Ball, D, 1988). This suggests that all math teachers and the leaders that support individual and systemic change must first experience, learn and understand deeply the ways they must teach their students. Finally, "Teachers are among the most powerful influences in learning" (Hattie, 2012). Thus, the promise of highly effective mathematics instruction for all students is dependent upon deeply knowledgeable, capable and accomplished teachers and math leaders across systems. This course is the first in the program's multi-course sequence focusing on mathematics teaching and learning. It is designed to introduce and examine concepts that form the foundation of highly effective instruction across grades K-8. The courses Essential Mathematics of the Primary Grades and Essential Mathematics of the Elementary Grades follow and build on this course by providing a deep and specific exploration of how the concepts examined in this course apply to highly effective math instruction at specific grade spans.

#### **Academic Level**

Graduate

#### **Credits**

2

### **EDGM698 - Essential Mathematics of the Primary Grades (Campus)**

#### **Description**

This course builds teacher knowledge about the ways in which students construct essential mathematical understanding of numbers and additive reasoning. Teachers will focus on the development of early numeracy and its essential components, the structure of our base-ten system, and the importance of using mathematical models. Teachers will review effective instructional and assessment approaches that address the Common Core State Standards for Mathematics (CCSS-M) for students in grades K-2. While a deep understanding of foundational numeracy concepts and additive reasoning is of critical importance for PreK-2 classroom teachers, this course is equally helpful to interventionists, special educators, math specialists and coaches, and administrators.

#### **Academic Level**

Graduate

#### **Credits**

2

## University Programs

### **EDGM699 - Essential Mathematics of Elementary Grades (Campus)**

#### **Description**

This course will focus on building teacher knowledge about how students construct essential mathematical understanding of the major, overarching mathematical themes of multiplicative and fractional reasoning. Participants will explore the learning progressions associated with these critical mathematical ideas and understand the models and strategies that students use to build a deep understanding of the associated concepts. Participants will examine the mathematical concepts that precede the multiplication and fraction topics as well as the concepts that build from these critical understandings. Participants will review research-based practices for high quality mathematics instruction and assessment to address the Common Core State Standards for Mathematics for students in grades 3 – 5. While a deep understanding of multiplicative and fractional reasoning is critically important for grades 3 – 5 classroom teachers, the material in this course is essential content knowledge for all PreK-8 teachers and is equally helpful to interventionists, special educators, math specialists and administrators.

#### **Academic Level**

Graduate

#### **Credits**

2

### **EDGM701 - Functions and Algebra I (Campus)**

#### **Description**

This course builds upon the prior course Mathematics as a Second Language and extends and reinforces the learning from that course. Participants will obtain a deep understanding of the concept of a function, appreciate the pervasiveness of the function idea in everyday life, and engage in a variety of problem solving activities that hone arithmetic and algebra skills. Topics include functions, graphs, inverse functions, linear functions, the algebra and geometry of straight lines, linear inequalities, solving linear equations, and an introduction to nonlinear functions. The central idea in this course is the notion of a function, which is an extremely powerful concept that provides an overarching umbrella for the study of patterns, tables, formulas, and graphs.

#### **Academic Level**

Graduate

#### **Credits**

2

#### **Prerequisites**

Complete:

EDGM610 - Mathematics as a Second Language (3)

### **EDGM702 - Statistics I for Teachers (Campus)**

#### **Description**

This course begins the study of statistical thinking and provides an introduction to descriptive statistics with an emphasis on applications in education as well as connections to other areas of K-8 mathematics. Topics include graphical and numerical organization and presentation of data, summary statistics for quantitative data, including measures of center, and measures of variability, properties of the normal curve, placement of individuals within a distribution, and measures of relationship between variables. This course forms the foundation for, and is closely linked to, participants' later work in inferential statistics, educational assessment and school-based research.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDGM610 - Mathematics as a Second Language (3)

# University Programs

## **EDGM703 - Geometry for Teachers (Campus)**

### **Description**

This course introduces teachers to the study of Geometry, a major area of mathematics in its own right, but one that is also integrally related to other areas of mathematics. This course highlights the intimate relationship among arithmetic, algebra and geometry and examines the importance of geometric imagery, the characteristics of geometric figures, and the idea that behind every measurement lies a geometric concept. This course examines decomposing, rearranging and shearing as a way to understand why a measurement formula works; symmetry as an important geometric concept; and, the use of conjecture in geometric investigations.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

EDGM610 - Mathematics as a Second Language (3)

## **EDGM704 - Functions and Algebra II (Campus)**

### **Description**

This course builds upon the prior courses Mathematics as a Second Language and Functions and Algebra I, and reinforces the learning from both courses. Participants will broaden the scope of their knowledge of functions from linear functions to nonlinear functions that are quadratic, exponential, or logarithmic. The course divides into three units. The first unit is devoted to quadratic functions, parabolas, and related problem solving. The second unit is centered on exponents and includes the basic rules of exponents, exponential functions with different bases, an introduction to the number  $e$ , applications to compound interest and continuously compounded interest, and related problem solving. The third unit extends the study of exponential functions to their inverse--logarithmic functions. Development of concepts will include exponential growth and decay, logarithms, and application to financial, biological, physical and ecological systems.

### **Academic Level**

Graduate

### **Credits**

2

### **Prerequisites**

Complete:

EDGM610 - Mathematics as a Second Language (3)

EDGM701 - Functions and Algebra I (2)

## University Programs

### **EDGM705 - Statistics II for Teachers (Campus)**

#### **Description**

As discussed by Moore and Cobb (1997), "Statistics is a methodological discipline. It exists not for itself, but rather to offer to other fields of study a coherent set of ideas and tools for dealing with data. The need for such a discipline arises from the omnipresence of variability." The Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report, endorsed by the American Statistical Association, is the authoritative report that guides curricular decisions in K-12 and college education. The GAISE report describes this focus on the omnipresence of variability as the distinguishing feature of statistics education and the idea that sets statistics apart from mathematics. As described in the report (2005), "a major objective of statistics education is to help students develop statistical thinking. Statistical thinking, in large part, must deal with this omnipresence of variability; statistics problem solving and decision making depend on understanding, explaining, and quantifying the variability in the data." (p. 6) This course provides an introduction to inferential statistics with an emphasis on statistical concepts and measures related to educational assessment. Participants apply their understanding of both descriptive and inferential statistics to interpret and critique educational research studies and analyze and interpret summative and formative assessment results. This course is designed to prepare teachers to lead their schools in understanding the meaning and appropriate uses of educational assessment data. Topics include sampling and sampling distributions, normal curve; point and interval estimation, margin of error, confidence intervals and hypothesis tests. The content in this course builds upon previously completed introductory work in the program's Statistics I course and is closely linked to participants later work in school-based research.

#### **Academic Level**

Graduate

#### **Credits**

2

#### **Prerequisites**

Complete:

EDGM610 - Mathematics as a Second Language (3)

EDGM702 - Statistics I for Teachers (3)

## Education-Field Based Ed

### **EDGR510 - Foundations of Advanced Teaching Practice (Campus)**

#### **Description**

Exploring the latest trends and knowledge of advanced teaching practices is a source of inspiration for educators looking to continually have a positive impact on students. Through this exploration, educators can continue to advance their professional skill. In this course, students are given the opportunity to connect their work to contemporary trends, approaches, and evidenced-based research that are especially relevant to their practice, and integrate new thinking, skills, and strategies into their professional setting.

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **EDGR520 - Becoming a More Reflective Practitioner (Campus)**

#### **Description**

Perhaps no other quality distinguishes highly effective teachers more than their ability to reflect upon and construct meaning from their professional experiences. This skill allows them to gain new insights into their motivations for teaching, deepen their interactions with students and peers, and improve their practice in meaningful ways. In this course, students explore a variety of approaches, strategies, and models for developing as reflective practitioners.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR530 - Cultivating Community In & Out of the Classroom (Campus)**

#### **Description**

Learning communities today expand well beyond the traditional classroom walls. Educator practices have evolved to incorporate the influence and collaboration of various stakeholders to enrich learning experiences for students and create a deeper connection between schools and local/global communities. In this course, students explore strategies for engaging with internal and external stakeholders to develop a shared vision for their classroom community and enhance learning experience through those collaborations.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR540 - Strategies for Impactful Professional Collaboration (Campus)**

#### **Description**

By its nature, the goal of meeting the needs of all students requires a collaborative approach, but that can be challenging for teachers given the considerable demands placed on their time. This course is designed to help educators examine various best practices for getting the most out of professional collaboration by leveraging opportunities in an intentional and systematic manner.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR561 - Foundations of the STEM Classroom (Campus)**

#### **Description**

This course creates an opportunity for teachers to explore foundational characteristics of teaching and learning that are at the core of a STEM classroom. Topics explored can include constructivism, social learning, classroom relevancy, and constructive experimentation.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDGR562 - Advanced Practices for the STEM Classroom (Campus)**

#### **Description**

This course focuses on advanced practices and characteristics of the STEM classroom. A special focus is placed on the differentiation and personalization of the STEM classroom to meet student needs and fostering student autonomy within the classroom.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR563 - Providing Effective STEM Leadership (Campus)**

#### **Description**

In this course, teachers analyze school, classroom, and student data to develop a customized vision for STEM teaching and learning within their organization. A focus is also placed on the existing curriculum and teaching practices to determine the development required to achieve this vision.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR564 - Developing Systems to Sustain STEM Implementation (Campus)**

#### **Description**

This course focuses on teachers designing and implementing a plan to achieve a vision for STEM teaching and learning. Key focus areas include building teacher and student capacity for STEM teaching and learning.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR600 - Profile Seminar (Campus)**

#### **Description**

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

#### **Academic Level**

Graduate

#### **Credits**

1

## University Programs

### **EDGR600B - Profile Seminar - STEM (Campus)**

#### **Description**

This seminar is taken at the start of the program. Students in this seminar are oriented to the program with a STEM focus and begin to shape their courses of study and future integrative activities.

#### **Academic Level**

Graduate

#### **Credits**

1

### **EDGR601 - Action Research Practicum I (Campus)**

#### **Description**

This seminar reviews the entire Action Research process and sequence. Students are expected to begin to conceptualizing their practicum topics and developing research questions specific to their work environments.

#### **Academic Level**

Graduate

#### **Credits**

1

### **EDGR602 - Action Research Practicum II (Campus)**

#### **Description**

This seminar continues the Action Research process through collegial networking and discussion. Students address literature and research reviews and develop data collectors for researching their environments. The concept of triangulation to maximize the reliability of developed assessment tools is stressed as part of the research design.

#### **Academic Level**

Graduate

#### **Credits**

1

### **EDGR603 - Action Research Practicum III (Campus)**

#### **Description**

Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the "collective genius" of the cohort is part of the process.

#### **Academic Level**

Graduate

#### **Credits**

1

## University Programs

### **EDGR604 - Action Research Practicum IV (Campus)**

#### **Description**

Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.

#### **Academic Level**

Graduate

#### **Credits**

1

### **EDGR610 - Dimensions of Curriculum and Management (Campus)**

#### **Description**

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR611 - Foundations of STEM Curriculum (Campus)**

#### **Description**

The course introduces unique teaching, learning, and curriculum characteristics and standards related to STEM education. A focus is on applying these elements to professional practice.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR615 - Curriculum and Management Decision Making (Campus)**

#### **Description**

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR616 - Advanced STEM Curriculum Development (Campus)**

#### **Description**

This course advances knowledge and application of STEM teaching and learning standards within a classroom setting. A focus is on widely-established structured elements of STEM curriculum and learning designs.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **EDGR619 - Supervision, Evaluation, and Teacher Growth (Campus)**

### **Description**

The learning strand in curriculum and instruction examines the body of research considered to lead to best practices in the delivery of curriculum within the classroom. What exactly are best practices? Who decides? How can leaders help teachers to be effective in the areas of curriculum, instruction, and assessment? The relationship between society's demands, cultural pressures in and on schools, the moment by moment choices teachers make in their classrooms, and the supervision and evaluation systems that lead to the highly effective and efficient uses of those moments are explored. Specifically, this course takes a look at ways in which to ensure an engaged workforce within a learning organization through the application of appreciative management supervision strategies. In particular, we will examine how to manage and supervise employees working within a bargaining unit context in order to ensure that students have equitable access to excellent opportunities to learn. We will also examine best practices in the supervision and evaluation of curriculum development and implementation within the classroom.

### **Academic Level**

Graduate

### **Credits**

3

## **EDGR620 - Dimensions of Teaching/Instructional Technology (Campus)**

### **Description**

Is teaching an art or a science In what ways can it be enhanced through technology Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

### **Academic Level**

Graduate

### **Credits**

3

## **EDGR625 - Teaching and Instructional Technology Applications (Campus)**

### **Description**

This second-level course intensifies the effort to determine the best processes to integrate the varying forms of instructional technology into different disciplines and environments on behalf of students.

### **Academic Level**

Graduate

### **Credits**

3

## **EDGR630 - Dimensions of Assessment and Evaluation (Campus)**

### **Description**

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **EDGR631 - Foundations of STEM Assessment (Campus)**

#### **Description**

This course introduces new thinking about student and teacher assessment practices that are aligned with STEM content and education. A focus is placed on the application of these practices within a learning context.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR635 - Applications in Assessment/Evaluation (Campus)**

#### **Description**

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR636 - Advanced Practices in STEM Assessment (Campus)**

#### **Description**

This course fosters the advanced application of STEM-aligned teaching and student assessment and evaluation practices. This includes designing and using practices that help monitor teaching and learning progress over varying lengths of time.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR640 - Dimensions of Leadership & Organization (Campus)**

#### **Description**

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDGR641 - Transformative Teacher Leadership (Campus)**

#### **Description**

Teacher leadership is essential to supporting system-wide change and building a school's capacity to advance the student's experience. In this course, students will explore and develop the skills and strategies necessary to embrace formal and informal leadership roles and have an influence that extends well beyond their classroom.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR645 - Challenges in Leadership (Campus)**

#### **Description**

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR650 - Dimensions in Learning and Development (Campus)**

#### **Description**

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR651 - Foundations of STEM Instruction (Campus)**

#### **Description**

This course helps develop teacher thinking about what makes STEM instruction unique from other types of instruction. A focus is on the application of core STEM instructional practices and identifying opportunities for instructional improvements.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDGR652 - Teaching for Educational Equity (Campus)**

#### **Description**

The classroom, be it brick-and-mortar or virtual, represents the heart of the educational process, but for many students, it is not always designed with consideration for their unique backgrounds, needs, or abilities. In this course, students explore advanced strategies for promoting equity and fairness in the learning process through the design and implementation of developmentally, linguistically, and culturally appropriate instruction.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR655 - Learning and Development Applications (Campus)**

#### **Description**

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR656 - Advanced Practices in STEM Instruction (Campus)**

#### **Description**

This course expands teacher thinking about STEM instructional practices, giving particular focus to instructional practices that are aligned with practices with science, technology, engineering, and mathematics. A focus is placed on the application of these practices within the classroom.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR659 - Community Collaboration for School Leaders (Campus)**

#### **Description**

How might we engage with children and adults in our school communities in order to promote positive change? Participants explore theories, research, policies, and processes related to building and maintaining family and community involvement in education.

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **EDGR660 - Purposeful Planning & Design (Campus)**

#### **Description**

Increasingly, the demands placed on teachers and the complex context of the classroom make instructional planning one of the most challenging aspects of the teaching profession. Yet, effectively anticipating the needs of students can have a profound impact on the success of a module, lesson, or unit. In this course, students explore a variety of advanced, evidence-based methods and approaches for designing instruction that address the needs of individual students.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDGR510 - Foundations of Advanced Teaching Practice (3)

EDGR520 - Becoming a More Reflective Practitioner (3)

### **EDGR661 - Meaningful Assessment Practices to Promote Learning (Campus)**

#### **Description**

When properly integrated, assessment methods can provide students with rich feedback and a sense of agency over their own learning. In this course, students explore various approaches to learning assessment that transcend accountability-based approaches in lieu of those that enable more dynamic interaction between students and the teacher, while simultaneously providing the empirical data necessary for making informed instructional decisions.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDGR510 - Foundations of Advanced Teaching Practice (3)

EDGR520 - Becoming a More Reflective Practitioner (3)

### **EDGR662 - Authentic & Experiential Learning Practices (Campus)**

#### **Description**

A hallmark of advanced educational practice involves the design of experiences that place the student in an authentic context in which they possess agency and take an active role in their own learning. In this course, students explore various evidence-based approaches for designing and implementing experiential learning practices.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDGR510 - Foundations of Advanced Teaching Practice (3)

EDGR520 - Becoming a More Reflective Practitioner (3)

## University Programs

### **EDGR690 - Capstone Seminar (Campus)**

#### **Description**

This seminar is taken at the final stage of the program. It provides an opportunity for students to celebrate the professional milestones that they have achieved as they complete the master of education program. This also is the occasion for extending and celebrating professional growth by sharing key insights or research results from the practicum with the professional community.

#### **Academic Level**

Graduate

#### **Credits**

1

### **EDGR697 - Practitioner Research in Advanced Planning (Campus)**

#### **Description**

In this project-based course, students draw upon earlier coursework to conduct a systematic investigation and improvement of an aspect of their own instructional planning and design processes. The resulting project involves the incorporation of new approaches or models gathered from empirical research, as well as strategies for addressing the needs of a diverse set of students.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDGR660 - Purposeful Planning & Design (3)

### **EDGR698 - Practitioner Research in Advanced Assessment Strategies (Campus)**

#### **Description**

In this project-based course, students draw upon earlier coursework to conduct a systematic investigation and improvement of an aspect of their own assessment practices. The resulting project involves the incorporation of new approaches or models gathered from empirical research, as well as strategies for addressing the needs of a diverse set of students.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDGR661 - Meaningful Assessment Practices to Promote Learning (3)

## University Programs

### **EDGR699 - Practitioner Research in Advanced Delivery Models (Campus)**

#### **Description**

In this project-based course, students draw upon earlier coursework to conduct a systematic investigation and improvement of an aspect of their own approaches to instructional delivery. The resulting project involves the incorporation of new approaches or models gathered from empirical research, as well as strategies for addressing the needs of a diverse set of students.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EDGR662 - Authentic & Experiential Learning Practices (3)

### **EDGR701 - Envisioning Organizations in Competency-Based Education (Campus)**

#### **Description**

This course will explore strategies to collaboratively develop visions, mission, and goals within a Competency-Based Education system. It combines in-depth research, reflection, discussion and application to a variety of ways that competency-based education is and can be implemented. Over the course of eight weeks students will share innovative ideas for Competency-Based environments that will be developed into applicable plans that may be initiated or presented in the student's working environment. Research information will be shared resulting in a rich bank of resources that each student may access throughout the program.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR702 - Reflective Leadership Practices & Applications (Campus)**

#### **Description**

This course focuses on the reflective practices of leaders and how those practices support organizations in evolving to meet the needs of competency-based education. This blended learning course will include examination of types of leadership as well as self-assessment and reflective activities designed for leaders at any level to improve practice in guiding, supporting, facilitating, nudging, encouraging, and directing others towards a competency-based, student-centered environment. Students practice skills taught and then apply them in assigned and overt ways throughout the course in their authentic settings. Reflection is required on learning, implementation and on examples of implementation of skills learned throughout the course.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDGR703 - Shared and Distributive Leadership in CBE (Campus)**

#### **Description**

This course builds on the concept of active communities of practice in elevating distributive leadership with the outcome of school improvement at all levels. There is an emphasis on experimentation and application of collaborative leading in authentic environments as well as building and supporting teacher leadership. Participants consider what it means to be a leader, who it is within an education organization who can exercise effective leadership, and how teachers exercise leadership collaboratively.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR704 - Place-Based Learning and Cultural Competence (Campus)**

#### **Description**

Place-Based Education connects learning to communities, the world, and to student's cultures and family context, allowing students to find their place in a world that extends beyond school. With intentionality, place-based learning builds agency, equity, community, and cultural competence. It provides a context for learning through four dimensions: motivational, instructional, environmental, and cultural. In this course, participants will explore and build community and cultural connections, and examine the ways in which schools and classrooms incorporate and celebrate these aspects or marginalize certain communities or cultural behaviors.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDGR900 - Doctoral Profile Seminar (Campus)**

#### **Description**

This seminar is taken at the start of the program and is a prerequisite for admission. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to doctoral-level work and begin to shape their courses of study and program activities.

#### **Academic Level**

Professional

#### **Credits**

1

### **EDGR912 - Innovative Leadership (Campus)**

#### **Description**

This course builds on foundational leadership theories and discussions and focuses on innovation as a complex, organization-wide endeavor that requires a specific set of crosscutting leadership practices. These practices that intentionally structure, organize, and encourage innovation are explored collaboratively and in specific contexts.

#### **Academic Level**

Professional

#### **Credits**

3

## University Programs

### **EDGR914 - Leading a Culture of Abundance (Campus)**

#### **Description**

This course combines an exploration of leadership principles, concepts, theories, and practices with personal appreciative reflection in order to provide opportunities to discover how opportunities can be cultivated within an organizational context and for the benefit of individuals within an organizational context.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR916 - Social Entrepreneurial Leadership (Campus)**

#### **Description**

This course examines social entrepreneurial leadership and approaches that help drive innovation and transformation. In addition to a theoretical and generalized focus on social entrepreneurial leadership, a variety of social enterprises with mission-driven and values-based leadership are explored to uncover inspiration for developing personal leadership.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR918 - Sociocultural Perspectives (Campus)**

#### **Description**

This course provides an opportunity for leaders to expand their understanding of important sociocultural trends and their application to leadership in an increasingly diverse world. A focus is placed on individual and group voice in communities, assessing one's own biases, and relativistic decision-making to establish an ethical understanding of culture as a leader.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR922 - Organizational Analysis (Campus)**

#### **Description**

This course provides a foundation for considering the complexities of organizations by drawing upon theories in behavioral and physical science that contribute to a better understanding of human and organizational development.

#### **Academic Level**

Professional

#### **Credits**

3

## University Programs

### **EDGR924 - Organization Innovation (Campus)**

#### **Description**

This course builds on foundational organization and analysis topics and invites exploration of the types, levels, and stages of organizational innovation. Consideration is given to innovation as both an outcome and as a process associated with organizational development.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR926 - Organizations and Positive Social Change (Campus)**

#### **Description**

This course invites consideration of the role organizations have in positive social change. Scholarly, applied, and inspirational explorations uncover the actions, behaviors, relationships, and activities for strategic advocacy as well as the leadership for fostering ongoing, multi-stakeholder engagement in positive social change.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR928 - Thriving Organization Culture (Campus)**

#### **Description**

This course focuses attention on organizational habits and leadership strategies that are instrumental in cultivating and sustaining an organizational culture for supporting members of the organization, inspiring actions in accordance with a positive emotional commitment, and fostering productive mindsets.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR932 - Applied Research (Campus)**

#### **Description**

This course provides a foundation for an advanced scholar-practitioner to understand, evaluate, apply, and understand the significance of research within individual and organizational contexts. A variety of research approaches and their respective underlying assumptions are explored in order to better understand the differences and strengths of each.

#### **Academic Level**

Professional

#### **Credits**

3

## University Programs

### **EDGR934 - Research Analysis (Campus)**

#### **Description**

This course provides an opportunity for leaders to expand their understanding of research analysis and its application to leadership and organizational development. A focus is placed on learning, identifying, and evaluating the strengths of different methods of analyzing research, and conducting original research analysis.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR936 - Research Design (Campus)**

#### **Description**

This course explores different qualitative, quantitative, and mixed methods approaches to research design and data collection. An emphasis is placed on understanding the strengths and appropriateness of different research designs for various research topics and research questions.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR938 - Advanced Research Methodologies (Campus)**

#### **Description**

This course provides an opportunity for deeper exploration into particular research methodologies based on individual interest and needs. Scholar-practitioners explore and apply methodologies and methods that are of special individual interest and need.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR941 - Scholar-Practitioner I (Campus)**

#### **Description**

These initial courses provide a foundation for a Dissertation in Practice and the develop of oneself as a Scholar-Practitioner. The concept of a Dissertation in Practice is considered, as is the importance of appreciatively framing a dilemma as part of a focus of one's work. Organization Analyses and Reviews of Literature are explored from a Scholar-Practitioner perspective.

#### **Academic Level**

Professional

#### **Credits**

1

## University Programs

### **EDGR942 - Scholar-Practitioner II (Campus)**

#### **Description**

These initial dissertation courses provide a foundation for a Dissertation in Practice and the develop of oneself as a Scholar-Practitioner. The concept of a Dissertation in Practice is considered, as is the importance of appreciatively framing a dilemma as part of a focus of one's work. Organization Analyses and Reviews of Literature are explored from a Scholar-Practitioner perspective.

#### **Academic Level**

Professional

#### **Credits**

1

### **EDGR943 - Scholar-Practitioner III (Campus)**

#### **Description**

This course builds on the foundations of previous Dissertation in Practice work and gives specific attention to planning for a Practitioner Product that evolves from previous knowledge, literature and organization analyses.

#### **Academic Level**

Professional

#### **Credits**

1

### **EDGR944 - Scholar-Practitioner IV (Campus)**

#### **Description**

This course furthers the development of the Dissertation in Practice, giving particular attention to planning for the creation of a journal-ready submission connected to the Practitioner Product.

#### **Academic Level**

Professional

#### **Credits**

1

### **EDGR945 - Scholar-Practitioner V (Campus)**

#### **Description**

This course furthers the development of the Dissertation in Practice, giving particular attention to the creation of a journal-ready submission and the practitioner product.

#### **Academic Level**

Professional

#### **Credits**

1



## University Programs

### **EDGR946 - Dissertation in Practice I (Campus)**

#### **Description**

These final dissertation courses in the Dissertation in Practice sequence focus on the completion of the Practitioner Product, the Journal Article, and the Reflective components of the Dissertation in Practice. Designed to span the final year of the program, this courses also focuses on the finalization and dissemination of all sections of the Dissertation in Practice.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR947 - Dissertation in Practice II (Campus)**

#### **Description**

These final dissertation courses in the Dissertation in Practice sequence focus on the completion of the Practitioner Product, the Journal Article, and the Reflective components of the Dissertation in Practice. Designed to span the final year of the program, this courses also focuses on the finalization and dissemination of all sections of the Dissertation in Practice.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR950 - Dissertation in Practice Seminar I (Campus)**

#### **Description**

The Dissertation in Practice Seminar provides the opportunity for doctoral candidates to extend the timeline for completion of their dissertation in practice. Candidates who desire additional time to bring their dissertation in practice to a successful conclusion must register for a Dissertation in Practice Seminar each term beyond the initial Dissertation in Practice course sequence.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR951 - Dissertation in Practice Seminar II (Campus)**

#### **Description**

The Dissertation in Practice Seminar provides the opportunity for doctoral candidates to extend the timeline for completion of their dissertation in practice. Candidates who desire additional time to bring their dissertation in practice to a successful conclusion must register for a Dissertation in Practice Seminar each term beyond the initial Dissertation in Practice course sequence.

#### **Academic Level**

Professional

#### **Credits**

3

## University Programs

### **EDGR952 - Dissertation in Practice Seminar III (Campus)**

#### **Description**

The Dissertation in Practice Seminar provides the opportunity for doctoral candidates to extend the timeline for completion of their dissertation in practice. Candidates who desire additional time to bring their dissertation in practice to a successful conclusion must register for a Dissertation in Practice Seminar each term beyond the initial Dissertation in Practice course sequence.

#### **Academic Level**

Professional

#### **Credits**

3

### **EDGR953 - Dissertation in Practice Seminar IV (Campus)**

#### **Description**

The Dissertation in Practice Seminar provides the opportunity for doctoral candidates to extend the timeline for completion of their dissertation in practice. Candidates who desire additional time to bring their dissertation in practice to a successful conclusion must register for a Dissertation in Practice Seminar each term beyond the initial Dissertation in Practice course sequence.

#### **Academic Level**

Professional

#### **Credits**

3

## Education-Professional Level

### **EDPD511 - Foundations of Competency-Based Education (Campus)**

#### **Description**

This course is designed to help you build the knowledge and skill you need to become a spokesperson, advocate, and change agent for advancing competency education. In the first part of the course, you'll learn what competency-based education is, why we need competency education, and explore different national models of competency education. In the second part of the course, you'll learn about five essential elements of competency-based education and examine relationships between these elements. In the third part of the course, you'll explore four key issues facing competency education, alongside effective strategies for addressing these issues. In the final part of the course, you'll apply your learning by working with a collaborative team to design and test a prototype that addresses an issue related to competency education in your local context.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDPD517 - Facilitating Project-Based Learning in a Competency-Based System (Campus)**

#### **Description**

In this course module, you'll build knowledge and skill in four key areas related to facilitating project-based learning: student engagement, sustained inquiry, scaffolded learning, and progress monitoring. You'll engage with resources for each area and create your own representation of what each facilitation skill means to you in the context of facilitating PBL. Next, you'll participate in a supported facilitation model where you'll submit reflections and video footage in our online community. You'll respond to others' reflections so that everyone is giving and receiving feedback to improve their PBL facilitation. Finally, you'll synthesize your learning into a final presentation that demonstrates how you facilitate PBL in your context.

#### **Academic Level**

Graduate

#### **Credits**

2

### **EDPD518 - Foundations of Student Agency in a Competency-Based System (Campus)**

#### **Description**

In the Student Agency Foundations module, students will engage in four foundational practices for cultivating student agency: establishing safe and supportive environments; providing opportunities for student voice and choice; designing and leading empowering learning experiences; and creating a culture where everyone - including the teacher - gives and receives feedback for continuous growth. Students will participate in a experiential cycle for each foundation area, including empathizing with the student, active learning and experimentation, and reflecting and responding. By the end of the module, students will have designed and implemented four prototypes, one for each foundational practice. In the culminating performance task, students will document, synthesize, and reflect on learning across these four prototypes.

#### **Academic Level**

Graduate

#### **Credits**

2

### **EDPD519 - Performance Assessment for Deeper Learning in a Competency-Based System (Campus)**

#### **Description**

This course module assumes that you already have a strong foundation in key concepts and skills related to performance assessment and formative assessment. We'll build on your understanding and skill to ensure that we're designing performance assessments and supporting instruction to capture deeper learning. Assessing students' ability to demonstrate key academic skills and content is important, but what about key workforce skills and dispositions such as collaboration, communication, creativity, and self-direction? In this module we'll make the case for developing integrative performance tasks that capture student learning of academic skills, academic content, and essential skills and dispositions. Then we'll provide tools and activities to help you design integrative assessments and supporting instruction and formative assessments.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDPD521 - Assessing in a Competency-Based Classroom (Performance Assessment Essentials) (Campus)** **Description**

In this course module, we'll explore foundational concepts in assessment, including comprehensive and balanced assessment, validity, reliability, and the importance of multiple measures. We'll also focus on two foundational assessment practices: formative assessment and feedback. You will frequently reflect and work to grow your practice over the course of this module. Key learning evidence will involve demonstrating your improved formative assessment and feedback practices.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDPD524 - Instructing in a Competency-Based Classroom (Campus)** **Description**

This course is designed to help you build the knowledge and skill you need to become a spokesperson, advocate, and change agent for advancing competency education. In the first part of the course, you'll learn what competency-based education is, why we need competency education, and explore different national models of competency education. In the second part of the course, you'll learn about five essential elements of competency-based education and examine relationships between these elements. In the third part of the course, you'll explore four key issues facing competency education, alongside effective strategies for addressing these issues. In the final part of the course, you'll apply your learning by working with a collaborative team to design and test a prototype that addresses an issue related to competency education in your local context.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDPD527 - Leadership for Learning in a Competency-Based System (Campus)** **Description**

This course will focus on the knowledge, skills and abilities of leadership team dedicated to being leaders of learning in the district. Students will study effective instructional practices, levels of rigor, student empowerment, and student engagement practices in schools. We will explore aligning those CBE practices to the expectations of state standards at various grade levels. The focus of the course will be to apply knowledge, skills and abilities of the leaders of learning so that the outcome of their work is about building teachers capacity (growth) in a CBE system and promoting academic success for all students.

#### **Academic Level**

Graduate

#### **Credits**

2

## University Programs

### **EDPD534 - The Development of a Mission, Vision and Goals in a Competency-Based System (Campus)**

#### **Description**

This course will focus on the knowledge, skills, abilities and dispositions a leadership team needs to focus on in order to facilitate the process of developing a district's school's vision, mission, and goals that focus on CBE. Students will discuss how to meet personalized state expectations, state standards, the community and school expectations, and the needs of the students through an inclusive and collaborative process. Different processes for meeting the demands of the articulated vision, mission, and goals will be researched and discussed. All students will have the opportunity to create a process to simulate how they would engage people in this process and insure that the CBE vision, mission, and goals are articulated in a way that the school can meet the challenge of increasing student achievement in a personalized way.

#### **Academic Level**

Graduate

#### **Credits**

2

### **EDPD605 - Leading the Collaborative School in a Competency-Based System (Campus)**

#### **Description**

This course requires the principal leadership team to gain the knowledge, skills, abilities and dispositions to facilitate a process in the building that is highly collaborative and inclusive of all staff members as they examine, build goals and implement a Competency-Based System. Building leadership capacity in teachers and staff is an imperative in a collaborative environment. Having everybody understand why we are doing things, what we will do, and how we will accomplish these goals through this process is important to the success of each initiative in a positive collaborative environment and positive culture. Students will engage in deep conversation about the collaborative process and create opportunities to work collaboratively in real time situations.

#### **Academic Level**

Graduate

#### **Credits**

2

### **EDPD671 - Leading Creativity and Innovation in a Competency-Based System (Campus)**

#### **Description**

This course will support the development of the knowledge, skills, abilities and dispositions of all leaders to open up the culture to individuals and groups to work that is both creative and innovative. This would lead to ways that improve student academic success and their behaviors. The course will offer leaders an opportunity to develop their innovative skills as leaders in ways that foster improvement and how we approach CBS, learning and personalization in our schools.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EDPD681 - Teacher Support, Monitoring, and Accountability in a Competency-Based System (Campus)**

#### **Description**

This course will guide building leaders through a process to create a teacher improvement model that is a formative process. This process builds on the leader's ability to work with teachers to create support for specific goals and monitor the implementation strategies for those goals. Next we will examine the continuous process necessary to move the goals forward and collect data on the process of change. Last we will examine the variety of accountability systems for leaders to use in their schools and how to ensure the system is working to improve instruction and therefore student achievement.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDPD750 - Action Research I in a Competency-Based System (Campus)**

#### **Description**

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership.

#### **Academic Level**

Graduate

#### **Credits**

2

### **EDPD751 - Action Research II in a Competency-Based System (Campus)**

#### **Description**

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EDPD752 - Action Research III in a Competency-Based System (Campus)**

#### **Description**

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership.

#### **Academic Level**

Graduate

#### **Credits**

3

## Educational Entrepreneurship

### **EDE483 - Advanced Educational Entrepreneurial Competencies (Campus)**

#### **Description**

This course gives students the opportunity to explore personal pathways in various educational and entrepreneurial fields. For EDUpreneurs, this course is an individually designed and supported experiential learning experience to explore the relevant methods in a field of choice while partnered with a field-based mentor. Students will create and engage in personalized learning plans guided by best practices. Topics include: leadership, effective teams, critical thinking, inquiry, creativity, and collaborative problem solving. This course serves as the individualized Capstone project.

#### **Academic Level**

Undergraduate

#### **Credits**

9

#### **Prerequisites**

90 credit(s).

## Electrical Engineering

### **EE201 - Signals and Systems (Campus)**

#### **Description**

This course is a basic introduction to analysis techniques and tools for signal processing systems. Topics to be covered include analysis techniques, signal representation (including Fourier and Laplace transforms); system definitions and properties (such as linearity, causality, time invariance, and stability); use of convolution, transfer functions and frequency response to determine system response; applications to wireless communications.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT275 - Calculus II: Integration and Series (3)

# University Programs

## **EE220 - Electromagnetics (Campus)**

### **Description**

This course covers both static and dynamic electric and magnetic fields, electromagnetic wave propagation, steady-state and transient analysis of transmission lines, and design applications. Numerical methods and software are used to analyze problems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

PHY216 - Physics II (3)

PHY216L - Physics II Lab (1)

Complete or concurrently enroll in:

MAT325 - Calculus III: Multivariable Calculus (3)

## **EE301 - Digital Circuits (Campus)**

### **Description**

After a review of digital principles and logic, modern digital integrated circuit and hybrid circuit families are studied. This includes: gates, multi-vibrators, counters, comparators, Digital-to-Analog and Analog-to-Digital converters, and digital computer interface circuits. Emphasis is placed on integrating software design and interface design to achieve interactive system design with an external environment.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

CS219 - Computer Architecture I (3)



# University Programs

## **EE301L - Digital Circuits Lab (Campus)**

### **Description**

This is a lab course based on the content of the theoretical course EE301- Digital Circuits, which provides students with hands-on experiments on building and testing some logic circuits such as encoders, decoders, shift registers, counters, adders, ALU, and control circuits. Students will build designated circuits in the lab and perform measurements and analyze the results. Working together in teams and writing technical reports of the performed experiments is an important part of the lab work.

### **Academic Level**

Undergraduate

### **Credits**

1

### **Prerequisites**

Complete:

CS219 - Computer Architecture I (3)

### **Corequisites**

Concurrently enroll in:

EE301 - Digital Circuits (3)

## **EE305 - Electrical Machines (Campus)**

### **Description**

This course is an introduction to electric machines. The topics covered include: DC and AC voltage, current and power, Ferro-magnetic materials, magnetic circuits, calculation of force and torque caused by magnetic fields, transformers, fundamentals of AC machinery, synchronous generators, synchronous motors, induction motors, DC machinery fundamentals, DC motors and generators, single-phase motors, and special purpose motors.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EE220 - Electromagnetics (3)

EG316 - Electrical Circuits (3)

# University Programs

## **EE306 - Electrical Power Systems (Campus)**

### **Description**

This course is an introduction to electric power systems. The topics covered include: electric energy and power, sources of electric power, AC voltage, current and power, real and reactive power and voltages, transmission line parameters, poly-phase systems, electrical and magnetic circuits, power transformers, poly-phase lines and single-phase equivalents, electromagnetic forces and loss mechanisms, synchronous generators, system analysis and protection, load flow, power electronics and converters, induction generators, DC machines.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EE305 - Electrical Machines (3)

## **EE310 - Communication Systems (Campus)**

### **Description**

This course provides an introduction to the analysis and design of analog and digital communications systems. Topics include signals, modulation technique, sampling, and frequency conversion. Additional topics include a review of probability theory, the transmission of information, spread spectrum systems, and error correcting codes.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EG340 - Probability and Statistics for Engineers (3)

EE201 - Signals and Systems (3)

## **EE318 - Electrical Circuits II (Campus)**

### **Description**

This course provides an advanced continuum to Electrical Circuits I on the topics of electrical circuit theory. Materials to be covered include: sinusoidal steady-state analysis, AC steady-state power, three-phase circuits, frequency response, Laplace transform application in circuit analysis, use of Fourier series and Fourier transforms in circuits, filter circuits, a simulation software package is employed throughout this course to analyze various electric circuits.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EG316 - Electrical Circuits (3)

## University Programs

### **EE318L - Electrical Circuits II Lab (Campus)**

#### **Description**

This Lab course provides hands-on experiments with the circuits studied in electrical circuit theory courses. Lab experiments will cover laws of electric circuits including Ohm's law, Kirchhoff's laws, voltage and current division as well as some circuits such as amplifiers, oscillators, and filters.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

EE318 - Electrical Circuits II (3)

### **EE320 - Digital Signal Processing (Campus)**

#### **Description**

This course covers the theory and application of digital signal processing. Topics to be covered include discrete-time sequences and sampling; the discrete-time Fourier transform and the discrete Fourier transform; windowing, the short-time Fourier transform and spectrograms; convolution, digital down-conversion, quadrature signals and sample-rate conversion; analysis and design of FIR filters and Hilbert transformers; matched-filtering, block processing, frequency estimation, and digital signal processing applications to spectrum analysis.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EE201 - Signals and Systems (3)

### **EE330 - Analog Electronics (Campus)**

#### **Description**

This laboratory centered course examines the design, fabrication, and operation of key analog circuit elements including diodes, bipolar-junction transistors, and metal-oxide semiconductor field-effect transistors. Key analog building blocks, such as operational amplifiers, voltage regulators, and oscillators are presented. Students are required to employ analytic methods, simulation tools, and laboratory analysis to model and understand these circuit elements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

EG316 - Electrical Circuits (3)

Complete or concurrently enroll in:

EE330L - Analog Electronics (1)

## University Programs

### **EE330L - Analog Electronics (Campus)**

#### **Description**

This laboratory centered course examines the design, fabrication, and operation of key analog circuit elements including diodes, bipolar-junction transistors, and metal-oxide semiconductor field-effect transistors. Key analog building blocks, such as operational amplifiers, voltage regulators, and oscillators are presented. Students are required to employ analytic methods, simulation tools, and laboratory analysis to model and understand these circuit elements.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete:

EG316 - Electrical Circuits (3)

#### **Corequisites**

Concurrently enroll in:

EE330 - Analog Electronics (3)

### **EE435 - Fundamentals of Satellite Communication Systems (Campus)**

#### **Description**

This course provides the fundamental knowledge about the topic of Satellite Communication Systems.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG415 - Digital Communication Systems (3)

## Engineering

### **EG110 - Engineering Ideas into Prototypes (Campus)**

#### **Description**

This is the first course in a sequence of engineering design classes at SNHU. In this course you will be introduced to a process engineers use when solving problems and creating and/or improving designs. Students will gain appreciation of traits effective engineers share. This project based course gives students the ability to understand, contextualize, analyze, and communicate engineering designs and systems. By learning and applying creative design thinking and the scientific method, students will more effectively solve problems in any domain. This course develops students' skills to conceive, organize, lead, implement, and evaluate successful projects in any engineering discipline. Students will work individually and in groups and learn how to manage collaborative efforts effectively. Additionally, students learn how to give presentations, document, and present data, process, and reports. Engineering tools and skills such as engineering graphics, sketching techniques, designing experiments as well as introduction to discipline specific tools and machine shop will be applied. This freshmen course is open to all majors.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **EG112 - Engineering Design II (Campus)**

### **Description**

This course is an introduction to mechanical design and analysis, in which students continue to develop their understanding of the engineering design process through individual and team projects. Software tools for modeling, visualization, and analysis are introduced, along with project management tools and practices. Individual and team projects, presentations, and reports will reinforce the design process concepts and professional communication skills. Students will implement prototypes using a variety of fabrication tools available. Successful completion of the design project will require the team to integrate their mechanical design, manufacturing, project management, computer control system, programming, and presentation skills.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

EG110 - Engineering Ideas into Prototypes (3)

MAT 210 is highly suggested.

## **EG200 - Statics (Campus)**

### **Description**

This course explores the definitions and concepts of forces and moments, and their applicability to the analysis of static, rigid mechanical systems. Specific topics include free body diagrams, resultants and equivalent force systems, static equilibrium, shear and bending diagrams, static analysis of trusses and frames, friction forces, and calculation of centroids and area moments of inertia.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

PHY215 - Physics I (3)

Complete or concurrently enroll in:

MAT275 - Calculus II: Integration and Series (3)

## University Programs

### **EG201 - Fluid Mechanics (Campus)**

#### **Description**

This course provides an introduction to the concepts and applications of mechanics of fluid. The course begins by introducing the student to fluid properties. This is followed by a discussion of fluid statics, including pressure distribution and forces on submerged, curved and plane surfaces. The student will then learn how to derive and apply integral formulations of conservation of mass, momentum, and energy with emphasis on control-volume applications. Dimensional analysis is studied and applied. The latter part of the course focuses on pipe flows with consideration of head loss, use of the Moody diagram, and analysis of pipe networks. Finally, the concepts of drag and lift are introduced. Students will perform three laboratory experiments in this course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG200 - Statics (3)

MAT275 - Calculus II: Integration and Series (3)

### **EG202 - Mechanics of Materials I (Campus)**

#### **Description**

This course enhances the students understanding of stress and strain, and their linear-elastic relationship through Hooke's Law. The stress induced in simple beams and columns, as subjected to axial, torsional, bending, and shear loading, is extensively covered. The concept of state of plane-stress, as a result of combined loadings (superposition), and transformation to principal components, is covered. Based on allowable stress, basic beam design is introduced. Methods to determine the deformation of beams and shafts are covered. The concepts are supported by software-based stress analysis and the application of computational software in structural design.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Complete:

CM200 - Statics for Building Construction (3)

Complete:

EG200 - Statics (3)

MAT275 - Calculus II: Integration and Series (3)

## University Programs

### **EG203 - Dynamics (Campus)**

#### **Description**

This course develops the student's ability to solve non-equilibrium problems, extending mechanics beyond statics to the mechanics of motion. Vector analysis, trigonometry, and calculus are used to analyze advanced problems involving motion. The first component of the course covers particle motion (translational motion kinematics, kinetics via general equations of motion, energy methods, and conservation of momentum). Particle dynamics are explored by analyzing data from an actual flight in an instrumented airplane. The second component of the course covers rigid body motion (translational and rotational kinematics, kinematics via general equations of motion, energy methods, and conservation of momentum). A final course team project deals with the analysis of a complex dynamics problem.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG200 - Statics (3)

MAT275 - Calculus II: Integration and Series (3)

### **EG207 - Instrumentation & Measurements (Campus)**

#### **Description**

This course is an introduction to the fundamental concepts, principles, procedures, and computations regarding modern instrumentation and measurement systems. Students will gain a sound understanding of a language (LabVIEW®) used to describe modern instrumentation, measurement, and control systems and an appreciation of the various types of systems in common use in industry. Students will use this software to create virtual instruments. Particular emphasis will be given to electrical, mechanical, flow, and thermal measurement systems. The course will also cover statistical analysis to evaluate the quality of measurements, standard methods of characterizing measurement results, and methods for characterizing measurement system response. The students work in teams to conceive-design-implement-operate a project incorporating multiple sensors and data acquisition and analysis.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

EG110 - Engineering Ideas into Prototypes (3)

Complete or concurrently enroll in:

PHY216 - Physics II (3)

## University Programs

### **EG208 - Materials Science (Campus)**

#### **Description**

This course provides a broad survey of the fundamental concepts in materials science and engineering. It focuses on material microstructure and its impact on various bulk properties. The relationship between properties, structure, processing, and performance will be a repeating theme in this course. We will pay most attention to metals as about 80% of the elements form metallic bonds with an introduction to ceramics and polymers. The course includes introduction to the mechanical, thermal, and electrical, properties of materials. Through the course, we will discuss case studies that relate materials to applicable engineering design.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CHM120 - General Chemistry I (3)

MAT225 - Calculus I: Single-Variable Calculus (3)

PHY215 - Physics I (3)

### **EG209 - Thermodynamics I (Campus)**

#### **Description**

This course provides the student with a working knowledge of thermodynamic concepts and the problem solving ability to set up and apply the appropriate laws in the thermodynamic analysis of engineering systems. Energy, heat, and work are defined and used in the First Law of Thermodynamics. Other thermodynamic properties and equations of state are introduced with emphasis on tabular and graphical forms for simple compressible systems and on the ideal gas. Phases and phase transitions are discussed and energy analysis of both open and closed systems is examined. The Second Law of Thermodynamics and the property entropy are introduced, and their macro and microscopic implications are discussed. Emphasis is placed on the consequences of irreversibility and the limitation this places on the behavior of engineering systems.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT275 - Calculus II: Integration and Series (3)

PHY216 - Physics II (3)



## University Programs

### **EG230 - Engineering Fabrication and Testing (Campus)**

#### **Description**

Students in this course will be introduced to tools of fabrication and testing within engineering design. Students will build 3D models in CAD (Computer Aided Design), prepare files for 3D printing and assembly, and fabricate prototypes. Electrical components and circuitry will be combined with a microprocessor to collect data, and students will document testing methods, and display and explain results.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG110 - Engineering Ideas into Prototypes (3)

### **EG302 - Continuous and Discrete Systems (Campus)**

#### **Description**

This course is an introduction to systems and will cover the following topics: a brief review of CT and DT signals, continuous and discrete-time system theory, difference and differential equations of systems, system block diagrams, Fourier transforms and frequency response, system analysis with Bode diagrams, feedback and stability theory, Z-transforms and transfer functions, sampling theory, and introduction to digital filtering.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT325 - Calculus III: Multivariable Calculus (3)

EG316 - Electrical Circuits (3)

### **EG308 - Gas Dynamics (Campus)**

#### **Description**

This course provides students an opportunity to study the one-dimensional and quasi-one-dimensional compressible fluid flow with an emphasis on supersonic flow. The fundamental equations (continuity, momentum, and energy) that govern the characteristics of compressible flow are derived. The Mach number and various flow regimes are introduced. The phenomena and sources of normal shock waves, oblique shock waves, and Prandtl-Meyer expansion waves and their analysis techniques are presented. Other topics are: nozzles, diffusers, one-dimensional flow with heat addition (Rayleigh flow), one-dimensional flow with friction (Fanno flow), moving shock waves, shock tubes, and linearized supersonic theory.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG201 - Fluid Mechanics (3)

EG209 - Thermodynamics I (3)

MAT330 - Differential Equations (3)

# University Programs

## **EG310 - Junior Engineering Design (Campus)**

### **Description**

In this continuation of the engineering design sequence for all engineering students, this course reinforces student knowledge of the design process to prepare students for Capstone Design. As part of a variety of instructor-approved design projects, students explore relevant mechanical, electrical, and aeronautical engineering topics. All stages of the design process are reinforced, including project proposals, project planning, preliminary and detailed design and relevant reviews, analysis, design iteration, fabrication, and testing. As in other design courses, teamwork, report writing, and presentation skills are emphasized.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

EG207 - Instrumentation & Measurements (3)

Complete 1 of the following

Complete:

EE201 - Signals and Systems (3)

EE220 - Electromagnetics (3)

CS219 - Computer Architecture I (3)

Complete:

EG200 - Statics (3)

EG201 - Fluid Mechanics (3)

EG202 - Mechanics of Materials I (3)

EG203 - Dynamics (3)

EG208 - Materials Science (3)

EG209 - Thermodynamics I (3)

## **EG314 - Aerodynamics (Campus)**

### **Description**

This course studies the fundamentals of incompressible fluid flow, compressible flow, subsonic and supersonic flow, inviscid flow, laminar and turbulent flow, and potential flow, followed by their theoretical applications on airfoil theory and finite wing theory, including Kutta-Joukowski law, linear thin airfoil theory, and Prandtl's lifting-line theory. The course also introduces fundamental aerodynamic concepts and phenomenon such as wing tip vortex, downwash, induced drag, induced angle, spanwise efficiency factors, friction drag, pressure drag, and aerodynamic center.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EG201 - Fluid Mechanics (3)

EG209 - Thermodynamics I (3)

MAT330 - Differential Equations (3)

## University Programs

### **EG316 - Electrical Circuits (Campus)**

#### **Description**

This course provides fundamental knowledge to solve problems in electrical circuits. Topics to be covered include nodal and mesh analysis of circuits, using Kirchhoff's laws, superposition theorem, Thevenin and Norton equivalent circuits. Analysis of first and second order RC, RL, and RLC circuits. Software packages are employed throughout this course to simulate and analyze various electric circuits.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

PHY216 - Physics II (3)

PHY216L - Physics II Lab (1)

Complete or concurrently enroll in:

EG207 - Instrumentation & Measurements (3)

MAT330 - Differential Equations (3)

### **EG318 - Thermodynamics II (Campus)**

#### **Description**

This course focuses on the application of the fundamental laws of thermodynamics (learned previously in thermodynamics I) to the analysis of energy conversion devices, systems, and processes, such as internal combustion engine, gas turbine, vapor power generation, and refrigeration. Factors that govern energy conversion processes and impact efficiency of those processes are studied in detail. In addition, gas mixture properties, air-conditioning psychrometrics, and fundamental compressible flow theory are also covered.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG209 - Thermodynamics I (3)

## University Programs

### **EG325 - Mechanics of Materials II (Campus)**

#### **Description**

This course is a continuation of Materials Science and Mechanics of Materials I. It investigates material failure mechanisms such as yielding under combined loading, brittle fracture, and fatigue. Additional topics covered by the course include analysis of thick-walled pressure vessels, rotating disks, press fits, and contact stresses. In addition, failure theories, safety factors, and stress concentration are covered topics. Finally, the course includes an introduction to stress analysis utilizing commercial computational software and an associated structural design and analysis project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG202 - Mechanics of Materials I (3)

EG208 - Materials Science (3)

MAT350 - Applied Linear Algebra (3)

### **EG326 - Aircraft Structures (Campus)**

#### **Description**

This course provides a description of aircraft materials, structural components and their functionalities. The maneuvering loads and flight envelope are introduced. The analysis of aircraft thin-walled structural components when subjected to torsion, bending, and shear loads is covered in detail. A design project utilizing commercial finite element software provides students with real-world experience.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT325 - Calculus III: Multivariable Calculus (3)

MAT330 - Differential Equations (3)

EG202 - Mechanics of Materials I (3)

## University Programs

### **EG330 - Propulsion (Campus)**

#### **Description**

This course provides a basic understanding of, and analysis tools for, various aerospace propulsion systems. Students apply the fundamentals of thermodynamics and fluid mechanics to complex propulsion systems. Subjects included are: analysis of various common aircraft propulsion systems with emphasis on jet engines (turbojet, turbofan, and turboprop) and their subsystems (including afterburners and exhaust nozzles). Reciprocating engines (including propeller momentum and blade element theories and propeller efficiency analysis) and rocket engines (both solid and liquid propellants) are covered.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

CHM120 - General Chemistry I (3)

1 of the following:

EG308 - Gas Dynamics (3)

EG318 - Thermodynamics II (3)

### **EG333 - Control Systems Analysis (Campus)**

#### **Description**

This course provides students an opportunity to model, analyze, and design control systems. It includes mathematical modeling of linear systems for time and frequency domain analysis, transfer function and state variable representations for analyzing control system's performance and stability; and closed-loop control design techniques by frequency response, and root-locus methods. It also involves computer programming and simulation exercises. This course gives a basic understanding and analysis tools of various control systems used in the aeronautical, mechanical, and electric and electronics industries.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG316 - Electrical Circuits (3)

MAT330 - Differential Equations (3)

## University Programs

### **EG335 - Fundamentals of Systems Engineering (Campus)**

#### **Description**

This course introduces students to the fundamental principles of systems engineering and their application to the development of complex systems. It also describes the essential role that systems engineering plays as an integral component of project management, quality assurance, and technology development. Topics include definition of systems and systems engineering, systems engineering processes and tools, Concepts of Operations (ConOps), system and subsystem requirements development, interface definition and control, technical risk identification and mitigation, verification and validation, test review process, and SE management. The course will include a series of individual and team exercises in which students apply the various systems engineering processes to one of the current Capstone design projects in work or a CubeSat space system payload concept. This course will also aid those students intending to pursue a Capstone Design Project in their senior year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

EG112 - Engineering Design II (3)

EG207 - Instrumentation & Measurements (3)

### **EG340 - Probability and Statistics for Engineers (Campus)**

#### **Description**

This course is an introduction to probability. The content includes: Introduction to random phenomena, random variable, and random processes. Random experiments, outcomes, events, probability axioms, conditional probability and Bayes rule, independent events, and Bernoulli trials. Function of a random variable, Mean, variance and moments. A function of two random variables. Two functions of two random variables. Joint moments of two random variables. Basics of statistics, graphical plots, numerical description, analysis of variance (ANOVA). Statistical quality control, quality control, control charts, and reliability engineering.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT325 - Calculus III: Multivariable Calculus (3)

## University Programs

### **EG341 - Design of Machine Components (Campus)**

#### **Description**

This course concerns the analysis, selection, and design of industrial components such as shafts, gears, bearings, springs, and fasteners used in mechanisms and machines. The fundamentals of machine design, including the design process, failure prevention under static and variable loading, and characteristics of the principal types of mechanical elements are covered. A practical approach to the subject through a wide range of real-world applications is presented; and the link between design and analysis is addressed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG325 - Mechanics of Materials II (3)

MAT325 - Calculus III: Multivariable Calculus (3)

### **EG345 - Characterization of Materials (Campus)**

#### **Description**

This course introduces commonly used approaches to study the microstructure, composition, and properties of materials. Both the physical principles and practical applications of these techniques are taught. Students will become familiar with property-driven and application-specific materials (for example, Silicon and Germanium, Graphene, metal alloys, glasses, and Alumina). Techniques cover the following areas: advanced testing of mechanical properties, composition and microstructure (XRD, grain size), spectroscopy (UV-VIS-IR), and microscopy (SEM-EDS, TEM). Labs, demonstrations, and video demonstrations of techniques will promote students familiarity beyond the theories. Relevant sample preparation techniques will also be covered and practiced. Modification and engineering of properties via mechanical processes, thermal processes, chemical processes, and additive manufacturing will be explored through a student-designed project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG208 - Materials Science (3)

### **EG350 - Advanced Dynamics of Mechanical Systems (Campus)**

#### **Description**

This course investigates the basic concepts in machine design based on topics such as linkage synthesis and kinematic-kinetic analysis of planar mechanisms. Students will apply these design and analysis techniques in projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG203 - Dynamics (3)

MAT325 - Calculus III: Multivariable Calculus (3)

MAT330 - Differential Equations (3)

# University Programs

## **EG360 - Fundamentals of Unmanned Aerial Systems (Campus)**

### **Description**

This course provides engineering students an opportunity to be exposed to unmanned aerial systems. It covers the UAV classifications, definitions, standards and UAV-related aviation regulations. The course gives a basic understanding of working relationship between various subsystems employed in the unmanned aerial systems and industries. Topics includes a review of unmanned aerial vehicle (UAV), ground station, launch and recovery system, UAV operation, UAV applications, autopilot, electric system, mechanical system, transportation system, propulsion system, communication system, programming, software, sensors, measurement devices, safety issues, current/future challenges and future trends. The most important subsystem in a UAV compared with a manned aircraft is the autopilot, since there is no human in a RPV/UAV/UAS. Thus, the course emphasizes on the features of an autopilot. A few lab experiments will help students to experience the UAV flight operations. The course prepares students to be effective engineers in the highly dynamic and constantly evolving UAV industries. The UAS contemporary issues and features of current and modern UAS products are discussed.

### **Additional information - Campus**

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

EG207 - Instrumentation & Measurements (3)

Complete or concurrently enroll in:

EG333 - Control Systems Analysis (3)

## **EG361 - Introduction to Autonomous Robots (Campus)**

### **Description**

This is the first course to introduce students with latest robotic technology with a hands-on project that involves robotic conceptualization, designing and programming. This course first starts with basic linear algebra foundations, and then examines fundamental aspects of autonomous systems including motors, actuators, sensors, mobile robot, drive mechanisms, and programming. The course concludes with techniques for integrating mobile robots and robot manipulators into a complete system. A team-based final project requires students to integrate a mobile or robot manipulators to accomplish a specified task.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT275 - Calculus II: Integration and Series (3)



## University Programs

### **EG390 - Experiment Design and Analysis (Campus)**

#### **Description**

In this course students learn how to design, evaluate, and implement experiments, and analyze the resulting data. The professional presentation and reporting of experimental results are addressed. Uncertainty analysis techniques are covered in detail. General uncertainty analysis is introduced as a means to evaluate a proposed experiment. Both the Taylor Series and Monte Carlo methods for estimating error propagation are covered. Hypothesis testing procedures for one-sample and two sample data comparisons are covered in detail. Factorial experiment design and analysis are also introduced. Students apply these theories in a final project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG207 - Instrumentation & Measurements (3)

MAT350 - Applied Linear Algebra (3)

### **EG409 - Composite Materials (Campus)**

#### **Description**

This is an introductory course on the theoretical and practical design, analysis, and fabrication of polymer matrix composites. The course starts with an overview of composite materials and related manufacturing methods. As a baseline, the behavior of uni-directional composites is addressed, including stiffness and strength prediction methods. The topic of short fiber composites is also covered with an emphasis on load transfer mechanics and property averaging. The analysis of orthotropic laminas includes stress-strain relations, prediction of engineering constants, and transformation matrices. Finally, Lamination Theory is covered as a means to design and analyze laminated composite structures with the introduction of failure theories. The course is supported by a significant laboratory component where the students fabricate and mechanically test various composite material systems for comparison of measured properties to theoretical predictions. A Design Project, involving both computer code implementation of Lamination Theory, design and analysis of a composite component, and fabrication and evaluation of the composite component, is the capstone of the course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

EG325 - Mechanics of Materials II (3)

EG326 - Aircraft Structures (3)

Complete:

MAT330 - Differential Equations (3)

## University Programs

### **EG410 - Heat Transfer (Campus)**

#### **Description**

This course provides theory and application of steady heat conduction in solids, involving contact resistance, thermal networks, and fin arrays. Transient heat conduction in solids, involving lumped system analysis, similarity solutions for semi-infinite domains, and general 1D transient solutions per Heisler Charts. Related topics include external, internal, and natural convection, with coverage of boundary layer theory and correlation equations, and thermal radiation with application to heat exchange between black and gray bodies. Select exercises are supported by Numerical Simulations to compare results and enhance conceptual understanding. Finally, the theoretical content is supported by a substantial Lab component which also involves Numerical Simulation exercises.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG201 - Fluid Mechanics (3)  
EG209 - Thermodynamics I (3)  
MAT330 - Differential Equations (3)

### **EG411 - Composite Processing (Campus)**

#### **Description**

In this course advanced composite fabrication processes are examined with the intent of understanding primary process control variable and their effect on composites fabrication. As general background, the primary manufacturing processes for polymer matrix composites are overviewed and classified. To develop a theoretical background, transport and conservation equations are introduced and supported with examples. viscosity and reaction kinetics of thermostats and thermoplastics are introduce with attention to measurement methods. The concept of permeability and Darcy's law are covered. Dimensional analysis is used as a means to generalize process models, and process models from simplified geometries are covered to form a foundation for more advanced process modeling. With this information, a few composites fabrication processes are studied in some details, and simple process models are developed. In manufacture, and testing of a basic composite processing system.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG201 - Fluid Mechanics (3)  
EG208 - Materials Science (3)  
EG209 - Thermodynamics I (3)  
MAT350 - Applied Linear Algebra (3)

# University Programs

## **EG412 - Aircraft Design I (Campus)**

### **Description**

In this course students learn aircraft design techniques and apply aeronautical science concepts to aircraft design. It brings together most of the aeronautical subjects studied so far and requires the students to demonstrate creativity in the application of these concepts. Design procedures, processes, steps and tools related to aircraft are introduced and applied to the three major phases of design: conceptual design, preliminary design, and detail design. The course includes an aircraft design project, with problem sets and lectures devoted to various aspects of the design and analysis of a complete air vehicle.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

EG326 - Aircraft Structures (3)

Complete or concurrently enroll in:

EG419 - Flight Dynamics II/Stability/Control (3)

## **EG415 - Digital Communication Systems (Campus)**

### **Description**

This course covers fundamentals of theory and design of digital communication systems. The topics include: components of a communication system and their functions, principles of information theory, digital signals and digital channels, digital modulation techniques, A-to-D conversions, and error control channel coding.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EG302 - Continuous and Discrete Systems (3)

EG340 - Probability and Statistics for Engineers (3)

# University Programs

## **EG418 - Flight Dynamics I (Performance) (Campus)**

### **Description**

In this course, the equations of motion for steady state rectilinear flight are derived and applied to various flight conditions, such as pressure and temperature as functions of altitude and other atmospheric variables. Students learn to calculate all performance specifications of an aircraft such as maximum speed, maximum endurance, range, ceiling, take-off run, rate of climb, fastest turn, and tightest turn. Both propeller-driven and jet aircraft are covered. As part of this course, students plan and conduct three flight tests using a specially instrumented Cessna 172 aircraft; they evaluate the results of the flight tests and compare them with theoretical calculations.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EG203 - Dynamics (3)

EG314 - Aerodynamics (3)

## **EG418FT - Flight Testing - Performance (Campus)**

### **Description**

In this lab, students conduct three engineering flight tests using the SNHU instrumented Cessna aircraft; they plan the test flights, fly aboard the airplane during the actual flights, analyze recorded data, and write a technical report for each test. The three flight tests explore aircraft performance in conjunction with theoretical parts of EG418.

### **Academic Level**

Undergraduate

### **Credits**

1

### **Prerequisites**

Complete or concurrently enroll in:

EG418 - Flight Dynamics I (Performance) (3)

## **EG419 - Flight Dynamics II/Stability/Control (Campus)**

### **Description**

This is a basic course in the stability and control of aircraft which are two pre-requisites of a safe flight. The six degree-of freedom differential equations of motion are introduced, after which the linearized perturbed state equations of motion are derived. Important topics in this course are: longitudinal static and dynamic stability, stick fixed and stick free neutral points and static margin, lateral-directional static and dynamic stability, trim conditions, longitudinal-lateral-directional coupling, control and maneuverability, stick fixed and stick free maneuver points, stability and control derivatives and handling qualities and control response. As part of this course, students will plan and conduct three flight tests using a specially instrumented Cessna 172 aircraft; they will evaluate the results of the flight tests and compare them with theoretical calculations.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EG333 - Control Systems Analysis (3)

EG418 - Flight Dynamics I (Performance) (3)

# University Programs

## **EG419FT - Flight Testing - Stability and Control (Campus)**

### **Description**

In this lab, students conduct three engineering flight tests using the SNHU instrumented Cessna aircraft; they plan the test flights, fly aboard the airplane during the actual flights, analyze recorded data, and write a technical report for each test. The three flight tests explore aircraft stability and control in conjunction with theoretical parts of EG419.

### **Academic Level**

Undergraduate

### **Credits**

1

### **Prerequisites**

Complete or concurrently enroll in:

EG419 - Flight Dynamics II/Stability/Control (3)

## **EG420 - Design of Thermo-Fluid Systems (Campus)**

### **Description**

This course provides theory and practical application examples on the design of thermo-fluid systems. Topics include measurement and of non-Newtonian viscosity, design and analysis of piping systems and networks, pumps and fan characterization and selection, boiling and condensation in heat exchange, and heat exchanger design. The course involves significant commercial software utilization, a lab component, and a paper-study project focusing on analysis of a thermo-fluid system design.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EG410 - Heat Transfer (3)

## **EG424 - Industrial Robots (Campus)**

### **Description**

In this course students will be introduced to the mathematical theory underlying multi-degree-of-freedom industrial robot systems including such topics as spatial descriptions and transformations, and manipulator kinematics including Denavit-Hartenberg notation. The course will also include an introduction to the topics of Industrial Automation and Machine Vision. The lab component of the course will take the students through a series of exercises that will introduce them to a 6-axis industrial robot (ABB IRB 140), the robot software systems, end-of-arm actuators, an industrial machine vision camera (COGNEX Insight 5400), and the camera-related software. A series of building-block exercises leading to the team-based final project will require the students to integrate the robot and camera systems to accomplish a specific task and will demonstrate the students' competence with these systems. Other robot types such as parallel axis robotic systems are introduced as well.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

EG361 - Introduction to Autonomous Robots (3)

MAT350 - Applied Linear Algebra (3)

# University Programs

## **EG426 - Mobile Robots (Campus)**

### **Description**

This course examines key aspects of autonomous systems including mobile robot kinematics, drive mechanisms and control, perception, sensors, localization, map making, and path planning. A particular emphasis is given to the use of computer vision for robot navigation, including feature identification, camera calibration, and optical measurement. The course concludes with techniques for integrating vision, mobile robots, and robot manipulators into a complete system and a team-based final project that requires students to integrate a robot and a camera system to accomplish a specified task. The final project provides a multi-disciplinary team experience for students.

### **Additional information - Campus**

There is a lab fee associated with this course.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

CS328 - Embedded Systems (3)

EG361 - Introduction to Autonomous Robots (3)

## **EG450 - Conceptual Design of Unmanned Aerial Systems (Campus)**

### **Description**

In this course, students learn how to employ systems engineering techniques and apply engineering fundamentals/concepts to the mission-driven conceptual design of an unmanned aerial system (UAS). It brings together most of the engineering subjects studied so far and requires the students to demonstrate creativity in the application of these concepts using trade-off studies. The relationship between three major phases of design; conceptual design, preliminary design, and detail design with regards to UAS will be presented. This course provides engineering students an opportunity to evolve UAS design requirements, conduct safety assessment, and practice subsystem integration to develop an optimal configuration. Due to engineering characteristics of the aerial vehicle, a review of the aerodynamics, flight performance, flight stability and control, aero-structures is also provided. The course includes an UAS design project, with UAV mission sets and lectures devoted to various aspects of the conceptual design and analysis of subsystems (mainly aerial vehicle, ground station, and launch and recovery subsystem). During this project students form teams for various subsystems, and walk through design procedures, processes.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

EG360 - Fundamentals of Unmanned Aerial Systems (3)

## University Programs

### **EG490 - Engineering Internship (Campus)**

#### **Description**

Students engage in the opportunity to experience and apply engineering practices in a professional setting, in the world of work, outside of the classroom. This work will relate to the experiences of academic course work and professional practice and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship. The credit varies from 0 to 3 to reflect the student's effort and time spent on the job with 0 credit indicating non-SNHU-supervised internship.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **EG498 - Capstone Design I (Campus)**

#### **Description**

Capstone is a senior-level team project design experience that requires students to use knowledge gained in all prior courses to solve a real-world engineering problem or to develop a viable product. With faculty mentoring and instruction, this course concludes the students' academic studies by requiring customer focus, innovation, critical thinking, analysis skills, application of design principles including appropriate engineering standards, communication, and teamwork to solve industry or community problems. The purpose of the Capstone course is to offer a multi-disciplined design exercise for students and require them to work together in small teams to demonstrate their engineering knowledge, creativity and problem-solving skills. The course culminates in a public presentation of the projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG310 - Junior Engineering Design (3)

EG333 - Control Systems Analysis (3)

## University Programs

### **EG499 - Capstone Design II (Campus)**

#### **Description**

Capstone is a senior-level team project design experience that requires students to use knowledge gained in all prior courses to solve a real-world engineering problem or to develop a viable product. With faculty mentoring and instruction, this course concludes the students' academic studies by requiring customer focus, innovation, critical thinking, analysis skills, application of design principles including appropriate engineering standards, communication, and teamwork to solve industry or community problems. The purpose of the Capstone course is to offer a multi-disciplined design exercise for students and require them to work together in small teams to demonstrate their engineering knowledge, creativity and problem-solving skills. The course culminates in a public presentation of the projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG498 - Capstone Design I (3)

## Engineering Management

### **EMA600 - Introduction to Engineering for Engineering Managers (Online)**

#### **Description**

Explore the various engineering disciplines through a series of case studies that illustrate how an engineer's creativity, analytical nature, and curiosity are applied to develop, produce, and support products. Review key examples of engineered systems, new trends in the field, and concerns such as safety, security, and dependability of systems.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EMA610 - Systems Thinking for Engineering Managers (Online)**

#### **Description**

Examine the importance systems thinking plays in enabling program managers and engineers to identify, understand, and control systems, and to improve their efficiency, effectiveness, and performance. Explore examples of significant system failures, how they might have been avoided, and how organizations can learn from them in developing and participating in current systems.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EMA600 - Introduction to Engineering for Engineering Managers (3)



## University Programs

### **EMA620 - Systems Engineering and Business Practices (Online)**

#### **Description**

Explore key components of systems engineering such as system lifecycles, system architecture, model-based engineering, and complex systems. Gain the knowledge and develop the skills required to make informed and successful business decisions in highly technical engineering environments.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EMA600 - Introduction to Engineering for Engineering Managers (3)

### **EMA630 - Project Leadership for Engineering Managers (Online)**

#### **Description**

Explore the concepts, tools, and techniques used for effectively and efficiently leading and managing projects. Identify and develop the skills needed by engineering managers in today's complex environments including working with diverse teams to achieve a common goal, and the importance of maintaining a big picture view.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

EMA610 - Systems Thinking for Engineering Managers (3)

EMA620 - Systems Engineering and Business Practices (3)

1 of the following:

MBA530 - Leading People and Organizations (3)

MBA550 - Leading in an Organization (3)

## English

### **ENG070 - Academic Writing and Research Skills (Campus)**

#### **Description**

This course focuses on the academic writing skills required of an undergraduate student. It will explore and practice the process writing approach: invention (brainstorming, clustering/mapping, free writing, and outlining), drafting, peer review, revising, and editing. This course also emphasizes the concepts of organization, development, unity and coherence in writing paragraphs and essays. Essay writing will encompass the following discourse patterns: description, definition, division and classification, cause and effect, argumentation. Furthermore, the course will focus on justifying claims by teaching proper source integration and documentation. The academic skills of summarizing, paraphrasing, and quoting will ultimately lead to a scholarly and well documenting research paper.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **ENG071 - Critical Reading Skills (Campus)**

#### **Description**

This course focuses on preparing undergraduate international students for the rigors of academic reading at the college level. Emphasis will be placed on critical reading, vocabulary building, vocabulary pronunciation, note taking techniques and text organization and study skills. Authentic academic texts will be used to assist in the development of critical reading and thinking skills. Students will develop a variety of strategies for understanding the reading, locating main ideas, inferring the author's intent, drawing conclusions and distinguishing between facts and opinions. Students will also learn specific skills for note-taking, outlining, annotating and summarizing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ENG072 - Grammar Workshop (Campus)**

#### **Description**

This course focuses on the development of grammatical accuracy in writing. Students are taught how to distinguish global errors (sentence structure, tense consistency, and cohesive devices) from local errors (pronoun reference, subject-verb agreement, word forms) in their own writing and to categorize their errors to better understand their specific needs for further study. Students are introduced to other learning strategies as well, such as using available resources and peer collaboration to assist them in developing greater accuracy and fluency. In addition, students become familiar with common feedback symbols and abbreviations used by college instructors. This course is offered in conjunction with ENG 070 and ENG 071.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ENG073 - Effective Intercultural Communication (Campus)**

#### **Description**

Studying and living in a different culture is not without its challenges. Effective, intercultural communication strategies prepare students to live or work in other countries, gain respect for one another, and gain confidence in their English language speaking skills. Cultural differences often put international students at a disadvantage when studying and interacting with both domestic and international students. By recognizing that different groups of people solve common problems in different ways, students come to value their differences and learn new approaches. This course will help students understand how cultural attitudes are reflected in language use. Students will read case studies to employ strategies that involve critical thinking, problem-solving, and authentic use of the language. The course will include pronunciation practice to help international students communicate more smoothly as well as build upon writing skills taught in other ENG 070 courses that need developing. Students will engage in role-play and learn about group interaction among cultures.

#### **Academic Level**

Developmental

#### **Credits**

3

#### **Prerequisites**

Appropriate placement test scores or successful completion of Intensive English Program Level 7.

## University Programs

### **ENG099 - Fundamentals of Writing (Campus)**

#### **Description**

ENG 099 is a developmental course designed to help students acquire the composition skills they need to succeed in ENG-120. The course begins with a focus on critical reading skills. Students will be engaged in preparing essays that respond to written texts, thereby combining critical reading skills with writing strategies. In addition, ENG-099 provides introduction to/review of grammar, mechanics, and other college-writing conventions with a focus on application of those skills in student writing. One major objective of ENG 099 is to teach students to prepare essays that review and evaluate the ideas and issues found in the writing of others. Summary, analysis, and response skills will be taught and practiced culminating in the creation of a final portfolio where students demonstrate proficiency in critical reading and writing skills. Classroom instructors confirm placement in ENG 099 during the first two weeks of instruction. The three credits received for ENG 099 count towards a student's GPA, but they do not count towards the 120 credits required for graduation. Students who take this course will have to take an additional course to complete their degree. Classes are kept intentionally small, typically 15 students per section, to assure maximum benefit.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ENG099I - Fundamentals of Writing for International Students (Campus)**

#### **Description**

ENG-099I is a developmental course designed to help International students acquire the composition skills they need to succeed in ENG-120. The course begins with a focus on critical reading skills. Students will be engaged in preparing essays that respond to written texts, thereby combining critical reading skills with writing strategies. In addition, ENG-099I provides introduction to/review of grammar, mechanics, and other college writing conventions with a focus on application of those skills in student writing. One major objective of ENG-099I is to teach students to prepare essays that review and evaluate the ideas and issues found in the writing of others. Summary, analysis, and response skills will be taught and practiced culminating in the creation of a final portfolio where students demonstrate proficiency in critical reading and writing skills. Classroom instructors confirm placement in ENG-099I during the first two weeks of instruction. ENG-099I is required for all ILE students who have completed the 070 series and must be completed before students can enroll in ENG-120. The three credits received for ENG-099I count towards a student's GPA, but they do not count towards the 120 credits required for graduation. Students who take this course will have to take an additional course to complete their degree. Classes are kept intentionally small, typically 12 students per section, to assure maximum benefit.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ENG104 - The Practice of Writing for International Students (Campus)**

#### **Description**

ENG 104 is an elective course which gives students an opportunity to develop an effective personalized writing practice prior to enrolling in College Composition. Particular emphasis will be placed on critical reading skills as a necessary foundation for effective writing. Students will read a wide variety of real-world texts, analyze how writers use language as a tool to shape readers' beliefs and behaviors, learn processes for inventing and elaborating ideas, and apply what they've learned to writing projects that are personally meaningful and that speak to genuine audiences. In addition, ENG 104 provides, where necessary, a review of grammar conventions, with a focus on applying them to produce clear and cohesive writing. Students will have multiple opportunities to draft, edit, and revise their writing; to discuss their writing with their instructor and peers; to develop a personalized plan for approaching future writing assignments; and to develop the confidence, enthusiasm, and agency that can lead to success in future writing intensive courses. Classes are kept intentionally small, typically 12 students per section, to assure maximum benefit and individualized support.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **ENG105 - The Practice of Writing (Campus)**

### **Description**

ENG 105 is an elective course which gives students an opportunity to develop an effective personalized writing practice. Particular emphasis will be placed on critical reading skills as a necessary foundation for effective writing. Students will read a wide variety of real-world texts, analyze how writers use language as a tool to shape readers' beliefs and behaviors, learn processes for inventing and elaborating ideas, and apply what they've learned to self-directed writing projects that speak to genuine audiences. In addition, ENG 105 provides, where necessary, a review of grammar conventions, with a focus on applying them to produce clear and cohesive writing. Students will have multiple opportunities to draft, edit, and revise their writing; to discuss their writing with their instructor and peers; to develop a personalized plan for approaching future writing assignments; and to develop the confidence, enthusiasm, and agency that can lead to success in future writing intensive courses. Classes are kept intentionally small, to assure maximum benefit and individualized support.

### **Academic Level**

Undergraduate

### **Credits**

3

## **ENG120 - College Composition I (Campus, Online)**

### **Description**

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.

### **Academic Level**

Undergraduate

### **Credits**

3

## **ENG121 - College Composition II (Campus)**

### **Description**

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.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

# University Programs

## **ENG122 - English Composition I (Online)**

### **Description**

English 122 is a college-level writing course that introduces students to the various forms of academic discourse. This course focuses primarily on the basic elements of college composition and writing as a process in both narrative and analytical forms. Students will investigate the importance and promise of effective written communication in various personal and professional contexts and identify effective strategies through critical analysis of written works as well as their own writing. Finally, this course prepares students for more advanced research analysis by connecting students to important avenues of research.

### **Additional Information - Online**

The goal name associated with this course is Crafting Your Message

### **Academic Level**

Undergraduate

### **Credits**

3

## **ENG123 - English Composition II (Online)**

### **Description**

English 123 focuses students on the importance of research to advancing knowledge for various purposes. This course will build on the foundations of composition and introduce students to the research process and the analysis and evaluation of various sources. Students will investigate the writing process for research as well as appropriate research methods and skills. Additionally, this course offers multiple opportunities to engage in the important tasks of revision and editing and will ask students to incorporate feedback to improve their writing.

### **Additional Information - Online**

The goal name associated with this course is Building Your Argument

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG122 - English Composition I (3)

## **ENG130 - Foundations of Written Communication (Online)**

### **Description**

This course focuses on written communication and writing practice. Students will gain the critical reading and information literacy related skills vital to academic and workplace success. Students will explore methods to analyze, summarize, and evaluate written works to isolate key ideas and information. Students will examine how to adapt the writing process to a variety of writing situations and present their own perspectives in written form.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **ENG190 - Research and Persuasion (Online)**

### **Description**

This course focuses on the research process and the development of an evidence-based stance on a topic with multiple viewpoints. Students will build on their fundamental research and writing skills, while they find and integrate research into their own written communication. Students will examine the importance of diverse perspectives, the ethical use of others' works, and using feedback and reflection to improve a written message.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

## **ENG200 - Sophomore Seminar (Campus)**

### **Description**

This is a theme-based seminar that builds on the skills learned in SNHU-101 and ENG-120, focusing on information literacy (the ability to locate and evaluate information) as well as written and oral communication skills. The theme of the course will vary according to the instructor, but in all sections, students will conduct extensive research on the topic and communicate their knowledge in a variety of oral presentations and writing assignments that will culminate in a research paper. To be taken during the student's sophomore year.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

ENG120 - College Composition I (3)

Complete 1 of the following

Complete all of the following

30 credit(s).

This can include completed and in-progress coursework.

Honors Student

## University Programs

### **ENG220 - Business Communication (Campus, Online)**

#### **Description**

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.

#### **Additional Information - Online**

The goal name associated with this course is Establishing Your Professional Identity

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG121 - College Composition II (3)

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

### **ENG226 - Introduction to Creative Writing (Campus, Online)**

#### **Description**

An introductory creative writing course designed to acquaint students with the craft of creative writing and the skills that will be required in subsequent creative writing workshops. Students will explore such craft issues as point of view, voice, characterization, dialogue, setting, conflict, rhythm, imagery, poetic structure, and dramatic scene development. Students will be expected to submit a number of writing exercises, including stories and poems. Student will also be expected to read and comment on their peers' writing with thoughtful and constructive criticism, as well as read and discuss published work.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ENG229 - Writing for the Stage (Campus)**

#### **Description**

This course works with theatrical writing from the inside out, and focuses on a psychokinetic method of playwriting as process rather than production. Students do not write plays as such. They develop the narrative within by using a variety of approaches such as clustering the senses, engaging the plasticity of the page, and activating the surrealist exquisite corpse. The students will discover the need that drives their stories.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **ENG300 - Brave New Words: Writing for a Better World (Campus)**

#### **Description**

The activist tradition in writing has long testified to the power of words to imagine and advocate for a better world. Our best writing happens when we care passionately about our topics. That sense of passion often emerges in relation to personal, social, political, community, or environmental issues, which concern us. This course will provide a supportive context for students to grow as writers by discovering and engaging with issues that matter to them. We will pay special attention to developing our writing to imagine a more just and peaceful world. Students will be invited to express their ideas in a variety of written contexts, especially those that align with their majors and professional interests.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

ENG200 - Sophomore Seminar (3)

### **ENG323 - Introduction to Screenwriting Workshop (Online)**

#### **Description**

This is the first of three courses in screenwriting. This is a roundtable forum in which students will write short screenplays. Members of the class will read and respond to screenplays produced by other artists, write their own screenplays and take turns presenting them to their class for comment and feedback.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

### **ENG326 - Genre Writing Workshop (Campus)**

#### **Description**

This course introduces students to the basic skills and principles of genre writing. Genres studied include fan fiction, fantasy, horror, romance, and young adult. Members of the class will produce creative work on a weekly basis and take turns presenting their work to the group for commentary and discussion. This course includes significant reading assignments (novels, experimental and multimodal works, and academic scholarship).

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)



## University Programs

### **ENG327 - Playwriting Workshop (Campus, Online)**

#### **Description**

This course is a roundtable forum in which students will write plays of various lengths using traditional and experimental methods and forms. Members of the class will take turns presenting their works to the group for comment and discussion. The class will produce some student plays during the term. May not be used as a literature elective.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

### **ENG328 - Poetry Writing Workshop (Campus, Online)**

#### **Description**

This course is a roundtable forum in which students will write poetry of various lengths using traditional and experimental methods and forms. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

## University Programs

### **ENG329 - Fiction Writing Workshop (Campus, Online)**

#### **Description**

This course is a roundtable forum in which students will write fiction of various lengths using traditional and experimental methods and forms. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

### **ENG330 - Nonfiction Writing Workshop (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

### **ENG338 - Writing for Film (Campus)**

#### **Description**

Through a series of short writing prompts and film viewing, students will develop a basic understanding of the art of visual storytelling. Students will use techniques such as telegraphing, dangling cause, dramatic irony, dramatic tension and sequencing to develop a script that relies heavily on visual expression.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

## University Programs

### **ENG340 - Context of Writing: Writers/Publishing (Campus, Online)**

#### **Description**

ENG 340 is designed for students interested in creative writing. Students will be introduced to the workings of the American publishing industry, including the roles of the literary agent and editor. In addition, students will study contemporary American literature from a writer's perspective, including style, structure, and other elements of the craft of writing, and reflect on how their choices ultimately impact audience and the marketability of their writing.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG121 - College Composition II (3)

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

### **ENG341 - Intermediate Nonfiction Writing Workshop (Online)**

#### **Description**

This is the second of three courses in creative nonfiction writing. This course extends the students' knowledge and skills in creating their own creative nonfiction and magazine feature articles. Students continue to read and discuss genres of nonfiction prose. During this class members will continue to write and present their work to the group for comment and discussion.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG330 - Nonfiction Writing Workshop (3)

### **ENG347 - Intermediate Screenwriting Workshop (Online)**

#### **Description**

This is the second of three courses in screenwriting. This course extends the students' knowledge and skills in creating their own screenplays. During this class members will continue to produce screenplays and present their work to the group for comment and discussion.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG323 - Introduction to Screenwriting Workshop (3)

## University Programs

### **ENG348 - Intermediate Poetry Writing Workshop (Online)**

#### **Description**

This course is the second step in the creative writing sequence for poetry majors and helps students develop as both poets and critical readers of poetry. Students will substantially explore and practice methods honed by distinguished poets of the past and present, with special attention to poems' endings and beginnings, point of view, word choice, imagery, voice, and meaning. Students will regularly critique their peers' work, and they will use feedback they receive from peers to revise and improve their own writing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG328 - Poetry Writing Workshop (3)

### **ENG349 - Intermediate Fiction Writing Workshop (Campus, Online)**

#### **Description**

This course expands upon the content covered in ENG 329. Students will continue to develop strategies for choosing point of view and creating characters. They will explore the appropriate uses of exposition, learn techniques to control pacing, and reflect upon the importance of word choice. Students will practice writing effective dialogue and evaluate how it differs from everyday conversation. Students will also study methods for conveying a story with brevity and creativity and demonstrate their knowledge by writing 'short short' and 'postcard' stories. In addition, they will study and practice techniques for creating effective story endings. Throughout the course, students will continue to practice their skills in constructive criticism, by reading and evaluating the work of their peers and other writers.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG329 - Fiction Writing Workshop (3)

# University Programs

## **ENG350 - The English Language (Campus, Online)**

### **Description**

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary (morphology), phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or for becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest such as the language of advertising or propaganda.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

Complete 1 of the following  
60 credit(s).

This can include completed and in-progress coursework

Permission of Instructor or Dean

## **ENG351 - Advanced Nonfiction Writing Workshop (Online)**

### **Description**

This course expands upon the skills introduced in the Intermediate Nonfiction. Discussions and student-centered workshop critiques are the primary methods used in the course.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG341 - Intermediate Nonfiction Writing Workshop (3)

## University Programs

### **ENG357 - Advanced Screenwriting Workshop (Online)**

#### **Description**

This is the last of three courses in screenwriting. Members of this class will continue to produce screenplays and present their work to the group for comment and discussion. Upon completion of this final workshop, students' will receive extensive hands-on practice and personalized feedback from their instructor and colleagues as they create their own screenplays.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG347 - Intermediate Screenwriting Workshop (3)

### **ENG358 - Advanced Poetry Writing Workshop (Online)**

#### **Description**

Students in this course will continue the study of the craft, tradition, and the contemporary state of the art of poetry. They will explore additional poetic forms, including persona poems and confessional, pattern poems and poems as social commentary. They will read, critique, discuss, and write poems, which they will share and 'workshop' with their peers in class. Students will expand their acquaintance with poetry and its aesthetic values; engage with sophisticated literary analysis of poetry; and explore their own writing with special attention to image, form, line, meter, voice, place, and intent.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG348 - Intermediate Poetry Writing Workshop (3)

### **ENG359 - Advanced Fiction Writing Workshop (Online)**

#### **Description**

Advanced Fiction Writing is designed for Creative Writing majors who have completed Introduction to Fiction Writing (ENG329) and Intermediate Fiction Writing (ENG349). Students in this course will engage in more advanced study and practice of reading, writing, and critiquing short fiction. They will focus on craft elements such as plot and story structure, characterization, description, dialogue, point of view style and voice, and, of course, revision.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG349 - Intermediate Fiction Writing Workshop (3)

## University Programs

### **ENG370 - Writing with Digital Media (Campus)**

#### **Description**

This project-based course introduces English majors and students interested in professional writing to foundational practices of writing for, composing with, and publishing across various digital media. Students will study how users interact with online and multimodal texts, and consider how various digital genres shape the rhetorical choices available to writers. They will work independently and in teams to create multimodal writing projects with special attention given to how audience, context, and purpose are impacted by their choice of media. The course exposes students to skills applicable to a range of careers and creative activities, and each student will finish the course with a small portfolio of work in digital media.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ENG120 - College Composition I (3)

Complete or concurrently enroll in:

ENG200 - Sophomore Seminar (3)

### **ENG399 - Enhanced Writing Studio (Campus)**

#### **Description**

The Enhanced Writing Studio provides writing support for students who have progressed to advanced courses in their majors. Each writing studio is designed to supplement a specific upper-level course, developed in collaboration with the faculty who teach that course. Students have the option of co-enrolling in the linked writing studio, where they will receive added discipline-specific writing instruction that builds on the work done in the core course. Writing studios are not designed to provide remedial support, but rather are enhancements to the linked major course. Students enrolled in the studio will be expected to complete longer and/or more complex written assignments, with the writing studio providing the added support and instruction needed to accomplish those tasks. Studios are workshop-driven spaces, which emphasize collaborative project-based learning, where students can develop advanced writing skills in genres and techniques unique to their chosen majors or career paths. The Enhanced Writing Studio may be repeated when linked with different upper-level courses.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

ENG200 - Sophomore Seminar (3)

## University Programs

### **ENG401 - Profession of Writing (Campus, Online)**

#### **Description**

This course provides students with guidance in their professionalization, including topics such as career paths, resumes, and internships. The course will utilize Career Center resources and will include networking opportunities, interview practice, internship application experience, and job application guidance. Students will come out of the class with a sense of how to leverage their strengths as readers and writers on the job market.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

### **ENG421 - New Media: Writing and Publishing (Online)**

#### **Description**

This course introduces students to the latest trends in new media writing and publishing. Students will gain insight and practical understanding of how today's digital environment affects their field. This course will focus extensively on writing content for a variety of digital formats and employing media to showcase one's works.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ENG430 - Advanced Creative Writing Seminar (Campus)**

#### **Description**

This course supplements ENG 431 Advanced Creative Writing to create a sequence of advanced writing workshops in the creative writing and English major. This course gives students serious about their writing an opportunity to study a particular genre (fiction, poetry, scriptwriting or nonfiction) beyond the 300-level workshops. In addition to extensive reading within a chosen genre, workshops require participation in class discussions, student presentations and analyses of other students' work. Select class periods will be devoted to individual support from the instructor.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG122 - English Composition I (3)



## University Programs

### **ENG431 - Advanced Creative Writing (Campus, Online)**

#### **Description**

This course gives students serious about their writing an opportunity to study a particular genre (fiction, poetry, scriptwriting or nonfiction) beyond the 300-level workshops. In addition to extensive reading within a chosen genre, workshops require participation in class discussions, student presentations and analyses of other students' work. Select class periods will be devoted to individual support from the instructor.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

1 of the following:

ENG323 - Introduction to Screenwriting Workshop (3)

ENG326 - Genre Writing Workshop (3)

ENG327 - Playwriting Workshop (3)

ENG328 - Poetry Writing Workshop (3)

ENG329 - Fiction Writing Workshop (3)

ENG330 - Nonfiction Writing Workshop (3)

### **ENG480 - Independent Study (Campus)**

#### **Description**

This course allows the student to investigate any English subject not incorporated into the curriculum.

#### **Additional information - Campus**

Course by arrangement only.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Instructor permission required

## University Programs

### **ENG490 - English Internship (Campus)**

#### **Additional information - Campus**

Course by arrangement only.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **ENG510 - Studying the Craft (Online)**

#### **Description**

Reading is an essential part of the writing process. To write an effective piece, an author must first read the essential creative works that have informed the genre and delivered on similar themes. In this course students will study the craft of creative writing in close detail. Understanding and identifying the core, foundational elements of quality storytelling, regardless of genre, is crucial to the advancement of a creative writer. In preparation for the development of their own creative works and techniques, students will study the strategic use of common storytelling elements in self-selected texts, and practice applying them in their own work.

#### **Academic Level**

Graduate

#### **Credits**

3

### **ENG520 - Story and Concept (Online)**

#### **Description**

How do authors generate creative ideas? How do they know when to reveal certain information? Do the chapters flow naturally from the broader story concept, or should they be planned? What makes for a rich environment? These are the types of questions we will consider in this course. With these in mind, students will conceptualize a writing project of significant length. The focus will not be on the writing of actual scenes or chapters from this work, but on the drafting of plot arcs, detailed outlines, character sketches/development, world-building, and thematic development. The concepts developed in this course may indirectly or directly inform writing projects in future courses.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **ENG523 - Screenwriting Fundamentals (Online)**

#### **Description**

In this course, writers will learn the essential elements of screenwriting, including plot structure, character, scene, dialogue, and the craft of visual storytelling. Beginning with the mechanics of scripts for television and film and the process of script outline and written synopses ("treatments"), attention is then given to storytelling through script structure with a focus on feature-length film. Existing movie scripts and films will be examined as writers create and build on scenes and dialogue in preparation for the course's final project a short one-act screenplay.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Complete all of the following

Complete:

ENG550 - Graduate Studies in English Language (3)

for 2014 catalog and prior.

Complete all of the following

Complete:

ENG510 - Studying the Craft (3)

ENG520 - Story and Concept (3)

for 2015 and after catalog.

### **ENG528 - Poetry Fundamentals (Online)**

#### **Description**

This course is designed to deepen writers' understanding and mastery of elements of poetry (including tone of voice; traditional, formal, and "informal" structure; imagery; meter and rhythm; and use of sound and diction) and to introduce major movements in English and American poetry. In addition to producing their own poems, writers will read poetry and also prose about poetry by major poets.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Complete all of the following

Complete:

ENG550 - Graduate Studies in English Language (3)

for 2014 catalog and prior

Complete all of the following

Complete:

ENG510 - Studying the Craft (3)

ENG520 - Story and Concept (3)

for 2015 and after catalog

# University Programs

## **ENG529 - Fiction Fundamentals (Online)**

### **Description**

This course is designed to deepen writers' understanding and mastery of elements of fiction, including voice, point-of-view, theme, characterization, structure, reflexivity, symbolism, imagery, rhythm, and tone. Writers practice a variety of fiction writing, reading, and workshop skills. They also study major examples of the novel, novella, short story and representative critical texts.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete 1 of the following

Complete all of the following

Complete:

ENG550 - Graduate Studies in English Language (3)

for 2014 catalog and prior

Complete all of the following

Complete:

ENG510 - Studying the Craft (3)

ENG520 - Story and Concept (3)

2015 and after catalog

## **ENG530 - Non-Fiction Fundamentals (Online)**

### **Description**

In this course, writers study several genres of creative nonfiction, including reportage and memoir, personal essay and biography, travel writing and science writing, literary journalism, and biography. Writers explore and master structure and technique through critical reading of modern and contemporary sources in these subgenres and through writing workshops in which they revise their own work and comment on classmates' writing. In addition to becoming better critical readers, writers begin to develop their own unique writing voices.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete 1 of the following

Complete all of the following

Complete:

ENG550 - Graduate Studies in English Language (3)

for 2014 catalog and prior.

Complete all of the following

Complete:

ENG510 - Studying the Craft (3)

ENG520 - Story and Concept (3)

for 2015 and after catalog.

# University Programs

## **ENG531 - Fiction and Film (Online)**

### **Description**

This course provides students with the opportunity to explore storytelling through two of its most popular mediums: film and literature. Students will examine basic principles of storytelling; point of view, voice, rhythm, character and plot development, theme, symbols and how those principles are represented differently or correspondingly in each form. Students will be expected to use analytical skills to dissect stories and recreate their essence through a number of creative writing exercises. They will also be expected to read their peers' writing and use constructive criticism to provide supportive feedback.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

1 of the following:

- ENG523 - Screenwriting Fundamentals (3)
- ENG528 - Poetry Fundamentals (3)
- ENG529 - Fiction Fundamentals (3)
- ENG530 - Non-Fiction Fundamentals (3)

## **ENG532 - Studies in Place & Setting (Online)**

### **Description**

What is place? How does it impact storytelling? In this course, students explore the concept of place as both an internal and external factor that influences writing. Students will examine the importance of the writer's identity, or place, and how it can shape the physical space and characters within a story. Students will be expected to represent elements of voice, tone, atmosphere, point of view, and time through creative writing exercises that emphasize descriptive environments. They will also be expected to read their peers' writing, and use constructive criticism to provide supportive feedback.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

1 of the following:

- ENG523 - Screenwriting Fundamentals (3)
- ENG528 - Poetry Fundamentals (3)
- ENG529 - Fiction Fundamentals (3)
- ENG530 - Non-Fiction Fundamentals (3)

## University Programs

### **ENG533 - Genres: Fantasy, Sci-Fi, and Other Popular Fiction (Online)**

#### **Description**

What does it take to be a good sci-fi writer? How does a writer become the next Tolkien? Beyond the scope of general genres - fiction, nonfiction, poetry, and screenwriting - there are specific sub-genres to consider at the start of a novel and, in some cases, a career. In popular fiction, these genres tend to cycle through the bestsellers lists. In this course, students select a particular genre to explore in more depth, and apply that genre to their writing throughout the term. While crafting and critiquing these pieces with their peers, they develop their professional identity as authors of their genre, and research and apply methods that will help them market themselves as genre writers.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG523 - Screenwriting Fundamentals (3)

ENG528 - Poetry Fundamentals (3)

ENG529 - Fiction Fundamentals (3)

ENG530 - Non-Fiction Fundamentals (3)

### **ENG540 - Contemporary Writers and Publishing (Online)**

#### **Description**

This is a seminar in the historical and contemporary development of literary cultures. Students will examine the driving influences of the literary market, looking at the history and evolution of the publishing industry, book review, literary organizations, literary awards, such as the Pulitzer Prize, the National Book Award, and others, and how these factors influence literary productions and careers. They will also examine the lives and the works of the most influential contemporary literary writers who have succeeded in the present culture. Additionally, students will prepare for current trends in publishing and learn how to submit their own work for publication.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG523 - Screenwriting Fundamentals (3)

ENG528 - Poetry Fundamentals (3)

ENG529 - Fiction Fundamentals (3)

ENG530 - Non-Fiction Fundamentals (3)

# University Programs

## **ENG541 - Non-Fiction Thesis Writing (Online)**

### **Description**

In this course, writers produce and revise work to include in their theses, continue to offer constructive feedback on class members' writing, and read and discuss major texts of creative nonfiction. Writers also reflect on their creation and revision processes, and begin to draft a preface that not only describes their own craft, influences, and intentions, but also provides an overview of the thesis.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

ENG530 - Non-Fiction Fundamentals (3)

24 credit(s).

## **ENG542 - The Editor (Online)**

### **Description**

Writing a story is only half the battle. What happens when the writer finishes the first draft and any subsequent revisions? When is the work finally ready for someone else's eyes? Should someone be reviewing every step in the process? With expanding opportunities in social media and self-publishing, the role of the editor may be shifting. Whether pursuing traditional publication or new media platforms, writers may be in need of editors now more than ever. In this class, we focus on the relationship between author and editor by placing students in the role of the editor. Students study the different responsibilities of each editor type - from developmental editors and proofreaders to acquisitions editors and copy editors - and where these play a part in the writing and publishing process. Students practically apply the multifaceted role of the editor and compile their feedback as the start of a professional portfolio.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

1 of the following:

ENG523 - Screenwriting Fundamentals (3)

ENG528 - Poetry Fundamentals (3)

ENG529 - Fiction Fundamentals (3)

ENG530 - Non-Fiction Fundamentals (3)

## University Programs

### **ENG547 - Screenwriting Thesis Writing (Online)**

#### **Description**

This workshop-oriented course is designed for writers who seek to write a feature-length screenplay for their theses. Writers will share script treatments (plot summaries), outlines, and written script pages, and offer constructive feedback on other class members' scripts, as well as watch films, read scripts, and discuss screenplays. Through the writing and revision process, writers will submit final feature-length script treatments, outlines, and the first act of their feature-length screenplay theses.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

ENG523 - Screenwriting Fundamentals (3)

24 credit(s).

### **ENG548 - Poetry Thesis Writing (Online)**

#### **Description**

In this course, writers will produce work to include in their theses and offer constructive feedback on class members' writing. Writers will also read and discuss seminal poems in the English and American traditions. In addition, writers will reflect on their creation and revision processes, and begin to draft a preface that articulates their own poetic and provides an overview of the thesis.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

ENG528 - Poetry Fundamentals (3)

24 credit(s).



## University Programs

### **ENG549 - Fiction Thesis Writing (Online)**

#### **Description**

In this course, writers produce work to include in their thesis and offer constructive feedback on class members' writing. They also continue to read and discuss published fiction from the English and American traditions. In addition, writers reflect on their creation and revision processes, not only describing their own craft, influences, and intentions, but also providing an overview of the thesis and a synopsis of their final work.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ENG529 - Fiction Fundamentals (3)

24 credit(s).

### **ENG550 - Graduate Studies in English Language (Online)**

#### **Description**

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary 'morphology', phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest, such as the language of advertising or propaganda.

#### **Academic Level**

Graduate

#### **Credits**

3

### **ENG551 - Non-Fiction Thesis Completion (Online)**

#### **Description**

Writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the thesis.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG541 - Non-Fiction Thesis Writing (3)

## University Programs

### **ENG555 - Composition Theory & Teaching of Writing (Online)**

#### **Description**

Students in this course will study key histories, theories, and technologies on which we ground composition pedagogies. They will research, discuss, and write about how theoretical concepts impact the teaching of writing; they will reflect on, develop, and share their own pedagogical practices.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG550 - Graduate Studies in English Language (3)

LIT500 - Graduate Studies in Literary Theory (3)

### **ENG557 - Screenwriting Thesis Completion (Online)**

#### **Description**

In this course, writers will work on their screenplay theses through rewrites and group feedback, and offer constructive feedback on other class members' scripts. Focus at this stage will be given to examining character development, motivation, and subtext through visual storytelling, and in identifying plot inconsistencies and weaknesses. Writers will complete their feature-length screenplay theses.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG547 - Screenwriting Thesis Writing (3)

### **ENG558 - Poetry Thesis Completion (Online)**

#### **Description**

In this course, writers will select the work they will include in their theses, continue to revise them, and offer constructive feedback on class members' writing. Writers will complete the preface they began in their previous coursework, in which they will articulate their own poetic choices, identify the major works in the thesis, and explain why they included these works, and why they sequenced them as they did.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG548 - Poetry Thesis Writing (3)

# University Programs

## **ENG559 - Fiction Thesis Completion (Online)**

### **Description**

In this course, writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the theses.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG549 - Fiction Thesis Writing (3)

## **ENG670 - Seminar in Writing Instruction (Online)**

### **Description**

This course is designed to provide writers with an insight into pedagogical approaches to teaching. Students design and plan instruction that promotes improved literacy practices. By investigating and practicing a variety of writing exercises, processes, and approaches to improve writing skills, students will create a portfolio of ideas and options for teaching others.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete 1 of the following

Complete all of the following

Complete:

ENG550 - Graduate Studies in English Language (3)

1 of the following:

ENG523 - Screenwriting Fundamentals (3)

ENG528 - Poetry Fundamentals (3)

ENG529 - Fiction Fundamentals (3)

ENG530 - Non-Fiction Fundamentals (3)

Complete all of the following

Complete:

MFA514 - Advanced Studies in Genre Literature (3)

1 of the following:

MFA524 - Contemporary Fiction Writing I (3)

MFA525 - Romance Fiction Writing I (3)

MFA526 - Young Adult Fiction Writing I (3)

MFA527 - Speculative Fiction Writing I (3)

## University Programs

### **ENG675 - Online Teaching Experience (Online)**

#### **Description**

This course is designed to provide students with practical, hands-on experience as online classroom facilitators. Through institutional support, each student will be paired with an undergraduate instructor to assist with the daily and weekly responsibilities that come with teaching. Students will learn directly from experienced professionals best practices toward identifying struggling students, fostering motivation and student engagement, determining appropriate feedback for various assignments, and grading towards established rubrics. In addition to their assistance in the undergraduate course, students in ENG 675 will be enrolled in this graduate course where they complete assignments and activities that support a variety of writing exercises, processes, and approaches to improve writing skills.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Dean's approval

1 of the following:

ENG550 - Graduate Studies in English Language (3)

MFA514 - Advanced Studies in Genre Literature (3)

Earned a minimum cumulative GPA of 3.5

### **ENG690 - English and Creative Writing Capstone (Online)**

#### **Description**

Students register for this course in their final term, as a culmination of their creative writing work in their chosen genres. They satisfy the requirement by completing a creative thesis, or by submitting a portfolio of their creative writing along with a retrospective evaluative essay.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

30 credit(s).

## **English As a Foreign Language**

## University Programs

### **EFL501 - Language Learning and Acquisition (Campus)**

#### **Description**

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and student language and inter-language. This course is only offered at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EFL502 - Evaluation and Assessment (Campus)**

#### **Description**

The first part of this course is an introduction to proficiency, achievement, diagnostic and placement testing. The use of student portfolios in the EFL classroom and self-evaluation and observation techniques, including checklists and anecdotal reports, also are covered. This course is only offered only at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EFL503 - Descriptive Linguistics of American English (Campus)**

#### **Description**

This course covers the American English sound system and American English grammar. Students learn the basics of AE phonetics and phonology; including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of AE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure and transformational process. This course is only offered at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Arts in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EFL504 - Introduction to Curriculum Development, Design and Implementation (Campus)**

#### **Description**

Topics include curriculum, syllabus and lesson planning with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes. This course is only offered at Vietnam National University,

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the MS-TEFL program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EFL505 - Overview of Teaching English to Speakers of Other Languages Methodology (Campus)**

#### **Description**

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical responses, natural approach, language experience approach, literature-based approach, phonics, whole language, community language learning, Suggestopedia, Silent Way, cognitive academic language learning, content- and theme-based instruction and computer-assisted language learning. This course is only offered at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EFL523 - Listening and Speaking Techniques (Campus)**

#### **Description**

This course explains and describes listening and speaking actively and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants. This course is only offered at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EFL525 - Reading and Writing Techniques (Campus)**

#### **Description**

This course explains and describes reading and writing activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants. This course is only offered at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EFL527 - Strategies/Techniques for Teaching Grammar (Campus)**

#### **Description**

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants. This course is only offered at Vietnam National University,

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EFL530 - Methods of Teaching English through Drama (Campus)**

#### **Description**

This innovative new course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, and readers' theatre for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing, and development, dramatic reading, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners. This course is only offered at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **EFL531 - Pronunciation Techniques (Campus)**

#### **Description**

This course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula. This course is only offered at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EFL536 - Content-Based Instruction (Campus)**

#### **Description**

This course explains how to develop theme- and content-based lessons and classes using US cultural topics and adapting and controlling material for various proficiency levels. This course is only offered at Vietnam National University,

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at our partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EFL537 - Computer-Assisted Language Learning (Campus)**

#### **Description**

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other EFL/ESL professionals in learning about the theory, pedagogy, and application of CALL. This course is only offered at Vietnam National University,

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **EFL540 - Socio-Cultural Context of Language Teaching (Campus)**

#### **Description**

Topics include sociolinguistics, regional variation and cultural diversity as they apply to TESL/TEFL. A unit on the history of the English language is also included. This course is only offered at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **EFL599 - Supervised Practice Teaching (Campus)**

#### **Description**

Participants have the opportunity to teach a wide variety of courses in the Manchester area. Options include teaching children and adults and teaching life skills and academic English, among others. Participants first will meet to design, develop and prepare for lessons. This course is only offered at Vietnam National University.

#### **Additional information - Campus**

This course is not offered on our Manchester, NH campus and is only available through the Master of Science in Teaching English as a Foreign Language program offered at partner institutions abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

## English As a Second Language

### **ESL100 - English as a Second Language (Campus)**

#### **Description**

This is an intensive ESL program designed to improve one's English language proficiency in order to pursue a degree program at SNHU or other purposes. Students are placed according to five levels of proficiency, from beginning to advanced (TOEFL range to 173+ on the CBT). Classes meet 20 hours per week and focus on listening, speaking, reading, writing, grammar, and cultural communication skills.

#### **Academic Level**

Developmental

#### **Credits**

0

## University Programs

### **ESL106A - Basic Core Literacy A (Campus)**

#### **Description**

This course is a basic level (CEFR A2 to A2+) reading and writing course for English learners. The learning outcomes for reading focus on the comprehension of simple texts with an emphasis on active reading skills such as scanning, skimming, identifying main ideas and details, and building vocabulary through context. The learning outcomes for writing target basic sentence structure and word order, culminating in the development of compound and complex sentences and the composition of well-organized paragraphs. The course meets six (6) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.5

### **ESL106B - Basic Core Literacy B (Campus)**

#### **Description**

This course is a continuation of ESL-106A Basic Core Literacy A, a basic level (CEFR A2 to A2+) reading and writing course for English learners. The learning outcomes for reading focus on the comprehension of simple texts with an emphasis on active reading skills such as scanning, skimming, identifying main ideas and details, and building vocabulary through context. The learning outcomes for writing target basic sentence structure and word order, culminating in the development of compound and complex sentences and the composition of well-organized paragraphs. The course meets six (6) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.5

### **ESL107A - Basic Core Fluency A (Campus)**

#### **Description**

This course is a basic level (CEFR A2 to A2+) listening and speaking course for English learners. The learning outcomes for listening focus on the comprehension of simple stretches of general spoken discourse with an emphasis on active listening skills such as identifying the topic, main ideas, and details; following the sequence of events; and predicting the meaning of unknown words in familiar contexts. The learning outcomes for speaking target question structure and intonation; production of English consonant and vowel sounds; and communicating in routine conversations and discussions – all of which culminate in the production of informal presentations on general topics. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

## University Programs

### **ESL107B - Basic Core Fluency B (Campus)**

#### **Description**

This course is a continuation of ESL-107A Basic Core Fluency A, a basic level (CEFR A2 to A2+) listening and speaking course for English learners. The learning outcomes for listening focus on the comprehension of simple stretches of general spoken discourse with an emphasis on active listening skills such as identifying the topic, main ideas, and details; following the sequence of events; and predicting the meaning of unknown words in familiar contexts. The learning outcomes for speaking target question structure and intonation; production of English consonant and vowel sounds; and communicating in routine conversations and discussions – all of which culminate in the production of informal presentations on general topics. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL108A - Basic Integrated Skills: Arts and Sciences Content A (Campus)**

#### **Description**

This course is a basic level (CEFR A2 to A2+) integrated language skills course that helps English learners further their development of English through listening, reading, speaking, and writing on various topics and themes in liberal arts and sciences content areas (e.g., Sociology, Art History). Critical thinking and effective communication skills are promoted through a seminar-style format. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL108B - Basic Integrated Skills: Arts and Sciences Content B (Campus)**

#### **Description**

This course is a continuation of ESL-108A Basic Integrated Skills: Arts and Sciences Content A, a basic level (CEFR A2 to A2+) integrated language skills course that helps English learners further their development of English through listening, reading, speaking, and writing on various topics and themes in liberal arts and sciences content areas (e.g., Sociology, Art History). Critical thinking and effective communication skills are promoted through a seminar-style format. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL109A - Basic Integrated Skills: Business Content A (Campus)**

#### **Description**

This course is a basic level (CEFR A2 to A2+) listening, speaking, reading, and writing course for English learners taught through introductory Business content (e.g., Business Fundamentals, Organizational Leadership). The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

## University Programs

### **ESL109B - Basic Integrated Skills: Business Content B (Campus)**

#### **Description**

This course is a continuation of ESL-109A Basic Integrated Skills: Business Content A, a basic level (CEFR A2 to A2+) listening, speaking, reading, and writing course for English learners taught through introductory Business content (e.g., Business Fundamentals, Organizational Leadership). The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL206A - Intermediate Core Literacy A (Campus)**

#### **Description**

This course is an intermediate level (CEFR B1 to B1+) reading and writing course for English learners. The learning outcomes for reading focus on the comprehension of academic texts with an emphasis on academic reading skills such as summarizing and paraphrasing, making inferences, identifying organizational patterns of texts, and expanding academic vocabulary in a variety of content areas. The learning outcomes for writing target organizing information and supporting main ideas with facts, statistics, examples, and quotations, culminating in the development of academic paragraphs and the composition of short essays featuring a variety of organizational patterns (e.g., chronological, cause and effect, argument). The course meets six (6) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.5

### **ESL206B - Intermediate Core Literacy B (Campus)**

#### **Description**

This course is a continuation of ESL-206A Intermediate Core Literacy A, an intermediate level (CEFR B1 to B1+) reading and writing course for English learners. The learning outcomes for reading focus on the comprehension of academic texts with an emphasis on academic reading skills such as summarizing and paraphrasing, making inferences, identifying organizational patterns of texts, and expanding academic vocabulary in a variety of content areas. The learning outcomes for writing target organizing information and supporting main ideas with facts, statistics, examples, and quotations, culminating in the development of academic paragraphs and the composition of short essays featuring a variety of organizational patterns (e.g., chronological, cause and effect, argument). The course meets six (6) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.5

## University Programs

### **ESL207A - Intermediate Core Fluency A (Campus)**

#### **Description**

This course is an intermediate level (CEFR B1 to B1+) listening and speaking course for English learners. The learning outcomes for listening focus on the comprehension of simple and extended stretches of general and academic discourse with an emphasis on academic listening skills such as extracting the important information from presentations and lectures delivered at natural speed; effective notetaking; and extracting the meaning of academic vocabulary in context. The learning outcomes for speaking target basic academic language functions (e.g., describing, explaining); contributing to classroom discussions; and production of English pronunciation patterns (e.g., stress, rhythm) – all of which culminate in the production of formal presentations on academic topics. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL207B - Intermediate Core Fluency B (Campus)**

#### **Description**

This course is a continuation of ESL 207A Intermediate Core Fluency A, an intermediate level (CEFR B1 to B1+) listening and speaking course for English learners. The learning outcomes for listening focus on the comprehension of simple and extended stretches of general and academic discourse with an emphasis on academic listening skills such as extracting the important information from presentations and lectures delivered at natural speed; effective notetaking; and extracting the meaning of academic vocabulary in context. The learning outcomes for speaking target basic academic language functions (e.g., describing, explaining); contributing to classroom discussions; and production of English pronunciation patterns (e.g., stress, rhythm) – all of which culminate in the production of formal presentations on academic topics. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL208A - Intermediate Integrated Skills: Arts & Sciences Content A (Campus)**

#### **Description**

This course is an intermediate level (CEFR B1 to B1+) integrated language skills course that helps English learners further their development of academic English through listening, reading, speaking, and writing on various topics and themes in liberal arts and sciences content areas (e.g., Humanities, U.S. Politics). Critical thinking and effective communication skills are promoted through a seminar-style format. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

## University Programs

### **ESL208B - Intermediate Integrated Skills: Arts & Sciences Content B (Campus)**

#### **Description**

This course is a continuation of ESL-208A Intermediate Integrated Skills A: Arts and Sciences Content, an intermediate level (CEFR B1 to B1+) integrated language skills course that helps English learners further their development of academic English through listening, reading, speaking, and writing on various topics and themes in liberal arts and sciences content areas (e.g., Humanities, U.S. Politics). Critical thinking and effective communication skills are promoted through a seminar-style format. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL209A - Intermediate Integrated Skills: Business Content A (Campus)**

#### **Description**

This course is an intermediate level (CEFR B1 to B1+) listening, speaking, reading, and writing course for English learners taught through the academic content of Business (e.g., Marketing, Fashion Merchandising). The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL209B - Intermediate Integrated Skills: Business Content B (Campus)**

#### **Description**

This course is a continuation of ESL-209A Intermediate Integrated Skills: Business Content A, an intermediate level (CEFR B1 to B1+) listening, speaking, reading, and writing course for English learners taught through the academic content of Business (e.g., Marketing, Fashion Merchandising). The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL306A - Advanced Core Literacy A (Campus)**

#### **Description**

This course is an advanced level (CEFR B2 to B2+) reading and writing course for English learners. The learning outcomes for reading focus on the comprehension of linguistically complex academic texts with an emphasis on academic reading skills such as analyzing and synthesizing information from different sources, identifying rhetorical features (e.g., author, audience, and purpose), and expanding academic vocabulary in a variety of academic disciplines. The learning outcomes for writing target using cohesive devices, integrating ideas from source texts, and avoiding plagiarism, culminating in the development of academic essays and the composition of an academically formatted research paper. The course meets six (6) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.5

## University Programs

### **ESL306B - Advanced Core Literacy B (Campus)**

#### **Description**

This course is a continuation of ESL-306A Advanced Core Literacy A, an advanced level (CEFR B2 to B2+) reading and writing course for English learners. The learning outcomes for reading focus on the comprehension of linguistically complex academic texts with an emphasis on academic reading skills such as analyzing and synthesizing information from different sources, identifying rhetorical features (e.g., author, audience, and purpose), and expanding academic vocabulary in a variety of academic disciplines. The learning outcomes for writing target using cohesive devices, integrating ideas from source texts, and avoiding plagiarism, culminating in the development of academic essays and the composition of an academically formatted research paper. The course meets six (6) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.5

### **ESL307A - Advanced Core Fluency A (Campus)**

#### **Description**

This course is an advanced level (CEFR B2 to B2+) listening and speaking course for English learners. The learning outcomes for listening focus on the comprehension of extended academic discourse with an emphasis on academic listening skills such as listening for details (e.g., examples, statistics) distinguishing relevant information from digressions and asides in longer lectures; effective notetaking; and identifying key vocabulary used in the academic discourse in a variety of disciplines. The learning outcomes for speaking target advanced academic language functions (e.g., summarizing, synthesizing); productive discussion strategies (e.g., clarification, agreement, disagreement); and approximating English pronunciation patterns and connected speech (e.g., prominence, intonation, reduced forms) – all of which culminate in the production of formal presentations on academic topics. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL307B - Advanced Core Fluency B (Campus)**

#### **Description**

This course is a continuation of ESL 307A Advanced Core Fluency A, an advanced level (CEFR B2 to B2+) listening and speaking course for English learners. The learning outcomes for listening focus on the comprehension of extended academic discourse with an emphasis on academic listening skills such as listening for details (e.g., examples, statistics) distinguishing relevant information from digressions and asides in longer lectures; effective notetaking; and identifying key vocabulary used in the academic discourse in a variety of disciplines. The learning outcomes for speaking target advanced academic language functions (e.g., summarizing, synthesizing); productive discussion strategies (e.g., clarification, agreement, disagreement); and approximating English pronunciation patterns and connected speech (e.g., prominence, intonation, reduced forms) – all of which culminate in the production of formal presentations on academic topics. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

## University Programs

### **ESL308A - Advanced Integrated Skills: Arts & Sciences Content A (Campus)**

#### **Description**

This course is an advanced level (CEFR B2 to B2+) listening, speaking, reading, and writing course for English learners taught through advanced Arts and Sciences academic content (e.g., Psychology, Environmental Issues). Critical thinking and effective communication skills are promoted through a seminar-style format. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL308B - Advanced Integrated Skills: Arts & Sciences Content B (Campus)**

#### **Description**

This course is a continuation of ESL-308A Advanced Integrated Skills A: Arts and Sciences Content, an advanced level (CEFR B2 to B2+) listening, speaking, reading, and writing course for English learners taught through advanced Arts and Sciences academic content (e.g., Psychology, Environmental Issues). Critical thinking and effective communication skills are promoted through a seminar-style format. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL309A - Advanced Integrated Skills: Business Content A (Campus)**

#### **Description**

This course is an advanced level (CEFR B2 to B2+) listening, speaking, reading, and writing course for English learners taught through advanced academic content in Business (e.g., Economics, Sports Management). The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL309B - Advanced Integrated Skills: Business Content B (Campus)**

#### **Description**

This course is a continuation of ESL-309A Advanced Integrated Skills A: Business Content, an advanced level (CEFR B2 to B2+) listening, speaking, reading, and writing course for English learners taught through advanced academic content in Business (e.g., Economics, Sports Management). The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25



## University Programs

### **ESL400A - Elective: Grammar & Vocabulary Workshop A (Campus)**

#### **Description**

This course is a multilevel elective designed for promoting grammar and vocabulary acquisition among students of basic and intermediate English proficiency (CEFR A2-B1+). Workshop topics include formation and use of (a) simple, continuous, and perfect tenses in a variety of time situations (past, present, future), and (b) modals, gerunds, and infinitives. The workshop will also feature the development of academic vocabulary through a focus on etymology (e.g., Latin and Greek roots, prefixes, suffixes). Students will apply grammatical structures and vocabulary in a variety of communicative activities and authentic contexts, including academic writing. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL400B - Elective: Grammar & Vocabulary Workshop B (Campus)**

#### **Description**

This course is a continuation of ESL-400A Grammar and Vocabulary Workshop A, a multilevel elective designed for promoting grammar and vocabulary acquisition among students of basic and intermediate English proficiency (CEFR A2-B1+). Workshop topics include formation and use of (a) simple, continuous, and perfect tenses in a variety of time situations (past, present, future), and (b) modals, gerunds, and infinitives. The workshop will also feature the development of academic vocabulary through a focus on etymology (e.g., Latin and Greek roots, prefixes, suffixes). Students will apply grammatical structures and vocabulary in a variety of communicative activities and authentic contexts, including academic writing. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL401A - Elective: Social Issues Seminar A (Campus)**

#### **Description**

This course is a multilevel elective designed for promoting English learners' communication and cross-cultural skills through the examination of current social issues in the United States (e.g., hunger, the elderly). The course has a service learning component (i.e., field-based learning that benefits the community), which allows students to engage with local community members while volunteering in a variety of contexts (e.g., food banks, senior living centers). The course is appropriate for students of basic to advanced proficiency (CEFR A2-B2+) and is customizable to an individual student's English learning goals (e.g., speaking, reading, writing). The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

## University Programs

### **ESL401B - Elective: Social Issues Seminar B (Campus)**

#### **Description**

This course is a continuation of ESL 401A Elective: Social Issues Seminar A, a multilevel elective designed for promoting English learners' communication and cross-cultural skills through the examination of current social issues in the United States (e.g., hunger, the elderly). The course has a service learning component (i.e., field-based learning that benefits the community), which allows students to engage with local community members while volunteering in a variety of contexts (e.g., food banks, senior living centers). The course is appropriate for students of basic to advanced proficiency (CEFR A2-B2+) and is customizable to an individual student's English learning goals (e.g., speaking, reading, writing). The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL402A - Elective: English through Drama A (Campus)**

#### **Description**

This course is a multilevel elective designed for students of basic to advanced proficiency (CEFR A2-B2+) to improve their English language skills through engaging in performing arts activities (e.g., roleplay, readers' theatre, improvisation, process drama). Oral communication skills are emphasized through expression and movement work to reinforce speaking, pronunciation, and pragmatics skills. The course consists mainly of in-class exercises and performance but culminates in a theatrical production performed for a public audience. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL402B - Elective: English through Drama B (Campus)**

#### **Description**

This course is a continuation of ESL-402A English through Drama A, a multilevel elective designed for students of basic to advanced proficiency (CEFR A2-B2+) to improve their English language skills through engaging in performing arts activities (e.g., roleplay, readers' theatre, improvisation, process drama). Oral communication skills are emphasized through expression and movement work to reinforce speaking, pronunciation, and pragmatics skills. The course consists mainly of in-class exercises and performance but culminates in a theatrical production performed for a public audience. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

## University Programs

### **ESL403A - Elective: TOEFL Bootcamp A (Campus)**

#### **Description**

This course is designed to promote improved performance on standardized English tests by students of advanced proficiency (CEFR B2 to B2+) – with a special emphasis on preparing for the TOEFL ITP. In addition to mastering general test taking strategies (e.g., question analysis, process of elimination), students will focus on strengthening academic English skills in four key areas: listening, structure, reading and writing. Course time is devoted to sample questions and error analysis; simulation tests under exam constraints; and a comprehensive review of advanced grammar and vocabulary. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

### **ESL403B - Elective: TOEFL Bootcamp B (Campus)**

#### **Description**

This course is a continuation of ESL-403A TOEFL Bootcamp A, a course designed to promote improved performance on standardized English tests by students of advanced proficiency (CEFR B2 to B2+) – with a special emphasis on preparing for the TOEFL ITP. In addition to mastering general test taking strategies (e.g., question analysis, process of elimination), students will focus on strengthening academic English skills in four key areas: listening, structure, reading and writing. Course time is devoted to sample questions and error analysis; simulation tests under exam constraints; and a comprehensive review of advanced grammar and vocabulary. The course meets three (3) clock hours per week.

#### **Academic Level**

Developmental

#### **Credits**

.25

## Environmental Studies

### **ENV101 - Environmental Science (Campus, Online)**

#### **Description**

This course provides an introduction to the scientific aspects of the environmental field. The first part of the course introduces students to the foundations of environmental science, while the second part concentrates on the application of these foundations to real life environmental problems. Therefore, the course not only engages the fundamentals of environmental science but also shows students how science informs sustainability, environmental policies, economics and personal choice.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **ENV111 - Environmental Science Compass (Campus)**

#### **Description**

This 1-credit course familiarizes students with the structure and personnel of the Environmental Science degree program, and the resources in place for their support and success. Course sessions focus on introducing students to science faculty members and their areas of expertise, to lab spaces on campus and the equipment available to them, and to additional resources such as the Shapiro Library's science databases. Students will also be introduced to professional experiences through Career Services and guest talks from local Environmental Science professionals from a variety of organizations.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Placement in BS.ESC

### **ENV219 - Environmental Issues (Campus)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ENV220 - Field Methods and Technologies (Campus, Online)**

#### **Description**

This course introduces students, interested in environmental field work, to the tools and technology of the profession. Students will read and discuss primary literature that use these techniques and will participate in hands-on activities to improve their skills. Main topics of the course will be the use and application of multiple environmental field research techniques and statistical and data analysis software.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **ENV250 - Environmental Science Research Methods (Campus, Online)**

#### **Description**

This course provides students with an understanding of how to evaluate, conduct, write and design research. Required for environmental science majors, it introduces the why, when and how quantitative and qualitative methods are used as investigative tools. The course follows the scientific method and focuses on how to search the literature, write a literature review, formulate research questions/hypotheses, and design experiments to test these hypotheses. We will also explore qualitative methods and discuss their use in the field with special attention to conducting interviews, case studies, and focus groups. Students will prepare a research proposal on a topic of interest. Formulation of this project begins early, forms the basis for a final project, and is presented in a mock scientific conference.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ENV280 - Hydrology and Watershed Management (Campus)**

#### **Description**

Lectures, discussions, and field trips on measurements and processes affecting water quality and quantity within watersheds. Introduction to hydrologic principles, geomorphology, and water quality assessment. The course also discusses best management practices for the development of a watershed management plan. This course will cover the requirement for obtaining EPA's Watershed Academy certificate, and students will receive the certificate at the end of the semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

CHM101 - Fundamentals of Chemistry (3)

CHM120 - General Chemistry I (3)

Complete:

ENV101 - Environmental Science (3)

## University Programs

### **ENV305 - Global Climate Change (Campus, Online)**

#### **Description**

This interdisciplinary course brings students up to date on what is known and not known about the causes and consequences of global climate change, and about viable response options. Topics include analysis of climate drivers such as greenhouse gas emissions, and land-use changes, and investigation of some climate system responses such as increased storm intensity and increased surface temperature. Students also explore some of the societal and economic impacts of global climate change. By reference to the most recent report of the Intergovernmental Panel on Climate Change, paleoclimate studies, and other authoritative sources, students learn how to separate fact from fiction in the often publicized debate about the dynamics of global climate change and about how we should respond to it.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENV101 - Environmental Science (3)

SCI219 - Environmental Issues (3)

### **ENV319 - US Environmental Law and Politics (Online)**

#### **Description**

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to privilege special interests and to favor the status quo.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

1 of the following:

ENV101 - Environmental Science (3)

SCI219 - Environmental Issues (3)

Complete all of the following

60 credit(s).

This can include completed and in-progress coursework.

## University Programs

### **ENV322 - Environment, Development, and Sustainability (Campus)**

#### **Description**

In this interdisciplinary course, students explore the built-in tension that exists between the essential ends and means of economic development, on the one hand, and the well-being of human individuals, their communities, and their environments, on the other. Students spend much of the course playing and critiquing their own performance in Stratagem, a computer-assisted simulation game, in which they assume the roles of government ministers in a less developed country and try to chart a course of sustainable development for that country over a period of at least 60 years.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

ENV101 - Environmental Science (3)

SCI219 - Environmental Issues (3)

Complete all of the following

30 credit(s).

This can include completed and in-progress coursework.

### **ENV344 - Environmental Science Colloquium I (Campus, Online)**

#### **Description**

This is an issue and methods based course that will introduce environmental science majors to the tools and technology used in the field. Students will read and discuss primary literature that use these techniques and will participate in hands-on activities. A main focus of the course will be on the use and application of geographic information systems (GIS).

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete:

ENV101 - Environmental Science (3)

## University Programs

### **ENV348 - U.S. Environmental Law and Politics (Campus)**

#### **Description**

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in ENV 349. Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to privilege special interests and to favor the status quo.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

ENV101 - Environmental Science (3)

SCI219 - Environmental Issues (3)

Complete 1 of the following

Complete:

POL210 - American Politics (3)

Complete all of the following

45 credit(s).

This can include completed and in-progress coursework.

### **ENV361 - Environmental Impact and Site Assessment (Campus)**

#### **Description**

This broadly interdisciplinary course introduces students to the principles, practices, and procedures followed by environmental professionals in assessing sites for the presence of environmental hazards that could trigger cleanup requirements under federal or state environmental laws, and in assessing the environmental impacts of proposed development projects under the National Environmental Policy Act and similar state laws, using insights drawn from the natural sciences, the social sciences, and other fields. Students spend most of the course undertaking a virtual Phase I site assessment at a hypothetical former industrial site and its environs using Brownfield Action, a web-based simulation developed by experts to teach students the skills needed to prepare a professional-level environmental site assessment, and preparing a draft environmental impact statement for the hypothetical redevelopment project proposed for the site.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENV101 - Environmental Science (3)



## University Programs

### **ENV362 - Environmental Soil Science (Campus)**

#### **Description**

This course provides a basic understanding of the physical, chemical and biological properties of soils and how they influence the environmental quality and plant productivity. Student learning will include both lectures, laboratory, and fieldwork to observe, describe, and interpret soils.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

CHM120 - General Chemistry I (3)

ENV101 - Environmental Science (3)

### **ENV440 - Senior Seminar (Campus, Online)**

#### **Description**

This is an issue-based discussion course designed to define and explore the multifaceted consequences of environmental science issues. Several topics will be explored from either long-standing or current environmental science issues. Students are expected to conduct extensive research on relevant topics and communicate their knowledge in both oral and written assignments.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

90 credit(s).

Placement in BS.ESC

## University Programs

### **ENV444 - Environmental Science Colloquium II (Campus, Online)**

#### **Description**

This is an issue-based discussion course aimed to define and explore multifaceted topics in environmental science. Designed like a senior seminar, students are expected to conduct extensive research on varied topics and then communicate their knowledge in both oral and written assignments.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete all of the following

Complete:

ENV344 - Environmental Science Colloquium I (1)

Complete all of the following

90 credit(s).

This can include completed and in-progress coursework.

### **ENV480 - Independent Study (Campus)**

#### **Description**

This course offers students the opportunity to study an interdisciplinary topic not covered in any course listed in the catalog, under the supervision of an environmental faculty member.

#### **Additional information - Campus**

Course by arrangement only.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Instructor permission required

### **ENV490 - Environmental Studies Internship (Campus)**

#### **Description**

An interdisciplinary topic, not covered in any course listed in the catalog, will be studied under the supervision of an environmental faculty member.

#### **Additional information - Campus**

Course by arrangement only.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

## Esport

### **ESPT150 - Introduction to Esport (Campus)**

#### **Description**

This introductory course explores the management principles related to the business of esports. The purpose of this course is to provide a historical background on esports from its inception in the early 1980's to its current state as a multi-billion dollar industry. It includes personnel, programs, marketing, media, financial management, organizational structures and an overview of career possibilities in this growing field. Students will develop a media release/player profile, create and reflect on streaming content through Twitch, and simulate activities associated with being an esports manager.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ESPT205 - Esport Streaming and Marketing (Campus)**

#### **Description**

The purpose of this course is to provide students an overview of the broadcast history and options as it pertains to esports. In addition it will cover esports marketing techniques, including and not limited to social media, live streaming, and corporate sponsorship.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **ESPT315 - Social, Ethical, and Legal Issues in Esports (Campus)**

#### **Description**

This course examines the major issues and controversies surrounding the esports industry. Students will develop an understanding of the interrelations between ethics and morality, society, and esports. Students will also learn about the law as it applies to esports organizations, live streaming, and contracts.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

30 credit(s).

## University Programs

### **ESPT345 - Esports Practicum (Campus, Online)**

#### **Description**

This seminar combined with experiential opportunities with the SNHU esports varsity program will provide an opportunity for students to learn and reflect on theories, concepts, and terminology in esports. Specifically, this experience will provide the student with the Director of Esports on projects associated with the esports program. Students are required to complete at least 45 clock hours of satisfactory work for the esports program, submit timely assignments, and participate in weekly discussions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

60 credit(s).

## **Fashion Merchandising**

### **FMK290 - Fashion Merchandising Internship (Campus, Online)**

#### **Description**

Students enrolled in this program will complete a minimum of 150 hours internship in the fashion field. The internship must pertain to the way apparel products and apparel accessories are marketed and distributed. It has to be approved by the career development center and the fashion program coordinator. It is strongly suggested that students complete the internship in the summer between their first and second year at Southern New Hampshire University.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

## **Fashion Merchandising Mgt**

### **FMM101 - Basic Design and Color Theory (Campus, Online)**

#### **Description**

This course examines the basic principles of design, including balance, emphasis, proportion and rhythm. The art elements of line, space, texture and color are studied with special emphasis on how they relate to advertising layout and design and visual merchandising. This course is cross-listed with GRA-101.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **FMM114 - Introduction to Fashion Merchandising (Campus, Online)**

#### **Description**

Fashion principles and procedures used in planning, selecting, pricing and selling fashion goods in retail stores, catalogs and on the Internet are studied. Merchandising systems, assortment plans and inventory control methods are analyzed.

#### **Additional information - Campus**

A field trip to New York City's market district is a possibility.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FMM204 - Textiles and Color Theory (Campus, Online)**

#### **Description**

Textile information pertinent to merchandising is included in this course. Analysis of fibers, yarns and weaves, fabric recognition, and a detailed study of natural and man-made materials are emphasized.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FMM208 - History of Fashion and Costume (Campus, Online)**

#### **Description**

Fashion is another term for the costume of a time and place, an expression of a period with all of its passions, politics, attitudes and history. This course considers textiles, silhouettes, shapes, and design adaptations in light of the technological capacities of the time, the geographic environment, social structure, political systems and economic conditions around the globe and over time. Students will gain an understanding of appreciation of how these underpin and influence contemporary fashion design and development.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **FMM209 - Sourcing, Supply Systems and Distributions (Campus)**

#### **Description**

The overall objective of this course is to expose students to sourcing and distribution in the global fashion industry. The specific objectives are twofold: first, the course exposes students to the Production and distribution side of apparel and accessories in the global fashion market. Second, students compare and contrast these processes between the host country (Italy) and U.S. To achieve and maintain a good profit margin fashion marketers, product developers and designers analyze cultural indicators and conduct fashion and consumer scans. The sources and nature of textiles used by designers, time to market and distribution channels play an important role in fashion retailers' profitability. Students will explore the influence of these factors on business decisions in the host country (Italy) and U.S industries.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FMM225 - Merchandise Planning (Online)**

#### **Description**

This course seeks to instill in students a complete understanding of the influence of merchandise planning and purchasing on retail profit. Students analyze profit and loss statement and demonstrate a complete understanding of the factors that influence the retailer's financial performance.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Not completed nor concurrently enrolled in:  
FMM300 - Retail Buying (3)

### **FMM300 - Retail Buying (Campus)**

#### **Description**

This course seeks to instill in students a complete understanding of the influence of merchandise planning and purchasing on retail profit. Effective merchandise management involves efficient decision making. Ordering, keeping and managing the right merchandise in terms of size and quantity are the key to a retailer's success. Students explore various strategic techniques that influence profit including vendors-fashion retailers' negotiations over merchandise. Students analyze profit and loss statement and demonstrate a complete understanding of the factors that influence the retailer's financial performance.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Not completed nor concurrently enrolled in:  
FMM225 - Merchandise Planning (3)  
FMM340 - Merchandise Management Strategies (3)

# University Programs

## **FMM325 - Sustainability in Fashion (Campus, Online)**

### **Description**

The overall objective of this course is to explore the role that sustainability plays in fashion merchandising managers' decision to buy from vendors. It explores production and commercialization decisions with respect to buying green. It exposes students to the influence of social responsibility on fashion retailers' decisions.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

## **FMM333 - Exploration Integration Experience (Campus)**

### **Description**

The fashion merchandising exploration integrated experiences expose students to apparel and accessories stores management. Students will work directly with local or regional apparel/accessories vendors and retailers to organize fashion merchandise exhibition in the marketing studies center on the SNHU Manchester campus. Displayed merchandise would include women and men apparel and accessories products. Their target market consists of SNHU students, staff, faculty and people from the community. Students will develop the following skills through these experiences: Merchandise and event planning, vendor relation, event and store promotion, merchandise display, store management and customer relations. To display merchandise that meet consumer expectation, students will conduct qualitative and quantitative research. 1. Qualitative research (Primary data collection): Observation and Focus group 2. Qualitative research (Secondary data): Literature review In the second semester of the exploration integrated experience students will experience a mandatory semester long study abroad at Florence University of the Arts (FUA, Florence Italy). The FUA experience will consist of being members of students teams that manage an on campus apparel boutique created and managed by the Fashion program at FUA.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3 - 6

## University Programs

### **FMM340 - Merchandise Management Strategies (Online)**

#### **Description**

Effective merchandise management involves efficient decision making. Ordering, keeping and managing the right merchandise in terms of size and quantity are the key to a retailer's success. Retail merchandise management brings to light the vital relationship between the manufacturer and the retailer. Students explore various strategic techniques that influence profit including vendors-fashion retailers' negotiations over merchandise.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

FMM225 - Merchandise Planning (3)

Not completed nor concurrently enrolled in:

FMM300 - Retail Buying (3)

### **FMM410 - Fashion Research and Forecasting (Campus, Online)**

#### **Description**

This course applies the qualitative and quantitative investigations approaches to fashion and fashion accessories. Students will analyze descriptive and inferential statistics to understand consumer taste for current and future trends in fashion.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)



## University Programs

### **FMM417 - Global Sourcing and Apparel (Online)**

#### **Description**

This course analyzes global trades in textiles and apparel. The course explains the necessity of export and import in the textiles and apparel industry. Topics include global trades in apparel (the benefits of export and import), trade policies and trade organizations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FMM114 - Introduction to Fashion Merchandising (3)

MKT222 - Principles of Retailing (3)

### **FMM457 - Strategic Fashion Management (Campus, Online)**

#### **Description**

Students utilize knowledge accumulated in various courses of the program to design a fashion merchandise strategy for a local fashion and apparel retailers or a strategy for fashion accessory retailers. This course considers both qualitative and quantitative research methodologies to investigate management issues or examine opportunities for fashion retailers.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

90 credit(s).

## Finance

### **FIN250 - Personal Financial Planning (Campus, Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **FIN260 - Risk Management and Insurance (Campus, Online)**

### **Description**

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. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Insure Against Risks

### **Additional information - Campus**

Offered as needed.

### **Academic Level**

Undergraduate

### **Credits**

3

## **FIN302 - Managerial Accounting and Finance (Online)**

### **Description**

Students will apply foundational managerial accounting concepts enabling them to make management decisions. They will learn how market forces impact prices and decision making. The course will also focus on allocating resources effectively through the evaluation of financing decisions. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Operational Financial Management

### **Academic Level**

Undergraduate

### **Credits**

3

## **FIN305 - Foundations of Finance (Campus)**

### **Description**

Foundations of Finance (FIN 305) 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. In addition, Foundations of Finance is intended to provide all business students, regardless of major, with the finance tools necessary to develop skills, knowledge, and wisdom in current demand by employers. Topics include time value of money, risk and return, capital budgeting, capital markets, and bond and stock valuation.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

ACC201 - Financial Accounting (3)

ECO201 - Microeconomics (3)

MAT240 - Applied Statistics (3)

## University Programs

### **FIN320 - Principles of Finance (Campus, Online)**

#### **Description**

Students will examine the corporate finance discipline, including the financial management of organizations and the skills needed to make decisions about financing, investments, and dividends. Students will learn how the analysis of financing and investment options can inform decisions that add value to an organization and its investors.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ACC201 - Financial Accounting (3)

ECO202 - Macroeconomics (3)

1 of the following:

MAT240 - Applied Statistics (3)

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

### **FIN325 - Financial Statements and Reporting Analysis (Online)**

#### **Description**

This course introduces the importance of strategic analysis through the use of financial statements, the purpose of which is to assess the overall performance, effectiveness, and efficiency of the organization. Students in this course will learn the use, interpretation, and purpose of financial reports-including the balance sheet, cash flow statement, income statement, and statements of retained earnings-using practical strategies that will aid in decision-making.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FIN330 - Corporate Finance (Campus, Online)**

#### **Description**

This course focuses on the topics of corporate finance with the intent to extend and further develop the long-term investment and financing topics introduced in either the Principles or Foundations of Finance. The course addresses issues that face modern corporate managers when making capital budgeting and capital structure decisions, and focuses on applied managerial decision-making. Corporate Finance is designed for students seeking a more thorough understanding of the economic analysis of strategic and tactical investments, the effect financial leverage has on firm value, and the integration of investment and financial corporate strategies. Topics addressed include advanced techniques in capital budgeting, firm valuation, capital structure, firm/division cost of capital, and quantitative risk assessment. Writing intensive course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN320 - Principles of Finance (3)

# University Programs

## **FIN335 - Financial Markets (Online)**

### **Description**

This course examines the nature of global financial markets, reviewing macroeconomic considerations. The role of financial intermediaries in relation to the stock, bond, and mutual fund markets and exchanges are examined. An introduction to regulatory authorities will begin to demonstrate the financial market system. Topics include investments, risk management, risk over return, stock markets, and mutual funds.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FIN340 - Fundamentals of Investments (3)

## **FIN336 - Multinational Corporate Finance (Campus, Online)**

### **Description**

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.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FIN330 - Corporate Finance (3)

## **FIN340 - Fundamentals of Investments (Campus, Online)**

### **Description**

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

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FIN320 - Principles of Finance (3)

## University Programs

### **FIN341 - Financial Regulations and Ethics (Online)**

#### **Description**

This course emphasizes the important roles of regulations and ethics to make financial decisions that support the organization's overall strategic goals. Students in this course will explore applicable regulations and ethical considerations in support of fiduciary responsibilities, reviewing securities regulations, GAAP, SoX, and international reporting standards. The curriculum foundation is grounded on corporate social responsibility and business sustainability through the application of regulations and ethics.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN340 - Fundamentals of Investments (3)

### **FIN345 - Student Managed Investment Fund (Campus)**

#### **Description**

This course is intended to provide rigorous academic training in money management, portfolio selection, and risk management concepts. This course will also provide students with the opportunity to manage a portion of the SNHU endowment fund. This course will also require students to establish an investment philosophy and investment policy guidelines, preparation of an investment process statement and to understand the administrative aspects of the fund's brokerage account. Students will also be responsible for researching potential stock investments, presenting recommendations to the class for consideration, executing trades, monitoring positions and writing fund reports.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN320 - Principles of Finance (3)

### **FIN350 - Advanced Personal Financial Planning (Online)**

#### **Description**

In this course, students will be introduced to the comprehensive financial planning process and will develop financial knowledge on a range of financial planning concepts. The psychology of financial planning and best practices in the field will be explored. Students will analyze diverse client scenarios to determine and effectively communicate appropriate financial recommendations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC330 - Federal Taxation I (3)

FIN340 - Fundamentals of Investments (3)

# University Programs

## **FIN355 - Risk Management and Insurance Planning (Online)**

### **Description**

Examine strategies to mitigate financial risk through risk management techniques to protect income, assets and financial plans. Differentiate between insurance types and products and be able to conduct an insurance needs analysis to make informed client recommendations.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FIN340 - Fundamentals of Investments (3)

## **FIN376 - Finance Lab (Campus)**

### **Description**

This course focuses on acquiring critical financial analytical skills through mini applications organized in three related modules. Students will develop Excel skills through finance and economics applications, engage in financial modeling using financial databases, and learn mental models and calibration techniques to assist in making effective financial decisions.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FIN320 - Principles of Finance (3)

## **FIN396 - Experiential Learning (Campus)**

### **Description**

This course focuses on the application of technical finance and economics skills to address real-world problems. Students will engage in research through projects and/or partnerships with businesses. Students will also reflect on the learning process and their involvement with the course projects. The course provides valuable experience that will assist students in the job market and future careers.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

ECO376 - Economics Lab (3)

FIN376 - Finance Lab (3)

## University Programs

### **FIN440 - Investment Analysis (Campus)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN340 - Fundamentals of Investments (3)

### **FIN450 - Investment Portfolio Analysis (Online)**

#### **Description**

This course will prepare students to analyze asset allocation strategies to create a tax-efficient, diversified investment portfolio that meets the goals, risk preferences, and time horizon of an individual or an organization. Methods to assess investment needs, analyze markets, create an investment strategy, and measure investment performance will be explored. Students will also learn to communicate specifics about an investment portfolio and its performance in a manner that educates others, while building trust and supporting decision-making.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN335 - Financial Markets (3)

### **FIN455 - Experiential International Finance (Campus)**

#### **Description**

This course is designed for students to gain international finance knowledge. Students will become familiar with international finance and cultural practices through classroom experiences and possible site visits. Students will also develop a greater understanding of international finance and culture through other readings and assignments. This course will utilize Brightspace. Students will be required to attend any scheduled information sessions and classes. One on one meetings will be scheduled with the instructor as well.

#### **Additional information - Campus**

An international trip and additional fees are associated with this course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **FIN460 - Estate Planning and Taxation (Online)**

#### **Description**

Examine estate planning techniques used to optimize an estate's value and to ensure a seamless transition of assets upon an individual's death. Explore appropriate questions to ask in order to collect the information needed for evaluation of, and recommended changes to, the estate plan. Students familiarize themselves with the different parties involved in an estate plan.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC330 - Federal Taxation I (3)

### **FIN470 - Undergraduate Finance Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the B.S. in Finance program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

FIN336 - Multinational Corporate Finance (3)

FIN341 - Financial Regulations and Ethics (3)

FIN450 - Investment Portfolio Analysis (3)

90 credit(s).



## University Programs

### **FIN485 - Financial Plan Development (Online)**

#### **Description**

In this course, students will demonstrate the ability to synthesize and apply financial planning knowledge and skills through the development and communication of a comprehensive financial plan. Students will build expertise in general principles of financial planning, investment planning, risk management and insurance planning, tax planning, retirement savings and income planning, estate planning, and the psychology of financial planning. This course will also provide students the opportunity to expand their knowledge of professional conduct and regulation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

- FIN350 - Advanced Personal Financial Planning (3)
- FIN355 - Risk Management and Insurance Planning (3)
- FIN460 - Estate Planning and Taxation (3)
- FIN470 - Undergraduate Finance Capstone (3)

### **FIN490 - Finance Economics Internship (Campus)**

#### **Description**

The finance/economics internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register

### **FIN499 - Capstone in Finance (Campus)**

#### **Description**

This course takes the topics from the Accounting/Finance and Economics/Finance core classes and applies them to realistic business problems. The course first covers capital budgeting topics, including determination of cash flows, risk and return, replacement decisions, and capital investment decisions. It then addresses the question of equity valuation, showing how the same techniques can be turned to this different area.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

- FIN330 - Corporate Finance (3)
- FIN340 - Fundamentals of Investments (3)

# University Programs

## **FIN550 - Corporate Financial Management (Campus, Online)**

### **Description**

This course is a study of finance from a corporate perspective including investments, capital structure and re-structuring, budgeting, financial markets, policy, and portfolio management. Students will analyze a firm's opportunities and risk level within these categories to evaluate the impact on shareholder's value.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete 1 of the following

Complete:

MBA502 - Economics for Business (3)

MBA503 - Financial Reporting and Analysis (3)

Complete:

MBA500 - Building Business Leaders (3)

MBA504 - Applied Business Statistics (3)

## **FIN610 - Short-Term Financial Management (Campus, Online)**

### **Description**

The course covers traditional working capital topics, including liquidity analysis and management, inventory, and receivables and payables management. Additional emphasis is given to core cash management, payment systems and banking relationships. Other topics include cash forecasting, short-term borrowing and risk management.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

FIN550 - Corporate Financial Management (3)

## **FIN620 - Money and Capital Markets (Campus, Online)**

### **Description**

This course analyzes processes within the U.S. financial system. Students study the nature of its major participants and their objectives and procedures for assessing opportunities and pricing risk. Students also analyze the role of the financial system in the allocation of credit to different sectors, its responsiveness to economic activity and its continuous adaptation to changing needs. Emphasis is placed on the role and functions of the Federal Reserve System.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

FIN550 - Corporate Financial Management (3)

## University Programs

### **FIN630 - Capital Budgeting & Financing (Online)**

#### **Description**

This course first addresses advanced topics in capital investment, including determination of cash flows, capital budgeting under risk, replacement decisions, and inflation and capital decisions. The second half of the course focuses on capital financing and structure and includes topics in financial leverage, financing sources, dividend policy, cost of capital and valuation.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN550 - Corporate Financial Management (3)

### **FIN640 - Investment Analysis & Portfolio Management (Campus, Online)**

#### **Description**

Students study the techniques used to assess the value of securities and the methods used in the management of investment portfolios. Stocks and bonds are discussed in terms of valuation, risk- return measurement, diversification and other aspects of portfolio theory.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN550 - Corporate Financial Management (3)

### **FIN645 - Analytical Tools in Portfolio Management (Online)**

#### **Description**

This course is an application-oriented review of the finance theory, techniques and strategies that are essential to portfolio management. Topics include optimization procedure, currency risk hedging, asset allocation and others.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN640 - Investment Analysis & Portfolio Management (3)

## University Programs

### **FIN655 - International Investments/Portfolio Management (Online)**

#### **Description**

This course will expose money managers to the complexities of a multicultural, multicurrency environment. In a complex global environment they have to be familiar with foreign cultures, traditions, markets, institutions, instruments, regulations, taxes, and costs. They need to be familiar with the forces of globalization as they affect international investing. This course seeks to impart some of the concepts, techniques, and skills the money manager should be equipped with to operate effectively in complex global environment.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN640 - Investment Analysis & Portfolio Management (3)

### **FIN660 - Creating Value: Merger/Acquisition (Online)**

#### **Description**

This course is intended to extend and further develop the long-term investment and financing topics introduced in earlier courses. The course focuses on applied managerial decision-making, and is designed for students seeking a more thorough understanding of the economic analysis of mergers and acquisitions and the effect capital structure decisions have on firm value. Topics addressed include advanced techniques in capital budgeting, firm (division) valuation, capital structure, firm (division) cost of capital, and quantitative risk assessment.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN550 - Corporate Financial Management (3)

### **FIN665 - Long-Term Financing & Capital Structure Theory (Online)**

#### **Description**

This course is an application-oriented review of modern capital structure theories and long-term financing approaches. Students learn how to make value-maximizing capital structure and financing decisions as a manager. Students also are introduced to the analysis of capital structure and financial policy in the perspectives of investors, shareholders, debtors and other stakeholders using case method, and their implication on how a firm can maximize its value by making optimal capital structure and financing decisions. Topics include theories of capital structure decision, capital structure determinants, capital structure and cost of capital corporate strategy, sources of financing and financial markets, the financing of mergers and acquisitions and others.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN550 - Corporate Financial Management (3)

## University Programs

### **FIN670 - Option Analysis & Financial Derivatives (Campus, Online)**

#### **Description**

Modern option valuation and analysis is applied to equity options and fixed-income derivatives in this course. Applications and related topics include the term structure of interest rates, forward contracts, future contracts, interest rate caps, floors and swaps and convertible bonds.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN550 - Corporate Financial Management (3)

### **FIN685 - Risk Management (Campus, Online)**

#### **Description**

This course focuses on assessing and mitigating risk within the financial industry. Students will evaluate corporate investments, diversification, and portfolios using current industry tools and strategies to manage both risk and return.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FIN550 - Corporate Financial Management (3)

### **FIN691 - Financial Modeling (Campus, Online)**

#### **Description**

The course focuses on financial modeling as a tool in contemporary financial analysis. The course includes theoretical development, financial analysis, applications of financial modeling, and modeling approaches. Students use mathematical tools and apply statistical tests to evaluate and analyze a company's financial health, performance, and risk level of informed decision making.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ECO500 - Managerial Economics (3)

FIN550 - Corporate Financial Management (3)

## University Programs

### **FIN700 - Graduate Finance Capstone (Campus, Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Finance program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

FIN620 - Money and Capital Markets (3)

FIN691 - Financial Modeling (3)

30 credit(s).

### **FIN710 - Economics/Finance Internship (Online)**

#### **Description**

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Finance and Economics. The objective is to give the students an opportunity for practical application of Finance and/or Economic business concepts/practices learned in classes and complement the course work taken. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - completing a minimum of 150 hours on the job per 3 credits.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Successful Completion of Pre-Internship Survey

Earned a minimum cumulative GPA of 3.0

Complete all of the following

18 credit(s).

These credits must exclude Foundation Courses and can include completed and in-progress coursework.

This course requires special permissions to register. Please contact your advisor for more information about the registration process for academic internships.

## **Fine Arts**

## University Programs

### **FAS110 - Introductory Drawing (Campus, Online)**

#### **Description**

In this course, students are introduced to the fundamentals of drawing from observation and imagination in a variety of media. A series of in-class drawing exercises will introduce the basic visual elements and their application to pictorial composition. Still life, figurative, and abstract drawing projects will afford students multi-faceted experiences in the creation of composition.

#### **Additional information - Campus**

Class meets 60 hours per term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FAS201 - Introduction to Humanities I (Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FAS202 - Introduction to Humanities II (Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FAS210 - Introduction to Acting (Campus)**

#### **Description**

Students in this class will explore movement, voice, text and theatrical compositions that encourage, nurture and develop the authentic creative expression of the actor. Student work will culminate in a performance project that utilizes collaborative and generative ensemble work within the context of the evolving actor.

#### **Additional information - Campus**

Course offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **FAS225 - Introduction to Photography (Campus)**

### **Description**

The 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.

### **Academic Level**

Undergraduate

### **Credits**

3

## **FAS226 - Digital Photography (Campus, Online)**

### **Description**

Photography as a visual medium is integral to the study of contemporary communication. This course introduces students to the history and practice of producing photographic images. The course is a combination of lecture and the hands-on practice of both the analog and digital methods of photographic image-making. The traditional darkroom is dispensed with, giving over to the computer the role of dark-room, with the student using Adobe Photoshop and other image editors to process traditional film and digital image captures. The student is taught to use various digital cameras techniques to capture, process, and print a portfolio of several original photographic images. Lectures on pictorial composition, subject matter choice, and methods of presentation display will accompany hands-on technical exercises.

### **Academic Level**

Undergraduate

### **Credits**

3

## **FAS235 - Photographic Practice in the Digital Age (Online)**

### **Description**

As the practice of digital photography leverages new technical skills through software programs and digital editing, it is critically important that practicing photographers gain a greater understanding of emerging methods for producing, editing, and distributing photographic works. This course provides an intermediate experience in the process of generating portfolios of digital images for presentation, distribution, or exhibition. Key to this experience is a broad understanding of design concepts that lead to decisions in coloring, resolution, formatting, and so on to produce high quality images that reflect a creative point of view. Students are exposed to advanced techniques using industry standard software to manipulate digital works for print and digital output, including color theory, management, calibration, and standard file formatting.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FAS226 - Digital Photography (3)



## University Programs

### **FAS240 - The Business of Photography (Online)**

#### **Description**

This course serves as an introduction to the business practices of photography, focusing on the legal, marketing, and entrepreneurial aspects of the highly competitive photography industry today. Students gain valuable exposure to best practices recommended for working with clients and agencies, setting up an entrepreneurial business, developing appropriate contracts, licensing works, setting a pricing structure, attaining model and property release forms, and managing overhead costs, among other topics. This course culminates in students determining their next steps in their professional development, including how to drive their personal visions and brands as practicing photographers.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FAS226 - Digital Photography (3)

### **FAS255 - Lighting for Photography (Online)**

#### **Description**

The act of photography inherently depicts how light reacts and reflects its subject matter, while also communicating different emotions, moods, and feelings to the audience. This course serves as a comprehensive introduction to how light is used and manipulated for different purposes and effects. Topics covered include using ambient light versus flash or studio light for different subject matter (portraits, editorial work, fine art, etc.), angle of light and how it influences the look of the subject matter, using a single light source versus multiple light sources, how to blend ambient light with strobe lighting, using long exposures and film speed to manipulate the look of your imagery, along with other purposeful techniques for manipulating the aesthetics of light.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

FAS226 - Digital Photography (3)

Contact Academic Advisor to register.

### **FAS260 - History of Architecture (Campus)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **FAS270 - Introduction to Film History (Campus, Online)**

#### **Description**

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. Students will view films, participate in in-class and online discussions of films and readings, attend lectures, and write a collaborative research project.

#### **Additional information - Campus**

Course offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FAS301 - Film and American Culture (Campus)**

#### **Description**

The course will be an examination of major shifts and events in American politics as reflected through the films of the twentieth century. What can we learn about periods in history from the cultural products they leave behind Can we piece together an accurate look at an era through the stories they tell We will explore time periods such as pre-WWI immigration, The Roaring Twenties, The Depression, Isolationism, World War II, the post-war atomic era, the 1960s counterculture, Vietnam, the Reagan 1980s, and the post-9/11 era. We will look at a variety of filmmaking genres-from cartoons to documentaries to government films to narrative features-to piece together the history of politics in twentieth century America.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FAS302 - Gender and Film (Campus)**

#### **Description**

This course will undertake a comprehensive and chronological history of gendered representations on the screen. We will begin in the turn-of-the twentieth century silent era with "damsels in distress," and we will conclude with twenty-first century films that address the continuing and global struggle for gender equality. In between we will cover such subjects as: "The New Woman" of the 1920s; pioneering films exploring lesbian, gay, and transgender issues which date back to the 1930s; femme fatales in film noir; and male filmic stereotypes such as the cowboy. This will be achieved through screenings, readings, lectures, active discussions, and presentations.

#### **Additional information - Campus**

Course offered in the spring term of every even year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **FAS310 - Illustration (Campus, Online)**

#### **Description**

This course builds upon skills and concepts learned in FAS-110 (Introductory Drawing) with the focus shifting to applications of drawing in projects related to the discipline of graphic design. Drawing skills will be applied to such practical applications as storyboarding, text illustration and display, packaging design, web design, video animation and multimedia.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FAS110 - Introductory Drawing (3)

### **FAS320 - History of Design (Campus, Online)**

#### **Description**

This course introduces the major movements in the history of design since the Industrial Revolution, including the Arts & Crafts Movement, Art Nouveau, Art Deco, the Bauhaus, Constructivism, and contemporary trends in popular design. Students will be encouraged to apply their learning to practical design exercises.

#### **Additional information - Campus**

Course offered in the spring term of every even year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FAS326 - History of Photography (Campus, Online)**

#### **Description**

This course will examine the history of photography from its invention in 1839 to the present time. The course will endeavor to address the technical artistic and social underpinnings of this most modern of art forms.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **FAS327 - Advanced Digital Photography (Campus)**

#### **Description**

As the practice of digital photography leverages new technical skills through software programs and digital editing, it is critically important that practicing photographers gain a greater understanding of emerging methods for producing, editing, and distributing photographic works. This course provides an intermediate experience in the process of generating portfolios of digital images for presentation, distribution, or exhibition. Key to this experience is a broad understanding of design concepts that lead to decisions in coloring, resolution, formatting, and so on to produce high quality images that reflect a creative point of view. Students are exposed to advanced techniques using industry standard software to manipulate digital works for print and digital output, including color theory, management, calibration, and standard file formatting.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FAS226 - Digital Photography (3)

### **FAS335 - Romanticism to Impressionism (Campus)**

#### **Description**

This course examines European painting of the 19th-century, one of the most abundantly creative periods in all of art history. From grand historical paintings of Napoleon, to intimate Romantic visions, to remarkably fresh, dewy landscapes, to sublime views of industry and urban development, the art of this period rises to the height of both aesthetic achievement and cultural relevance. In addition, to presenting famous artists and works, the course draws forth central themes of the time, including the rise of individualism, industrialization, urbanization, the growing power of the market place, and the flourishing of middle class culture.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FAS342 - Modernism (Campus, Online)**

#### **Description**

This course will examine the development of painting and sculpture in Europe from the 1880s through 1945 in relation to its social, cultural, and political contexts. An incredibly rich period for the visual arts, the Modernist movement stands alone in its dazzling array of visual styles, its passionate and at times tumultuous involvement with politics and social concerns, and its international scope.

#### **Additional information - Campus**

Course offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **FAS345 - Contemporary Art (Campus)**

### **Description**

This is an experiential course that will introduce students to art since 1945 and the contexts in which it is displayed. During the semester students will work closely with a visiting artist in designing, creating, analyzing, and explaining (in oral and written forms) a unique exhibition for the McIninch Art Gallery. In addition, students will learn the history of contemporary art, attend field trips to local galleries, and interview artists. The course will be interactive, dynamic, thought-provoking, and fun.

### **Additional information - Campus**

Course offered in the fall of every odd year.

### **Academic Level**

Undergraduate

### **Credits**

3

## **FAS353 - Improvisation and Performance (Campus)**

### **Description**

Students in this course will develop a working knowledge of the basic techniques used in theatrical improvisation through a variety of structures, exercises, and methods. Student work will culminate in a public improvisation performance.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

## **FAS360 - Innovations in Digital Imaging (Online)**

### **Description**

Numerous advancements in digital imaging have created an exigent need for working professionals to remain on the cutting edge of these practices. This course provides students with an opportunity to research advancements in digital imaging and digital photography techniques with the intent of enhancing their own photographic practices. Students are expected to apply a selection of these emerging techniques and articulate the process, creative choices, and outcomes produced in their work.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FAS235 - Photographic Practice in the Digital Age (3)

## University Programs

### **FAS370 - American Art (Campus, Online)**

#### **Description**

This course will introduce students to the unique artistic tradition of the United States from the Colonial era to the present. In addition to studying masterworks from these periods, students will engage with issues such as the construction of an American identity, the role of the fine arts in American society, and the tensions of class, gender, race, and ethnicity in American art. As such the course functions as a vibrant retelling of American history as revealed through its visual production.

#### **Additional information - Campus**

Course offered once every two years.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FAS375 - Photographic Aesthetic Concepts (Online)**

#### **Description**

This course explores various aesthetic theories of photographic practice and the evolution of photography as a respectable fine art medium available to contemporary artists and subject to critical inquiry. Students learn how photographic images shape our understanding of both the past and present as well as the very nature of photography as an art form and how this has changed over time. Besides theory, students also explore through hands on practice the methods and techniques for developing one's own aesthetic characteristics and personal style in photographic work.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FAS326 - History of Photography (3)

### **FAS380 - Women, Art and Society (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered in the fall of every even year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **FAS390 - Non-Western Art (Campus)**

#### **Description**

This course is an introduction to aspects of non-European art created by cultures selected from the following geographic areas: Africa, the Americas (indigenous cultures), Oceania, Southwest Asia (the Middle East), South Asia, Southeast Asia, and East Asia. Although the specific artistic content, geographical coverage and/or thematic structure of the course may vary from semester to semester, after its completion students should be able to identify and analyze selected works of non-Western art with regard to aesthetics, media, means and content, using appropriate vocabulary and demonstrating links to such cultural contexts as history, social structure, philosophy and religion.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FAS400 - Digital Narratives and Documentary (Online)**

#### **Description**

Participate in an advanced exploration of the concepts of narrative and linear vs. non-linear imagery. Research the history of documentary photography, focusing on how creative works produced as professionals can be used to make an impact on communities and audiences. With an emphasis on storytelling through creative imagery, develop a digital narrative showcasing advanced techniques in camerawork, lighting, and other pre- and post-production skills.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FAS235 - Photographic Practice in the Digital Age (3)

### **FAS485 - Digital Photography Portfolio (Online)**

#### **Description**

The digital photography portfolio course provides students with a comprehensive development opportunity to showcase their professional work, establish a branded identity as a working professional, and engage in peer and professional critiques of design work in preparation for formal employment and contract interviews. Students create both digital and print-ready portfolios that demonstrate their competencies in the digital photography program outcomes.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

FAS400 - Digital Narratives and Documentary (3)

111 credit(s).

## University Programs

### **FAS490 - Fine Arts Internship (Campus)**

#### **Description**

This internship offers students the opportunity to earn credit and gain practical and career-related experience in the arts under the mentorship of a field supervisor. This internship is intended to give students an opportunity to engage in a wide range of academic and professional skills while at the same time expanding their knowledge of art and culture. The course requires 10-15 hours of work per week as well as specified academic assignments.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

## Fine Arts-Masters

### **MFA501F - Summer Residency I Fiction (Campus)**

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA501NF - Summer Residency I Nonfiction (Campus)**

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA502F - Winter Residency I Fiction (Campus)**

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA502NF - Winter Residency I Nonfiction (Campus)**

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **MFA503F - Summer Residency II Fiction (Campus)**

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA503NF - Summer Residency II Nonfiction (Campus)**

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA504F - Winter Residency II Fiction (Campus)**

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA504NF - Winter Residency II Nonfiction (Campus)**

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA505 - Introduction to the Online MFA (Online)**

#### **Description**

Explore a unique culture and approach to fiction writing at SNHU that embraces practicality, diversity and community. Understand the history and major categories of genre fiction, including the role genre plays for readers, writers, and publishers. Develop techniques for effective workshoping. Discover habits and behaviors that support the creative process and forge ties with a peer and faculty community that support a rewarding writing career.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA507 - Advanced Studies in Literature (Online)**

#### **Description**

Study classic and contemporary literature by exploring published authors' usage of creative writing craft elements. Analyze the applications of these storytelling craft elements in published literature, and identify why the literature, as a cohesive whole, is successful. Develop individual approaches to the "writer's toolkit," by employing the craft elements of storytelling into personal works for advancing a career as a creative writer.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **MFA509 - Storytelling (Online)**

### **Description**

Analyze and practice fundamentals of storytelling, including narrative arc, plot, and character development. Deconstruct popular stories in literature and film to understand characteristics of beginnings that hook, tension-building middles and satisfying endings. Refine and polish an original premise through workshop and reflection. Apply techniques to your own stories.

### **Academic Level**

Graduate

### **Credits**

3

## **MFA510 - MFA Workshop: Fiction Writing I (Campus)**

### **Description**

Fiction Writing I is a course designed to help the student entering the MFA program in fiction grasp the central principles of writing fiction. Students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished fiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed between 30 and 80 pages of polished fictional prose (prose well beyond the first or second draft) and 30 pages of polished fiction exercises.

### **Academic Level**

Graduate

### **Credits**

3 - 12

## **MFA511 - MFA Workshop: Fiction Writing II (Campus)**

### **Description**

Fiction Writing II is designed to extend a student's understanding of the essential principles of writing excellent fiction. As in Fiction Writing I, students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, in 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished fiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed a total of between 60 and 160 pages of polished fictional prose (prose well beyond the first or second draft) and 60 pages of polished fiction exercises.

### **Academic Level**

Graduate

### **Credits**

3 - 12

### **Prerequisites**

Complete:

MFA510 - MFA Workshop: Fiction Writing I (3 - 12)

## University Programs

### **MFA512 - Graduate Fiction Workshop III (Campus)**

#### **Description**

Fiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty-mentored courses, MFA 510 and 511). In this course, students will write a 10- 15-page close-reading essay on a single work of fiction (a novel, story, or story collection) and continue work on their manuscript pages, which by now should start to take the form of a thesis to be turned in at the end of fourth semester. The student should have completed between 90 and 240 manuscript pages by the end of this course.

#### **Academic Level**

Graduate

#### **Credits**

3 - 12

#### **Prerequisites**

Complete:

MFA511 - MFA Workshop: Fiction Writing II (3 - 12)

### **MFA513 - Graduate Fiction Workshop IV (Campus)**

#### **Description**

Fiction Writing Workshop IV completes the sequence of four residencies and four mentored semester of reading, critical analysis, writing and participation in workshops, lectures and public readings. In order to graduate, the student will turn in a final thesis of 100 to 300 manuscript pages, either a novel, a collection of stories, or a self-contained section of a novel.

#### **Academic Level**

Graduate

#### **Credits**

3 - 12

#### **Prerequisites**

Complete:

MFA512 - Graduate Fiction Workshop III (3 - 12)

### **MFA514 - Advanced Studies in Genre Literature (Online)**

#### **Description**

Cultivate an appreciation for several literary genres through the study of various important works, authors, key historical developments, characteristic tropes, and conventions. Prepare for upcoming cross-genre creative writing workshops. Analyze one genre novel for how it fits within the literary landscape in preparation for genre concentration selection. Research market trends to gain a practical grasp of how a genre's history continues to influence popular books today.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I (Campus)**

#### **Description**

Nonfiction Writing I is a course designed to help the student entering the MFA program in nonfiction grasp the central principles of writing professional-quality nonfiction. Students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished nonfiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed between 30 and 80 pages of polished nonfictional prose (prose well beyond the first or second draft) and 30 pages of polished nonfiction exercises.

#### **Academic Level**

Graduate

#### **Credits**

3 - 12

### **MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II (Campus)**

#### **Description**

Nonfiction Writing II is designed to extend a student's understanding of the essential principles of writing excellent nonfiction. As in Nonfiction Writing I, students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, in 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished nonfiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed a total of between 60 and 160 pages of polished nonfictional prose (prose well beyond the first or second draft) and 60 pages of polished nonfiction exercises.

#### **Academic Level**

Graduate

#### **Credits**

3 - 12

#### **Prerequisites**

Complete:

MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I (3 - 12)

### **MFA522 - Graduate Nonfiction Workshop III (Campus)**

#### **Description**

Nonfiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty-mentored courses, MFA 520 and 521). In this course, students will write a 10- 15-page close-reading essay on a single work of nonfiction (a memoir, work of literary journalism, creative essay, or essay collection) and continue work on their manuscript pages, which by now should start to take the form of a thesis to be turned in at the end of fourth semester. The student should have completed between 90 and 240 manuscript pages by the end of this course.

#### **Academic Level**

Graduate

#### **Credits**

3 - 12

#### **Prerequisites**

Complete:

MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II (3 - 12)

## University Programs

### **MFA523 - Graduate Nonfiction Workshop IV (Campus)**

#### **Description**

Nonfiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing and participation in workshops, lectures and public readings. In order to graduate, the student will turn in a final thesis of 100 to 300 manuscript pages, either a memoir, a work of literary journalism, a collection of essays, or a self-contained section of a memoir or work of literary journalism.

#### **Academic Level**

Graduate

#### **Credits**

3 - 12

#### **Prerequisites**

Complete:

MFA522 - Graduate Nonfiction Workshop III (3 - 12)

### **MFA524 - Contemporary Fiction Writing I (Online)**

#### **Description**

Explore the various characteristics and elements that describe the Contemporary Fiction Writing genre. Formulate an initial novel-writing premise, applying early conceptualizations of character arcs, plot arcs, motivation, pacing, and research. Develop an individualized approach to structuring stories through immersion in titles within the genre landscape.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA525 - Romance Fiction Writing I (Online)**

#### **Description**

Explore the various characteristics and elements that describe the Romance Fiction Writing genre. Formulate an initial novel-writing premise, applying early conceptualizations of character arcs, plot arcs, motivation, pacing, and research. Develop an individualized approach to structuring stories through immersion in titles within the genre landscape.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA526 - Young Adult Fiction Writing I (Online)**

#### **Description**

Explore the various characteristics and elements that describe the Young Adult Fiction Writing genre. Formulate an initial novel-writing premise, applying early conceptualizations of character arcs, plot arcs, motivation, pacing, and research. Develop an individualized approach to structuring stories through immersion in titles within the genre landscape.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **MFA527 - Speculative Fiction Writing I (Online)**

#### **Description**

Explore the various characteristics and elements that describe the Speculative Fiction Writing genre. Formulate an initial novel-writing premise, applying early conceptualizations of character arcs, plot arcs, motivation, pacing, and research. Develop an individualized approach to structuring stories through immersion in titles within the genre landscape.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA600 - The Publishing Ecosystem (Online)**

#### **Description**

Follow the journey of publication from initial manuscript submission to a finished book in a reader's hands. Investigate business models and key roles in the publishing world, learn conventions of submission, and identify networking opportunities. Research the critical organizations, communities, and industry publications and resources unique to a chosen genre.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA602 - The Business of Writing (Online)**

#### **Description**

Explore the many methods and strategies that professional writers employ to leverage their creative talents into financially sustaining work. Investigate the many types of writing opportunities available beyond book publishing, and learn how to start and grow a successful freelance business. Research freelance opportunities, learn how to manage a sole proprietorship, and find resources about various industry tools and conventions.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA604 - Finding and Reaching an Audience (Online)**

#### **Description**

Develop strategies to find a readership and build an audience. Investigate approaches and tools for building a writer's platform and increasing visibility in a chosen market. Create a customized, multi-faceted plan to cultivate and engage new fans.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **MFA606 - Copy and Content Writing (Online)**

#### **Description**

Target a specific readership by applying copywriting and content writing skills. Learn how to write effectively and persuasively for marketing purposes, particularly when crafting book descriptions or book marketing materials, social media posts, email newsletters, and other types of copy. Focus on producing effective headlines and content for search engine optimization purposes.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA607 - Copy and Content Writing Internship (Online)**

#### **Description**

Target a specific readership by applying copywriting and content writing skills. Learn how to write effectively and persuasively for marketing purposes, particularly when crafting book descriptions or book marketing materials, social media posts, email newsletters, and other types of copy. Focus on producing effective headlines and content for search engine optimization purposes. Internship.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Contact Career and Professional Development to register.

### **MFA608 - Editing and Coaching (Online)**

#### **Description**

Define and practice the types of editing and examine their use at different stages of revision. Become familiar with methods of revision and editing in order to apply them to one's own writing and that of their clients. Explore the role of the editor-as-coach, and practice a coaching approach to editing. Learn strategies for building an editing and coaching clientele.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA610 - Creative Writing Residency I - Fiction (Campus)**

#### **Description**

Students attend the same residencies as students in the Mountainview MFA, participating in the Mountainview peer workshops each morning, offering sections of their creative manuscripts for critique and offering critiques of other students' work, following the same workshop guidelines as Mountainview MFA students. Rather than attend the MFA craft talks in the afternoon, however, they attend advanced-level craft talks tailored to the needs of students attempting to reconceive and revise a long work. The talks might also engage with topics not typically covered in an MFA program. Subjects might include: Rewriting; Comedy; Landscape.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **MFA611 - Creative Writing Residency II - Fiction (Campus)**

### **Description**

The second residency of the certificate program is structured in the same fashion as the first residency, but its craft talks are tailored by faculty to suit students in the final stages of the manuscript revision process. Subjects include but are not limited to: Copy Editing, Endings, Prologues and Epilogues.

### **Academic Level**

Graduate

### **Credits**

3

## **MFA612 - Creative Manuscript I - Fiction (Campus)**

### **Description**

In this course, the student is assigned a faculty member as a one-on-one mentor. The mentor will begin the semester by reading the current draft of the full creative manuscript, up to 300 pages in length. After the mentor has read the manuscript, the student and mentor will conduct a conference in person, or by phone if an in-person conference isn't viable. If possible, the mentor and student should take advantage of a residency to discuss the manuscript face-to-face. During the initial conference, the mentor and student discuss the strengths and weaknesses of the manuscript and decide on goals for the semester ahead. Every kind of revision and rewriting is on the table. That is, the mentor and student might decide that an entire manuscript should be scrapped and started over. On the other side of the spectrum, they might decide on a course of line-level revisions. From that point forward the student submits 30 pages of creative manuscript every five weeks, for a total of four additional submissions. The mentor's responses to these submissions should center on marginalia and phone conferences, with thorough line-by-line edits and comments responding to passages. The mentor's responses should be like those of an excellent, devoted, unusually hands-on book editor. There should be a great deal of conversation; the responses to the packets should not be one-way instruction. This reflects the fact that the student has already completed an MFA program and is a somewhat experienced writer, in all likelihood preparing the manuscript for submission to literary agents.

### **Academic Level**

Graduate

### **Credits**

12

## **MFA613 - Creative Manuscript II - Fiction (Campus)**

### **Description**

As in Creative Manuscript I, the semester begins with the student and faculty member holding a conference to discuss the manuscript, the faculty member having read the complete current manuscript (up to 300 pages long) beforehand. As in Creative Manuscript I, the student and mentor will then set goals for the coming semester, this time with a greater emphasis on editing and polish, less emphasis on rewriting and experiment. Six weeks later, the student submits the first half of the revised manuscript. In another six weeks, the student submits the second half of the revised manuscript. Six weeks after that, the student submits the complete, final manuscript. The mentor should treat each of the submissions as an exceptional book editor might treat portions of a manuscript (see guidelines for Creative Manuscript I). At the end of the semester, the faculty member and student should have a conference about the manuscript's prospects for representation and publication, with the faculty member advising a course of action for any student interested in obtaining representation by a literary agent.

### **Academic Level**

Graduate

### **Credits**

12



## University Programs

### **MFA614 - The Book Business (Campus)**

#### **Description**

This is a course in the publishing industry and book promotion. As a general rule, it should be taken during the second semester of the Advanced Certificate program, concurrent with Creative Manuscript II. A faculty member with sufficient expertise in the workings of the publishing industry and current book-promotion methods should assign the student a number of brief response papers (3-5 pages) analyzing books, articles, social media feeds, podcasts, and/or other relevant works. The course should be focused on knowledge of practical use to an author, but it should also be a primer useful for a student who one day decides to seek internships and/or entry-level jobs in publishing.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA620 - Creative Writing Residency I - Nonfiction (Campus)**

#### **Description**

Students attend the same residencies as students in the Mountainview MFA, participating in the Mountainview peer workshops each morning, offering sections of their creative manuscripts for critique and offering critiques of other students' work, following the same workshop guidelines as Mountainview MFA students. Rather than attend the MFA craft talks in the afternoon, however, they attend advanced-level craft talks tailored to the needs of students attempting to reconceive and revise a long work. The talks might also engage with topics not typically covered in an MFA program. Subjects might include: Rewriting; Comedy; Landscape.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA621 - Creative Writing Residency II - Nonfiction (Campus)**

#### **Description**

The second residency of the Advanced Certificate program follows the same structure as the first residency, but the craft talks are tailored to students in the final stages of revision. Subjects include, but are not limited to Copy Editing, Endings, Prologues and Epilogues.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **MFA622 - Creative Manuscript I - Nonfiction (Campus)**

#### **Description**

In this course, the student is assigned a faculty member as a one-on-one mentor. The mentor will begin the semester by reading the current draft of the full creative manuscript, up to 300 pages in length. After the mentor has read the manuscript, the student and mentor will conduct a conference in person, or by phone if an in-person conference isn't viable. If possible, the mentor and student should take advantage of a residency to discuss the manuscript face-to-face. During the initial conference, the mentor and student discuss the strengths and weaknesses of the manuscript and decide on goals for the semester ahead. Every kind of revision and rewriting is on the table. That is, the mentor and student might decide that an entire manuscript should be scrapped and started over. On the other side of the spectrum, they might decide on a course of line-level revisions. From that point forward the student submits 30 pages of creative manuscript every five weeks, for a total of four additional submissions. The mentor's responses to these submissions should center on marginalia and phone conferences, with thorough line-by-line edits and comments responding to passages. The mentor's responses should be like those of an excellent, devoted, unusually hands-on book editor. There should be a great deal of conversation; the responses to the packets should not be one-way instruction. This reflects the fact that the student has already completed an MFA program and is a somewhat experienced writer, in all likelihood preparing the manuscript for submission to literary agents.

#### **Academic Level**

Graduate

#### **Credits**

12

### **MFA623 - Creative Manuscript II - Nonfiction (Campus)**

#### **Description**

As in Creative Manuscript I, the semester begins with the student and faculty member holding a conference to discuss the manuscript, the faculty member having read the complete current manuscript (up to 300 pages long) beforehand. As in Creative Manuscript I, the student and mentor will then set goals for the coming semester, this time with a greater emphasis on editing and polish, less emphasis on rewriting and experiment. Six weeks later, the student submits the first half of the revised manuscript. In another six weeks, the student submits the second half of the revised manuscript. Six weeks after that, the student submits the complete, final manuscript. The mentor should treat each of the submissions as an exceptional book editor might treat portions of a manuscript (see guidelines for Creative Manuscript I). At the end of the semester, the faculty member and student should have a conference about the manuscript's prospects for representation and publication, with the faculty member advising a course of action for any student interested in obtaining representation by a literary agent.

#### **Academic Level**

Graduate

#### **Credits**

12

## University Programs

### **MFA624 - Contemporary Fiction Writing II (Online)**

#### **Description**

Continue to explore the conventions, tools, and skills required for writing a successful Contemporary Fiction novel, with emphasis on implementing worldbuilding and setting, dialogue, voice, style, and pacing. Compose, workshop, and revise an original scene intended for a novel. Examine ideas that tie scenes together, such as foreshadowing, backstory, flashback, and subplot.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

- ENG529 - Fiction Fundamentals (3)
- MFA524 - Contemporary Fiction Writing I (3)
- MFA525 - Romance Fiction Writing I (3)
- MFA526 - Young Adult Fiction Writing I (3)
- MFA527 - Speculative Fiction Writing I (3)

### **MFA625 - Romance Fiction Writing II (Online)**

#### **Description**

Continue to explore the conventions, tools, and skills required for writing a successful Romance Fiction novel, with emphasis on implementing worldbuilding and setting, dialogue, voice, style, and pacing. Compose, workshop, and revise an original scene intended for a novel. Examine ideas that tie scenes together, such as foreshadowing, backstory, flashback, and subplot.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

- ENG529 - Fiction Fundamentals (3)
- MFA524 - Contemporary Fiction Writing I (3)
- MFA525 - Romance Fiction Writing I (3)
- MFA526 - Young Adult Fiction Writing I (3)
- MFA527 - Speculative Fiction Writing I (3)

## University Programs

### **MFA626 - Young Adult Fiction Writing II (Online)**

#### **Description**

Continue to explore the conventions, tools, and skills required for writing a successful Young Adult Fiction novel, with emphasis on implementing worldbuilding and setting, dialogue, voice, style, and pacing. Compose, workshop, and revise an original scene intended for a novel. Examine ideas that tie scenes together, such as foreshadowing, backstory, flashback, and subplot.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

- ENG529 - Fiction Fundamentals (3)
- MFA524 - Contemporary Fiction Writing I (3)
- MFA525 - Romance Fiction Writing I (3)
- MFA526 - Young Adult Fiction Writing I (3)
- MFA527 - Speculative Fiction Writing I (3)

### **MFA627 - Speculative Fiction Writing II (Online)**

#### **Description**

Continue to explore the conventions, tools, and skills required for writing a successful Speculative Fiction novel, with emphasis on implementing worldbuilding and setting, dialogue, voice, style, and pacing. Compose, workshop, and revise an original scene intended for a novel. Examine ideas that tie scenes together, such as foreshadowing, backstory, flashback, and subplot.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

- ENG529 - Fiction Fundamentals (3)
- MFA524 - Contemporary Fiction Writing I (3)
- MFA525 - Romance Fiction Writing I (3)
- MFA526 - Young Adult Fiction Writing I (3)
- MFA527 - Speculative Fiction Writing I (3)

### **MFA630 - Writing Short Works (Online)**

#### **Description**

Explore the many avenues for publication through production of short works. Learn and practice fundamentals of flash fiction, short story, articles, and serial fiction. Become familiar with the submission process and business models of magazines, journals, and other media. Develop an awareness of key publishers within particular genres. Produce, workshop, and submit an article or original short work.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **MFA640 - Engaging Online Writing Students (Online)**

#### **Description**

It is not enough to offer interesting content and accessible design in an online course. Students must also be engaged for the best learning to take place. Learn best practices for maximizing student engagement through the curriculum. Develop the “soft skills” online writing instructors need when encouraging participation, providing feedback, and fostering creativity and excellence.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MFA700 - Thesis Writing I (Online)**

#### **Description**

Begin to develop the novel that serves as a thesis for the MFA program. Build a detailed plan that documents the writing process and prepares next steps to be taken toward novel completion. Engage in constructive workshopping, and reflect both on one’s place within a literary community and on how one’s work fits within the publishing ecosystem. Cultivate self-confidence and practical outreach skills by preparing and presenting an effective “elevator” pitch of a novel.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

MFA624 - Contemporary Fiction Writing II (3)

MFA625 - Romance Fiction Writing II (3)

MFA626 - Young Adult Fiction Writing II (3)

MFA627 - Speculative Fiction Writing II (3)

Advisor or Dean approval required to verify completion of 15,000 words towards thesis project.

### **MFA701 - Thesis Writing II (Online)**

#### **Description**

Continue writing a publication-ready novel following a detailed writing plan toward the completion of a full draft. Work to hone creative craft and critical abilities using constructive workshopping, engaging with peers in productive feedback processes. Develop practical strategies for improving work through revision.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MFA700 - Thesis Writing I (3)

## University Programs

### **MFA702 - Thesis Writing III (Capstone) (Online)**

#### **Description**

Revise, finalize, and submit a publication-ready novel for the capstone in the MFA program. Assemble a professional portfolio including a query letter and synopsis, accumulated evidence of writing work, and a personally branded website. Reflect critically on one's place within a writing genre, examine influential books and writers, and envision a career in writing in the context of literary citizenship. Demonstrate mastery of program outcomes through a satisfactory/unsatisfactory grade evaluation.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
39 credit(s).  
Complete:

MFA701 - Thesis Writing II (3)

## First Year Seminar

### **FYS101 - First Year Seminar (Campus)**

#### **Description**

First-Year Seminar is a first-year, first-semester seminar designed to challenge and support students as they explore positions and values relevant not only to college, but also to informed citizenship in a pluralistic society. We will explore the concepts, histories, and experiences that have formed the democratic experience, encouraging open-minded engagement with and empathy for the values and experiences of a diverse population. Required of all students as part of the General Education Program's Foundation category.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## French

### **LFR111 - Beginning French I (Campus)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **LFR112 - Beginning French II (Campus)**

#### **Description**

Continuation of LFR 111.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LFR111 - Beginning French I (3)

### **LFR211 - Intermediate French I (Campus)**

#### **Description**

Emphasis on oral communication and development of reading and writing skills. Samples of French literature read and contemporary social issues discussed in French.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LFR112 - Beginning French II (3)

### **LFR212 - Intermediate French II (Campus)**

#### **Description**

Continuation of LFR 211.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LFR211 - Intermediate French I (3)

## University Programs

### **LFR311 - French Civilization and Culture (Campus)**

#### **Description**

This course develops further a student's fluency in the French language and knowledge of French civilization and culture. Mainly taught in French, the course covers the rich heritage of France from literature to cooking and fashion. Although open to any student with sufficient French, would especially be for qualified history and English majors.

#### **Additional information - Campus**

Course by arrangement only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## Full Stack Web Development

### **FSWD101 - Introduction to HTML (Online)**

#### **Description**

This course introduces Kenzie Academy's Full Stack Web Development program. Learners set up their development environment and learn fundamental programming concepts and practice them in JavaScript. Programming concepts include instructing a computer to perform operations using knowledge of programming syntax and logic, accounting for a variety of possible inputs, and understanding and optimizing the amount of time and memory required for a solution. Enrollment in the Full Stack Web Development certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **FSWD102 - Introduction to CSS and DOM Manipulation (Online)**

#### **Description**

This course builds upon Introduction to HTML and teaches how to enhance HTML pages by adding styles with CSS to add formatting, color, and more to elements on webpages while considering and accounting for varied user behaviors and accessibility within design solutions. Learners progress by learning to use JavaScript to manipulate the Document Object Model (DOM), which defines and adds asynchronous interaction to the elements on an HTML page. To wrap up this course, learners learn about Array and String methods, how to create and use Objects, and ways to clean up code through refactoring. Enrollment in the Full Stack Web Development certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FSWD101 - Introduction to HTML (3)



# University Programs

## **FSWD103 - Introduction to Data Models (Online)**

### **Description**

Building upon Introduction to CSS and DOM Manipulation, in this course learners learn how to use Arrays and Objects to create multi-dimensional data representations, best practices for storing Objects, and their impact on computer memory usage including optimization decision-making. Learners will be introduced to Object Oriented Programming and how to create objects in repeatable ways using Abstraction, Encapsulation, Inheritance, and Polymorphism. Learners will write code that is easy to read and follow, sensibly organized, and reusable in various applications while working on teams to learn how to review code and provide feedback to other team members in accordance with industry standards. Enrollment in the Full Stack Web Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FSWD102 - Introduction to CSS and DOM Manipulation (3)

## **FSWD121 - Introduction to React (Online)**

### **Description**

This begins the second sequence of courses in the Full Stack Web Development Certificate. Learners learn about the Client and Server, JavaScript's asynchronous capabilities, and better organization of code that is easy to read and follow. They are introduced to the React.js library and learn how to create and reuse components. By the end of this course, learners will be able to implement the various parts of a modern web application and understand architectural design principles. Enrollment in the Full Stack Web Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FSWD103 - Introduction to Data Models (3)

## **FSWD122 - Introduction to Full Stack (Online)**

### **Description**

Building upon Introduction to React, learners learn about advanced routing and styling frameworks for React before being introduced to the backend including MERN applications, Express Endpoints, Node.js, and MongoDB. Learners will be able to run a MERN application locally by creating navigation links within an application and calling backend endpoints to display results in the UI. Learners will learn to differentiate between different REST methods and modify existing API endpoints along with existing database schema. Enrollment in the Full Stack Web Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FSWD121 - Introduction to React (3)

# University Programs

## **FSWD123 - Intermediate State and Back End Development (Online)**

### **Description**

In this course, learners build upon the introduction to Node.js and MongoDB by building a full-stack application including populating the fields of a nested object reference, receiving and storing a file on the backend, and implementing a third-party library. Enrollment in the Full Stack Web Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FSWD122 - Introduction to Full Stack (3)

## **FSWD201 - Software Development Professional Skills (Online)**

### **Description**

The third sequence of courses is designed to give learners more autonomy and flexibility to develop their programming knowledge and skills while beginning their career search. Software Development and Professional Skills explores Advanced Modules in the third sequence of courses, which focus on learning independent research skills along with problem-solving processes and optimizing solutions for time and space efficiency. At the end of this course, learners will start to focus on their upcoming career search through portfolio development, resume writing, practicing for technical interviews, and defining a job search strategy. Enrollment in the Full Stack Web Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FSWD123 - Intermediate State and Back End Development (3)

## **FSWD202 - Applied Full Stack Web Development I (Online)**

### **Description**

Applied Full Stack Web Development I encapsulates the second phase of work and includes a capstone project. Capstone focuses on an open-ended group project utilizing the Software Development Lifecycle (SDLC) and all of the skills acquired throughout the program. The capstone project includes the development of a Full Stack MERN Application which will be presented to the cohort and Kenzie staff members prior to graduation and will be used within the graduate's portfolio. Enrollment in the Full Stack Web Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FSWD201 - Software Development Professional Skills (3)

# University Programs

## **FSWD203 - Applied Full Stack Web Development II (Online)**

### **Description**

This course is a continuation of the capstone experience which began in Applied Full Stack Web Development I. Learners continue working on an open-ended, group capstone project utilizing all of the skills acquired and the Software Development Lifecycle (SDLC). At the end of the course, groups will present the completed capstone project to the cohort and Kenzie staff members and will be used within the graduate's portfolio. Enrollment in the Full Stack Web Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

FSWD202 - Applied Full Stack Web Development I (3)

## **SEBD101 - Introduction to Java and the Development Environment (Online)**

### **Description**

This course introduces Kenzie Academy's Software Engineering program. Learners will set up their development environment and learn some fundamental programming concepts and apply them in Java. Fundamental programming concepts learners will address include how to instruct a computer to perform operations using knowledge of programming syntax and logic, how to account for a variety of possible inputs, and how to write programs that use loops to perform repetitive operations. Enrollment in the Certificate in Software Engineering - Backend Development program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

## **SEBD102 - Data Structures and Object Oriented Design (Online)**

### **Description**

This is the second course that builds upon the foundational building blocks learned in Introduction to Java and the Development Environment. This course introduces more complex data by creating and updating dynamic arrays and dynamic strings in order to store and organize data, creating custom classes and associated properties and methods, using data structures like Maps, Collections, and Arrays of Objects, and beginning to understand and apply the four main concepts of object-oriented design, Abstraction, Encapsulation, Inheritance, and Polymorphism. Enrollment in the Software Engineering - Backend Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

SEBD101 - Introduction to Java and the Development Environment (3)

# University Programs

## **SEBD103 - Introduction to External Development Environments (Online)**

### **Description**

Learners in this course continue to develop skills through the application of the four main concepts of object-oriented design by designing Java packages modeled after actual projects. Learners will work on real-world tasks and use Java to read and send data to files as well as remote processes on the internet. Learners can expect to read and write data to files on their local computer, understand and process JSON and CSV data formats, and make requests to remote processes using HTTP. Learners will complete a comprehensive real-world capstone project incorporating skills from previous SEBD coursework. Enrollment in the Software Engineering - Backend Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

SEBD102 - Data Structures and Object Oriented Design (3)

## **SEBD121 - Intermediate Testing and Object Oriented Programming (Online)**

### **Description**

This course is the foundation of the second sequence of courses in the Certificate in Software Engineering - Backend Development and builds upon knowledge from the first sequence of courses enabling learners to code at an introductory level at enterprise-level companies like Amazon. Learners are taught what to test, how to test, and how to identify the root cause when an issue is found. Learners are introduced to some basics of how programs use memory, which will help in the understanding of key concepts in later courses. Learners will become familiar with their first abstract Java collections interface (List), encapsulation, interfaces, Java wrapper classes, sorting lists, and some design tools. Enrollment in the Software Engineering - Backend Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

SEBD103 - Introduction to External Development Environments (3)

## **SEBD122 - Intermediate Data Structures and Design (Online)**

### **Description**

In this course, learners begin working with two new Data Structures, Maps and Sets, to provide constant time performance by utilizing hashing. Learners will be introduced to object-oriented design principles of Inheritance and Composition and will be able to integrate with and build upon code provided by others. Learners will also learn more about software design concepts with the goal of designing extendable, flexible systems. Enrollment in the Software Engineering - Backend Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

SEBD121 - Intermediate Testing and Object Oriented Programming (3)

# University Programs

## **SEBD123 - Intermediate External Development Environments (Online)**

### **Description**

In this course, learners start using DynamoDB to store and retrieve data, begin using RESTful services, and work within a dependency injection framework. Learners will also continue learning data structures and algorithms including Linked Lists, searching algorithms, and recursive algorithms while analyzing the space and time complexity (Big O) of those algorithms. Enrollment in the Software Engineering - Backend Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

SEBD122 - Intermediate Data Structures and Design (3)

## **SEBD201 - Computer Structures and Databases (Online)**

### **Description**

In this course, learners learn how computers operate and run applications, how developers track what their applications are up to using metrics, and ways to optimize them based on these metrics. This course will continue to build on our understanding of DynamoDB, utilizing more advanced querying techniques and deleting data. Finally, two additional data structures, Stacks and Queues, will be introduced. Enrollment in the Software Engineering - Backend Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

SEBD123 - Intermediate External Development Environments (3)

## **SEBD202 - Introduction to Agile Development (Online)**

### **Description**

In this course, learners review what they've learned throughout the program and begin a group project, Learn and Be Curious. Throughout the Learn and Be Curious open-ended group project, learners practice learning and work through issues with new technologies. Learners will design, scope, and build both the frontend and backend of a system within an Agile environment calling an API Gateway/Lambda service that stores data in DynamoDB. This project spans Introduction to Agile Development and Intermediate Agile Development and culminates in learners presenting their prototypes and reflecting on their experiences. Enrollment in the Software Engineering - Backend Development certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

SEBD201 - Computer Structures and Databases (3)

# University Programs

## **SEBD203 - Intermediate Agile Development (Online)**

### **Description**

This is the second course where learners apply their learning by working on the Learn and Be Curious open-ended group project that they started in Introduction to Agile Development. Throughout the Learn and Be Curious open-ended group project, learners practice learning and work through issues with new technologies. Learners will design, scope, and build both the frontend and backend of a system within an Agile environment calling an API Gateway/Lambda service that stores data in DynamoDB. At the end of this course, learners will present their prototypes and reflect upon their experiences. Additionally, learners participate in a midterm workshop consisting of whiteboarding, practicing with CodeWars exercises, and participating in code reviews. Enrollment in the Software Engineering - Backend Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

SEBD202 - Introduction to Agile Development (3)

## **SEBD221 - Advanced Data Structures (Online)**

### **Description**

In this course, learners explore API Design considerations, more advanced DynamoDB features, and new Java fundamentals including developing and implementing functionalities to execute code asynchronously. By the end of the course, learners will be able to use DynamoDB scan to find and filter data, use JSON Serialization to transform Java objects to and from the text-based JSON format, and build a mental model of how Trees and Graphs work and why they're used. Enrollment in the Software Engineering - Backend Development certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

SEBD203 - Intermediate Agile Development (3)

## University Programs

### **SEBD222 - Applied Java Concepts I (Online)**

#### **Description**

In this course, Applied Java Concepts I, and the subsequent course, Applied Java Concepts II, learners are prepared for the critical transition from learner to working Software Engineer by completing a Capstone Project. The Capstone Project prepares learners for this transition through exposure to similar expectations and environments similar to real on-the-job training. Throughout the Capstone Projects, learners will work independently to facilitate learning what is needed to deliver results, develop previously-defined functionality, and perform and receive multiple evaluations from peers and instructional staff. The Capstone Project is a group project spreading out the responsibility and provides learners with the opportunity to work collaboratively and hold each other accountable within an Agile environment. Enrollment in the Software Engineering - Backend Development certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SEBD221 - Advanced Data Structures (3)

### **SEBD223 - Applied Java Concepts II (Online)**

#### **Description**

In this course, Applied Java Concepts II, learners continue building their Capstone Project in groups from Applied Java Concepts I. The Capstone Project prepares learners for this transition through exposure to similar expectations and environments to real on-the-job training. Throughout the Capstone Projects, learners will work independently to assist in learning what is needed to deliver results, develop previously-defined functionality, and perform and receive multiple evaluations from peers and instructional staff. By the end of the Capstone Project, learners will be able to convert a design into code and deliver it using best practices, write secure, testable, and maintained code, create unit tests that thoroughly test functionality, troubleshoot by debugging and reviewing errors, logfiles, and metrics, contribute to planning and design and communicate effectively across stakeholders and teammates when projects hit roadblocks and risks. Enrollment in the Software Engineering - Backend Development certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SEBD222 - Applied Java Concepts I (3)

## **Game Art**

## University Programs

### **GAD105 - Concept Art and Color Theory (Campus)**

#### **Description**

In this course, students will explore the various components that define the aesthetics of concept art. Specifically, students will develop the knowledge and ability to apply fundamental design principles, color theory, emotional intent, and narrative storytelling techniques to the creation of concept art works. In addition, they will learn the importance and purpose of iteration in the development of aesthetically-pleasing, visual works of art.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FAS110 - Introductory Drawing (3)

### **GAD201 - Introduction to Digital Sculpting (Campus)**

#### **Description**

In this course, students will build upon their prior knowledge of 3D modeling and UV unwrapping and gain experience creating organic 3D models and assets through the application of digital sculpting techniques. They will also explore the various methods and tools for the digital sculpting process.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **GAD202 - 3D Modeling and Unwrapping (Campus)**

#### **Description**

In this course, students will develop foundational knowledge and skills relevant to the process of 3D modeling and unwrapping. They will create low-poly and high-poly models through the use of industry-standard 3D modeling tools and technologies. Through the use of UV mapping tools, students will then unwrap 3D models to create UV maps that represent the 3D model's surfaces on a two-dimensional plane. Additionally, students will transform a high-poly model into a low-poly model and create and optimize UV maps in preparation for implementation into a game engine.

#### **Academic Level**

Undergraduate

#### **Credits**

3



# University Programs

## **GAD215 - Texturing for Games (Campus)**

### **Description**

In this course, students will develop the knowledge and skills necessary for designing and adding textures and materials to 3D models. The addition of textures and materials is a critical step in the production pipeline for interactive visual designs. Students will design various textures and materials, and then apply them to add color, texture, opacity, and reflectivity to the surfaces of 3D models.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAD202 - 3D Modeling and Unwrapping (3)

## **GAD300 - 3D Character Animation and Rigging (Campus)**

### **Description**

In this course, students will develop a critical understanding of the techniques and skills necessary for creating animated performances that reflect believable human movement governed by the twelve principles of animation. Students will design a performance based on examinations of actual human movements as well as professional examples from the world of digital games and animation. They will also apply appropriate rigging techniques and animation principles to characters to produce an animated 3D performance.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAD202 - 3D Modeling and Unwrapping (3)

## **GAD311 - Environment Design (Campus)**

### **Description**

In this course, students will create a cohesive environment for an interactive visual design. They will utilize reference to create appropriate 3D models for their intended environment, and will also optimize those models through the creation of UV maps and the application of textures, materials, and lighting. Once they have finalized their assets within the environment, they will then integrate the environment design into an industry standard game engine.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAD215 - Texturing for Games (3)

# University Programs

## **GAD400 - Creature Design (Campus)**

### **Description**

Students in this course will create a finalized creature asset ready for game implementation. They will develop an understanding of quadrupedal animal anatomy and gather reference of actual animals and creatures from existing digital games to inform their own creature designs. Following the phases of the production pipeline, students will create an original concept for a creature, and then apply the appropriate 3D modeling, digital sculpting, texturing, and rigging techniques to bring the creature to life.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAD201 - Introduction to Digital Sculpting (3)

GAD215 - Texturing for Games (3)

## **GAD401 - Character Design (Campus)**

### **Description**

Following the phases of the production pipeline, students in this course will create a finalized character asset ready for game implementation. They will develop an initial character concept and then apply the appropriate 3D modeling, digital sculpting, texturing, and rigging techniques to bring the character to life. Additionally, students will be able to articulate how their various design choices throughout the pipeline reflect the original concept art as well as the backstory of the character.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAD400 - Creature Design (3)

## **GAD499 - 3D Professional Design (Campus)**

### **Description**

As the culminating experience for the Bachelor of Science in Game Art and Interactive Design degree program, students in this course will synthesize all of the knowledge and skills developed throughout their coursework and apply it to the development of a professional persona as a game artist or interactive designer, along with the creation of a professional-quality asset to showcase their career readiness. Students will identify the type of game artist or interactive designer they would like to be, and then create an asset to show off that specific skill set. They will also demonstrate the ability to present both themselves, as well as their asset, to various professional audiences.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAD401 - Character Design (3)

### Game Design

#### **GDE150 - Game Design I: Systems and Mechanics (Campus)**

##### **Description**

In this course, students will be introduced to the field of game design. They will examine the systems and mechanics of games and how they relate to the overall gameplay experience. Students will apply this knowledge to create systems and mechanics for new games and to improve existing games. They will also produce appropriate design documentation for their created game systems and mechanics. This course will include an examination of both digital and non-digital games.

##### **Academic Level**

Undergraduate

##### **Credits**

3

#### **GDE210 - Game Design and Production: Rapid Prototyping (Campus)**

##### **Description**

In this course, students will develop the knowledge and skills necessary for the design and production of game prototypes. In order to develop their prototypes, students will develop a game concept and corresponding designs, while taking into consideration their intended audience and business goals for the game. They will also determine the mechanics that will drive the overall gameplay and produce a functional prototype to conduct gameplay testing.

##### **Academic Level**

Undergraduate

##### **Credits**

3

##### **Prerequisites**

Complete:

GDE150 - Game Design I: Systems and Mechanics (3)

GAM120 - Introduction to Game Development (3)

### Game Design & Development

#### **GAM110 - Game Programming I (Campus)**

##### **Description**

Students will learn the basis of computing as well as the fundamentals of programming. Students will be taught the correlation between math and programming languages and how they are used in games. Students will get a firsthand introduction on how C# and C++ are used in game engines. A student will be introduced to scripting languages, object oriented languages and functions. Students will have an understanding of multiple types of classes that include base, abstract, and concrete, as well as class hierarchies.

##### **Academic Level**

Undergraduate

##### **Credits**

3

## University Programs

### **GAM120 - Introduction to Game Development (Campus)**

#### **Description**

This course introduces students to game development industry as well as the technologies that make games function. This course will involve exploration into current and past industry technology trends while students work on collaborative multidisciplinary projects. Using current game technologies, students will learn how to develop their game ideas into playable titles through rapid, iterative development. By taking a hands-on approach, students with little-to-no experience will learn the fundamentals necessary to develop games using visual scripting languages while using professional toolsets. Content is taught with play, lecture, discussion, miniature game jams, and a variety of projects. This course will introduce topics in programming and logic, art, lighting, as well as design. Additionally, this course will introduce students to the structure and roles within the various game industries.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **GAM150 - Game Design I: Systems and Mechanics (Campus)**

#### **Description**

This course introduces students to the principles and fundamental techniques used in designing interactive game experiences. Emphasis is placed on the underlying structure of good game design, including the systems, mechanics, and psychological principles involved. As these principles are universal to games of all types, students will work primarily on designing non-digital games. No programming knowledge is required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **GAM207 - Information Technology and Digital Games (Online)**

#### **Description**

Introduction to digital games and information technology covers game genres and platforms, interface design, game implementation, artificial intelligence, business economics of the game industry, game marketing and design, e-collaboration, and e-commerce. Students learn how to use software packages to design and implement digital games and how to use the Internet to market and distribute digital games. The course includes a project which will culminate in the conception, design, and prototype of an original digital game. The course is designed for students who have an interest in IT and games, including original game concepts, design and implementation, and executive leadership in the game industry. Knowledge of computer programming is not required.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

## University Programs

### **GAM215 - World-Building for Games (Campus)**

#### **Description**

Rich, highly immersive imagined worlds have a long tradition in fantasy and science fiction from J.R.R. Tolkien's Middle Earth to the dystopian universe of Suzanne Collins' Hunger Games. Increasingly, digital games rely on these imagined worlds to create environments for players to interact with and explore. In this course students will learn and apply the principles of world-building and environmental storytelling to craft a series of imagined worlds for digital games. Students will be tasked with developing worlds around a number of common themes in digital games such as fantasy realms, forgotten civilizations, post-apocalyptic futures, and alien worlds, including the historical, geographic, social, and cultural details that make imagined worlds so engaging.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **GAM220 - Game Programming II (Campus)**

#### **Description**

Students will learn advanced programming topics to further enhance their abilities to implement software solutions to problems. Object oriented design, data abstraction techniques, and data structures like linked lists, vectors, maps, stacks and queues will be introduced and developed. More advanced uses of functions, such as function pointers and recursion will be discussed. Students will also be introduced to various algorithms used for searching and sorting data. All topics will be introduced and discussed with a focus on how they are used to build interactive games.

#### **Additional information - Campus**

Typically offered during spring terms.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GAM110 - Game Programming I (3)

## University Programs

### **GAM230 - Scripting for Games (Campus)**

#### **Description**

This course will introduce students to scripting for video games, making use of modern game engine technologies as well as the commonly used math topics within game development. Students will learn how to create custom logic and mechanics for real-time simulations, using a scripting language. Technical components of common game engines, such as physics, animations, game objects, transform and position information, as well as visual effects will be explored and manipulated from the perspective of a software developer. Commonly used math topics for game development will be implemented in real-time systems.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GAM110 - Game Programming I (3)

GAM120 - Introduction to Game Development (3)

### **GAM303 - Design of Virtual Game Environments (Online)**

#### **Description**

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics, and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GAM207 - Information Technology and Digital Games (3)

### **GAM305 - Digital Game Development (Online)**

#### **Description**

To provide a technically well-founded introduction to game development using programming languages and various gaming editors. On completing this course, the student will have acquired a fundamental understanding of the Windows API, the use of sprites, animation and audio in an integrated game environment. This course is cross-listed with IT 305.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GAM303 - Design of Virtual Game Environments (3)

# University Programs

## **GAM312 - Gameplay Systems Development (Online)**

### **Description**

This class builds on the programming fundamentals learned in previous courses, and covers topics relating to technical systems for video games. Students will learn how to create complex game systems using scripts and will learn advanced scripting techniques. The technical aspects of common gameplay systems will be explored and implemented in various projects.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAM207 - Information Technology and Digital Games (3)

IT312 - Software Development with C++ .NET (3)

MAT350 - Applied Linear Algebra (3)

## **GAM315 - Interactive Storytelling (Campus)**

### **Description**

Storytelling in digital games is often rightly criticized for being unimaginative and lackluster. The interactive nature of this medium requires dramatically different approaches but historically, little attention has been paid to the development of these skills in potential authors. In this course, students explore the different ways that modern digital games and other forms of interactive fiction tell stories by applying theories and principles of narrative development and story structure. Emphasis is placed on how video games are similar to and profoundly different from traditional linear fiction. In addition to reading scholarly works on games and narrative, students develop original and engaging stories fit for contemporary digital games.

### **Academic Level**

Undergraduate

### **Credits**

3

## **GAM325 - Programming for Game Engines (Campus)**

### **Description**

In this course, students will explore programming within game engines. Students will analyze how integrated development environments interface with game engines, and learn how to leverage the features of game engines based on design needs.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAM110 - Game Programming I (3)

GAM120 - Introduction to Game Development (3)

# University Programs

## **GAM335 - Gameplay Programming: Systems and Mechanics (Campus)**

### **Description**

In this course, students will develop the gameplay systems and mechanics that bring game design ideas to life. Students will build both underlying technical systems that enable gameplay, as well as event-based user interface systems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAM220 - Game Programming II (3)

GDE150 - Game Design I: Systems and Mechanics (3)

## **GAM345 - Algorithms and Data Structures for Games (Campus)**

### **Description**

Students will learn advanced algorithms and data structure topics to further enhance their abilities to implement software solutions to problems. Linked lists, doubly linked lists, vectors, maps, stacks and queues will be reviewed and developed. Graphs, binary trees, and quadtrees will be discussed and implemented. Common algorithms used for searching and sorting data stored in the various types of data structures will be covered. Runtime and memory analysis for all data structures and algorithms will also be discussed.

### **Additional information - Campus**

Typically offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAM110 - Game Programming I (3)

GAM220 - Game Programming II (3)

## **GAM350 - Multiplayer Video Game Development (Campus)**

### **Description**

This class looks into the techniques required to develop multiplayer game experiences. The course will start with the basics on how to develop video games with multiple player controlled objects using various input devices, shared and split-screen experiences, as well as designing asynchronous and asymmetric games. During the second half of the semester, online networking topics will be introduced which will include peer to peer and client server networking models. Topics such as syncing game objects between networked clients, remote procedure calls, and persistence will also be discussed.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAM230 - Scripting for Games (3)



# University Programs

## **GAM355 - Algorithms for Games and Simulations (Campus)**

### **Description**

In this course, students will build on their knowledge of algorithms and data structures, exploring algorithms that are widely used in games and interactive simulations. Students will also develop data structures needed for game and simulation needs, including writing custom containers, and apply spatial organization and partitioning concepts and techniques.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAM220 - Game Programming II (3)

## **GAM360 - Introduction to Game Production (Campus)**

### **Description**

In this course, students will gain experience working collaboratively with other game development team members in an integrated development environment. In their efforts, students will gather the various artistic and programming requirements for a game project to determine the overall scope of both the creative outputs and logistics. They will then create a prototype that they will iterate upon and prepare for final launch.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GDE210 - Game Design and Production: Rapid Prototyping (3)

## **GAM370 - Developing Online and Networked Games (Campus)**

### **Description**

In this course, students will develop skills necessary to develop online and networked games. Students will explore how these games function technically in order to synchronize game worlds across multiple devices.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAM325 - Programming for Game Engines (3)

# University Programs

## **GAM375 - Mobile Game Development (Campus)**

### **Description**

The mobile games industry has grown massively in the past decade, creating a dynamic market where creative and entrepreneurial software solutions reinvent our interactions. Students will learn programming, design, and deployment techniques for developing and publishing mobile games. Students will also gain an understanding of the major mobile platforms, the prominent app stores, and market factors. This is a technical course and will require students to write code.

### **Academic Level**

Undergraduate

### **Credits**

3

## **GAM380 - Game Experiential Learning (Online)**

### **Description**

Learn how to mix direct practice, discussion and self-reflection, and gain experience in the game development environment using the latest tools and technology. Develop real world skills through this experiential learning coursework to be better prepared for the competitive job market. May be taken two times for credit for each time.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

GAM305 - Digital Game Development (3)

GRA311 - Environment Design (3)

## **GAM405 - Artificial Intelligence for Games (Campus)**

### **Description**

Students get an introduction to AI inside a game engine. Using Action scripting, C++, or C# students will be introduced to Path finding, Crowd Control, Character Control, Non Player behavior, World behavior and Object behavior. Students will also be introduced to game play algorithms designed to create immersive reactive worlds.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAM230 - Scripting for Games (3)

GAM345 - Algorithms and Data Structures for Games (3)

## University Programs

### **GAM415 - Graphics Game Engine (Online)**

#### **Description**

Students get an introduction to advanced graphics topics including skeletal animation, ray tracing, particle integration, lighting, shaders and materials. Projects are introduced to implement these important visual effects. The knowledge obtained will be assimilated and applied to a wide range of usages and application. Linear Algebra algorithms will be refreshed and/or introduced specific to the topic at hand. Students will learn the basics of Direct X, Open GL, and Rendering solutions (forward and deferred).

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GAM312 - Gameplay Systems Development (3)  
IT230 - Software Development with C#.NET (3)  
IT312 - Software Development with C++ .NET (3)  
MAT350 - Applied Linear Algebra (3)

### **GAM420 - Artificial Intelligence for Interactive Simulations (Campus)**

#### **Description**

In this course, students will explore concepts of artificial intelligence (AI), particularly as they relate to gaming and simulations. Students will explore AI algorithms, apply common logic and behavior methodologies, and grapple with ethical issues raised by AI.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GAM325 - Programming for Game Engines (3)  
GAM355 - Algorithms for Games and Simulations (3)

### **GAM465 - Digital Multimedia Development (Online)**

#### **Description**

This course presents digital multimedia theory and develops skills that meet the design and technical requirements of professionally created multimedia for World Wide Web commercial applications on a variety of platforms and Internet applications. Each student develops a professional portfolio consisting of CD-ROM material. Students also develop working Web sites that display their multimedia projects. Topics include sound, animation, video, interactivity and multimedia distribution.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GAM303 - Design of Virtual Game Environments (3)  
GAM415 - Graphics Game Engine (3)

# University Programs

## **GAM475 - Game Engine Development (Campus)**

### **Description**

In this course, students will use their programming skills to augment the functionality of game engines. Students will first explore how components of game engines interact so that they can then develop custom game engine tools and plugins.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GAM325 - Programming for Game Engines (3)

GAM355 - Algorithms for Games and Simulations (3)

## **GAM485 - Game Studio I (Campus)**

### **Description**

Students in this course will be working in Inkwell Interactive at SNHU, a game development studio on campus. During this course, students will be developing projects for internal or external clients. Projects will involve strict deadlines, milestones, and require the students to deliver and present interactive software solutions to meet the client's needs. Students will be assigned onto projects during the first few weeks of the semester, with room to move between projects while the course is running. Students should consider that this course will expect significant time working outside of scheduled class hours.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Instructor Permission Required.

## **GAM486 - Game Studio II (Campus)**

### **Description**

Students in this course will be working in Inkwell Interactive at SNHU, a game development studio on campus. During this course, students will be developing projects for internal or external clients. Projects will involve strict deadlines, milestones, and require the students to deliver and present interactive software solutions to meet the client's needs. Students will be assigned onto projects during the first few weeks of the semester, with room to move between projects while the course is running. Students should consider that this course will expect significant time working outside of scheduled class hours.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Instructor Permission Required.

## University Programs

### **GAM490 - Game Design Internship (Campus)**

#### **Description**

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **GAM495 - Game Programming Capstone (Online)**

#### **Description**

This course integrates previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to develop a capstone project. The course will be structured around this critical task so that students have the appropriate support and resources required to be successful.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
111 credit(s).  
Complete:

GAM465 - Digital Multimedia Development (3)

### **GAM499 - Developing Innovative Technical Features (Campus)**

#### **Description**

In this course, students will explore emerging industry trends and interesting features from existing games and simulations in order to develop innovative technical features of their own. Students will develop a proposal for a technical system, build it using advanced coding techniques, and defend their design decisions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GAM335 - Gameplay Programming: Systems and Mechanics (3)

GAM355 - Algorithms for Games and Simulations (3)

## University Programs

### **GST100 - Introduction to Women's Studies (Campus)**

#### **Description**

This course introduces students to Women's Studies—an interdisciplinary field of study that centers gender as an important site of critical inquiry. Rooted in feminist philosophy, this course will use a wide range of interdisciplinary concepts, tools, and methods to ask questions about women's inequality, intersectional identities, and the movements organized to support the rights of women and the freedom of all people. This course will consider these essential questions through a variety of disciplines and lenses including but not limited to history, economics, literature, religion, fine arts, technology, politics, and sociology.

#### **Additional information - Campus**

The course will be offered every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **GST247 - Gender and Text (Campus)**

#### **Description**

This course examines gender in and through literary texts, and considers the ways in which categories of sexuality, sex, race, class, ethnicity, nationality, religion, and other factors influence writers' depictions of gender. The course analyzes historical conditions relevant to gender studies, and may address social and theoretical topics such as women's suffrage, feminisms, third-world feminism, the LGBT and LGBTQ communities, and queer theory. The course analyzes these topics through the lens of literature and asks: how is gender represented in literary texts? how do literary texts not only replicate but sometimes contest or imagine new realities for gendered subjects? what does it mean to write as a gendered subject?

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

### **GST260 - Family and Culture (Campus)**

#### **Description**

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **GST302 - Gender and Film (Campus)**

### **Description**

This course will undertake a comprehensive and chronological history of gendered representations on the screen. We will begin in the turn-of-the twentieth century silent era with "damsels in distress," and we will conclude with twenty-first century films that address the continuing and global struggle for gender equality. In between we will cover such subjects as: "The New Woman" of the 1920s; pioneering films exploring lesbian, gay, and transgender issues which date back to the 1930s; femme fatales in film noir; and male filmic stereotypes such as the cowboy. This will be achieved through screenings, readings, lectures, active discussions, and presentations.

### **Additional information - Campus**

Course offered in the spring term of every even year.

### **Academic Level**

Undergraduate

### **Credits**

3

## **GST319 - Social Development: Child and Adolescent (Campus)**

### **Description**

The purpose of this course is to expose students to theory and research concerning infant's, children's, and adolescent's social and personality development. This course will focus on how individuals become members of their social world, including how we conceptualize the social world, interact with parents and caretakers, develop social relationships with peers, and interpret, analyze, and respond to cultural messages and ideologies. We will discuss these issues through analysis of the theoretical and research literature.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY211 - Lifespan Development (3)

## **GST335 - Gender and Sport (Campus)**

### **Description**

Students will draw from integral theory to critically examine the behaviors, culture, structures and systems that shape the relationship between gender and sport and reinforce gender differences and existing inequality. Students will also create potential strategies for restructuring sport as a more equitable and empowering institution for all genders.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

## University Programs

### **GST380 - Women, Art and Society (Campus)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered in the fall of every even year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## Geography

### **GEO200 - World Geography (Campus, Online)**

#### **Description**

This course examines the implications of global location and topography for the people of planet Earth. Students will explore how geography shapes the dynamics of human societies, with an emphasis on the geoenvironmental, geopolitical, and geosocial phenomena that help to define the modern world.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **GEO202 - Regional Geography: Appalachia (Campus)**

#### **Description**

This course will examine the geography of Appalachia. Emphasis will be placed on the physical, historical, social, and cultural geography of this region. Topics include: geologic formation of the Appalachian Mountains, the Civil War, socioeconomic problems, impacts of coal mining, and regional culture. This course requires a field trip with associated fees to Appalachia during spring break.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Instructor permission required to register.



## University Programs

### **GEO203 - Natural and Cultural History of the American Southwest (Campus)**

#### **Description**

This course will examine the geography of the American Southwest. Emphasis will be placed on the physical, historical, social, natural, and cultural geography of this region. Topics include: geologic formation of the Grand Canyon, the animals of the Southwest, Native American cultures, and socioeconomic problems of the region. This course requires a field trip with associated fees to the region during spring break. Students will have the opportunity to observe animals in the Grand Canyon and Kartchner Caverns, to visit the Navajo Nation, and to analyze the differences between the natural geography and organisms of the Southwest and New England. In addition, we will visit cultural sites such as Montezuma Castle Native American ruins, Jerome ghost town and historic mine, and Canyon De Chelly; see significant natural sites such as Grand Canyon and the Petrified Forest; and visit communities that illustrate important regional differences within our country.

#### **Additional information - Campus**

This course is a collaboration between the Biology department and Humanities.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **GEO330 - Geohazards (Online)**

#### **Description**

This course will explore disasters due to natural phenomena such as climate change, hurricanes, tornadoes, earthquakes, tsunami, volcanic eruptions, asteroid/comet impacts, and mass extinctions. Each type of event will be considered in terms of its origin, evolution, warning potential, range of significant environmental impacts and possible mitigation strategies, as well as key historical cases of these geohazards.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHY103 - Earth System Science (3)

PHY205 - Principles of Geology (3)

PHY205L - Principles of Geology Lab (1)

## University Programs

### **GEO345 - Remote Sensing and Imagery Analysis (Online)**

#### **Description**

This course will provide an overview of the technology by which aircraft and satellite images of the Earth are produced as well as hands on experience manipulating and interpreting remote sensing data. Students will gain practical experience in environmental analysis using satellite imagery and commonly used sensors and analytical methods for the Earth sciences.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

PHY105 - Geology (3)

PHY205 - Principles of Geology (3)

Complete:

IT242 - Introduction to Geographic Information Systems (3)

SCI225 - Spatial Awareness (3)

Instructor permission required to register.

### **GEO450 - Spatial Analysis (Online)**

#### **Description**

This course will investigate geospatial statistical analyses that aim to provide students with the background necessary to investigate geographically represented data. The specific focus will be on spatial data analysis, such as the analysis of autocorrelation, principles of geostatistics and analysis methods that are relevant in the fields of public health, environmental/earth science and social science. The focus of this course will be to gain hands-on experience in applying these techniques with Geographic Information Systems (GIS) and spatial analytical software, and essential methodological and practical issues that are involved in sophisticated spatial analyses.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GEO345 - Remote Sensing and Imagery Analysis (3)

## Grad Business Administration

### **MBA500 - Building Business Leaders (Campus, Online)**

#### **Description**

This course will provide the student with a comprehensive look at the alignment between an organization's vision, mission, values, culture and strategies. The student will demonstrate the ability to evaluate both internal and external factors impacting business sustainability. The internal factors will include an understanding of key financial statements, forecasting and the identification and review of key performance indicators.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **MBA501 - Mathematics and Statistics for Business (Campus, Online)**

### **Description**

This is an applied course, which will provide students with the mathematical knowledge and skills that underlie many courses offered in the school of business. Students will learn the fundamental concepts and methods of linear algebra, mathematical functions, differential calculus and statistics and their applications to business. They will also sharpen their quantitative, analytical and problem-solving skills that are so important for success in the world of business today.

### **Academic Level**

Graduate

### **Credits**

3

## **MBA502 - Economics for Business (Campus, Online)**

### **Description**

This course is intended to provide the student with a concisely focused yet rigorous introduction to both micro- and macroeconomic theory needed at the foundational level of a graduate degree program. Some of the topics to be addressed include: market behavior; demand theory and related elasticity concepts; production and cost theory; managerial decision-making in perfectly competitive and imperfectly competitive markets; GDP determination; unemployment and inflation; and fiscal and monetary policy.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

MBA501 - Mathematics and Statistics for Business (3)

## **MBA503 - Financial Reporting and Analysis (Campus, Online)**

### **Description**

This course emphasizes the creation and interpretation of financial statements critical to an understanding of today's economy. Various financial topics related to financial statements are covered. Income statements, balance sheets, and cash flow statements are explored in-depth giving students an appreciation of how these statements are prepared and the standard accounting rules that apply to their creation.

### **Academic Level**

Graduate

### **Credits**

3

# University Programs

## **MBA504 - Applied Business Statistics (Campus, Online)**

### **Description**

This course will focus on the application of statistical techniques to analyze data in order to make critical business decisions. Starting with an overview of how to use and interpret descriptive statistics, students will be challenged to think critically and derive significance from a large volume of data and how this data can be used to determine causes, forecast the future, and measure performance. Using these tools, the student may develop the information needed to increase productivity, identify opportunities for improvements and assist leadership in making sound judgements.

### **Academic Level**

Graduate

### **Credits**

3

## **MBA515 - Business Environment, Innovations and Entrepreneurship (Campus, Online)**

### **Description**

This course focuses on the basics of business by introducing students to business environments in which they focus on the big picture, identify internal and external opportunities for growth, and manage resources. The course will also present students with management techniques to help them stay current and apply creative solutions to problems. Students will be introduced to the programmatic themes of globalization, leadership, team work, and ethics.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

- MBA501 - Mathematics and Statistics for Business (3)
- MBA502 - Economics for Business (3)
- MBA503 - Financial Reporting and Analysis (3)
- MBA610 - Business Law (3)
- OL500 - Human Behavior in Organizations (3)

## **MBA520 - Accounting and Financial Analysis (Campus, Online)**

### **Description**

Finance is the language of business, and in this course students will take their understanding of finance to the next level by using analytical skills when dealing with financial reporting. Students will apply financial and analytical skills gained in prior coursework, as well as principles of corporate finance, to business decision making. The course covers financial statements and other reports, the basics of financial forecasting and budgeting, and the communications and vocabulary related to financial statements.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

- MBA501 - Mathematics and Statistics for Business (3)
- MBA502 - Economics for Business (3)
- MBA503 - Financial Reporting and Analysis (3)
- MBA610 - Business Law (3)
- OL500 - Human Behavior in Organizations (3)

## University Programs

### **MBA525 - Global Executive Management (Campus)**

#### **Description**

This course explores the entire process of engaging in business activities in the global arena. The course is designed to promote and develop global awareness, new perspectives, and connectedness to increase students' overall global competence. The course integrates various aspects of global businesses and focuses on the formulation of global business strategy. Additional fees applied based on the global location of the course.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MBA530 - Leading People and Organizations (Campus, Online)**

#### **Description**

Impactful leaders have the ability to define direction, understand their uniqueness, communicate effectively, and use emotional intelligence to lead people, teams, and organizations. Students will explore leadership theories, issues, and trends, while also applying evidence-based methodologies and tools to assess and elevate their personal leadership plan. By connecting leadership theories and methodologies to trends, challenges, and opportunities facing leadership, this course will help students to effectively lead and empower others.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MBA540 - Organizational Strategy in a Global Environment (Campus, Online)**

#### **Description**

Impactful leaders leverage business intelligence to make ethical decisions, solve complex problems, and craft strategic direction to improve organizational performance and agility in a dynamic global business environment. Students develop context and understanding of how organizations formulate a strategic direction and organize all business functions to complement each other to achieve organizational objectives. Students develop the strategy know-how to assess, inform, and form interconnected functional and organizational strategic direction.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **MBA550 - Leading in an Organization (Campus, Online)**

### **Description**

The course focuses on personnel management at all levels: individual, team, and internal and external networks. With an emphasis on interpersonal skills, as well as strength-finders, students will learn essential concepts in conflict management, negotiations, and development of creative culture. Students will also learn how to establish productive relationships, motivate people, align teams and individuals to a vision, and drive change.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

- MBA501 - Mathematics and Statistics for Business (3)
- MBA502 - Economics for Business (3)
- MBA503 - Financial Reporting and Analysis (3)
- MBA610 - Business Law (3)
- OL500 - Human Behavior in Organizations (3)

## **MBA560 - Marketing and Strategy (Campus, Online)**

### **Description**

The course will focus on brand management and how marketing should be approached as a partner in strategic decision making, both internally and externally. Students will study strategic positioning, market opportunities, pricing strategies, market analysis, as well as product differentiation. SWOT analysis and the marketing mix will be covered in a decision making focus, together with the programmatic themes of globalization, leadership, team work and ethics.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

- MBA501 - Mathematics and Statistics for Business (3)
- MBA502 - Economics for Business (3)
- MBA503 - Financial Reporting and Analysis (3)
- MBA515 - Business Environment, Innovations and Entrepreneurship (3)
- MBA520 - Accounting and Financial Analysis (3)
- MBA610 - Business Law (3)
- OL500 - Human Behavior in Organizations (3)

## University Programs

### **MBA580 - Innovation and Strategy for High-Performance Organizations (Campus, Online)**

#### **Description**

High performance organizational leaders cultivate innovative thinking and processes and their application to developing successful business strategies. Students will analyze the attributes of innovative thinkers and cultures and how organizational structure and policy can promote or inhibit innovation. The course will explore the market and technology forces that drive the adoption of innovation and the tools and methods--such as risk analysis, economic analysis, statistics, and forecasting--to drive the analysis, selection, and implementation of innovative products and processes.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

BMB670 - Music Business Leadership and Ethics (3)

MBA540 - Organizational Strategy in a Global Environment (3)

### **MBA610 - Business Law (Campus, Online)**

#### **Description**

This course provides a survey of the legal environment of business by looking at legal issues and regulations in a business context. The students assess the impact of business law on organizational decision making for informing strategic legal decisions. The course covers employment law, contracts, tort and product liability, internet law as well as other legal issues affecting the business environment. The students also assess the legal and ethical implications of US companies doing business abroad.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MBA620 - Measuring Success in an Organization (Campus, Online)**

#### **Description**

Effective leaders need a comprehensive understanding of financial and management accounting principles, analytical techniques, and computer-based tools. Students will prepare, monitor, and evaluate financial and accounting reports and metrics and present their findings and recommendations. From reporting to planning, students will develop an acute awareness of a perpetually changing business environment and how entities measure its success, challenges and resources.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **MBA635 - Ethics, Corporate Culture, and Social Responsibility (Campus, Online)**

#### **Description**

This course examines corporate culture and social responsibility, how to build a sustainable business, and how to promote corporate ethics and values. The course also looks at how to deal with group think, diversity and cultural awareness, civic engagement, and how to be at the forefront of using environmental and sustainable practices that have a positive global impact. The course will also examine personal ethics in relationship to corporate ethics, governance, and civic mindedness.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MBA515 - Business Environment, Innovations and Entrepreneurship (3)

MBA520 - Accounting and Financial Analysis (3)

MBA550 - Leading in an Organization (3)

MBA560 - Marketing and Strategy (3)

### **MBA640 - Finance, Economics, and Decision Making (Campus, Online)**

#### **Description**

The course is a continuation of MBA 520 Accounting and Financial Analysis and focuses on effective business decisions using quantitative and qualitative data, microeconomic and macroeconomic variables, and internal financial priorities. The students refine operational and investment decision-making skills with respect to organizational sustainability and growth, mergers, debt vs. equity funding and capital markets. In addition, students are exposed to foreign currencies, foreign direct investment (FDI), and international trade.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MBA550 - Leading in an Organization (3)

MBA560 - Marketing and Strategy (3)

### **MBA645 - Optimizing Brands (Campus, Online)**

#### **Description**

Organizational leaders balance brand management and its relationship with impactful marketing strategies. Students will study the key brand elements of identity, trust, and building habit-forming brand experiences. By applying market research, target market identification, customer trends in the marketplace, and ethical considerations, students will develop a marketing strategy for an organization.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

BMB670 - Music Business Leadership and Ethics (3)

MBA540 - Organizational Strategy in a Global Environment (3)



# University Programs

## **MBA665 - Government Impact on Business (Campus, Online)**

### **Description**

This course focuses on the macroeconomic aspect of business, including governmental impact (local, national, international), by exploring public policy, regulatory bodies, regulations' impact on business, trends, and current politics and their impact on business, power structures, and lobbying.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

MBA550 - Leading in an Organization (3)

MBA560 - Marketing and Strategy (3)

## **MBA687 - Leading Organizational Change (Campus, Online)**

### **Description**

Leadership requires the understanding of human intelligence and how individuals function within an organization to achieve winning results. In this course, students will explore how to develop a workforce to actualize business goals and objectives and study how to manage organizational change through communication strategies that reduce risk, address employee dissatisfaction and apprehension, and increase strategic alignment among leaders, managers and employees. This course will emphasize the blending of financial and human capital resources to effectively complete organizational change and proffer solutions that are strategic and balanced.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

BMB670 - Music Business Leadership and Ethics (3)

MBA540 - Organizational Strategy in a Global Environment (3)

Complete:

MBA620 - Measuring Success in an Organization (3)

## University Programs

### **MBA690 - Operations Management and Technology (Campus, Online)**

#### **Description**

This course explores essential aspects of project management, the tracking and measurement of key performance indicators (KPI), and the use of current technology to create automation and sustainability. Students have the opportunity to examine technology management and operations management from a strategic perspective, creating a common view into the different layers of a business. In addition, students learn to collect, identify, and determine quality measures and use common methodologies and strategic planning processes.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MBA550 - Leading in an Organization (3)

MBA560 - Marketing and Strategy (3)

### **MBA699 - Strategic Opportunity Management (Campus, Online)**

#### **Description**

Impactful leaders move strategic initiatives forward with innovation, collaboration, and informed, data-driven decision-making. In this course, students will assess conditions, processes, and resources that impact how leaders design adaptive strategies, using emotional and business intelligence to manage strategic objectives. StudentLearners will solve complex problems, manage opportunities, and build sustainable stakeholder relationships.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MBA530 - Leading People and Organizations (3)

MBA540 - Organizational Strategy in a Global Environment (3)

MBA580 - Innovation and Strategy for High-Performance Organizations (3)

MBA620 - Measuring Success in an Organization (3)

MBA645 - Optimizing Brands (3)

MBA687 - Leading Organizational Change (3)

# University Programs

## **MBA700 - Strategic Management (Online)**

### **Description**

This course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

- FIN550 - Corporate Financial Management (3)
- OL500 - Human Behavior in Organizations (3)
- QSO510 - Quantitative Analysis for Decision Making (3)
- IT510 - Advanced Information Technology (3)

## **MBA705 - MBA Capstone (Campus, Online)**

### **Description**

This capstone course is the culminating experience for the MBA program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
30 credit(s).

Complete:

- MBA640 - Finance, Economics, and Decision Making (3)
- MBA665 - Government Impact on Business (3)
- MBA690 - Operations Management and Technology (3)

## University Programs

### **MBA710 - Internship (Online)**

#### **Description**

Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.

#### **Academic Level**

Graduate

#### **Credits**

3 - 12

#### **Prerequisites**

Complete all of the following

Successful Completion of Pre-Internship Survey

Earned a minimum cumulative GPA of 3.0

Complete all of the following

18 credit(s).

These credits must exclude Foundation Courses and can include completed and in-progress coursework.

This course requires special permissions to register. Please contact your advisor for more information about the registration process for academic internships.

### **MBA740 - Thesis Option (Campus)**

#### **Description**

Students may substitute 6 hours of thesis credit for two elective courses in the M.B.A., master of finance, master of information technology or master of business education programs. A thesis must be completed within nine months of its approval.

#### **Academic Level**

Graduate

#### **Credits**

6

## Graphics

### **GRA105 - Concept Art and Color Theory (Campus)**

#### **Description**

Students will begin with an understanding of how narrative design, color design, form vs. function and world building define the aesthetics of concept art. Students will be introduced to the fundamentals of digital and traditional techniques for creating concept art. These fundamental skills will help students in the design phase for creating concepts for characters, creatures, and environments. Students will learn about color theory as a cohesive workflow with design to create aesthetically pleasing concept art.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

FAS110 - Introductory Drawing (3)

## University Programs

### **GRA199 - Graphic Design Studio I (Campus)**

#### **Description**

Graphic Design Studio I will introduce students to foundational practices within the Graphic Design field, particularly focusing on project-based experiences.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Placement in BA.GDM  
Permission of the instructor

### **GRA200 - Digital Design Tools (Campus, Online)**

#### **Description**

In this course, students will explore industry-standard software to understand their purpose, similarities, differences, and how to apply them to various design mediums. Students will also have the opportunity to practice navigating and using the software and their tools to prepare for applying them to revise and refine basic designs. This course will provide students with the foundational knowledge necessary for more hands-on application and design in future learning experiences.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **GRA201 - Intro to Digital Sculpting (Online)**

#### **Description**

In this course students will be introduced into Digital sculpting with zbrush. Also understand how digital sculpting fits into a pipeline in a game production environment. Techniques covered in this course will be software navigation, sculpting with multiple brushes, masking, poly painting, and materials. The course will cover some practices used to prep a model for the next stage in creating a game model. Some techniques will show how zbrush can work seamlessly with other 3D modeling software. The class will also have assignments that include observational and concept drawing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:  
GRA202 - 3-D Modeling and Animation (3)

# University Programs

## **GRA202 - 3-D Modeling and Animation (Online)**

### **Description**

In this course students will be introduced to 3DS max. It will give them an overview of what max does specifically for games. This course will be focused on modeling. Students will learn the basics of modeling low poly and high poly models. How they are unwrapped and used in conjunction with textures. It will also show a wide range of techniques used in the industry for modeling for mobile, PC and current generation consoles.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

GRA200 - Digital Design Tools (3)

GRA205 - Fundamentals of Design (3)

## **GRA205 - Fundamentals of Design (Campus, Online)**

### **Description**

This course examines the basic elements and principles of design and how they are used in creating visual communications. Students will explore the relationship between the elements and principles of design and how they are used to accomplish effective compositions. Students will be introduced to the creative development process and basic design software features as they complete creative projects.

### **Academic Level**

Undergraduate

### **Credits**

3

## **GRA210 - Fundamentals of Game Design (Campus)**

### **Description**

Many people have ideas for their own video games, but how do you get started making them This course lays the foundation for students interested in entering the game industry. This is accomplished by learning game mechanics and design theory through hands on work. Using industry standard tools, students work through the process of creating games from start to finish.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **GRA211 - Interactive Animation (Online)**

### **Description**

This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

### **Academic Level**

Undergraduate

### **Credits**

3

## **GRA212 - 3-D Character Animation (Online)**

### **Description**

This course will introduce students to character animation by learning the 12 principles of animation. We will also be going over the pipeline for skinning and rigging a character.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA202 - 3-D Modeling and Animation (3)

## **GRA220 - Introduction to Digital Imaging (Campus, Online)**

### **Description**

Using Photoshop and Illustrator software, this course is an 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. Special attention will be paid to copyright awareness in the age of digital image.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **GRA280 - Design Thinking for Graphic Designers (Campus, Online)**

#### **Description**

In this course, students will practice using a design thinking process to develop user-centric, solution-based approaches to solve design challenges. Through this process, students will explore the various stages of design, begin generating design ideas and concepts, and create a design solution to address a design need.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **GRA290 - Professional Practices in Graphic Design (Campus, Online)**

#### **Description**

In this course, students will explore the meaning and importance of professionalism in graphic design. They will study the essential project management practices and communication methods necessary for designers to apply throughout the design process. Design integrity principles and practices, such as ethical and legal considerations and social, cultural, and environmental sensitivities will also be addressed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA205 - Fundamentals of Design (3)

### **GRA299 - Graphic Design Studio II (Campus)**

#### **Description**

Graphic Design Studio II will reinforce foundational themes while allowing students to continue to explore various Communication fields through practice and experience.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

GRA199 - Graphic Design Studio I (3)

Complete 1 of the following

Placement in BA.GDM

Permission of the instructor



# University Programs

## **GRA310 - Digital Graphic Design for the Web (Campus, Online)**

### **Description**

This course focuses on digital graphic design theory and its application to web design. Students will learn about the technical requirements of professionally created web-related elements. Students will be focused on designing websites while considering functionality. Differences in designing for the desktop computer and mobile devices will be a topic for discussion and incorporated in exercises and projects.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA205 - Fundamentals of Design (3)

## **GRA311 - Environment Design (Online)**

### **Description**

In the first half of this course students will be introduced to a pipeline for the creation of environments inside of a game studio. Students will be shown how to use reference drawings and images to help build props and environment pieces. Students will also be shown how these assets can be used, not only as standalone assets but to create other bigger picture assets when used as a modular set piece. Then the students will digitally sculpt environment assets from references provided to them. When the sculpting phase is finished the students will learn how to build a game model from their digital sculpt. Students will then create the textures that will be used for a final render. In the second half of this course students will be able to go through this same pipeline but instead of using provided artwork, they will create something from their own imagination.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA201 - Intro to Digital Sculpting (3)

GRA202 - 3-D Modeling and Animation (3)

## University Programs

### **GRA315 - Game Design and Production (Campus)**

#### **Description**

This course ties together subjects such as project management, game design theory, and development. Working together in small and randomly assigned teams, students design, document, manage, and develop projects within set time frames. Each student will have the opportunity to experience different roles within a development team including designer, programmer, artist, and producer. All projects are presented to the class each development cycle for feedback and peer reviews before working on the next project. Design and project management methods are lectured and put into practice in each new cycle.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GAM120 - Introduction to Game Development (3)

GAM150 - Game Design I: Systems and Mechanics (3)

### **GRA330 - Designing with Data (Campus, Online)**

#### **Description**

In this course, students will explore how graphic designers leverage data to inform their designs. Students will utilize data to design an infographic with various icons to convey a message.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA200 - Digital Design Tools (3)

GRA205 - Fundamentals of Design (3)

### **GRA332 - Digital Publishing (Online)**

#### **Description**

In this course, students will be introduced to the creative and practical aspects of digital publishing. Students will identify and explore differences between designing for the iPad, smartphone, tablet, laptop, and desktop computers. This course shows students how to step outside of print design and learn about interactive design, and the differences and similarities between the two. Through targeted assignments students will develop an understanding of the variety of tools used to create publications for electronic media. Students will capture key insights to improve content and deepen reader engagement.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

COM232 - Desktop Publishing (3)

# University Programs

## **GRA340 - Typography (Campus, Online)**

### **Description**

Typography encompasses the language of type, typeface and character recognition, legibility, appropriate uses of scale and grid systems, and the individual visual dynamics of letterforms. In this course, students will learn how to work with type as a stand-alone design element and how to incorporate type successfully with imagery. Students will work on projects with increasing scope and complexity to gain an understanding of typographic form across a variety of media.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA200 - Digital Design Tools (3)

GRA205 - Fundamentals of Design (3)

## **GRA350 - Layout and Publication Design (Online)**

### **Description**

In this course, students will use grid systems to organize information and content on a page. Students will develop proficiency in incorporating different printing techniques in their designs. Students will also be able to build off the skills in previous courses along with new skills they will obtain from this course in order to develop and design a multi-page publication.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA340 - Typography (3)

## **GRA352 - Web Analysis and Design (Online)**

### **Description**

In this course, students will analyze an existing website's functionality and accessibility across multiple devices. Students will use their analysis and a variety of data to identify needed website design improvements. They will develop strategies to make needed improvements and will explore methods to communicate their recommendations, including the use of sitemaps, responsive wireframes, and professional-quality mock-ups.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA280 - Design Thinking for Graphic Designers (3)

GRA310 - Digital Graphic Design for the Web (3)

# University Programs

## **GRA354 - Web Development (Online)**

### **Description**

In this course, students will explore mobile-first design and how to make the website experience more accessible for everyone as they build elements of a responsive website. Students will apply their design knowledge and industry standards for developing websites using a Content Management System (CMS).

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA352 - Web Analysis and Design (3)

## **GRA356 - Social Media Design (Online)**

### **Description**

In this course, students will explore social media as a marketing communications tool, learn the differences between social media channels, and the role of the graphic designer in the creation of social media content. Students will examine how businesses utilize social media channels to build their brand and reach their target audiences. Students will create design concepts and specific digital assets for a branded social media campaign.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA310 - Digital Graphic Design for the Web (3)

## **GRA358 - Integrated Digital Campaign Design (Online)**

### **Description**

In this course, students will apply what they have learned throughout the program to create an integrated digital media campaign for a client. Students will experience using the design thinking process to develop design concepts, present those concepts to stakeholders, and create a variety of assets for a digital media campaign. Students will develop a portfolio-worthy set of digital assets that support a given campaign.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA354 - Web Development (3)

GRA356 - Social Media Design (3)

# University Programs

## **GRA360 - Designing a Brand Identity (Online)**

### **Description**

In this course, students will explore the process of crafting an identity through the use of various design strategies such as the use of design briefs, mood boards, and sketching. Students will leverage client needs, competitor data, and their creative thinking to develop a brand identity experience. Students will also have the opportunity to foster their collaborative skills and refine their work through the feedback process.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA340 - Typography (3)

## **GRA362 - User Centric Design (Online)**

### **Description**

In this course, students will explore the importance of user-first thinking in digital design. Students will examine the user experience (UX) process and current best practices then apply that thinking to a website design project. As a part of their application of the UX process, they will also create various user personas and scenarios in order to better understand a user's needs, experiences, behaviors, and goals. In addition, students will also apply their understanding of user-centric design principles to the optimization of wireframes and designs.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA310 - Digital Graphic Design for the Web (3)

## **GRA364 - Information Architecture (Online)**

### **Description**

In this course, students will be exposed to the history, theory and principles of information architecture and how it relates to web design. Students will conduct analyses of existing designs to determine their strengths and areas of opportunity and to inform the development of visual maps to address design needs. Students will also create and optimize wireframes to design an original experience.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA362 - User Centric Design (3)

# University Programs

## **GRA366 - Collaboration in User Experience Design (Online)**

### **Description**

In this course, students examine the role, nature and processes of collaboration in user experience design. Students will explore various types of team structures used to create robust user-centered experiences and how business, development and design methodologies interact as part of the larger design process. In addition, students will develop the skills necessary to defend design decisions by leveraging research data and engaging with various audiences and stakeholders to get optimal user-centered designs over the finish line.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA290 - Professional Practices in Graphic Design (3)

GRA364 - Information Architecture (3)

## **GRA368 - Prototyping and Optimization in User Experience Design (Online)**

### **Description**

In this course, students will leverage industry standard user experience (UX) tools to iteratively build out prototypes for a variety of different client types. Students will utilize user-centered design research and conduct effective user testing to create low-cost working simulations to facilitate usability testing and other experience design research. Students will also continue to critique work and receive feedback, while also leveraging research, to continuously improve and iterate upon design prototypes.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA366 - Collaboration in User Experience Design (3)

## **GRA370 - Packaging Design (Campus)**

### **Description**

In this course, students will explore the various production and functionality considerations that inform the successful design of packaging. Students will explore legal and ethical implications in package design from environmental impact to government-mandated requirements. The influence of the client and consumer on design decisions, and the many types of production requirements and advanced printing features to create packaging that competes in the retail and online environments will be explored. Students will continue to foster skills learned throughout their program experience, such as concepting, sketching, and layout techniques in order to develop a functional three dimensional package that meets the needs of a client.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **GRA398 - Graphic Design Studio III (Campus)**

#### **Description**

Graphic Design Studio III will introduce students to working and interacting with culturally diverse audiences while allowing them the opportunity to develop and plan their capstone projects. Students will also have an option of assisting with upper-level capstone work. This part one of a two-term sequence.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

GRA299 - Graphic Design Studio II (3)

Complete 1 of the following

Placement in BA.GDM

Permission of the instructor

### **GRA399 - Graphic Design Studio IV (Campus)**

#### **Description**

Graphic Design Studio IV will introduce students to working and interacting with culturally diverse audiences while allowing them the opportunity to develop and plan their capstone projects. Students will also have an option of assisting with upper-level capstone work. This is part two of a two-term sequence.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

GRA398 - Graphic Design Studio III (3 - 6)

Complete 1 of the following

Placement in BA.GDM

Permission of the instructor

# University Programs

## **GRA401 - Character Design (Online)**

### **Description**

This course will involve a combination of concept, texturing, digital sculpting and 3d modeling to create characters that would appear on both mobile and current generation consoles. Students will learn a proven pipeline used in the gaming industry to bring a concept to creation and ready for game implementation. The course will begin showing students how this pipeline works in combination of different types of software following a given concept. They will have the understanding of how specific software works along the path of the pipeline to create a character. Students will then be asked to create their own concept following the techniques used in class to present a finished game character for their final project.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA201 - Intro to Digital Sculpting (3)

GRA202 - 3-D Modeling and Animation (3)

## **GRA402 - Creature Design (Online)**

### **Description**

In this course students will be shown how creatures are created from an idea to a fully fleshed out game model. They will work through weekly assignments to see the connection of real world animals and fantasy creatures. Students will follow step by step instruction with supplied concepts to build a fantasy creature through real world animal anatomy and the creative process. In the second half of this course students will learn how to go through this same process of using reference of actual creatures/animals from the real world as a spring board to create their own fantasy creature.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA201 - Intro to Digital Sculpting (3)

GRA202 - 3-D Modeling and Animation (3)

GRA401 - Character Design (3)



# University Programs

## **GRA405 - Personal Branding (Campus)**

### **Description**

In this course, students will build upon their branding skills and will be introduced to self-promotion and self-branding. Students will create a brand and identity for themselves. Through lectures, hands-on exercises, research, projects and critique sessions, students will learn different techniques to create visually appealing self-promotion pieces. At the conclusion of the course, students will have a collection of projects that will assist them in obtaining a job.

### **Additional information - Campus**

Course offered every other fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

COM232 - Desktop Publishing (3)

## **GRA410 - Advanced Digital Graphic Design for the Web (Campus, Online)**

### **Description**

In this course, students will design and develop their self-promotional website. Students will conduct analyses of existing professional designer websites for self-promotion and use best practices to inform the themes, content, and layout of their website design. Assignments will provide students with opportunities to design and develop content and web components for self-promotion. In addition, students will explore and use a content management system to support the development of a functional website.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

GRA310 - Digital Graphic Design for the Web (3)

## University Programs

### **GRA415 - Multi-Channel Advertising Design (Online)**

#### **Description**

In this course, students will utilize design fundamentals and principles to create cohesive multi-channel advertising campaign concepts based on a marketing strategy. Students will explore how to use design and creative concepting to effectively communicate with and entice target audiences. Students will explore the many advertising media channels from traditional through digital to understand their unique qualities, restrictions, and opportunities. Using this knowledge, students will create a compelling and engaging advertising campaign creative concept, then springboard off that concept to extend across multiple media channels. Students will be introduced to the phases of creating advertising campaigns from concepting through the design process and production outputs. Students will build valuable skills to create compositions that spark action from viewers.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA310 - Digital Graphic Design for the Web (3)

GRA350 - Layout and Publication Design (3)

### **GRA420 - Advanced Digital Imaging (Online)**

#### **Description**

This hands-on computer graphics course combines skills from previous design courses to explore the history, process and essential skills required to develop successful brand identity systems. Topics such as logo design, selection of fonts and colors, and the development of branded marketing materials are covered in depth. In addition, the important techniques of imaging software integration and file format compatibilities are discussed and applied while preparing images for print, video and Web. At the conclusion of this course, students will have developed a complete branded identity system and assembled a portfolio presentation for public viewing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA410 - Advanced Digital Graphic Design for the Web (3)

## University Programs

### **GRA431 - Interactive Animation for the Web (Online)**

#### **Description**

This class focuses on the design principles of dynamic web page animation to create rich, interactive web content. Students explore the design of characters, animated graphics, light programming, and navigational elements in animated content. Using design software, students develop interactive animations, learn the tricks of controlling file size, integrate special approaches for importing and creating animation, and develop skills in many other production techniques needed for building complete web animation projects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA410 - Advanced Digital Graphic Design for the Web (3)

### **GRA440 - 3-D Art and Design (Online)**

#### **Description**

In this course students will explore how their individual creative strengths and digital skill sets fit into a professional work flow of commercial game production. Students will choose one or multiple aspects of game art creation: Character design, Environment design, or Animation. All creative work produced in this course will be executed in the context of strict deadlines that simulate industry expectation. Students will concentrate on game development source control and integration of art assets into a production pipeline. Each student develops a digital portfolio and website that showcase their ability to create professional creative art work. Students will learn the process of objective self-evaluation and peer criticism and preparing their portfolios to match professional job board postings.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA311 - Environment Design (3)

GRA402 - Creature Design (3)

### **GRA451 - Advanced Multiplatform Design (Online)**

#### **Description**

Develop practical application and techniques of visual design necessary for multiple web platforms including mobile, smartphone, and desktop. Topics covered include effective user interface design principles and navigation for various platforms, the development process for responsive design, and technical components that are platform-independent.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA410 - Advanced Digital Graphic Design for the Web (3)

## University Programs

### **GRA470 - User Interface and Experience (Campus, Online)**

#### **Description**

This course focuses on user experience, user interface design, and user-centered design concepts. Students will examine the use of advanced prototyping tools and techniques. Students will also learn aspects of usability testing. Students will go through the process of designing digital experiences that reflect principles of user experience and user-centered design.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA310 - Digital Graphic Design for the Web (3)

### **GRA490 - Graphic Design Internship (Campus)**

#### **Description**

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the internship syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation.

#### **Additional information - Campus**

Course offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **GRA491 - Graphic Design Portfolio (Online)**

#### **Description**

The graphic design portfolio course will provide students with a comprehensive development opportunity to showcase their professional design work, establish a branded identity as a working professional, and engage in peer and professional critiques of design work in preparation for formal employment and contract interviews. Students will create both digital and print portfolios that demonstrate their competencies in the graphic design and media arts program outcomes.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

111 credit(s).

Complete:

GRA420 - Advanced Digital Imaging (3)

## University Programs

### **GRA492 - Game Art and Development Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the B.A. in Game Art and Development program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

111 credit(s).

Complete:

GRA440 - 3-D Art and Design (3)

### **GRA497 - Graphic Design Culmination Experience I (Campus)**

#### **Description**

Graphic Design Culmination Experience I will allow students the opportunity to design and implement a substantial culminating project directly related to future professional or educational goals. This is part one of a two-term sequence.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

GRA399 - Graphic Design Studio IV (3 - 6)

Complete 1 of the following

Placement in BA.GDM

Permission of the instructor

## University Programs

### **GRA498 - Graphic Design Culmination Experience II (Campus)**

#### **Description**

Graphic Design Culmination Experience II will allow students the opportunity to continue to design and implement a substantial culminating project directly related to future professional or educational goals. Students will present and defend their capstone project alongside a portfolio of their work as part of this course. This is part two of a two-term sequence.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

GRA497 - Graphic Design Culmination Experience I (3 - 6)

Complete 1 of the following

Placement in BA.GDM

Permission of the instructor

### **GRA499 - Personal Branding and Self Promotion (Online)**

#### **Description**

In this course, students will apply the skills developed throughout the program to build an identity system and portfolio that will allow for showcasing work and promoting their personal brand. Students will prepare to enter the field through self-evaluation and developing skills needed to apply for job positions. Students will also have the opportunity to examine the elements of a project proposal from the freelancing perspective, and apply their personal brand to a project proposal.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

GRA280 - Design Thinking for Graphic Designers (3)

GRA290 - Professional Practices in Graphic Design (3)

GRA350 - Layout and Publication Design (3)

GRA360 - Designing a Brand Identity (3)

GRA410 - Advanced Digital Graphic Design for the Web (3)

GRA470 - User Interface and Experience (3)

## Health Information Management

### **HIM200 - Introduction to Health Information Technology (Online)**

#### **Description**

This course describes the use of information technology and the role of HIT professionals in the development of the electronic health record. It introduces the health information infrastructure and systems along with healthcare informatics, including applications, technology, privacy, and security.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **HIM215 - Coding & Classification Systems (Online)**

### **Description**

The purpose of this course is to provide students with the basic ability to identify nomenclatures and classification systems as well as assign codes using the appropriate principles, guidelines, and conventions and apply ICD-10-CM, CPT and HCPCS rules and guidelines.

### **Additional Information - Online**

The goal name associated with this course is Healthcare Information Management

### **Academic Level**

Undergraduate

### **Credits**

3

## **HIM220 - Healthcare Data Management (Online)**

### **Description**

This course examines the design and the use of medical databases. Students will learn how to implement business rules and data modeling to develop medical information management systems. The course further explores database applications for decision support including evidence-based practice, alerts, allergy management, and identification of gaps in care. Students will design databases and systems that reflect privacy and security requirements of HIPAA and HITECH Act.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HIM350 - Communication and Technologies (Online)**

### **Description**

The Communication and Technologies course will review and evaluate an assortment of technologies including: data, information, and file structures (data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems), system interoperability, data sharing, Health Information Exchanges (HIE), and the Nation-wide Health Information Infrastructure (NHIN).

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **HIM360 - Coding and Classifications Systems II (Online)**

#### **Description**

In this course, students will learn to manage health data elements, data sets (i.e., HEDIS, UHDDS, OASIS), and databases as well as perform a data quality assessment and integrity review. Health information archival and retrieval systems, as well as data capture tools and technologies (i.e., forms, data input screens, templates, other health record documentation tools), will be analyzed. Students will review healthcare taxonomies, clinical vocabularies nomenclatures (e.g., ICD-9-CM, ICD-10-CM/PCS, CPT, SNOMED, DSMIV). Topics will include severity of illness systems, data integrity, coding audits, CCI, electronic billing, patient identity management policies, and X12N. Additionally, the course will review charge master management, revenue cycles, and audit processes (e.g., compliance and reimbursement).

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIM215 - Coding & Classification Systems (3)

### **HIM400 - Communication and Technologies II (Online)**

#### **Description**

This course builds upon knowledge gained in HIM-350, including an evaluation of project management fundamentals, database structures, data extraction methods, data mining, data analysis, system acquisition, data sharing and regulatory forces that impact health information technologies.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIM350 - Communication and Technologies (3)

### **HIM422 - Ethical and Legal Considerations in Health Information Management (Online)**

#### **Description**

Students in this course will examine ethics and the fundamentals of law as they pertain to health information management professionals. Students will practice developing organization-wide ethical guidelines, policies, and procedures which comply with current healthcare law and best practices. Students will learn about the U.S. legal system, civil procedure, evidence, and tort law. Students will analyze the legal health record (maintenance, content, documentation, & disposition). Students will review corporations, contracts, business associate agreements, anti-trust legal issues, medical staff, and work place law. Other areas covered include: consent to treat, HIPAA privacy rule, HIPAA security rule, security threats and controls, risk management, access, use, & disclosure/release of health information, corporate compliance, required reporting, and mandatory disclosure laws.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Placement in BS.HIT



## University Programs

### **HIM425 - Healthcare IT Infrastructure and Network Management (Online)**

#### **Description**

In this course, students learn about the primary infrastructure components of the modern healthcare information systems including hardware, software, and storage systems relevant to maintaining the healthcare network. Students will learn about planning, maintaining and auditing data communications and networks in an organization. Students engage in assignments focused on long and short-term planning, operations, maintenance and forecasting.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIM440 - Management of Health Information Services (Online)**

#### **Description**

Evaluate information management planning, strategic planning, process re-engineering and work redesign, change management, and accreditation survey readiness.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIM350 - Communication and Technologies (3)

# University Programs

## **HIM445 - Professional Practical Experience (Online)**

### **Description**

The Professional Practical Experience course provides hands-on experiences for the Bachelor of Science students in Health Information Management. The Professional Practice Experience (PPE) is designed to provide students with a directed preceptor experience, which is externally supervised and evaluated. The PPE provides students with the opportunity to refine developed competencies and skills sets that were introduced in the Health Information Management courses. This course requires a minimum of 40 practical experience hours.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Successful Completion of Pre-Internship Survey

Earned a minimum cumulative GPA of 2.5

Complete all of the following

60 credit(s).

These credits must be earned in Bachelor program, including three Major required courses. These credits can include completed and in-progress coursework.

Complete:

HIM200 - Introduction to Health Information Technology (3)

HIM215 - Coding & Classification Systems (3)

HIM350 - Communication and Technologies (3)

HIM360 - Coding and Classifications Systems II (3)

HIM400 - Communication and Technologies II (3)

HIM422 - Ethical and Legal Considerations in Health Information Management (3)

HIM440 - Management of Health Information Services (3)

This course requires special permissions to register. Please contact your advisor for more information about the registration process for academic internships.

## **HIM480 - Health Information Management Capstone (Online)**

### **Description**

The capstone course is the culminating experience for the Bachelor of Science in Health Information Management or the Bachelor of Science in Health Information Management - Professional Practice Concentration. This course builds on the concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in Bachelor of Science in Health Information Management or the Bachelor of Science in Health Information Management - Professional Practice Concentration.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

111 credit(s).

Complete:

HIM350 - Communication and Technologies (3)

HIM360 - Coding and Classifications Systems II (3)

# University Programs

## **HIM500 - Healthcare Informatics (Online)**

### **Description**

Students will learn the history and current state of healthcare and how the industry uses information systems. Throughout the course students will discuss types of information systems, such as the electronic medical record (EMR), laboratory and radiology systems and more. Students will also study trends in new practices, such as telemedicine and home healthcare, and how they function in various healthcare settings. Finally, students will explore how these and other industry trends, with the use of technology, can improve patient care.

### **Academic Level**

Graduate

### **Credits**

3

## **HIM510 - HIM Applications and Systems (Online)**

### **Description**

Topics related to health information management, including revenue management, coding and compliance, developing professional identity, terminology and classification systems, Health Insurance Portability and Accountability Act of 1996 (HIPAA), and current trends are explored. Students tour a medical facility either virtually or in person.

### **Academic Level**

Graduate

### **Credits**

3

## **HIM520 - Leading as a HIM Professional (Online)**

### **Description**

This course explores leadership roles, change management, and key topics in the health information management industry through an overview of leadership in organizations, human resource (HR) management, training and development, ethics, process improvements, work design, and developing and revising policies. Students examine ethical concepts and learn first-hand what the role of a health information management professional entails.

### **Academic Level**

Graduate

### **Credits**

3

## **HIM530 - Information Protection & Security in HIM (Online)**

### **Description**

Building on the HIPAA foundation established in HIM-510, students learn how to create and revise working policies and regulations within organizations based on existing laws, and how to adapt infrastructures to support these policy changes. Students explore access of medical records and how to discern when access should be prohibited based on the policies in place.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIM510 - HIM Applications and Systems (3)

# University Programs

## **HIM540 - Health Information Governance (Online)**

### **Description**

Explore compliance for HIM professionals, regulatory requirements, and the relationship of coding and compliance, to develop an understanding of data governance pertaining to the significance of data integration, interoperability, and shared data. Learn how to assess the accuracy and standardization of data governance by reviewing various sections within the charts and their authorizations.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIM510 - HIM Applications and Systems (3)

## **HIM550 - Data Management and Data Quality (Online)**

### **Description**

Explore meaningful use of data and the management of patient-centered health information systems. Review data management policies, evaluate data from varying sources to create meaningful presentations/reports, design patient-centered health information systems, and manage virtual network communications. Learn how to collect data, evaluate it, and turn it into valuable information to present to various audiences.

### **Academic Level**

Graduate

### **Credits**

3

## **HIM560 - HIM Informatics and Technology Infrastructure (Online)**

### **Description**

Explore the technologies that support health information systems by examining different patient medical records and the various uses and steps in developing medical records. Create models of portals from a database-perspective.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **HIM600 - Managing Compliance (Online)**

#### **Description**

Review the laws and regulations that are applicable to health information management professionals in regards to compliance, medical documentation, fraud, abuse, and penalties for documentation and coding violations based on governmental guidelines. Learn principles of medical auditing, medical record auditing skills, chart abstraction and perform a coding risk analysis.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIM520 - Leading as a HIM Professional (3)

### **HIM660 - HIM Strategic Planning and Financial Management (Online)**

#### **Description**

Explore the healthcare revenue cycle and financial principles relevant to strategic planning for the healthcare organization, including analytics, reimbursement models, forecasting the revenue cycle and methods of fraud detection.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIM560 - HIM Informatics and Technology Infrastructure (3)

### **HIM675 - Research Methods and Evaluation (Online)**

#### **Description**

Employ research methodologies, systematic processes for data collection to ensure data integrity, and data analysis to establish a framework for drafting the capstone project.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIM660 - HIM Strategic Planning and Financial Management (3)

# University Programs

## **HIM680 - Advanced Topics in HIM I (Online)**

### **Description**

Apply and expand on topics covered in previous courses in the MS Health Information Management program, including advanced classification systems, data governance, data management, and health information technologies such as data analytics and decision support. Apply theories learned in consumer informatics, and information integrity, contingency planning, as well as vendor management and enterprise information management.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIM540 - Health Information Governance (3)

HIM550 - Data Management and Data Quality (3)

## **HIM685 - Advanced Topics in HIM II (Online)**

### **Description**

Apply and expand on topics covered in previous courses in the MS Health Information Management program, including strategic planning, and leadership roles in HIM. Apply theories learned in change management, work design, and project management.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIM520 - Leading as a HIM Professional (3)

HIM660 - HIM Strategic Planning and Financial Management (3)

## **HIM690 - Health Information Management Capstone (Online)**

### **Description**

Integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program by synthesizing and integrating prior learning to design, develop, and execute a capstone project as a culmination of the M.S. Health Information Management program. Develop a well-thought-out, comprehensive project that applies knowledge in a complex and operationally-charged business environment.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

30 credit(s).

Complete:

HIM675 - Research Methods and Evaluation (3)

## Healthcare Management

### **HCM202 - Fundamentals of Planning in Healthcare (Online)**

#### **Description**

In this course, learners will create a community health assessment. Learners will conduct analysis using industry tools to evaluate trends in healthcare. They will also apply effective strategies to a healthcare project planning initiative. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Fundamentals of Planning in Healthcare

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HCM205 - Medical Terminology (Online)**

#### **Description**

Explore effective and professional communication in a variety of healthcare settings. Learn the rules for building and defining medical terms, the correct pronunciation and spelling of medical terms, and the application of medical terminology as it relates to each body system. Evaluate various types of medical records and reports, and learn the skills needed to read and interpret them. Apply the application of medical terminology as it relates to the clinical world through various activities.

#### **Additional Information - Online**

The goal name associated with this course is Healthcare Terminology and Documentation

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HCM210 - Law and Ethics in Healthcare (Online)**

#### **Description**

This course focuses on analyzing the legal implications of various healthcare entities. Students analyze the impact of codes of ethics on healthcare organizations. Students also assess the impact of healthcare ethics on the end of life decision making process. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Legal and Ethical Perspectives in Healthcare

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **HCM220 - Healthcare Delivery (Online)**

### **Description**

In this course, students analyze how staffing needs are determined for healthcare organizations. Students evaluate the impact of technology on healthcare delivery. Students will be able to describe the roles of various departments involved in the delivery of healthcare. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Healthcare Delivery. Evaluate the impact of technology on healthcare delivery. Describe the roles of various departments involved in the delivery of healthcare.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HCM300 - Emergency Management in Healthcare (Online)**

### **Description**

In this course, learners will analyze public disaster management concepts for determining how they influence healthcare management practices. They will determine the scope of emergency preparedness and will create an emergency preparedness plan for a healthcare organization. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Emergency and Safety Management in Healthcare.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HCM301 - Healthcare Management Strategies (Online)**

### **Description**

Students describes how strategic planning informs decision making in healthcare organizations. s use assessment tools to develop leaders in the workplace. They also demonstrate the manager's role in the change management process in an organization. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Resourceful Decision-Making

### **Academic Level**

Undergraduate

### **Credits**

3



## University Programs

### **HCM305 - Global Perspectives in Healthcare (Online)**

#### **Description**

Students analyze emergency and natural disasters worldwide from a healthcare perspective. They assess the impact of diseases on global populations and preventative efforts taken to prevent their spread. Students also analyze key factors related to global healthcare issues. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Global Healthcare Safety

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HCM315 - Foundations of U.S. Healthcare (Online)**

#### **Description**

Students explain the interrelationships between the different components of delivery of healthcare services. They explain the basic organizational structures, regulations, and major stakeholders of the U.S. healthcare system. Students also analyze ethical and regulatory considerations in healthcare management. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Foundations of U.S. Healthcare

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HCM320 - Healthcare Economics (Campus, Online)**

#### **Description**

Learn about the standard economic principles and tools that healthcare administrators need to utilize for effective decision making within the healthcare industry. Explores a framework for understanding government policies, legislation, pricing, profitability, market supply and demand, and risk issues within the healthcare economic system.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HCM325 - Healthcare Marketing (Online)**

#### **Description**

This course explores key marketing concepts that the healthcare leader needs to understand to plan and implement an effective marketing strategy. The concepts explored include the marketing process, needs assessment, developing marketing campaigns and evaluating efficacy of marketing efforts.

#### **Additional Information - Online**

The goal name associated with this course is Healthcare Marketing and Economics

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HCM340 - Healthcare Delivery Systems (Campus, Online)**

#### **Description**

This course provides an overview of the nature, organization, and function of the continuum of health services found in the United States. Emphasis is placed on the interrelation of cultural, economic, political and social aspects of health care delivery at the federal, state and local level. Topics include health care costs, accessibility of services, governmental influence on health care delivery, private industry role in health care, services for the medically indigent and elderly, ethical issues regarding transplants, reproductive technology, end of life decisions and funding.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HCM341 - Project Management in Healthcare (Online)**

#### **Description**

In this course, students will learn to plan and execute communication projects that meet the needs of stakeholders. Students will learn how to strategize their communications to align with the values of healthcare organizations. Practical application of project management skills will be practiced alongside crafting messages to meet the needs of identified audiences. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Project Management in Healthcare

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HCM345 - Healthcare Reimbursement (Campus, Online)**

#### **Description**

This course explores some of the major issues facing the healthcare industry and the effect that public policy and business environment has on a healthcare organization. Emphasis is on supply and demand theory, reimbursement systems, managed care, charge-master management, Case-mix management, DRG prospective payment, insurance, Medicare, Medicaid, governmental regulations, accessibility, eligibility, budgeting, and planning. Students learn to use informational and research tools to make effective management decisions.

#### **Additional Information - Online**

The goal name associated with this course is Healthcare Reimbursement

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HCM400 - Healthcare Finance (Online)**

#### **Description**

This course provides an overview of the two main areas of Healthcare Finance, accounting and financial management. Topics explore include the healthcare financial environment, financial accounting principles, managerial accounting principles, financial management, long-term financing and capital investments.

#### **Additional Information - Online**

The goal name associated with this course is Healthcare Finance

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HCM320 - Healthcare Economics (3)

### **HCM415 - Healthcare Strategic Management and Policy (Online)**

#### **Description**

This course examines the complex and intricate nature of the U.S. healthcare system and its implication for healthcare organizations and the populations served. Topics include the organization of healthcare, access to care and disparities, quality of care, funding, healthcare reform and impact for strategic planning for healthcare organizations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HCM440 - Healthcare Research and Evaluation Methodologies (Online)**

#### **Description**

Students in this course will develop the knowledge and skills to apply assessment instruments, data collection, research designs, and statistical analysis for needs assessment and program planning. Additionally students will explore contextual issues surrounding evaluation, evaluation designs and methodological issues pertinent to programmatic evaluation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IHP340 - Statistics for Healthcare Professionals (3)

### **HCM490 - Healthcare Administration Capstone (Online)**

#### **Description**

The capstone course is the culminating experience for the Bachelor of Science in Healthcare Administration. The capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the stated program outcomes of their degree program in Healthcare Administration.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

IHP420 - Ethical and Legal Considerations of Healthcare (3)

IHP430 - Healthcare Quality Management (3)

111 credit(s).

### **HCM491 - Health Sciences Capstone (Online)**

#### **Description**

The capstone course is the culminating experience for the Bachelor of Science in Health Sciences. The capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work and apply them in a comprehensive project within their clinical specialty, and to assess their level of mastery of the stated program outcomes of their degree program in Health Sciences.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

HCM400 - Healthcare Finance (3)

IHP430 - Healthcare Quality Management (3)

111 credit(s).

## University Programs

### **HCM615 - Healthcare Reimbursement Systems and Finance (Online)**

#### **Description**

Explore financial management and healthcare reimbursement systems in the United States. Students focus on the practical application of financial concepts and skills in healthcare settings including third-party payers, Medicare/Medicaid payments, managing working capital, resource allocation, and the impact of health reform.

#### **Academic Level**

Graduate

#### **Credits**

3

### **HCM620 - Healthcare Information Management (Online)**

#### **Description**

This course provides students with a comprehensive overview of the management and technical issues surrounding healthcare information systems today. Information systems are complex and increasingly instrumental in supporting quality patient care and in pursuing cost-saving efficiencies in healthcare settings. The course explores how healthcare information technology is transforming the healthcare delivery system. Significant topics in this field include: patient-centered technologies, privacy laws, electronic medical records, measuring outcomes, and evidence-based practice.

#### **Academic Level**

Graduate

#### **Credits**

3

### **HCM630 - Healthcare Quality (Online)**

#### **Description**

Healthcare quality is one of the important drivers of reform in the U.S. healthcare system. This course introduces students to the foundational principles and techniques of quality management. The course explains the central components and importance of quality, and the tools and techniques to continuously measure, assess, improve and transform the healthcare system. Key topics in quality management include: regulatory mandates and accreditation standards, performance measurement and improvement, methods for redesign of healthcare processes, patient safety and strategies to reduce healthcare errors, and the role of information management systems and technology in healthcare.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **HCM700 - Healthcare Administration Capstone (Online)**

#### **Description**

This capstone course will integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design, develop, and execute a capstone as a culmination of their studies. The course will be structured to support student success in fulfilling program requirements and developing a well-thought-out, comprehensive project.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

IHP670 - Program Design, Planning and Evaluation (3)

30 credit(s).

## Higher Education Admin

### **HEA510 - Philosophy and History of Higher Education (Online)**

#### **Description**

Candidates seeking to become degreed higher education administrators must first understand the historical, philosophical, and social influences that have built America's concept of higher education and articulate their own personal philosophy of higher education. Emphasis will be placed on the reciprocal relationship between higher education models and their socio-historical contexts.

#### **Academic Level**

Graduate

#### **Credits**

3

### **HEA520 - Contemporary Issues in Higher Education (Online)**

#### **Description**

Through the use of contextualized cases representative of the technological, demographic, and intellectual shifts that have influenced higher education's evolving role in the twenty-first century, candidates will examine the issues facing higher education today and link their judgments to historical foundations. Candidates will create alignments between current issues in higher education and how they influence the twenty-first-century student.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **HEA530 - Data-Driven Decision-Making in Higher Education (Online)**

#### **Description**

This course will further candidates' ability to methodically apply empirically based, data-centric approaches to inform institutional decision making across multiple university sectors. Through contextualized, authentic experiences, candidates will analyze, evaluate, and assess programs using contemporary technologies and develop evidence-based approaches to meet desired outcomes. Candidates will be required to justify the empirically based process by which they reached their programmatic decisions. Specific modes of inquiry driving this course will be strongly represented in subsequent course work.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

HEA510 - Philosophy and History of Higher Education (3)

HEA520 - Contemporary Issues in Higher Education (3)

### **HEA540 - Program Evaluation (Online)**

#### **Description**

This course will explore the theories and processes of higher education program evaluation. Candidates will - within the context of a university's mission, strategic goals, and objectives - learn necessary skills to methodically evaluate higher education programs. Candidates will analyze given sets of case-based data and offer evidence and research based justifications for programmatic changes. Project management concepts and tools will be applied throughout the course.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HEA530 - Data-Driven Decision-Making in Higher Education (3)

### **HEA550 - Higher Education Law and Regulation (Online)**

#### **Description**

With an examination of the key laws, policies, and concepts specific to higher education in the United States, candidates will gain a sense of higher education law's complexity and how law has assumed a greater role in establishing patterns, modes of conduct, and equitable procedures in an attempt to assure the rights and responsibilities of administrators, faculty members, staff, and students in the institutional context.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HEA510 - Philosophy and History of Higher Education (3)

# University Programs

## **HEA560 - Educational Policy Making (Online)**

### **Description**

Higher education and its administrators are increasingly influenced by federal and state policies. Candidates will employ current higher education regulations to develop policies that further an institution's mission. Candidates will examine the policy making process by analyzing national industry organizations and research, data sources, and trends that affect existing legislation.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HEA540 - Program Evaluation (3)

HEA550 - Higher Education Law and Regulation (3)

## **HEA610 - Enrollment Management and Marketing (Online)**

### **Description**

This course will address the data-centric enrollment management process within higher education, including how to attract, admit, and retain students. Candidates will examine the tools for effective admissions marketing, predicting admissions yields, and assessing how financial aid influences enrollment behavior. Candidates will gain the evidence-based skills necessary to understand the tactics for successful onboarding and continued retention of students, as well as the structures and approaches aimed at improving student achievement and persistence.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HEA530 - Data-Driven Decision-Making in Higher Education (3)

## **HEA620 - Budget and Financial Management in Higher Education (Online)**

### **Description**

This course will require candidates to empirically make sense of quantitative data sets related to financial management of an institution. Candidates will manipulate tuition and fee revenue models and make justifiable, quantitatively-based budgetary decisions regarding how those decisions map onto given institution's strategic initiatives and mission. Through the use of fiscal management models, candidates will how account for how government appropriations, financial aid regulations, large grants, and investment income influence these decisions.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HEA530 - Data-Driven Decision-Making in Higher Education (3)



# University Programs

## **HEA630 - Leading Change in Higher Education (Online)**

### **Description**

This course explores the responsibility of innovative - and accountable - change agents who must manage institutional responses to major external or internal forces. Candidates will consider how to apply empirical data and quality improvement principles to planning. Candidates will demonstrate how strategic approaches may be applied to successful navigation of individual, collaborative, and organizational structures. Through the examination of effective communication strategies, consensus building, and negotiation candidates will focus on creative problem solving through innovative approaches and models related to the administration of institutions of higher education in the 21st century.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HEA540 - Program Evaluation (3)

HEA550 - Higher Education Law and Regulation (3)

## **HEA640 - Critical Issues in Student Affairs (Online)**

### **Description**

This course explores student development theories and court decisions related to student-institution relationship, privacy, ethics, and civil rights as they relate to critical issues addressed by the department of student affairs. Candidates will develop a program related to student affairs to address an institutions underrepresented need.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HEA540 - Program Evaluation (3)

HEA550 - Higher Education Law and Regulation (3)

## **HEA660 - Community College Administration (Online)**

### **Description**

This course traces the evolution of community colleges in the United States, their organizational structures, and how those structures function to meet the needs of traditional and non-traditional students. Candidates will examine community college goals, policies, instructional and student service programs, and how community colleges influence the broader context of higher education. Attention will be given to community college learning goals and how administrators obtain and utilize community and financial resources to meet the desired outcomes.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HEA540 - Program Evaluation (3)

HEA550 - Higher Education Law and Regulation (3)

## University Programs

### **HEA690 - Capstone in Higher Education (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Higher Education Administration program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

HEA620 - Budget and Financial Management in Higher Education (3)

HEA630 - Leading Change in Higher Education (3)

30 credit(s).

## History

### **HIS100 - Perspectives in History (Online)**

#### **Description**

More than just dates, names, and places, history is the study of the human condition. It seeks to understand human behavior through the thoughtful examination of different types of historical sources. The study of history is a living subject, always changing as new discoveries and interpretations are presented. This course examines the process of investigating and writing about history through analysis of sources and the presentation of this analysis as an argument. Through this exploration of historical investigation, students will develop a holistic perspective on the contemporary relevance of history and their responsibility to participate and engage in such discourse.

#### **Additional Information - Online**

The goal name associated with this course is Perspectives on People and Society

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS101 - Exploring the Past (Campus)**

#### **Description**

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key historical episodes or events, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS109 - Western Civilization to 1500 (Campus)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS110 - Western Civilization Since 1500 (Campus)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS113 - United States History I: 1607-1865 (Campus, Online)**

#### **Description**

The first half of the United States history survey courses 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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS114 - United States History II: 1865-Present (Campus, Online)**

#### **Description**

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 the world leadership are closely examined. Required for majors in History and Social Studies Education with a concentration in History.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS117 - World Civilizations: Prehistory-1500 (Campus, Online)**

#### **Description**

An introductory survey of the world's major civilizations from prehistory to 1500. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS118 - World Civilizations: 1500 - Present (Campus, Online)**

#### **Description**

An introductory survey of major civilizations from 1500 to the present, with particular emphasis on interactions and conflicts between Western and non-Western parts of the world. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS200 - Applied History (Online)**

#### **Description**

The application of history in our daily lives is not always apparent. However, studying the past is imperative for informing our understanding of society today. Armed with this informed understanding, we are transformed into effective citizens and public agents. In this course, students will explore how history has shaped the role of the citizen in America. Ultimately, historical perspectives will be utilized to understand a topic relevant to American society today.

#### **Additional Information - Online**

The goal name associated with this course is Research, Analysis, and Cultural Study

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

3 credit(s) from subject(s): HIS

### **HIS217 - Diverse Historical Narratives (Online)**

#### **Description**

In this course, students explore the construction of historical narratives through the examination of different types of historical sources and interpretations. In developing a holistic perspective on the importance of historical study and its relevancy to contemporary audiences, and by becoming critical and responsible consumers of information, students examine how culture and diversity can play a role in the interpretation of historical knowledge.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS220 - Modern European History: 1890-Present (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS222 - War and Society: Antiquity to 1800 (Campus, Online)**

#### **Description**

A survey of warfare during the ancient, medieval, and early modern eras. Particular attention will be devoted to the evolution of military technology and the various ways that Western and non-Western societies adopted gunpowder weaponry.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS223 - Modern War & Society (Campus, Online)**

#### **Description**

This course will introduce students to the history of warfare in the modern world. It will focus on the modernization of military technique and technology among Western societies, and also on the various ways non-Western societies encountered this new and evolving way of war- either falling victim to it or importing and emulating it with varying degrees of success.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS235 - Modern Russia (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Not available every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS238 - Modern Germany: 1871 - Present (Campus)**

#### **Description**

An introduction to modern German history, covering the period from 1871 to the present. Topics include unification under Bismarck's leadership, Germany's role in World War I and World War II, and postwar division and reunification.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS240 - World War I (Campus, Online)**

#### **Description**

The course will begin with an overview of how warfare evolved during the industrial era, not just in terms of technology and tactics, but doctrinally, socially, and economically. It will then examine nineteenth- and early-twentieth-century diplomacy, along with the underlying and immediate causes of World War I. Chronological and topical treatments of the war's conduct will follow. The course will conclude with in-depth discussion of the war's aftermath, focusing on the peace settlements and the formation of new political orders in Europe and elsewhere.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS241 - World War II (Campus, Online)**

#### **Description**

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 which contributed to the outbreak of World War II.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS242 - The Cold War (Campus)**

#### **Description**

This course examines the origins, development, and consequences of the Cold War as an ideological, cultural, economic, military and political struggles that concentrated the energies of two nuclear "superpowers" while fundamentally reshaping the way that scores of nations interacted with each other. As the Cold War often manifested itself in any number of proxy conflicts, this course approaches the topic from a global perspective, paying special attention to the Cold War as an international phenomenon.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS245 - United States History since 1945 (Campus, Online)**

#### **Description**

An examination of the United States in its rise to global power in the aftermath of World War II. Central to the course are the international and domestic realities of the Cold War, particularly the struggle for equal civil rights within the United States. The course will examine the post-Cold War world as well, examining the transition to the domestic and international challenges of the 21st century.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS249 - The Common Good (Campus)**

#### **Description**

This course will examine a fundamental historical group: its commitment to the common good. It operates from the thesis that all organizations and societies share certain characteristics in regard to the common good that, despite differences in time, place, and ideology, remain the same. As such, the course seeks to understand the dynamics of the common good - what it is comprised of, how various communities have embraced or rejected it, and what the consequences were of those choices.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS254 - Civil Rights Movement (Campus)**

#### **Description**

Beginning with the rise of Jim Crow laws in post-Civil War America, this course examines the efforts of Americans, particularly black Americans, to uproot the race-based segregation and exclusion that defined American society. In particular, it will examine the efforts of the post-World War II generation of black Americans to upend segregation with all manner of efforts, from non-violent resistance to the threat of open violence to the advocacy of a new kind of Black Nationalism

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS259 - Silk Roads and Samurai (Campus)**

#### **Description**

An overview of the societies and cultures of China and Japan (and to a lesser extent, Korea) before 1600 C.E. through primary and secondary sources. Because East Asia developed in relative isolation from the West one goal of this course is to point out and study distinctive aspects of "East Asian civilization." A second goal is the study of the relationship between the evolution of China and Japan. Since China has the oldest identifiable civilization in the region, we will spend somewhat more time on Chinese history.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **HIS260 - Modern China (Campus, Online)**

#### **Description**

A survey of Chinese history, beginning in the mid-1700s and continuing to the present. Topics include the decline and collapse of the Qing Dynasty, the Chinese Republic's struggle for survival, and the transformation of China into a communist state.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS262 - Historical Literacy and Society (Online)**

#### **Description**

In this course, students learn to apply historical perspectives and information literacy skills to the analysis of historical issues and events. Through the application of historical inquiry, students also learn how to draw connections between the past and present, and examine how those connections inform one's understanding of and ability to effectively interpret issues and events, both historical and contemporary.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS264 - Modern Japan (Campus)**

#### **Description**

An introduction to the history of Japan from the late 1700s to the present. Topics include the decline of the Tokugawa Shogunate, the Meiji Restoration, the militarization of Japan during the world wars, and the country's postwar recovery and economic modernization.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS270 - American Environmental History (Campus, Online)**

#### **Description**

The course examines the history of the American environment, paying particular attention to the impact of European settlement on the landscape and the subsequent commodification of resources that defined the American experience in the modern age. It will pay close attention to such phenomena as industrialization, pollution, population trends, urbanization, chemically-dependent food production, and energy consumption, to name only a few. Particularly important, the course will delve into the process of political responses to environmental and ecological challenges as they have evolved over time.

#### **Additional information - Campus**

Course offered every third semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS301 - World History and Culture (Campus, Online)**

#### **Description**

This course is designed to offer the student a historical and cultural understanding of Africa, India, China and Japan, in their interactions with the western world. Recommended for majors in History and Social Studies Education with a concentration in History.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS308 - Case Studies in Revolution (Campus)**

#### **Description**

This course will introduce students to case studies in key revolutions of the modern era. Examples will vary from semester to semester and may involve the direct comparison of different revolutions but each offering of the course will focus on a major transformative moment or process. At the instructor's discretion, "revolution" may be interpreted in its traditional sense of political upheaval (including, but not limited to, the American, French, Russian, and Chinese revolutions), but more abstract forms of socio-economic or cultural/intellectual transition may be considered as well (such as scientific, industrial, sexual, or digital revolutions, to name only a few possibilities).

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS309 - Dictators in the Modern Era (Campus)**

#### **Description**

This course will acquaint students in depth with examples of major dictatorships selected from the history of the 20th and 21st centuries. During this era, certain regimes have come to exercise unprecedented levels of control over their populations. What developments created the preconditions for these new forms of government? What historical impact have such governments had? The regimes under consideration will vary from year to year; possible case studies may include, but are not restricted to, Soviet Russia; Fascist Italy and Nazi Germany; Imperial Japan, Maoist China, and North Korea; and Latin American dictatorships, such as Cuba under Castro or Argentina under Perón.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS311 - Women, Sexuality, and Islam (Online)**

#### **Description**

This course examines Islamic legal discourse about women and sexuality, focusing specifically on the historical roots of modern practices and beliefs. Students will focus on the processes of constructing Islamic law to evaluate different arguments related to appropriate sexual practice as well as women's roles, rights, and responsibilities. Through detailed, nuanced exploration of contemporary topics, including veiling, divorce, gay marriage, abortion, contraceptives, female circumcision, sex reassignment surgery, and in vitro fertilization, students will investigate the influence of social, cultural, political, and historical contexts on Islamic interpretations of God's will and appropriate practice.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS314 - European Conquest of New World (Online)**

#### **Description**

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. Students will focus on three areas: cultural exchange, economic exchange and hostility/conquest. Required for majors in social studies education with concentration in history. Not available every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS319 - African-American History since the Civil War (Online)**

#### **Description**

This course traces the changes in 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.

#### **Additional information - Campus**

Not available every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS321 - The Ancient World of Greece and Rome (Campus, Online)**

#### **Description**

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. Required for majors in social studies education with a concentration in history.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS323 - Greco-Roman Thought and Culture (Campus)**

#### **Description**

This course will introduce students to selected aspects of the intellectual and cultural history of ancient Greece and Rome. It will closely examine key texts and artifacts from the classical heritage of both civilizations, including specific works of philosophy, literature, and art at the instructor's discretion.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS330 - Civil War and Reconstruction (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **HIS332 - Colonial New England (Campus, Online)**

### **Description**

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.

### **Additional information - Campus**

Not available every semester.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HIS338 - Young America (Campus, Online)**

### **Description**

This course traces the growth of the United States from its beginnings as a fledgling republic to its expansion into a continental empire. Particular attention is given to the development of the first and second American party systems, the democratization of American politics, westward expansion, the market revolution, and the changing roles of women and African-Americans.

### **Additional information - Campus**

Course offered every sixth semester.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HIS340 - Making History (Online)**

### **Description**

This course is founded upon a fundamental yet complex question; what is history? The course investigates this question by examining the various kinds of history; witnessing the myriad ways of communicating historical stories and arguments ranging from the scholarly monograph to the town square statue to the museum exhibit; and learning how historians of all types actually make history through close, rational analysis of historical sources. In the process students will learn that history is an ever-evolving craft, central to the life of every society.

### **Additional Information - Online**

This course is designed for students in a history program.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Must be enrolled in a history program.

## University Programs

### **HIS357 - American Slavery (Campus, Online)**

#### **Description**

This course explores the colonial and national experience of Africans and African-Americans through 1865. Particular attention is given to a general understanding of African history, the trans-Atlantic slave trade, slave life in the Caribbean and the American South, the role of free blacks in both northern and southern colonies and states, antebellum abolitionist and proslavery arguments, and the consequences of emancipation. Also addressed will be the debate over whether Africans/African-Americans were active agents or passive participants in early American history.

#### **Additional information - Campus**

Course offered every sixth semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS371 - History of the Middle East I (Online)**

#### **Description**

This survey course introduces the student to the political and social history of the Middle East from the rise of Islam through World War I.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS372 - History of the Middle East II (Online)**

#### **Description**

This survey course introduces the student to the political and social history of the Middle East from World War I until the present.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS373 - Arab-Israeli Conflict (Online)**

#### **Description**

This course examines the development of the Arab-Israeli conflict as it emerged in the post-World War II era.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HIS374 - The Renaissance and the Reformation (Online)**

#### **Description**

This course is an examination of some of the major themes of the Renaissance and Reformation in Europe. Through extensive readings in primary sources, the class will explore the major personalities of the period and their influence on changes in many aspects of life. The lectures will focus on a broader context and will raise historical questions concerning such topics as science and belief, voyages of discovery, rise of the nation/state, rise of capitalism, and the millennial view of history.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HIS401 - Making History: Capstone (Campus)**

#### **Description**

The capstone experience asks students to examine the fundamental elements of how history is created by historians. It does this through critical examination of primary historical artifacts, popular and public historical interpretations, peer-reviewed analyses of historical phenomena, and scholarly narrative syntheses. Through examination, analysis, and discourse, students will learn how historical perspectives are created and consumed as an ever-evolving craft central to the life of every society. Students' examination of the nature of history will culminate and an original piece of historical research based on primary and scholarly secondary sources.

#### **Additional information - Campus**

Offered in Spring Terms Only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

12 credit(s) from subject(s): HIS

### **HIS460 - History Research Seminar (Capstone) (Online)**

#### **Description**

This capstone course requires each student to design and craft their own written research project. In close consultation with the instructor, each student will select a topic, discover relevant primary and secondary sources, evaluate and analyze those sources, and develop an argument-based paper as a result of that process.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

HIS340 - Making History (3)

111 credit(s).

# University Programs

## **HIS490 - History Internship (Campus)**

### **Academic Level**

Undergraduate

### **Credits**

3 - 12

### **Prerequisites**

Please contact the Career and Professional Development Center to register.

## **HIS501 - Historiography (Online)**

### **Description**

This course provides a deep-level exploration into the study of history and historical writing, focusing on the craft and profession of history and its relationship to society. The course contends with the changing nature of historical interpretations and arguments, and the role of historical meta-narratives in shaping one's understanding and experience of history. Students are asked to position and evaluate their own thinking in relation to various historical analyses, defending a preferred approach to a relevant area of interest.

### **Academic Level**

Graduate

### **Credits**

3

## **HIS502 - Historical Methods (Online)**

### **Description**

Historians use a wide variety of methods and approaches to the study, analysis, and evaluation of historical accounts and sources. This course offers students an opportunity to investigate various methodological approaches and the relationships between method, theory, and interpretation in historical research. Students will design an initial research proposal and articulate how a chosen methodology positions them appropriately to address the central issues and problems of their research.

### **Academic Level**

Graduate

### **Credits**

3

## **HIS510 - Comparative History and Research (Online)**

### **Description**

Comparative research is a valuable tool for historians to be able to discover possible historical and social connections across separate historical settings. This course introduces students to best practices, issues, and challenges of comparative history approaches. Central to the course is the development of effective research practices in comparative history: identifying appropriate sources, articulating the context and focus of a research project, and making an informed and supported argument. This course will use the topic of democratic revolutions to model comparative research.

### **Academic Level**

Graduate

### **Credits**

3



# University Programs

## **HIS520 - Historical Lenses and Scholarship (Online)**

### **Description**

What does it mean to focus on the economic issues of a historical event? What considerations of race, gender, class, or other lenses of difference can be made to illuminate the social and cultural experiences of people throughout history? The central focus of this course is to provide students with an exploration into various lenses of historical research and analysis and how these lenses can structure the types of questions a historian asks. Students will integrate best practices for the production and writing of historical scholarship using a chosen lens (or lenses) of analysis.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## **HIS600 - Early American Encounters (Online)**

### **Description**

The modern nation of the United States of America was born out of European colonization and the early encounters between European colonists, Native Americans, and Africans and their descendants. The themes that arise from these early encounters as they created the New World continue to shape America's social, political, economic, and cultural landscape to this day. In this course, students investigate how historians understand the different facets of the creation of this New World, including armed conflict, cultural cooperation, gender roles, free and coerced labor, environmental issues, and the role of religion in conquest.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## **HIS601 - New American Nation (Online)**

### **Description**

America has held many titles as a result of its political inception, including "the birthplace of democracy" and "the first nation based on an idea." Does the historical evidence substantiate those claims? Was the American Revolution truly "revolutionary"? In this course, the separation of the American colonies from England and the political, cultural, social, and economic realities that resulted are critically examined. Students will challenge and refine previously held or popular notions of the period encompassing Revolutionary-era America through the early nineteenth century.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

# University Programs

## **HIS602 - Era of the Civil War (Online)**

### **Description**

The era of the American Civil War is one of the most studied periods in American history. Despite the robust and well-established scholarship on the topic, vibrant debates and competing schools of thought still exist. In this course, students will add to this rich tradition with their own interpretations of the social, economic, cultural, and political roots of the conflict and its relevant impacts on the American narrative. Emphasis is placed on applying different methodologies and lenses to the vast historical body of knowledge surrounding the antebellum period through the Reconstruction era. Students evaluate the implications of methodology and lens on interpretations of the Civil War.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## **HIS603 - The Gilded Age and Progressive Era (Online)**

### **Description**

This course examines the period between Reconstruction and the first World War, paying particular attention to the emergence of industrial capitalism, the rise of the modern American city, the shifting nature of rural life in America and the rise of Populism, immigration, racial tensions, Progressivism, the conquest of the West, and the rise of the United States as a global power militarily, economically, and politically.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## University Programs

### **HIS604 - America and the World Wars (Online)**

#### **Description**

As America emerged on the stage as a world power, it is not surprising that increased involvement in international affairs followed. America's participation in the world wars of the twentieth century brought about profound changes related to international diplomatic relations, the expanding role of the state in economic and military policy, cultural and ideological shifts domestically and globally, and technological innovations in weaponry, transportation, and manufacturing. While the consequences of warfare on the greater world stage are central to this course, students also will examine the myriad ways in which social, political, and cultural life transformed in the United States during this era. Students contend with how historians have, both implicitly and explicitly, inserted value judgments into their interpretations of the methods of war, political regimes, human rights issues, and geopolitical reorganizations of the era.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

### **HIS605 - Cold War and the American Empire (Online)**

#### **Description**

The Cold War period has been defined by America's ideological conflict and proxy warfare with the Soviet Union. The tremendous cultural, social, economic, and political turmoil that resulted from this era, including such events as the Vietnam War and the civil rights movement, can still be felt throughout the globe today. In this course, students draw connections among contemporary issues and their foundations in the period between the end of World War II and the fall of the Soviet Union. Students explore how the essential nature of this conflict compares and contrasts to traditional conceptions of "war," examine to what extent the Cold War was representative of a paradigm shift in terms of foreign policy and military engagements, and investigate the general relationship between war and society in this period.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## University Programs

### **HIS620 - History of Military Thought (Online)**

#### **Description**

This course examines the development of military theory and practice throughout history, exploring prominent military figures and major campaigns. This subject matter is global in scope, including topics from both the Eastern and Western worlds. Students will investigate how different societies influence and are influenced by military affairs, including war and social changes, diplomatic efforts, and cultural differences in military theory.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

### **HIS630 - The Russian Revolutions (Online)**

#### **Description**

The Russian revolutions of 1917 rank among the most monumental events of the modern era. The collapse of the tsarist regime and the triumph of communism placed Russia on a tumultuous and often painful path toward modernization and forever changed the course of world history. Beginning with the 1890s and continuing until the early 1920s, this course will analyze the background, the unfolding, and the aftermath of the twin upheavals of 1917: the February Revolution that destroyed the Russian monarchy and the October Revolution that brought the Soviet government to power. Students will investigate the political, socio-economic, cultural, and ideological factors that shaped this transformation, and will also explore the interactions among revolutionary processes and military events such as World War I and the Russian Civil War. They will utilize recent scholarship on these topics to develop their own understanding of the historiography of the subject.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

# University Programs

## **HIS640 - Chinese Imperialism (Online)**

### **Description**

This course provides an overview of major military campaigns, strategies, and tactics in Chinese history. Students will explore the cultural aspects of military campaigns and warfare in China and be introduced to the latest scholarship on the topics explored. Students will also engage with the historiography of a topic of interest and define their own interpretations based on scholarly research.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## **HIS660 - Introduction to Public History (Online)**

### **Description**

Unlike many other areas of history, public history distinguishes itself in its application focus and community orientation. Public historians are charged with protecting our historically significant artifacts, cataloging our historical wisdom, and communicating our cultural narratives. In this course, the foundational principles and mission of public history are investigated and evaluated. Students assess the landscape of public history, including the major thinkers, controversies, emerging trends, and ethical demands. Finally, students must articulate a distinct identity for public history and situate themselves within that context.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## **HIS661 - Public History Strategic Management (Online)**

### **Description**

A public historian can expect to be responsible for a myriad of projects and tasks that require a marriage of historical knowledge and business acumen. In this course, students will augment their existing framework to include the skill sets of project management, budgeting and finance, legal competencies, and other pragmatic considerations that are essential for the public historian. Attention will be given to issues of intellectual property, fundraising and donations, interpersonal skills and people management, artifact care, and motivating volunteer organizations.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

# University Programs

## **HIS662 - Digitization of History (Online)**

### **Description**

The potential and possibilities for preserving historical artifacts have been fundamentally transformed by digitization. The ability to design, plan, execute, and maintain digitization projects and repositories has become essential for public historians. In this course, students apply information system theories and utilize relevant technologies and tools to engage in the digitization process. An emphasis is placed on the need for public historians to take an adaptive and open-minded approach to technology, due to its capabilities for furthering the missions of public history.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## **HIS663 - Documentary Editing (Online)**

### **Description**

This course is one of three specialized offerings in public history collections management. The focus of this course is documentary editing, or the assembling of comprehensive document collections. Documentary editors must scrutinize, verify, and organize the resources upon which historical scholarship rests. This includes making the difficult, and potentially controversial, decisions about what is included and what is not. In this course, students engage in research, evaluation, transcription, annotation, and compilation of historical artifacts. The implications of documentary editorial decisions on future understandings of the past are assessed.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

# University Programs

## **HIS664 - Archival Management (Online)**

### **Description**

This course is one of three specialized offerings in public history collections management. The focus of this course is archives, or the accumulation of historical records that have been set aside for future reference. Archivists must store, catalog, preserve, and retrieve archival materials that are considered to be of significance to a group. In this course, students apply the major theories of archival science to determine the authenticity, reliability, integrity, and usability of various records. Best practices for developing and maintaining archives are investigated. Additionally, the ethical considerations surrounding the care of records of social value are evaluated.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## **HIS665 - Museum Collection Management (Online)**

### **Description**

This course is one of three specialized offerings in public history collections management; the focus is museum curation. Today's museums are being challenged to alter their approach and redefine the museum experience to meet the intellectual curiosity of 21st-century patrons who crave contribution and participation over passive observation. In this course, students will evaluate the impact of these social dynamics on the field of museum science. Additionally, students will propose creative solutions to address new expectations without sacrificing the enduring principles at the core of a museum's mission.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

HIS501 - Historiography (3)

HIS502 - Historical Methods (3)

## **HIS790 - Research Seminar for Historians (Capstone) (Online)**

### **Description**

The capstone experience integrates knowledge and skills developed in previous coursework with a focus on developing scholarship in a student's chosen area of specialization. This course focuses on helping students propose a topic for research, conduct preliminary research on primary and secondary sources, and develop a capstone research proposal. This course prepares students for the formal capstone submission in the subsequent capstone course.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

24 credit(s).

## University Programs

### **HIS791 - Capstone for Research Historians (Online)**

#### **Description**

The capstone experience integrates knowledge and skills developed in previous coursework with a focus on developing scholarship in a student's chosen area of specialization. This course extends students' research proposals into a formal capstone project. Students will workshop and submit their final capstone projects in this course.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIS790 - Research Seminar for Historians (Capstone) (3)

### **HIS792 - Capstone for Public Historians (Online)**

#### **Description**

The capstone experience integrates knowledge and skills developed in previous coursework with a focus on developing the final capstone deliverable. Public historians will demonstrate the skills they have learned in conceiving of, maintaining, and managing content for public history organizations. Students will workshop and submit their final versions of their capstone in this course.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HIS790 - Research Seminar for Historians (Capstone) (3)

## Honors

### **HON201 - Interdisciplinary Studies I (Campus)**

#### **Description**

HON 201 Interdisciplinary Studies-Great Books I (3 credits) Required for Honors graduation. Students in this two semester seminar (must be taken with HON 202) are guided by the instructor in their readings, experiences and presentations to the class. The course introduces students to some of the key texts of Classical Literature. This course has a year long two-course requirement. The Honors student must complete both semesters to receive credit in the Honors Program.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be an Honors Student



## University Programs

### **HON202 - Interdisciplinary Studies II (Campus)**

#### **Description**

This is the second half of the require two- semester course. It emphasizes texts from the Enlightenment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

HON201 - Interdisciplinary Studies I (3)

Must be an Honors Student

### **HON301 - Issues/Values: Honors Seminar (Campus)**

#### **Description**

The Honors Seminar, offered every year as an upper level course for honors students, is designed to involve the students in a deeper study of a particular topic of current research and interest. Students read and evaluate multiple works related to the seminar topic, write multiple short papers plus at least one longer analysis. Whenever possible, students may have the opportunity to meet and talk with some of the authors studied. Topics are announced on an annual basis and have included in the past such topics as "Democracy in the Twenty-first Century," and "The Politics of Food." Honors students should include at least one HON-301 Seminar in their honors courses for graduation.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be an Honors Student

### **HON314 - Seminar in Research Methods (Campus)**

#### **Description**

This course builds on the assumption that research is an act of selecting and interpreting information. The course provides students, who are interested in pursuing an undergraduate thesis/project, a review of theories, concepts, and methodologies in basic and applied research. Various approaches to research are evaluated. The guidelines for developing, conducting, and presenting cross-discipline research projects are reviewed and discussed. The course is designed to provide an environment in which students will explore and proceed in the development and formulation of their areas of research interests.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be an Honors Student

## University Programs

### **HON401 - Independent Honors Thesis (Campus)**

#### **Description**

Required for Honors graduation. In this yearlong individual research project, each student in the Honors Program has the opportunity to learn about a subject of his or her choice, pending approval of the Honors director. Under the guidance of a faculty mentor, the student drafts a proposal for study that may involve many kinds of learning experiences. The results are communicated both as a written project report and as a presentation before the Honors Colloquium during the spring semester.

#### **Academic Level**

Undergraduate

#### **Credits**

1.5 - 3

#### **Prerequisites**

Complete all of the following  
Must be an Honors Student  
Instructor permission required to register.

## **Hospitality Administration**

### **HOS101 - Introduction to Hospitality and Tourism (Campus)**

#### **Description**

This introductory course provides an overview of the hospitality and tourism industry. The many different segments as well as scope, size and trends will be discussed. Through guest speakers and site visits, students will develop knowledge of varying elements to include industry careers and the skills needed to succeed.

#### **Additional information - Campus**

Offered every fall term. This course meets once weekly.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **HOS203 - Farm to Fork (Campus)**

#### **Description**

A vision for the future is one of abundance, health, and justice, yet we're up against big odds. America's food system is in crisis. Industrial agriculture has caused environmental degradation on a massive scale, and corporations pushing processed foods have encouraged widespread sickness and obesity in children and adults. Society needs to transform our mainstream processes to grow a strong local food system that benefits us all. FORK CHOICES will help you become knowledgeable of the impacts on our planet's natural resources generated by your daily eating choices. Realizing Legal, Economic, Social and Environmental influences will help you make informed decisions whether you are eating out or purchasing groceries for home. This course is open to all students on campus - all majors. Everyone eats and should understand how to become socially responsible citizens for our fork choices!

#### **Additional information - Campus**

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HOS220 - Geography of Global Cultures (Campus)**

#### **Description**

What is tourism in an age of globalization where culture is increasingly a commodity ? What is the experience of tourists and locals who daily enact rituals of encounter in today's expanding circuits of travel? This course investigates the relationship between culture and tourism and answers these questions. Issues and trends in the management of tangible and intangible assets such as interpretation, globalization, cross cultural values, impacts of development, sustainable tourism, etc. are examined.

#### **Additional information - Campus**

Offered fall and spring semesters.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HOS225 - Introduction to Commercial Food Production (Campus)**

#### **Description**

This is a beginning course in the theory and preparation of haute cuisine. Students will learn how to procure raw ingredients and prepare quantity food dishes for the commercial food service industry. Sanitation principles, safety guidelines, proper use of equipment are practiced. The National Restaurant Association ServSafe exam is administered.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HOS311 - Sustainable Tourism (Campus)**

#### **Description**

Supporting jobs and economies through travel and tourism, this is an experiential learning course with linkages to the United Nations World Tourism Organization. Students are primarily tasked to work directly with hospitality companies and/or destinations to solve sustainability-related issues in the marketplace. Projects are related to the greening of current operations, refurbishment of existing activities, and the establishment of new businesses. Students will understand the concept of sustainability through hands-on learning experiences. Field trips are required. Optional for this course are micro-certifications.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
45 credit(s).  
This can include completed and in-progress coursework

## University Programs

### **HOS315 - Introduction to Sustainable Hotel Operations (Campus)**

#### **Description**

This course takes a sustainable approach to the front office and housekeeping operations. Students are provided the opportunity to apply classroom lessons to real-world situations through industry simulations, field workforce partnerships working directly with hotel companies, and executing training for the local immigrant community. The goal is to help students develop and refine the critical analysis and decision-making skills related to hotel management.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HOS321 - Hospitality Sales Management (Campus)**

#### **Description**

Students will be exposed to the responsibilities of sales managers and the strategic role of sales within hospitality organizations. The focus of the course is on the management of a sales program and salespeople, however personal selling will be introduced and integrated into the syllabus. The course will extend student's understanding of the hospitality sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), use of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople.

#### **Additional information - Campus**

Offered once per year.

#### **Academic Level**

Undergraduate

#### **Credits**

2 - 3

#### **Prerequisites**

Complete:

MKT205 - Applied Marketing Strategies (3)

### **HOS322 - Beverage Management and Control (Campus)**

#### **Description**

This course covers the profitability and control aspects of beverage service for commercial food service operations. Methods of distilled spirit production and beer brewing are detailed to help students understand the varying qualities of beverages. Students will learn through a semester project of designing a beverage program that includes the layout and design of the facility, the equipment, control procedures, customer relations, staffing, marketing, sanitation procedures and regulations affecting operations. The Servsafe Alcohol exam sponsored by the National Restaurant Association and proctored by a Certified Instructor on responsible alcohol service is administered. This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HOS323 - Craft Beer Fundamentals and Service (Campus)**

#### **Description**

This course will present topics on the history, progression and scientific aspects of the development of beer making. The basics of Craft Brewing components including ingredients, styles and methods of fermentation will be introduced. The transition from mass production to micro brewing today and what economic and social factors influenced this change. Guest speakers and field trips to craft breweries will support the student's knowledge and exposure to the Craft Brew market. Students will use a lab to create batches of beer based on team collaboration. There is a lab fee of \$30 for this course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be legal drinking age, 21 years

### **HOS327 - Food and Beverage Operations Management (Campus)**

#### **Description**

This hybrid course is designed to provide instructions for managing a variety of food and beverage operations. Included are the history and development of restaurants; food production and menus; the size, scope and classification of restaurants; principles of service; principles of menu-making; layout and design of restaurants; marketing and sales promotion; management of personnel and human relations; and food and beverage control procedures. Students will apply the management theories learned in a simulation program. One class session per week and one hybrid session per week to apply service techniques in the Pizza 32 and or cafe operation on campus and complete the online restaurant simulation.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HOS340 - Special Events Management (Campus)**

#### **Description**

Special events management is the profession that plans and controls public and private assemblies gathered for the reasons of celebration, entertainment and education purposes. The course is designed to help students learn the leadership and management tools needed to design and execute special events. The purpose is to acquire an in depth knowledge about the industry and become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events. The skills obtained include creating a vision and strategic plan, networking, developing publicity, coordinating teams, delegating tasks and managing group dynamics, budgeting, handling emergencies, designing and evaluating events.

#### **Additional information - Campus**

Offered every fall term. This is a hybrid course that requires in-seat time one class period (75 minutes) and non-seat-time (on-line) one class period (75 minutes) per week.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **HOS341 - Meeting Planning (Campus)**

### **Description**

This course has been designed to challenge students in the meeting planning process. The course utilizes the skills and common body of knowledge acquired in HOS 340 and introduces students to a more specialized area of study focusing on meeting planning. Analysis of the tools and strategies adopted by the industry will enable students to effectively plan, implement and evaluate the products and services associated with meeting planning. The student will manage (plan, promote, budget and execute) a business meeting over the period of 1 or more days.

### **Additional information - Campus**

Offered every spring term. Course Offering: This is a hybrid course that requires in-seat time one class period (75 minutes) and non-seat-time (on-line) one class period (75 minutes) per week.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HOS401 - Convention Sales and Group Planning (Campus)**

### **Description**

The purpose of this course is to provide students with an in-depth knowledge of the management and operation of conventions, trade shows and exhibitions for both profit and non-profit organizations. A convention project emphasizing program planning, budgeting, contracts, marketing, public relations, site and facility selection, exhibit planning, transportation, food and lodging arrangements is required for successful completion of the course. Additionally career opportunities are explored.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HOS340 - Special Events Management (3)

HOS341 - Meeting Planning (3)

## University Programs

### **HOS415 - Hotel Business-Analytics Applications (Campus)**

#### **Description**

The course uses hotel industry analytical foundations and data matrices as basis to analyze individual hotel performances and facilitate effective decision making practices by students as potential managers. Students will learn by analyzing real hotel business problems individually and in teams while using hotel business intelligence and analytics. Using a hotel simulation software, students will work with data to evaluate and understand what has happened and is happening within their hotel and based on the analysis, make decisions that would ensure the success and competitiveness of their hotel.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
90 credit(s).  
Complete:

HOS315 - Introduction to Sustainable Hotel Operations (3)

### **HOS420 - Hospitality Revenue Management (Campus)**

#### **Description**

The primary goal of Revenue Management has been succinctly described as “selling the right product to the right customer at the right time for the right price”. The purpose of this course is to provide a core understanding of the fundamentals of revenue management, which ties into the larger picture of revenue strategy. Hospitality managers are charged with making strategic and proactive decisions to increase occupancy and total revenue. This course therefore provides a holistic view of the application of revenue management concepts and practices to the hospitality industry allowing for a more proactive approach to decision making.

#### **Additional information - Campus**

Offered every spring.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **HOS424 - Managing, Merchandising, and Service of Wines (Campus)**

#### **Description**

Students in this course research wine as they travel around the globe learning each country's wine climate, terrain, varieties of grapes and styles of wine produced. The laws regarding wine labels, distribution and appellation vary from country to country. Learning about the history and development of wines from ancient times to modern times will give future managers a solid perspective in the wine industry. The purpose of tasting wines is to educate one's palette, plan food and wine pairings and determine the length and variety of a wine list. Attendance in professional business dress is required. Student must be of legal drinking age (21 years).

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete all of the following

60 credit(s).

This can include completed and in-progress coursework.

Student must be of legal drinking age (21 years).

### **HOS428 - Resort Development and Management (Campus)**

#### **Description**

This course provides an overview of resort management and operations. The history and evolution of resorts, the principles of successful management and development and, the operations of modern day resorts will be discussed. Students will gain exposure to the wide range and high level of services and activities expected by resort guests and offered by today's resorts. A design project is required for successful completion of this course.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HOS315 - Introduction to Sustainable Hotel Operations (3)

### **HOS430 - Casino and Gaming Operations (Campus)**

#### **Description**

This course analyzes gaming as a discipline and introduces students to gaming as an integral part of the hospitality industry. Students will study gaming development, casino organization and operation, the mathematics of casino games, and the importance and integration of gaming in hospitality management.

#### **Additional information - Campus**

Offered every other spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **HOS432 - Hospitality Facilities and Operations Management (Campus)**

#### **Description**

A comprehensive survey of operations and efficiency controls in hotels and restaurants. The course discusses and emphasizes the importance of sustainability and resource conservation in operations and provides students with the information to manage the entire operations with an emphasis on the physical plant especially in the areas of energy, water and waste as related to the hotel's impact on the environment. Additionally, students learn the elements of sustainable building management.

#### **Additional information - Campus**

##### **Academic Level**

Undergraduate

##### **Credits**

3

##### **Prerequisites**

Complete:

HOS315 - Introduction to Sustainable Hotel Operations (3)

### **HOS444 - Artisanal Craft Beer, Wine and Spirit Fundamentals (Campus)**

#### **Description**

Beverages are one of the essential components of profitability in the restaurant industry. Students will learn the various styles of beer, wine and spirits in order to understand how to recognize quality components of products available. Students will learn to create wine by the glass flights, pair food and beverages and understand the legal aspects of responsible service.

#### **Additional information - Campus**

##### **Academic Level**

Undergraduate

##### **Credits**

3

##### **Prerequisites**

Must be legal drinking age, 21 years

### **HOS491 - Hospitality Business Co-Op Education (Campus)**

#### **Description**

Students may use 0 (not for credit) to 12 credits hours for a guided internship work experience that integrates study and experience. Students are contracted to maintain employment at an approved hospitality/tourism location for a pre-determined length of time with specified start and end dates. One credit is given for a minimum of every 40 hours of work experience. Thus, two credits for 80 hours, three credits are given for a minimum of 120 hours, six credits are given for 240 hours, nine credits for 360 hours, and 12 credits are given for 480 hours. Minimum hours are in addition to the 1,000-hour graduation requirement. Note: Students are required to earn 1,000 hours of hospitality and tourism industry experience with a minimum of 200 hours in customer contact services, in order to graduate. This course is offered to Hospitality Business Baccalaureate degree students only.

##### **Academic Level**

Undergraduate

##### **Credits**

0 - 12

##### **Prerequisites**

Please contact the Career and Professional Development Center to register

## University Programs

### **HOS492 - Experiential Learning (Campus)**

#### **Description**

Students pursuing the Bachelor of Science degree in Hospitality are required to complete industry related experiential learning experiences as a requirement for graduation. Students are encouraged to pursue diverse experimental learning opportunities within hospitality businesses. This is a non-credit course. For fall graduates, the documentation portfolio highlighting the development and improvement of student learning via industry work experiences is due on/before December 1. For spring graduates, the documentation portfolio highlighting the development and improvement of student learning via industry work experiences is due on/before March 15. Credit will not be awarded for work experience prior to admission into the Hospitality Program. Students enrolled in the BS four (4) year traditional degree program must complete 1,000 hours of experiential learning in the hospitality and tourism industry with a minimum of 200 hours in guest/customer contact services. Students enrolled in the BS degree in three program complete 750 hours of experiential learning in the hospitality and tourism industry with a minimum of 150 hours in guest/customer contact services. Students transferred from other programs in the sophomore year and enrolled in the BS degree program complete 750 hours of experiential learning in the hospitality and tourism industry with a minimum of 150 hours in guest/customer contact services. Students transferred from other programs in the junior or senior year and enrolled in the BS degree program complete 500 hours of experiential learning in the hospitality and tourism industry with a minimum of 100 hours in guest/customer contact services.

#### **Academic Level**

Undergraduate

#### **Credits**

0

#### **Prerequisites**

Instructor consent required

## Human Resource Management

### **HRM200 - Human Resource Functions (Online)**

#### **Description**

In this course, students will be introduced to the basic principles of human resource management. Students will explore the various functions of the role, including sourcing and managing talent, promoting an organizational culture and analyzing how human resources impact important organizational decisions. Students will also be introduced to total rewards and how it is used within an organization. Tools relevant to the profession and how they are used to inform various functions of the job will be addressed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HRM225 - Proactive Human Resource Strategies (Online)**

#### **Description**

This course will prepare students to take proactive approaches in addressing a variety of human resource challenges and situations. Students will explore laws, rules and regulations related to employment, learn strategies to identify and solve challenges before they happen, and how to communicate with stakeholders about compliance and noncompliance. Students will identify and interpret human resource data to make informed decisions and mitigate risk.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **HRM300 - Creating the Employee Experience (Online)**

### **Description**

This course will provide students with an opportunity to explore how to effectively utilize employee engagement and needs assessment data to determine appropriate techniques and practices for recruitment and motivation. Student will have the opportunity to study and recommend various practices, policies, and strategies to recruit, retain, and motivate talent. An introduction to the employee life cycle and how human resources use it to support organizational needs will also be addressed.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HRM225 - Proactive Human Resource Strategies (3)

## **HRM310 - Employee and Labor Relations (Online)**

### **Description**

In this course, students will analyze the role of employee and labor relations in supporting management in developing, maintaining and improving employee relationships. Learners will explore strategies used to maintain relationships including performance management, processing grievances, and interpreting and conveying policies. The application of techniques used in interviewing, negotiations, and conflict management will be covered.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HRM225 - Proactive Human Resource Strategies (3)

## **HRM320 - Global Human Resource Management (Online)**

### **Description**

This course will provide students with the opportunity to analyze the role of human resources in the global workforce. Students will reflect on the importance of cross-cultural awareness when working with a diverse workforce. Variances in the use of technology, compliance with law, policy, and regulations, and organizational structures will also be addressed.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **HRM340 - Talent Acquisition (Online)**

### **Description**

Attracting and recruiting the right talent to an organization is one of the biggest challenges faced by human resource professionals. In this course, students will identify employment needs of an organization and apply recruitment strategies in order to address those needs. Students will also evaluate and recommend appropriate resources and technologies to support hiring decisions. Students will be provided with an opportunity to explore the many facets and impacts of building and managing a variety of different employees.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HRM300 - Creating the Employee Experience (3)

## **HRM350 - Learning and Development (Online)**

### **Description**

In this course, students will have the opportunity to practice developing human talent through proactive approaches that align with the needs of an organization. s will assess the development needs of an organization, identify a variety of technology supports, such as learning management systems, and determine how to overcome the various challenges of talent management.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HRM300 - Creating the Employee Experience (3)

## **HRM360 - People Analytics (Online)**

### **Description**

In this course, students will examine how data can be used by human resource professionals to grow employees and their workforce and drive various human resource and business decisions. Students will explore how to use data generated by people analytics tools in various functions of the profession and learn how to mindfully interpret, visualize, and present data findings to key decision makers.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HRM300 - Creating the Employee Experience (3)

# University Programs

## **HRM370 - Talent Management (Online)**

### **Description**

This course will challenge students to look deeper into the process of talent management. Students will explore techniques for fostering a culture that supports talent management efforts and improves performance. Students will have the opportunity to develop solutions to assist with addressing or mitigating talent management challenges.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HRM300 - Creating the Employee Experience (3)

## **HRM400 - Change Management in Human Resources (Online)**

### **Description**

In this course, students will examine the role of human resources in driving and facilitating change in an organization using change management best practices and tools. Students will leverage data to assess an organization's readiness for change and the risks associated with the change. In addition, students will gain strategies for implementing and supporting change and communicating it out to various audiences.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HRM200 - Human Resource Functions (3)

## **HRM425 - Employee Life Cycle Management (Online)**

### **Description**

As the culminating experience in the Bachelor of Science in Human Resource Management degree program, students will leverage their prior knowledge about human resource functions, laws and practices to develop organizational strategies informing identified needs in the employee life cycle. Students will have the opportunity to present the strategies to earn stakeholder buy-in through justifying the value of the strategies and their ability to address organizational needs.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HRM200 - Human Resource Functions (3)  
HRM225 - Proactive Human Resource Strategies (3)  
HRM300 - Creating the Employee Experience (3)  
HRM310 - Employee and Labor Relations (3)  
HRM320 - Global Human Resource Management (3)  
HRM400 - Change Management in Human Resources (3)

## University Programs

### **HRM630 - Topics in Health Administration (Online)**

#### **Description**

This course focuses on developing organizational processes and structures utilizing the Total Quality Management approach to deliver health services which meet the needs of diverse clientele and a complex environment. Included are topical presentations by health care providers concentrating on the structure and delivery of quality health services.

#### **Academic Level**

Graduate

#### **Credits**

3

## Human Services

### **HSE101 - Introduction to Human Services (Online)**

#### **Description**

This course provides an overview of the historical development of human services and an introduction to the many settings, roles, and functions of the human services professional. Students will gain an understanding of the knowledge and skills needed to help support others toward living a more fulfilling life with particular attention given to behavioral and social theories, common social problems, service delivery systems, ethical behavior, and personal values.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HSE210 - Healthcare Systems (Online)**

#### **Description**

This course gives students a basic understanding of service provision in the United States healthcare system. The history of the U.S. healthcare system and the various forces that have influenced its development will be examined. It will provide an overview of the role of human services practitioners in hospital, acute care, long-term care, home health, and hospice settings and the importance of contributing to the multi-disciplinary team providing patient care. Basic medical terminology and its use in patient care plans will be explored in addition to trends in evidence-based practice and outcomes measurement.

#### **Additional Information - Online**

The goal name associated with this course is Components of Healthcare Organizations

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HSE101 - Introduction to Human Services (3)

## University Programs

### **HSE215 - Child Growth and Cognitive Development (Online)**

#### **Description**

Human service professionals must be prepared to work with and provide proper support to children and adolescents. This course focuses on child development from birth through adolescence with an emphasis on the physical, cognitive, social, and emotional components of normal development. Additional attention will be given to those situations where normal development does not occur, factors which influence or impede development, and community and school-based resources available to assist families.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HSE101 - Introduction to Human Services (3)

PSY211 - Lifespan Development (3)

### **HSE220 - Communication Skills for Human Service Professionals (Online)**

#### **Description**

This course provides students with the knowledge and skills to effectively, efficiently, and compassionately communicate both orally and in writing. Emphasis will be given to the tools of communication as well as how to clearly articulate the issues, deal with conflict, and establish rapport. Human services professionals function in many settings requiring the ability to communicate the needs and issues of their clients, programs, and organizations to a broad variety of people.

#### **Additional Information - Online**

The goal name associated with this course is Organizational Culture in Healthcare

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

HSE101 - Introduction to Human Services (3)

### **HSE310 - Family and Community Systems (Online)**

#### **Description**

In this course, students will gain the knowledge and skills to help families negotiate the complex system of organizations in their communities that provide services. Programs and organizations that provide support to families will be profiled, including community medical and mental health providers, non-profit organizations, the Department of Human Services, and the Family Court. In addition, tools that are frequently used in understanding family systems are presented including Socio-grams, Eco-maps, and Genograms.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HSE101 - Introduction to Human Services (3)

# University Programs

## **HSE315 - Role and Impact of Trauma on Children and Families (Online)**

### **Description**

This course prepares students to provide services to children and families in highly emotionally charged and legally complicated situations. The short and long term influence of physical and psychological trauma on children and families are explored including domestic violence, substance abuse, neglect, sexual assault, and prenatal trauma. In addition, the course will explore the role of a human services professional and complying with legal responsibilities and limitations, safety, secondary trauma, and ethical considerations.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HSE101 - Introduction to Human Services (3)

PSY211 - Lifespan Development (3)

## **HSE320 - Human Services Organizational Systems (Online)**

### **Description**

This course prepares students to function effectively within organizations, as most human services work involves interactions with multiple private and public organizations. Students develop an understanding of organizational structure and functions through an overview of common organizational structures and management systems and the principles of organizational behavior that influence the work environment. An introduction to the strategic planning and budgeting cycle is provided including the process of grant funding. Basic concepts of personnel management and common techniques and procedures for outcome measurement and program evaluation will also be presented.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HSE101 - Introduction to Human Services (3)

## **HSE325 - Ethics and Laws in Child Welfare (Online)**

### **Description**

This course prepares students to navigate the legal and ethical complexities of family problems involving children. This course focuses on the state and federal laws, regulations, and ethical principles that establish the framework for Child Welfare programs. Specific issues covered include child protection programs, child abuse and treatment laws, parent and child rights and responsibilities, education law, and emancipation laws. In addition, the course will examine child custody, foster care, adoption and the child "best interest" standards.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HSE101 - Introduction to Human Services (3)



# University Programs

## **HSE330 - Public Policy and Advocacy (Online)**

### **Description**

Students in this course will become acquainted with human services policies and the legislative and private sector processes of policy development. Students will further discover the role of advocacy in influencing social welfare programs for a variety of populations. Students learn the skills needed to act effectively in developing policies and for planning an advocacy campaign.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HSE101 - Introduction to Human Services (3)

## **HSE335 - Prevention and Crisis Intervention (Online)**

### **Description**

This course examines the role of the human services professionals in delivering both prevention and crisis intervention services. Human services professionals often have the opportunity to provide prevention services that build on the strengths of the client, thereby increasing protective factors and decreasing risk factors. At the same time when a client is in crisis, human services professionals work to ensure safety and minimize the trauma. The knowledge and techniques needed to implement prevention programs and practices, and respond to individual, family, and community crises will be addressed in this course.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HSE101 - Introduction to Human Services (3)

## **HSE340 - Law and Ethics in Human Services (Online)**

### **Description**

Students in this course will learn about the laws and regulations that govern human services practice. Specific topics will include confidentiality, parity, involuntary commitment, mandated reporting, duty to warn, minor and parental rights, guardianship, and advanced directives. The course will also discuss the ethical principles that guide human services practice as well as the conflicts that arise between the ethical principles and the law.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

HSE101 - Introduction to Human Services (3)

## University Programs

### **HSE350 - Substance Use: From Screening to Consultation (Online)**

#### **Description**

Explore the IC & RC 12 Core Functions of a substance use counselor. Learn evidence-informed approaches to practice that align with national standards.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY200 - Foundations of Addictions (3)

### **HSE351 - Substance Use: From Prevention to Treatment (Online)**

#### **Description**

Explore the continuum of care model and best practices in substance use disorders including early intervention, prevention, treatment and recovery services. Develop a novice knowledge base of community resources to support each component of the continuum.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY200 - Foundations of Addictions (3)

### **HSE352 - Substance Use: Counseling Theory and Practice (Online)**

#### **Description**

Examine a variety of theoretical approaches with a focus on evidence-based counseling techniques widely used in Substance Use Disorder treatment. Practice ethical and culturally sensitive documentation skills to record individual and group therapy progress notes.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY200 - Foundations of Addictions (3)

## University Programs

### **HSE353 - Pharmacological Factors in Substance Use Treatment (Online)**

#### **Description**

Explore the physiology and pharmacology of substance use and the impact psychopharmacological chemicals have on the human body. Identify drug classifications, side-effects, and rationales for medication selection. Discuss current trends and issues in drugs of choice and medication-assisted therapy.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY200 - Foundations of Addictions (3)

### **HSE410 - Case Management (Online)**

#### **Description**

Students will learn fundamental theories, concepts, and practices related to the delivery of human services. Topics covered in this course will include client engagement, interviewing, models of service delivery, ethics and professional responsibility, group dynamics and facilitation, boundaries, and formal/informal client-centered support systems. Students will apply course work to real life situations by assessing the needs of clients and designing goal-based care plans. Additionally, students will plan and design interventions, utilize community resources, and assess client outcomes.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HSE220 - Communication Skills for Human Service Professionals (3)

### **HSE480 - Human Services Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the B.A. in Human Services program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

111 credit(s).

## Humanities

# University Programs

## **HUM100 - Perspectives in the Humanities (Online)**

### **Description**

Art, literature, and philosophy tell lasting stories. Beyond the intended purpose of the artists and authors, or the shifting interpretations of the audiences, these creations tell us about cultural development, changes in worldview, and common themes that span centuries and continents. How have you come to understand the world? How do you express that understanding through the act of creating? This course investigates the purpose of art, literature, and philosophy across different periods, how its themes represent the cultures that produced it, and how that art still serves society today.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HUM101 - Fundamentals of Ethics and Decision Making (Online)**

### **Description**

Explore the significance of individuality and human creativity. Consider the beliefs and values that drive your decisions, and examine the role of ethics in decision-making. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Identity and Decision Making

### **Academic Level**

Undergraduate

### **Credits**

3

## **HUM102 - Self, Society, and the Humanities (Online)**

### **Description**

In this course, students explore the interaction between individuals and society as a framework for understanding cultural inquiry. Through the examination of the scientific, creative, cultural, and historical humanities, students develop a practice of reflexivity to describe conceptions of self, others, and systems and their interconnectedness.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HUM110A - Foundations in Humanities (Learning to Look) (Campus)**

### **Description**

The humanities provoke us towards deeper and more complex understandings of ourselves and our societies through an engagement with the creative legacies of human histories. The Foundations in Humanities course prepares us for this important and fulfilling work by teaching us critical analysis, by cultivating our intellectual empathies, and by nurturing our passions for inquiry. HUM 110A includes fine arts topics.

### **Additional information - Campus**

This course is designed specifically for the Foundations Humanities requirement in UC General Education. The course emphasizes the development of students' core academic skills in order to better prepare them for future academic work.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **HUM110B - Foundations in Humanities (Exploring the Past) (Campus)**

### **Description**

The humanities provoke us towards deeper and more complex understandings of ourselves and our societies through an engagement with the creative legacies of human histories. The Foundations in Humanities course prepares us for this important and fulfilling work by teaching us critical analysis, by cultivating our intellectual empathies, and by nurturing our passions for inquiry. HUM 110B includes history topics.

### **Additional information - Campus**

This course is designed specifically for the Foundations Humanities requirement in UC General Education. The course emphasizes the development of students' core academic skills in order to better prepare them for future academic work.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HUM110C - Foundations in Humanities (The Literary Imagination) (Campus)**

### **Description**

The humanities provoke us towards deeper and more complex understandings of ourselves and our societies through an engagement with the creative legacies of human histories. The Foundations in Humanities course prepares us for this important and fulfilling work by teaching us critical analysis, by cultivating our intellectual empathies, and by nurturing our passions for inquiry. HUM 110C includes literature topics.

### **Additional information - Campus**

This course is designed specifically for the Foundations Humanities requirement in UC General Education. The course emphasizes the development of students' core academic skills in order to better prepare them for future academic work.

### **Academic Level**

Undergraduate

### **Credits**

3

## **HUM110D - Foundations in Humanities (Music and Meaning) (Campus)**

### **Description**

The humanities provoke us towards deeper and more complex understandings of ourselves and our societies through an engagement with the creative legacies of human histories. The Foundations in Humanities course prepares us for this important and fulfilling work by teaching us critical analysis, by cultivating our intellectual empathies, and by nurturing our passions for inquiry. HUM 110D includes music topics.

### **Additional information - Campus**

This course is designed specifically for the Foundations Humanities requirement in UC General Education. The course emphasizes the development of students' core academic skills in order to better prepare them for future academic work.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **HUM110E - Foundations in Humanities (Philosophical Reasoning) (Campus)**

#### **Description**

The humanities provoke us towards deeper and more complex understandings of ourselves and our societies through an engagement with the creative legacies of human histories. The Foundations in Humanities course prepares us for this important and fulfilling work by teaching us critical analysis, by cultivating our intellectual empathies, and by nurturing our passions for inquiry. HUM 110E includes philosophy topics.

#### **Additional information - Campus**

This course is designed specifically for the Foundations Humanities requirement in UC General Education. The course emphasizes the development of students' core academic skills in order to better prepare them for future academic work.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HUM199 - International Cultural Awareness II: General Culture (Campus)**

#### **Description**

This course will provide students the opportunity to engage in the local cultural heritage of the foreign country during their semester abroad, be it through history, art, literature, philosophy, food, studio arts, traditions, or any other broad aspect of culture. The course may also provide students with the opportunity to engage in cultural integration programs linked with the local community.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HUM200 - Applied Humanities (Online)**

#### **Description**

What is the purpose of art, literature, and philosophy? Is it enough to create simply for the act of creating, or should a work serve as a deliberate commentary, be it political, social, personal, or derivative of other motivations? In this course, students have the opportunity to select works, collections, or periods within the humanities for research and study. The study is guided by both subjective and objective analyses to differentiate between an artist's or author's intended meaning and a society's interpretation of that meaning.

#### **Additional Information - Online**

The goal name associated with this course is Communicating to Diverse Audiences

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

3 credit(s) from subject(s): ENG, FAS, HUM, LIT, MUS, PHL, LAR, LAS, LFR, LSP, LAN, or LMN

## University Programs

### **HUM201 - Humanities: Ancient to Renaissance (Campus)**

#### **Description**

This course provides a survey overview of the western humanities from the ancient world through the Renaissance. It will offer students an introduction to the vocabulary, themes, and shifts in the arts, music, literature, history, and ideas, focusing on the achievements of ancient Egypt, Greece and Rome, the medieval period and the Renaissance.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HUM202 - Humanities: Renaissance to the Present (Campus)**

#### **Description**

This course provides a survey overview of the western humanities from the Renaissance to the present. It will offer students an introduction to the vocabulary, themes, and shifts in the arts, music, literature, history, and ideas, focusing on the achievements of the Renaissance, Baroque, the Enlightenment, Romanticism, Realism, Impressionism, Modernism, post-war artistic movements, and contemporary developments in the humanities.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HUM215 - Culture and Creativity (Online)**

#### **Description**

In this course, students examine the reciprocal relationship between culture and creativity. Through the analysis of creative works of cultural significance, students will explore how creators communicate individual and cultural values and perspectives through their works. The intersection of historical events, technological developments, and cultural changes will be considered to determine how creative works influence and convey culture.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **HUM260 - Creative Expression in Cultural Context (Online)**

#### **Description**

In this course, students explore the cultural significance of works of creative expression and how theoretical frameworks within the fields of the humanities are applied to analyze the cultural context of creative works. Students also examine how the presence of cultural differences and individual bias impacts how creative works are experienced and interpreted.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## **Individually Designed**

## University Programs

### **IND299 - Strategies for Specialization Planning (Online)**

#### **Description**

Develop an academic plan of study in alignment with a selected specialization within the General Studies major. Establish a rationale for specialization selection reflective of previous education experience, interest, and background toward future career goals.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## Information Security

### **ISE510 - Security Risk Analysis and Planning (Online)**

#### **Description**

This course explores core areas of information security risk and planning, including risk analysis, business continuity, disaster recovery, incident response and security controls. The course will also explore risks as they relate to areas like financial regulations and privacy. Other topics include governance and internal and external partnerships, emerging threats and vulnerabilities, and emerging security capabilities.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT552 - Human Factors in Security (3)

### **ISE620 - Incident Detection and Response (Online)**

#### **Description**

This course provides students with the background and skills to manage information security incidents to minimize impact on business operations. Topics include detection, investigation, and response to different types of security incidents. Students explore these topics by developing incidence response plans; utilizing industry-standard processes and tools for investigating information security incidents; and recommending processes for incidence response that adhere to legal, regulatory, and organizational compliance. Students who have completed the course have a comprehensive view of cyber security incident detection and response.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT549 - Foundation in Information Assurance (3)



## University Programs

### **ISE640 - Investigation and Digital Forensics (Online)**

#### **Description**

In this course, students learn the theory, practice, and principles of digital forensics through investigation of computer, network, operating system, mobile device and other areas of digital forensics. Topics include identification, collection, acquisition, authentication, preservation, examination, analysis and presentation of digital forensic evidence.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT549 - Foundation in Information Assurance (3)

### **ISE690 - Cyber Security Capstone (Online)**

#### **Description**

This capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students synthesize prior learning to design, develop, and execute an analytics project on their chosen subject as a culmination of their studies. The course is structured around this critical capstone assessment, so that students have the appropriate support and resources required to be successful.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

27 credit(s).

## Information Technology

### **IT100 - Introduction to Information Technology (Campus, Online)**

#### **Description**

This is the fundamental computer fluency course. It is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. Students learn about the application and science of information technology. Concepts to master include the fundamentals of computer information technologies along with issues that affect people today such as : Internet and other network technologies, web publishing, digital media, hardware, software, file and database management, information security, viruses, and spyware, social impact, as well as algorithmic thinking and the limits of computation. Students develop capabilities such a managing complexity, assessing the quality of information, collaborating and communicating using IT, anticipating technological change and thinking abstractly and critically about IT. Students develop computer-related skills in support of their college studies and career goals. This is accomplished, in part, by the mastery of word processing, spreadsheet, presentation, and database software.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **IT101 - Professional Skills and Development (Online)**

### **Description**

In this course, students evaluate new technologies in areas of educational or professional interest. They establish plans for professional development that support goal achievement. Students also apply common techniques used for working with data. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Advancing Professional Skills

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT140 - Introduction to Scripting (Campus, Online)**

### **Description**

Students will learn the fundamentals of programming concepts including data types, variables, decision statements, loops, functions and file handling. By developing simple scripts, students will understand how to use common scripting language constructs including lists, literals, and regular expressions to build useful applications.

### **Additional Information - Online**

The goal name associated with this course is Introduction to Scripting

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT145 - Foundation in Application Development (Campus, Online)**

### **Description**

Students will use programming as a problem-solving technique in business and engineering applications. In writing computer code in a logical, structured, and organized manner, students will learn how to incorporate the key concepts of object orientation into their programming. Additionally, students will learn to write, review, and document interactive applications and work with Software Development Kits and Integrated Development Environment tools.

### **Additional information - Campus**

Offered every year.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

CS110 - Fundamentals of Programming (3)

IT140 - Introduction to Scripting (3)

# University Programs

## **IT200 - Fundamentals of Information Technology (Campus, Online)**

### **Description**

Students will learn about the fundamental knowledge and skills required in the information technology (IT) field. While exploring the various roles and functions of IT professionals, students will engage with basic technologies, hardware, software, and a systems thinking approach to solving problems.

### **Additional Information - Online**

The goal name associated with this course is Fundamentals of Information Technology

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT201 - Computer Platform Technologies (Campus, Online)**

### **Description**

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.

### **Additional information - Campus**

Offered every year.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT202 - Computer Operating Systems (Campus, Online)**

### **Description**

Students will explore the different features and components of common operating systems while learning how industry best practices and organizational requirements impact the selection, implementation, and maintenance of their operating systems. Students will also learn how to troubleshoot and solve computing problems common to an organizational environment.

### **Additional Information - Online**

The goal name associated with this course is Computer Operating Systems

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT200 - Fundamentals of Information Technology (3)

# University Programs

## **IT204 - Introduction to Data and Information Management (Online)**

### **Description**

This course provides students with an introduction to the foundations of data and information management, centered around the core skills of data management and database organization. The course will focus on identifying organizational requirements for data and information, modeling the requirements using relational techniques, implementing the models into a database using a database management system, and understanding the issues of data quality and data security. The course will also introduce the framework of enterprise information management and the growing need for managing data and information in organizations effectively to support decision making and competitive advantage.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT205 - Digital Music (Campus)**

### **Description**

This course introduces students to information technology and the music business. The primary theme of the course is to understand how information technology has transformed the music industry in the last five years. The course is part lecture and part lab work. During lectures, students will learn about topics such as waveform audio, data compression and sampling, digital signal processors and soundcards, audio file formats, MIDI, e-collaboration, and e-business. During lab work, students will learn how to use software packages to compose, record, and mix music, to put music on a CD, to design a CD package, and to use the Internet to market and distribute music CD's. The course includes a project which will culminate in the creation of a professional CD suitable for distribution. The course is designed for students who have an interest in music and IT, e.g. sound engineering, song-writing, or executive leadership in the music industry. An ability to play an instrument is not required.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT209 - Introduction to Robotics (Online)**

### **Description**

This course covers Introduction to Robotics, Applications of Robots, Return-on-Investment, Abstract Models, Controlling Robot Motion, Complex Motion, Robotic Sensors, Input / Output, External Sensors, Threads, Event Programming, Remote Communication, Remote Sensing, Behavior Programming, and Human/Robot Interfaces. Students will gain hands-on experience with emerging robot technologies, understand industrial applications of robots, and ramifications of human/robot interaction.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

# University Programs

## **IT210 - Business Systems Analysis and Design (Campus, Online)**

### **Description**

This course provides students with the necessary level of information technology education relative to understanding the uses and roles of information systems in business organizations. Students receive instruction on the information concepts and methodologies associated with the development of business information systems, and their effective application to the solution of business problems. Students learn the major issues of managing information technology in the contemporary business environment and the relationship between organizations' structures and information technology. Team approaches are utilized along with structured computer laboratories and cases using spreadsheet and database management tools. Writing intensive course.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT212 - Introduction to Computer Networks (Campus, Online)**

### **Description**

Students will learn the basics of interconnectivity of computing systems. With fundamental networking knowledge, students will design a basic and secure computing environment that consists of a network, server, client system, and firewall.

### **Additional Information - Online**

The goal name associated with this course is Introduction to Computer Networks

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

CS230 - Operating Platforms (3)

IT200 - Fundamentals of Information Technology (3)

## **IT215 - Introduction to AI Literacy (Online)**

### **Description**

In this course, students will gain a comprehensive understanding of artificial intelligence (AI), its practical applications, and ethical considerations. Students will learn to communicate key AI concepts, discern AI facts from misconceptions, and assess generative AI tools. They will explore responsible AI principles, understand AI's societal impacts, and develop skills in creating effective AI prompts, enhancing their literacy in AI's diverse landscape. Offered to Guild partnership students only.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Advisor Approval Required

# University Programs

## **IT216 - Introduction to Responsible AI (Online)**

### **Description**

In this course, students explore the principles of responsible AI. Students examine practical case studies, identify unethical AI practices, and understand their impacts. They focus on creating and applying ethical guidelines to the practical application of AI and learning to identify and manage risks. The course empowers students to communicate and address complex ethical issues in AI clearly and effectively. Offered to Guild partnership students only.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Advisor Approval Required

Complete:

IT215 - Introduction to AI Literacy (3)

## **IT217 - AI in Practice (Online)**

### **Description**

In this course, students learn to use generative AI in practical challenges and tasks. They will evaluate AI tools for specific tasks and challenges, integrate generative AI into workflows, and address inaccuracies in AI responses. They gain hands-on experience in selecting and testing AI tools, crafting and adjusting prompts, and ensuring AI-generated content aligns with reliable information, enhancing their proficiency in the practical application of AI. Offered to Guild partnership students only.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Advisor Approval Required

Complete:

IT215 - Introduction to AI Literacy (3)

## **IT221 - Web-based Information Technology (Campus)**

### **Description**

This course introduces students with web systems and a range of web technologies, both client-side and server-side. The course examines open-source/proprietary software, search engine architectures, web standards and standard bodies. The course covers the design, implementation and testing of web-based applications and the incorporation of a variety of digital media into these applications. The course also covers the cloud computing model of infrastructures and skills to maintain them.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

CS110 - Fundamentals of Programming (3)

IT140 - Introduction to Scripting (3)

# University Programs

## **IT226 - Communication in STEM Professions (Campus, Online)**

### **Description**

STEM professionals work in diverse organizational environments in which they must communicate varying types of information in different ways to multiple stakeholder audiences. Students will learn fundamental communication strategies for communicating technical and non-technical information to diverse audiences, and how to effectively negotiate and manage difficult conversations in the workplace.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT230 - Software Development with C#.NET (Campus, Online)**

### **Description**

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

### **Additional information - Campus**

Offered as needed.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

## **IT235 - Database Design (Online)**

### **Description**

Develop database designs using industry-standard modelling tools and techniques. Evaluate user requirements to identify optimal database models that solve common business problems. Examine approaches to structural and object-orient design that consider today's varied data types.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **IT241 - Human Factors in Cybersecurity (Online)**

#### **Description**

This course introduces students to the human factors present in cyber security related to ethics, integrity, practices, policies and procedures. Using a scenario-based approach, students will examine the human behaviors that could potentially cause a security threat and investigate how organizational policies and procedures can be developed to mitigate them.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IT242 - Introduction to Geographic Information Systems (Online)**

#### **Description**

This course is designed to introduce the student into the exciting new world of mapping software. Mapping software has found many uses throughout government, universities, business, as well as in the public policy arena. Students will learn how to use mapping tools that are available with data driven web sites, as well as learn how to create their own maps with mapping software. Students will learn how to work with different kinds of data sets and how to incorporate them into customized maps for analysis and presentation. IT-242 is only offered online.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IT252 - Information Technology Teams and Group Dynamics (Online)**

#### **Description**

This course focuses on group functioning and leadership and the factors involved in group cohesion and conflict, and communication systems with a focus on the IT enterprise.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IT253 - Computer Systems Security (Online)**

#### **Description**

Students will explore the fundamentals of cybersecurity and related policies and procedures. Within the context of an organizational environment, they will examine concepts in the protection of data and personal information, and learn best practices in security planning within the information technology (IT) field.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT212 - Introduction to Computer Networks (3)



# University Programs

## **IT255 - Introduction to the Linux Operating System (Online)**

### **Description**

Introduce students to the major components of the Linux operating system and the basics of the Linux command line. Work with files and directories, archive and compress files, and search and extract data from files using pipes and redirection. Learn how to package Linux commands within a script.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT201 - Computer Platform Technologies (3)

## **IT260 - Web-Oriented Services (Online)**

### **Description**

Students will explore the purpose of various web-oriented services. In the context of an organizational environment, they will determine which web-oriented service would satisfy a business need or requirement, and learn the skills necessary for maintaining a web-oriented service solution.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

IT200 - Fundamentals of Information Technology (3)

1 of the following:

CS200 - Computer Science's Role in Industry (3)

IT140 - Introduction to Scripting (3)

IT145 - Foundation in Application Development (3)

## **IT261 - IT Service Management (Online)**

### **Description**

The purpose of this course is to provide students with an understanding of the management of information technology, including the relationships of parties involved, the tools for IT process improvement, and best practices involved in the field. Students focus on the relationship among an IT organization, business customers, and users. They explore the customer's perspective of IT's contribution to the organization and they learn ways to communicate effectively with stakeholders. Students examine the relationships of IT service management to process improvement movements, for example, Six Sigma improvement methodology, total quality management (TQM), business process management (BPM), and Capability Maturity Model Integration (CMMI) standards.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **IT270 - Web Site Design (Campus, Online)**

### **Description**

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.

### **Additional information - Campus**

Offered every year.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT272 - Cross-Platform Technologies (Campus, Online)**

### **Description**

Students will explore contemporary systems and technologies such as virtualization, the Internet of Things (IoT), and artificial intelligence (AI). They will further examine the business, commercial, and personal implications, risks, and strategies of using cross-platform technologies.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT202 - Computer Operating Systems (3)

IT212 - Introduction to Computer Networks (3)

## **IT304 - Systems Requirements and Implementation Planning (Campus, Online)**

### **Description**

Students will develop system requirements specifications and implementation plans reflecting organizational needs. As part of that process, they will explore the ethical implications of decisions with consideration of legal and organizational requirements.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT200 - Fundamentals of Information Technology (3)

QSO340 - Project Management (3)

## University Programs

### **IT312 - Software Development with C++.NET (Online)**

#### **Description**

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

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

### **IT313 - Risk Management and Mitigation in System Design (Campus, Online)**

#### **Description**

Students will identify resources on legal, cultural, and internal requirements and assess the impact of those factors on an organization's information technology (IT) environment and systems design. Students will also learn industry best practices in order to analyze and develop risk analyses, mitigation plans, and communications to inform stakeholders.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT226 - Communication in STEM Professions (3)

QSO340 - Project Management (3)

### **IT315 - Object Oriented Analysis and Design (Campus, Online)**

#### **Description**

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. Specialized Systems Development Computer Laboratory intensive and open laboratory intensive. Writing intensive course.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **IT320 - Network Security (Online)**

### **Description**

Gain an overview of network security defense techniques and countermeasures. Develop communication and analytical skills through the discussion and debate of a variety of topics, such as cryptanalysis and attacks, safety of wireless connections, intrusion detection methods, and access control. Engage in assignments designed to provide practical applications of content, such as the design and configuration of firewalls, traffic analysis and filtering, intrusion detection, statistical anomaly detection, and wireless security.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT212 - Introduction to Computer Networks (3)

## **IT328 - Project Management in Information Technology (Online)**

### **Description**

Employ project management strategies specific to IT projects. Examine responsibilities of key stakeholders. Explain project planning with key considerations related to risk management and project tracking.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT330 - Database Design and Management (Campus)**

### **Description**

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 logical design. Topics include data models and modeling tools and techniques; approaches to structural 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.

### **Additional information - Campus**

Offered every year.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

## University Programs

### **IT331 - Human Factors in Information Technology (Online)**

#### **Description**

This course addresses the importance of understanding and advocating for the end user in the development of IT applications and systems. Students will be exposed to Human-Computer Interaction (HCI) fundamentals including user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology. Emphasis will be placed on user-centered methodologies in the development, evaluation, and deployment of IT applications and systems.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IT332 - Infrastructure Management (Online)**

#### **Description**

This course investigates the primary infrastructure components of modern information systems. In particular the course focuses on the main components of an information technology infrastructure: hardware systems; network; and storage structures. Students will recommend tools and technologies for managing IT infrastructures. Students will recommend solutions for enhancing information technology infrastructures to solve business problems resulting from process change or growth to an enterprise.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT212 - Introduction to Computer Networks (3)

### **IT335 - Security Principles (Online)**

#### **Description**

This course will focus on the fundamental principles of information security management from a systems perspective. While other courses will provide the deep dive into specific areas of security, this course will serve as an exploration into how the varying principles of systems-level information security management are employed to achieve secure solutions. Students will examine how security policies, standards, and controls can be reliably implemented to create trustworthy systems that mitigate risk in accordance with organizational security postures. Students will also gain insight into the systems-level security of information over time, touching on organizational, legal, and technological changes that impact the safety, reliability, and validity of information.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT253 - Computer Systems Security (3)

# University Programs

## **IT337 - User-Centered Systems Design and Evaluation (Campus, Online)**

### **Description**

Students will explore the process of designing systems with a concerted focus on end-users. By employing user-centered methodologies, students will design information technology (IT) applications and systems, as well as evaluate the user-experience for existing systems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT304 - Systems Requirements and Implementation Planning (3)

## **IT338 - Geospatial Programming (Online)**

### **Description**

This course will provide the fundamental skills necessary for geospatial programming. Topics will include calling geographic processing tools, batch processing, performing file input/output in an external computing language and building, graphical user interfaces, and displays. To support these tasks, students will learn basic object-oriented programming concepts.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT242 - Introduction to Geographic Information Systems (3)

## **IT345 - Network Planning and Maintenance (Online)**

### **Description**

In this course, students learn about the specifics of planning, maintaining, and auditing data communications and networks in an organization. Students engage in assignments focusing on business planning, long- and short-term planning, operations, maintenance, and forecasting. They also explore topological design, network synthesis, and network realization.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **IT355 - Web and Mobile User Experience (Online)**

### **Description**

Designers strive to optimize the interaction between the user and the system to create a smooth and productive user experience. Students in this course focus on the particular challenges of creating user-centered mobile applications. They also investigate the design process deliverables used to communicate with clients, technical leads, and stakeholders.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT361 - Systems and Network Administration (Campus)**

### **Description**

This course introduces students with the tasks and skills required to perform as a system administrator of operating systems, like Microsoft Windows and Linux systems, and to support a network infrastructure. Topics to be covered include: booting, process control, the file system and permission, managing users and resources, backups, upgrading, configuration management, networking, the network file system, troubleshooting, server architecture, administration, storage, network attached storage improvements, and disaster recovery.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT212 - Introduction to Computer Networks (3)

IT221 - Web-based Information Technology (3)

## **IT365 - Operating Environments (Online)**

### **Description**

Learn about operating environments used in today's business computing environments, including enterprise level systems down to mobile devices. Gain an understanding of the components in an operating system and how they interact with each other and with system hardware and application software. Explore the importance of writing programs that take full advantage of operating support.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

IT145 - Foundation in Application Development (3)

IT255 - Introduction to the Linux Operating System (3)

Contact Academic Advisor to register.

# University Programs

## **IT385 - Information Technology Communications (Campus, Online)**

### **Description**

The course focuses on the essential oral and written communication tools and strategies used when communicating in technology organizations, emphasizing on how to make information more usable and accessible to multiple audiences. Students will review how to develop functional specifications and proposals, training programs, technical illustrations, and web information architecture.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT390 - Mobile Application Design and Development (Campus, Online)**

### **Description**

This course focuses on the techniques and tools necessary to achieve successful system implementation of mobile applications. Topics covered include managing the system implementation process, implementation design issues, how mobile application development is affected/constrained by existing software, techniques for writing quality code, techniques for testing code, understanding the role of proper documentation, and understanding, designing and managing implementation support functions. Students go through all the steps necessary to code, test and develop an actual mobile application. The course consists of a mix of lectures and hands-on laboratory work.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT145 - Foundation in Application Development (3)

## **IT409 - Impact of Systems on Organizations (Online)**

### **Description**

Information Technology (IT) systems, business requirements, and constraints impact proposed changes to an organization's computing environment. Students will analyze current IT systems and the constraints and opportunities of an organization in order to solve computing problems and determine impacts of systems decisions on an organization.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

IT313 - Risk Management and Mitigation in System Design (3)



## University Programs

### **IT412 - Cyberlaw and Ethics (Campus, Online)**

#### **Description**

This course stresses the social and professional context of IT and computing related to ethical codes of conduct. Students will examine the historical, social, professional, ethical, and legal aspects of computing in the 21st century.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT212 - Introduction to Computer Networks (3)

### **IT415 - Advanced Information Systems Design (Capstone) (Online)**

#### **Description**

This is the first of a two-part capstone course for IT majors which covers the major methodologies used in Systems Analysis, Design, and Implementation. This course focuses mainly on the systems analysis part of the systems development process and emphasizes SDLC (Software Development Life Cycle). Different system development strategies are examined within the broader context of identifying and understanding the detailed stages the make up the systems analysis process. Students will learn how to perform feasibility analysis, and to create a system proposal. Fact finding techniques used to determine system requirements will be identified and studied. Standard graphical modeling tools used in systems analysis will be covered: process modeling with data flow diagrams; data modeling with entity relationship diagrams; and object-oriented modeling using UML. The basic activities of project management are examined. Students will be assigned a systems development project case with concrete milestones, enabling the practical application of concepts presented in the course. This is a lab intensive course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

IT201 - Computer Platform Technologies (3)

IT235 - Database Design (3)

90 credit(s).

## University Programs

### **IT420 - Advanced Information Systems Implementation (Capstone) (Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT415 - Advanced Information Systems Design (Capstone) (3)

### **IT423 - Computing as a Service (Campus, Online)**

#### **Description**

Students will explore the use of cloud-based databases and design and implement a cloud-based system for an organizational need. Students will also learn about the implications for designing Internet of Things (IoT) software applications.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT272 - Cross-Platform Technologies (3)

### **IT431 - Software Development in Distributed Systems (Online)**

#### **Description**

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. Writing intensive course.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT210 - Business Systems Analysis and Design (3)

# University Programs

## **IT450 - Artificial Intelligence (Online)**

### **Description**

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.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IT460 - Machine Learning (Online)**

### **Description**

This course will address the computational study of artificial systems that adapt to novel situations, discover patterns from data, and improve performance with practice through popular frameworks for learning, including supervised, reinforcement, and unsupervised learning. Students will examine a state-of-the-art overview of the field, emphasizing the core statistical foundations.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

MAT240 - Applied Statistics (3)

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Complete:

IT145 - Foundation in Application Development (3)

## **IT476 - Experiential Learning (Online)**

### **Description**

Participate in an experiential learning elective course that focuses on professional development, certification preparation or professional practice opportunities. Explore and learn new tools and technologies that help you hone your real-world technical knowledge, skills and abilities. This course requires a minimum of 60 hours in the learning experience and may be taken for credit a maximum of two times.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

60 credit(s).

This can include completed and in-progress coursework.

# University Programs

## **IT482 - IT Operations and Systems Planning (Online)**

### **Description**

Organizational strategy, mission, and vision influence the operational and strategic plans of an organization's information technology (IT) environment. Through the integration of these organizational requirements and consideration of applicable laws and regulations, students will design an IT operations plan and a strategic plan for the implementation of a new system architecture.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
90 credit(s).  
Complete:

IT272 - Cross-Platform Technologies (3)  
IT337 - User-Centered Systems Design and Evaluation (3)  
IT409 - Impact of Systems on Organizations (3)

## **IT485 - Information Technology Strategy and Management (Campus)**

### **Description**

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. Offered every year. Writing intensive course.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

60 credit(s).

## **IT489 - Information Technology Portfolio Planning (Online)**

### **Description**

This capstone course is the culminating experience for the B.S. in Information Technologies program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
111 credit(s).  
Complete:

IT420 - Advanced Information Systems Implementation (Capstone) (3)

# University Programs

## **IT490 - Information Technology Internship (Campus)**

### **Description**

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course.

### **Additional information - Campus**

Offered every year. Please contact the Career and Professional Development Center to register

### **Academic Level**

Undergraduate

### **Credits**

0 - 15

### **Prerequisites**

Complete all of the following

Consent of the Program Coordinator, Department Chair, School Dean and Career & Professional Development Center are required.

Please contact the Career and Professional Development Center to register.

## **IT505 - Core Technologies (Campus, Online)**

### **Description**

This course familiarizes students with the basic concepts of information systems to strengthen their knowledge of hardware and software systems, including supporting information technology infrastructures. Students will gain an understanding of the application of fundamental information technology competencies related to computer networks, software and delivery systems for delivering products and service within an enterprise to customers, suppliers and clients. Additionally, students examine the skills and dispositions that shape their professional identities.

### **Academic Level**

Graduate

### **Credits**

3

## **IT510 - Advanced Information Technology (Campus, Online)**

### **Description**

This course focuses on the principles and practices underlying the analysis, design, implementation and management of information technology systems. Topics include information system development methodologies, systems planning, requirements analysis, systems implementation, software engineering, project management, and interface, database and process design.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **IT511 - Object Oriented Application Development (Campus, Online)**

#### **Description**

This course provides a comprehensive introduction to the principles and practices of object-oriented software development and provides a foundation for developing quality software. Students develop skills in applying object-oriented concepts to solve software problems and implement solutions. The course also teaches the concepts and design of algorithms for problem solving and includes the topics of data structures as they are related to the algorithms that use them. The course provides the technical foundation necessary to handle the material covered in the subsequent IT courses.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IT515 - Innovations in Information Technology (Campus, Online)**

#### **Description**

In this course, students strengthen their understanding of leadership theory and ethical frameworks in the context of a technology enterprise. Students will apply this understanding to business cases that reflect the need for innovative technology solutions in today's workplace in order to transform the thinking of an organization when change is required or to develop ideas that enable new business strategies.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IT520 - Technical Communication (Campus, Online)**

#### **Description**

The course focuses on the essential oral and written technical communication skills needed for producing technical documentation and presentations in many different forms for varying business situations. The course enables students to understand the needs of stakeholders in order to develop different technical documents such as white papers, design specifications, project plans, test plans, user manuals, etc. The ability to communicate research findings using appropriate academic formatting will also be addressed.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **IT549 - Foundation in Information Assurance (Online)**

### **Description**

This course explores the basic concepts and prepares students with the foundation skills for the protection of networks, communication, and data, as well as the knowledge base for planning, implementing, and managing enterprise level security and system integrity. Topics include approaches in an organization to prevent, detect and recover from the loss of information, cryptography and its applications, security in networks and distributed environments.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT640 - Telecommunications and Networking (3)

## **IT550 - Management of Information Technology (Online)**

### **Description**

This course is a detailed introduction to the major issues underlying the successful management of information technology in contemporary organizations. The course covers three major areas: (1) The interrelations between organizational structure and process, and the adoption of new information systems technologies; (2) The actual management of the IT function within the organization; and (3) IT project management which focuses on the operational steps in designing and carrying out specific IT projects. This course will utilize case studies as an introduction to real-world IT management best practices and strategies, and to guide students to understanding the impact of emerging technologies in business contexts.

### **Academic Level**

Graduate

### **Credits**

3

## **IT552 - Human Factors in Security (Online)**

### **Description**

This course examines the human factors present in cyber security related to ethics, integrity, practices, policies and procedures. Students will design information technology security awareness training and optimize information technology organizational factors to foster a healthy security culture within an organization. Additionally, students will recommend mitigation strategies to protect an organization from human behaviors that could potentially cause a security threat.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT549 - Foundation in Information Assurance (3)

# University Programs

## **IT600 - Operating Systems (Campus, Online)**

### **Description**

This course focuses on computer architecture and the operating systems of digital computers. Students learn about the operational methods of hardware; the services provided by operating systems' software; acquisition, processing, storage and output data; and the interaction between computers. Topics include widely used operating systems such as DOS, Windows, and UNIX.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT510 - Advanced Information Technology (3)

## **IT625 - Information Technology Project and Team Management (Campus, Online)**

### **Description**

This course introduces the students to the principles and practices necessary to be an effective IT project manager. The course covers project scope, time, cost, quality and human resource management techniques as applied to the kinds of project management problems and issues unique to the IT environment. Students learn how to design an actual IT project structure and will obtain hands-on experience using project management software. Emphasis is on the techniques of project management, leadership, teamwork and project risk management as applied to the IT environment. Case work is an important part of this course.

### **Academic Level**

Graduate

### **Credits**

3

## **IT632 - Software Design and Modeling (Online)**

### **Description**

This course covers software development life cycle models (waterfall, spiral, agile, etc.) with an emphasis on the design phase. Given software system requirements, students will create and document a software design using industry standard modeling techniques with emphasis on UML (class, sequence, state). Subtopics include software design patterns and software architecture (MVC).

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT511 - Object Oriented Application Development (3)



# University Programs

## **IT633 - Mobile Application Development (Online)**

### **Description**

This course examines the development of mobile applications, including mobile application frameworks, effective mobile application design, and data persistence. Students will construct a mobile application for the Android, iOS, or Windows mobile application market using Java, C# or Objective-C.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT511 - Object Oriented Application Development (3)

## **IT634 - Distributed Application Development (Online)**

### **Description**

This course explores how to develop and deploy distributed web applications, including web services and HTML5 applications that run on a mobile device.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT511 - Object Oriented Application Development (3)

## **IT640 - Telecommunications and Networking (Campus, Online)**

### **Description**

Telecommunications is a business resource that must be well managed. This includes the technical aspects and the application of telecommunications technology to solve specific business problems and enhance the strategic position of a business enterprise. Topics include the importance of telecommunication in today's business environment, the analysis, design and implementation of telecommunications systems, the scope of the telecommunications industry and current trends; telecommunications hardware, the Open Systems Interconnection (OSI) network model, networking technologies and telecommunications software, protocols and standards.

### **Academic Level**

Graduate

### **Credits**

3

# University Programs

## **IT643 - Network Assessment and Defense (Online)**

### **Description**

Explore a broad range of topics from secure network fundamentals, protocols and analysis; threats and vulnerabilities; application, data and host security, access control and identity management. Examine defensive measures to secure an organization's network. Identify overall network security posture and the basic practices in vulnerability assessment.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT549 - Foundation in Information Assurance (3)

IT640 - Telecommunications and Networking (3)

## **IT647 - Website Construction (Campus, Online)**

### **Description**

This course is an introduction to the construction of interactive websites. It involves technical issues such as standards, HTML/XML, scripting, embedded rich media, and database connectivity, and design issues such as audience analysis, content organization, accessibility, page layout, styling and templates. The course focuses on designing websites with creative interfaces, aesthetic style, functional structure, and navigation.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT511 - Object Oriented Application Development (3)

IT650 - Principles of Database Design (3)

## **IT648 - Website Optimization (Online)**

### **Description**

This course covers the methodologies that are used to drive traffic to websites and how to make websites profitable. In addition, methods of monitoring websites, such as counting users, click-throughs and more are explored. Students will examine how to gather statistics about website usage, demographics and other data relative to site popularity. This course also focuses on the creation of websites that serve diverse purposes, such as marketing, customer service, recruitment and more, including websites with international audiences. The differences between general and secure sites and the linking of diverse websites also will be explored.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT510 - Advanced Information Technology (3)

IT647 - Website Construction (3)

# University Programs

## **IT649 - Interface Design for Websites (Online)**

### **Description**

This course expands the student's basic knowledge of web page and website development by providing in-depth focus on designing web applications with the user in mind. Students gain knowledge about how human factors relate to interface design. Guidelines for determining design problems and strengths, usability assessments, and best practices for common functions such as web navigation, menus, scrolling, graphics and icons are explored.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT647 - Website Construction (3)

## **IT650 - Principles of Database Design (Campus, Online)**

### **Description**

This course is a study of the design, development and implementation of database management systems (DBMS) that emphasize relational DBMS architecture using SQL. Students will design and implement projects and complete case exercises as they are introduced to new developments in database design.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT510 - Advanced Information Technology (3)

IT511 - Object Oriented Application Development (3)

## **IT655 - Database Application Development (Online)**

### **Description**

Analyze database designs and application functions and respond to run-time errors to identify opportunities for performance tuning. Utilize normalization techniques and optimize database queries to improve application performance. Develop recommendations for enhancing performance of commercial multi-user database applications.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT510 - Advanced Information Technology (3)

IT650 - Principles of Database Design (3)

## University Programs

### **IT657 - Enterprise Resource Planning (Online)**

#### **Description**

This course combines the practice of business management with information technology at the point where technology integrates with fundamental business skills that support business objectives. Students will examine business management best practices and enterprise systems in organizations that support business functions. Emphasis will be placed on how information technology can support and enable integration of technology and business process re-engineering.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IT659 - Cyberlaw and Ethics (Online)**

#### **Description**

This course addresses ethical and legal issues related to e-commerce and e-business. Students will investigate government approaches to content control and rights, access and jurisdiction regarding personal information, digital property, U.S. and international law, antitrust law, fraud and more.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IT665 - Client/Server Systems (Campus, Online)**

#### **Description**

This course focuses on the elements and methodologies used in the development of client server applications. Students design and build client applications that manipulate data in a shared database environment on a network. Topics include user interface design, object- oriented design, data management and data security. Theoretical concepts are reinforced with applications. The course is project- oriented, with students implementing projects using a front-end application development language.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IT511 - Object Oriented Application Development (3)

IT650 - Principles of Database Design (3)

# University Programs

## **IT675 - Data Warehouse Concepts and Design (Online)**

### **Description**

This course presents the principles of design, development, and recommended implementation strategies of a Data Warehouse DBMS based on the dimensional modeling architecture. Data warehouse management issues will also be examined, along with an introduction to data mining as a tool for analytical decision support. Students will design and recommend implementation strategies of a data warehouse architecture.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

IT650 - Principles of Database Design (3)

## **IT697 - Experiential Learning (Online)**

### **Description**

Experiential learning is a short-term educational professional development or training experience opportunity that allow students to explore professional development; certification preparation and/or professional practice experiences, completing a minimum of 80 hours in that experience. The primary goal of the experiential learning opportunity is to expose students to actual practices in the professional workspace outside of the classroom. The students will relate this experience to academic coursework and synthesize the practical application of knowledge in an experiential setting. This is an elective experiential learning opportunity course intended for College of Online and Continuing Education students.

### **Academic Level**

Graduate

### **Credits**

3

## **IT700 - Capstone in Information Technology (Campus, Online)**

### **Description**

This capstone course is the culminating experience for the M.S. in Information Technology program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
30 credit(s).

Complete:

IT650 - Principles of Database Design (3)

## University Programs

### **IT710 - Information Technology Internship (Campus)**

#### **Description**

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Information Technology. The objective is to give the students an opportunity for practical application of Information Technology business concepts learned in classes and complement the course work taken. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - completing a minimum of 150 hours on the job per 3 credits.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
18 credit(s).  
Grad Internship only  
Instructor permission required  
Please contact the Career and Professional Development Center to register.

## Integrated Health Profession

### **IHP200 - Wellness Across the Lifespan (Online)**

#### **Description**

Examine the stages of human development and life events that influence health and wellness throughout the lifespan. Students focus on a developmental framework as a frame to explore early adulthood through old age and death.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IHP310 - Pathophysiology and Pharmacology Concepts (Online)**

#### **Description**

This course explores common diseases, treatments, procedures and drugs needed to analyze healthcare documentation for functions such as abstracting, coding, auditing, and reimbursement. Drug classifications are also included. Implications related to pathophysiological and pharmacological concepts are applied to health information management.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:  
BIO210 - Introduction to Anatomy and Physiology (3)

## University Programs

### **IHP315 - Patient Safety Systems and Strategies (Online)**

#### **Description**

Students explore core tenets that promote a culture of patient safety, including assessment through the Hospital Survey on Patient Safety (HSOPS), incident and safety reporting systems, disclosure policies and communication and teamwork strategies including human factors and TeamSTEPPS. Additionally, students will examine methodologies to improve patient safety, including Root Cause Analysis, Failure Mode Effects Analysis and utilization of a system-wide Patient Safety Plan.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IHP330 - Principles of Epidemiology (Online)**

#### **Description**

Learn basic principles of epidemiology with emphasis on applications in healthcare management. Examine specific epidemiology tools used for purposes of planning, monitoring, and evaluating population health. Consider methods for managing the health of populations, understanding the factors that influence population health, and strategies that healthcare organizations and systems can use to control these factors.

#### **Additional Information - Online**

The goal name associated with this course is Epidemiology

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IHP340 - Statistics for Healthcare Professionals (Online)**

#### **Description**

This course explores the basic statistical concepts of inference, variability, and statistical significance. Statistical methods used to describe data, quantify relationships and to test for differences between means will be studied. Parametric statistics will be the main focus but some common nonparametric tests will be introduced. The course will focus on the interpretation of published research findings.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **IHP355 - Healthcare Regulatory Compliance and Accreditation (Online)**

#### **Description**

Students will explore the history and development of key regulatory agency requirements and accreditation standards enacted to improve Patient Safety and Quality. Agencies reviewed will include The Joint Commission, Magnet, OSHA, CMS and state licensing bodies. Students will also explore how to assess compliance, manage quality and patient safety processes through development of healthcare organization plans, and ongoing evaluation and reporting requirements for key metrics and sentinel events.

#### **Additional Information - Online**

The goal name associated with this course is Regulation and Compliance in Healthcare

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

HCM340 - Healthcare Delivery Systems (3)

### **IHP410 - Population Health and Cultural Competence (Online)**

#### **Description**

This course explores a population-based approach to understanding disease management, chronic care management, and health policy making. It explores how behavioral factors, social circumstances and environmental exposures affects a population and how to mitigate these factors using culturally relevant approaches to create a culture of wellness.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Placement in BSNII

Complete:

IHP330 - Principles of Epidemiology (3)

### **IHP420 - Ethical and Legal Considerations of Healthcare (Campus, Online)**

#### **Description**

Students in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in healthcare. Students explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment. The impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care systems is explored.

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **IHP430 - Healthcare Quality Management (Campus, Online)**

#### **Description**

The goal of this course is to introduce students to the management of operations and explore how healthcare organizations can use advance methods to improve healthcare processes, delivery, and outcomes. Specific focus will be on analyzing cycle times (e.g., patient wait times), measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and generally improving health management processes and health outcomes. The process improvement will be measured by how it can improve quality of care and safety of healthcare delivery, reduce waste, and reduce costs. The role of technology and innovative approaches in improving continuing quality improvement in healthcare delivery will be presented.

#### **Additional Information - Online**

The goal name associated with this course is Healthcare Quality

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IHP435 - Performance Improvement Measurement and Methodologies (Online)**

#### **Description**

This course will explore methodologies for performance improvement including PDSA, Six Sigma and Lean, principles of measurement, and selection of appropriate measures including structure, process and outcome measures. Students will determine how data should be displayed for target audience, identify statistical measures to describe data, and distinguish between common and special cause variation. Other topics will include developing operational definitions, establishing benchmarks and sampling.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IHP450 - Healthcare Management and Finance (Online)**

#### **Description**

This course focuses on the concepts, principles, tools, finances and strategies used in managing operations within a performance improvement model. Students will explore problem solving and decision making models as well as tools and techniques for planning, organizing, directing, controlling, reporting, and improving the productivity and performance of resources within a healthcare department. Additionally, topics will include healthcare finance reimbursement, bookkeeping, accounting principles, budgeting processes (capital and operating), and cost/benefits analysis.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **IHP501 - Global Health and Diversity (Online)**

#### **Description**

In this interprofessional course, students will explore major global health challenges and their impact on healthcare delivery systems. Topics explored include determinants of health, multiple approaches to advance health, social justice principles, and strategies to advocate for social justice. Students will gain knowledge to apply social justice and human rights principles to address global health and wellness.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IHP505 - Leadership in Clinical Microsystems (Online)**

#### **Description**

This course covers clinical microsystem concepts, tools, techniques, and processes. This course uses current theories to approach issues related to the redesign of healthcare services to improve quality, add value, reduce variation and improve morale, by empowering frontline caregivers.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IHP510 - Marketing, Communications Strategies and Outreach (Online)**

#### **Description**

This integrated course will explore healthcare strategic planning from a marketing and public relations perspectives. Topics explored will include health literacy, communicating the message, use of media and social media, and advertising. Students will understand how to conduct market needs assessment and develop and evaluate a marketing campaign.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IHP515 - Population-Based Epidemiology (Online)**

#### **Description**

This course focuses on research designs and methods to describe measures of disease occurrence and risk factor associations utilizing quantitative information to ascertain whether relationships exist between risk or protective factors and diseases in population. When looking at potential causal associations, it explores the role of chance, bias, and confounding and effect modification and how this may influence the design and interpretation of epidemiologic studies.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **IHP525 - Biostatistics (Online)**

#### **Description**

This course provides students with a basic foundation of biostatistics and its role in public health and health sciences. The course covers the statistical principles that govern the analysis of data in public health and health sciences. Included in this course are exploratory data analysis, probability theory, confidence interval testing, hypotheses testing, power and sample size determination, and multivariable methods.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IHP600 - Social & Organizational Issues in Healthcare (Online)**

#### **Description**

Students will learn the social, ethical and organizational challenges healthcare workers at all levels face with the incorporation of technology into the healthcare setting. Students will study change management strategies, current in the Healthcare Industry, including the impact of introducing or enhancing clinical information systems, while providing quality care, and the effect of these systems on patients and on interdisciplinary teams within the healthcare setting.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IHP604 - Healthcare Quality and Improvement (Online)**

#### **Description**

This interprofessional course will take students through the process of healthcare delivery from a quality and safety lens. Students will gain a deeper understanding of how quality is measured, tracked, and improved in healthcare. They will focus on organizational assessments, commonly used tools, and the application of analytical frameworks to identify the root cause of an event. Students will gain knowledge of healthcare data relevance, use of change management principles and tools, and evaluation methods.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IHP605 - Error Science, Risk Assess & Disclosures (Online)**

#### **Description**

This course focuses on error theory and systems thinking as well as methods for risk assessment and safety improvement, including high-risk contexts for error occurrence. Students will be introduced to what is currently known about effective methods for error disclosure. Students will develop proficiency with patient safety risk assessment and improvement methods, principles of safe system design, apology and related patient safety priorities. The course includes a discussion of the legal issues prevalent in the current health care environment.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **IHP610 - Health Policy and Law (Online)**

#### **Description**

In this interprofessional course, students will examine the ways that stakeholders and interest groups can influence health law and policies. Students will examine ways to articulate the needs of individuals, communities, and vulnerable populations based on cultural, socioeconomic, and political factors to key decision makers. They will explore concepts and principles of public health, health law, health policy, finance, and risk management in healthcare. Students will gain knowledge regarding health law and policy to inform decision-making.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IHP620 - Economic Principles of Healthcare (Online)**

#### **Description**

This course provides the student with a rigorous introduction to the micro- and macroeconomic theory to understand the healthcare landscape both from a financing and policy perspective. Topics explored include market behavior; demand theory; production and cost theory; decision-making in competitive and non-competitive markets, Gross Domestic Product determination; unemployment and inflation; and fiscal and monetary policy.

#### **Academic Level**

Graduate

#### **Credits**

3

### **IHP630 - Healthcare Finance and Reimbursement (Online)**

#### **Description**

In this interprofessional course, students will explore healthcare reimbursement systems and financial principles relevant to strategic planning for healthcare organizations. Topics explored include revenue cycle management, governmental and non-governmental payment methodologies, and financial accounting principles. Students will gain knowledge of reimbursement methods and models, regulatory compliance requirements, and collaborative teamwork principles related to revenue cycle management.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **IHP640 - Measurement, Analysis, & Models for Performance Improvement (Online)**

#### **Description**

This course examines the principles of measurement, analysis and models for performance improvement to promote continuous quality improvement. Design and data collection will be explored including sampling methodology, operational definitions, establishment of benchmarks, and data integrity and differentiating between structure, process and outcome measures. Topics for measurement and analysis examined include using statistics to describe data (e.g. mean, median, standard deviation); using statistical process control charts to identify trends and distinguish between common and special cause variation; using tools to evaluate a process or display data (e.g. fishbone, run charts, Pareto chart, control chart, etc.); and evaluating data to support decision-making. Students will also explore models for performance improvement including PDSA, Six Sigma and Lean. Nursing students who successfully complete the course with a B- or better will receive 45 indirect practice hours.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IHP525 - Biostatistics (3)

### **IHP645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture (Online)**

#### **Description**

This course explores the history of the patient safety movement, regulatory requirements and accreditation standards for healthcare organizations. Principles of patient safety and error science will include methods for risk assessment and safety improvement and analysis of errors through Serious Reportable Events, Root Cause Analysis and Failure Mode Effects Analysis. Students will be introduced to advanced communication strategies including group dynamics, power structures, team and team roles, hand-offs, chain-of-command, and error disclosure. Utilizing a systems thinking approach students will explore change management, collaborative practice, human factors, just and punitive cultures, and creating a high reliability organization through standardization of processes and transparency. Nursing students who successfully complete the course with a B- or better will receive 45 indirect practice hours.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IHP640 - Measurement, Analysis, & Models for Performance Improvement (3)

### **IHP670 - Program Design, Planning and Evaluation (Online)**

#### **Description**

In this interprofessional course, students will explore program planning, design, and evaluation. Topics explored include needs assessment, cultural competency, ethics, and data analytics. Students will utilize project, financial, and resource management skills to achieve the outcomes of the proposed program. They will gain an understanding of how community needs assessments and resource allocation are used in program proposals. Students will also apply leadership skills that facilitate the program planning process.

#### **Academic Level**

Graduate

#### **Credits**

3

## Integrated Studies

### **IST395 - DRIVEN: Leadership in Action (Campus)**

#### **Description**

In this course, students will earn credit for their work in a specific leadership role on campus when there is a department initiated course that accompanies that experience. The course may be 8 or 16 weeks and credits can vary based on course requirement. The course will generally adhere to the following eligibility requirements: - The students has been selected for a specific leadership role on campus - This role requires students to be responsible for leading or managing their peers through facilitation, program planning, organizing group activities, etc. - There are a minimum of 10 students in the same leadership role who could create the course cohort - The student is required to enroll in a course in order to fulfill this role for credit

#### **Academic Level**

Undergraduate

#### **Credits**

1 - 3

#### **Prerequisites**

Complete all of the following  
60 credit(s).  
This can include completed and in-progress coursework.

## Interdisciplinary Studies

### **IDS100 - Perspectives in Liberal Arts (Online)**

#### **Description**

Explore the four general education lenses of academic inquiry: Humanities, History, Social Science, and Natural Science. Apply these lenses as a framework for understanding relevant topics, distinguish opinion from research, and communicate ideas clearly. Develop an awareness for different points of view and how they impact the development of a well-educated individual.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **IDS101 - Informed Civic Engagement (Online)**

#### **Description**

Investigate multiple perspectives that speak to you. Practice skills related to civic participation, and explore opportunities for civic engagement within your field. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Productivity, Collaboration, and Civic Engagement

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **IDS105 - Cultural Awareness and Online Learning (Online)**

### **Description**

This course introduces students to the skills relevant to university learning, and the foundational knowledge and values of intercultural fluency needed to understand and effectively navigate the complexities of contemporary society. Students will examine the various factors that influence an individual's perception of justice and the impacts that cultural and social diversity have on collaboration and communication processes. Through the application of interpersonal communication strategies, students will also learn to navigate various interpersonal conflict situations.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IDS150 - Global Perspectives in Sustainability (Online)**

### **Description**

In this course, students explore the importance of sustainability and sustainable systems within contemporary global society. Through the examination of the interconnectedness of human and environmental systems, students will develop an understanding of how various needs must be balanced within these systems to establish, maintain, and promote sustainability. Students will also apply sustainability principles to the analysis of previous and current approaches aimed at addressing issues across various social, political, economic, and environmental contexts.

### **Academic Level**

Undergraduate

### **Credits**

3

## **IDS201 - Recommendations for Complex Challenges (Online)**

### **Description**

Evaluate a variety of problem-solving options and choose the most effective approach to recommend to an audience within your field. Apply persuasion and presentation skills to craft and present an innovative solution to a complex problem that integrates multiple perspectives. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Presenting Recommendations for Complex Challenges

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **IDS400 - Diversity (Online)**

### **Description**

This course aims to broaden and deepen students' understanding, experience, and critical thinking skills with regard to cultural differences and cross-cultural interactions. Students will analyze diversity through the disciplines of socio-economics, physical anthropology, biology, geography, and arts and the humanities. Intercultural competence, a lifelong learning process, is introduced as a crucial skill set and benefit to the individual, interpersonal relationships, organizations, and society. Analyzing the role of culture in today's world, developing culturally responsive practices, and understanding the benefits and challenges of diversity will be emphasized.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Contact your advisor to register

Complete:

ENG122 - English Composition I (3)

ENG123 - English Composition II (3)

## **IDS401 - Global Society (Online)**

### **Description**

This course aims to expand upon students' understanding, experience, and critical thinking skills, connecting the roles of the individual at the local, national, and global levels. Students will be analyzing global issues that affect different aspects of identity - individual, national, and global - through the lenses of economics, political science, technology, and business, among other disciplines. Increased global awareness, an important knowledgebase for the 21st Century individual, is emphasized to prepare students for personal and professional relationships with individuals, groups, and organizations that present themselves through a global network. Analyzing the challenges of shifting from local to global, researching the relationship of technology and society, and understanding the importance of the individual in relation to a global society will be emphasized.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Contact your advisor to register

Complete:

ENG122 - English Composition I (3)

ENG123 - English Composition II (3)



# University Programs

## **IDS402 - Wellness (Online)**

### **Description**

This course aims to engage students in an integrative exploration of emerging issues and topics in wellness across several disciplines. In addition to psychology, students will analyze wellness through the lenses of biology, sociology, economics, health, and philosophy, among other areas. Students will develop the skills to examine wellness from an individual perspective as well as investigate issues surrounding wellness in contemporary society. Definitions of ability and disability, research and analysis of wellness goals, and the relationship between mind and body are emphasized to increase awareness of personal and public wellness.

### **Additional Information - Online**

The goal name associated with this course is Emerging Trends in Healthcare

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Contact your advisor to register  
Complete:

ENG122 - English Composition I (3)  
ENG123 - English Composition II (3)

## **IDS403 - Technology and Society (Online)**

### **Description**

Explore the relationships among technology, the human condition, and the future through interdisciplinary lenses. Analyze contemporary trends and the social and cultural implications of those advancements. Develop an awareness for the intersection between technological literacy, social responsibility, and interpersonal experiences.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Contact your advisor to register  
Complete:

ENG122 - English Composition I (3)  
ENG123 - English Composition II (3)

# University Programs

## **IDS404 - Popular Culture (Online)**

### **Description**

Explore theoretical approaches to a study of Popular Culture through the interdisciplinary lenses of academic inquiry (historical, humanistic, socio-cultural, and scientific). Analyze the broad spectrum of popular culture as a significant driving force behind the transmission of culture and the impact on shaping the individual. Develop a knowledge base that promotes social responsibility, media literacy, and the critical thinking skills that promote cross-cultural intersections.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG122 - English Composition I (3)

ENG123 - English Composition II (3)

## **IDS405 - Civic Responsibility for Social Change (Online)**

### **Description**

In this culminating experience, students will apply the knowledge, skills, and abilities acquired throughout their various course experiences to develop themselves as civically responsible global citizens. Through the examination of a civic issue, students will examine the rights and duties of citizens within a society. Additionally, students will learn to communicate with an open mindset with those of different perspectives and advocate for social change for equitable conditions for the public good.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
60 credit(s).

Complete:

ENG190 - Research and Persuasion (3)

## **IDS410 - Problem Solving for Social Change (Online)**

### **Description**

In this culminating experience, students will apply the knowledge, skills, and abilities developed throughout their various course experiences to address an opportunity for social change. Through the examination of a complex community- or workplace-based issue, students plan for and advocate a feasible intervention that aims to improve socially just and equitable outcomes across varying impacted contexts, environments, and populations.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
60 credit(s).

Complete:

ENG130 - Foundations of Written Communication (3)

ENG190 - Research and Persuasion (3)

## International Business

### **INT113 - Introduction to International Business (Campus, Online)**

#### **Description**

This course is the foundation for business in a global context with an emphasis on applications. It offers a survey of fundamentals and principles of management in the context of globally oriented firms and primarily presents an assessment of the differences between business in domestic and international context. The course explores fundamental issues in business in an increasingly interdependent world; including management principles and techniques in a global context. Themes constituting fundamentals of international business such as economic, political, cultural and social environment of business; organizations that facilitate international business and organizational structures; trade theory; government influence on trade; international business modalities and entry strategies into foreign markets, global financial system as well as the emerging issues related to international business; are also explored.

#### **Additional Information - Online**

The goal name associated with this course is International Perspectives

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **INT220 - Global Dimensions in Business (Campus, Online)**

#### **Description**

Students will examine the differences between the domestic and international business environments and factors that contribute to market attractiveness and entry. Students will also learn about the drivers of globalization and their impacts on business decision-making.

#### **Additional Information - Online**

The goal title associated with this course is Global Dimensions in Business

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **INT221 - Global Financial System (Campus, Online)**

### **Description**

This course is designed to familiarize students with global financial architecture and the modus operandi of global financial markets and multinational financial institutions, with the 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 wide range of international financial functions, operations and products.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

INT113 - Introduction to International Business (3)

INT220 - Global Dimensions in Business (3)

## **INT222 - Trade Finance (Campus)**

### **Description**

This course introduces the basic elements of international trade finance methods and the circumstances under which they are used. A wide range of trade finance methods and products including documentary collections, variety of letters of credit, bonds/guarantee/standby letters of credit are explored. The course also offers a framework to assess the risk for international trade transactions and strategies to minimize such risk. This course provides knowledge related to the Certified Global Business Professional exam offered by NASBITE International.

### **Academic Level**

Undergraduate

### **Credits**

3

## **INT309 - Legal Environment of International Business (Campus, Online)**

### **Description**

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 Conventions on International Sale of Goods will be given particular attention.

### **Additional information - Campus**

Not available every semester

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

INT113 - Introduction to International Business (3)

INT220 - Global Dimensions in Business (3)

## University Programs

### **INT311 - International Human Resources Management (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

BUS210 - Managing and Leading in Business (3)

OL125 - Human Relations in Administration (3)

### **INT315 - International Management (Campus, Online)**

#### **Description**

Gain a holistic perspective of international management across the major functional areas of business as they are practiced in a multinational organization. Explore the influence of culture, politics, society, and economics on conducting business globally, and navigate the balance of ethics and corporate social responsibility in international operations.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **INT316 - Cultural & Political Environment of International Business (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **INT335 - Importing & Exporting in International Trade (Campus, Online)**

### **Description**

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.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

INT113 - Introduction to International Business (3)

INT220 - Global Dimensions in Business (3)

## **INT400 - International Business Project (Campus, Online)**

### **Description**

This course is designed for those students who are pursuing a major and those that have definite interest in carrying out a career in International Business as well as those who seek to broaden their knowledge in the field. Explicitly, the course will introduce students to the contemporary issues and challenges faced by managers of Multinational Corporations in the International Business setting. The course will give students the opportunity to work in teams by focusing on a practical approach to learning. It will provide students with skills that can facilitate their entry into a job market in International Business or related field at various levels of expertise.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

INT113 - Introduction to International Business (3)

INT220 - Global Dimensions in Business (3)

## **INT410 - International Entrepreneurship (Campus)**

### **Description**

This course provides a hands-on perspective of creating an international enterprise from an entrepreneur's viewpoint. The course provides a comprehensive process that covers four stages of global entrepreneurship: (1) pre-global decision-making; (2) strategy formulation; (3) the mechanics of going global; and (4) sustaining global success. This course provides students with the foundation for taking the North American Small Business International Trade Educators (NASBITE) Certification Global Business Professional (CGBP) exam.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **INT422 - International Strategic Management (Campus, Online)**

### **Description**

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. Writing Intensive Course.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

INT113 - Introduction to International Business (3)

INT220 - Global Dimensions in Business (3)

60 credit(s).

## **INT433 - Multinational Marketing (Campus, Online)**

### **Description**

Examine international similarities and differences in the cultural, economic, political, social and physical dimensions of the environment in relation to marketing and sales functions. Learn about the changes in marketing systems and the adoption of marketing philosophies and practices across national boundaries through the study of the foundations, scope, and challenges of global marketing. Develop market entry and integrated marketing strategies for new products in global markets including media, communication, distribution, and pricing strategies.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

INT113 - Introduction to International Business (3)

INT220 - Global Dimensions in Business (3)

Complete:

MKT205 - Applied Marketing Strategies (3)

## University Programs

### **INT490 - International Business Internship (Campus)**

#### **Additional information - Campus**

Offered as needed. Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **INT610 - Multinational Corporate Environment (Campus, Online)**

#### **Description**

Apply effective cross-border research and analysis tools and techniques for addressing today's dynamic international commerce environments. Analyze the impacts of foreign economic, political, cultural, and commerce environments on the international dimensions of management, marketing, operations, and finance. Develop a global managerial mindset to effectively leverage international business concepts when recommending management solutions to achieve organizational objectives.

#### **Academic Level**

Graduate

#### **Credits**

3

### **INT620 - International Corporate Finance (Campus, Online)**

#### **Description**

Analyze functions of international financial markets. Discuss corporations' exposures to financial risks in global markets and how corporations address these risks and global funding strategies. Examine exchange rate systems, interest rate parity, and management of real exchange rate risk.

#### **Academic Level**

Graduate

#### **Credits**

3

### **INT640 - International Market Strategy (Campus, Online)**

#### **Description**

Develop practical managerial skills in multinational market research, branding, consumer behavior, sales, and product development in a global market. Study topics including budgeting, market entry, local market development, and global market integration. Assess foreign market conditions in mature, new growth, and emerging market environments for developing effective international marketing strategies.

#### **Academic Level**

Graduate

#### **Credits**

3



# University Programs

## **INT650 - Managing International Trade and Finance (Campus, Online)**

### **Description**

Explore the complexities of international trade policy and foreign direct investment decisions. Analyze how the global monetary system, economics and trade factors influence currency exchange rates and impact profitability. Research international trade regulation and the impact of such policies on industry and firm competitiveness. Evaluate the informal and formal rules that define foreign markets for goods, services, and capital to successfully navigate key factors of foreign direct investment.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

INT610 - Multinational Corporate Environment (3)

## **INT660 - International Negotiations (Campus, Online)**

### **Description**

The issues and problems inherent in conducting business across different cultures are examined in this course. Students develop skills and strategies needed for effective negotiation with people from different cultures and societies.

### **Academic Level**

Graduate

### **Credits**

3

## **INT700 - Multinational Business Strategy (Capstone) (Online)**

### **Description**

This is a capstone course for the international business certificate. The course integrates various aspects of international business and focuses on the formulation of international business strategy. Case studies that cut across various functional disciplines are emphasized.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

1 of the following:

INT610 - Multinational Corporate Environment (3)

INT620 - International Corporate Finance (3)

INT640 - International Market Strategy (3)

# University Programs

## **INT800 - Foreign Direct Investment (Campus)**

### **Description**

This course is an examination of direct investments made by a company or entity based in one country, into a company or entity based in another country. Entities making direct investments typically have a significant degree of influence and control over the company into which the investment is made. Key topics covered in the course include, but are not limited to: the foundations of FDI; the impact of location on FDI; FDI and Technology; FDI under Uncertainty; Risk and Profitability of the multinational corporation; and Political Risk Analysis. This is a research and writing intensive course.

### **Academic Level**

Professional

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Complete:

INT801 - Foundations for Advanced International Business Study (3)

Must be enrolled in a Doctoral program

## **INT801 - Foundations for Advanced International Business Study (Campus)**

### **Description**

The primary goal of the Foundations for Advanced International Business study is to provide a broad theoretical foundation for advanced international business courses. The course is composed of four modules covering theories of international business, international finance, international marketing and international strategy. Students are provided foundational discipline-specific knowledge and theoretical background to undertake advanced coursework in international business. A fifth module provides students with the knowledge to develop doctoral level research and analysis skills.

### **Academic Level**

Professional

### **Credits**

3

## **INT810 - Privatization, Economic Reform and Globalization in Emerging Markets (Campus)**

### **Description**

This seminar has been designed to introduce the students to the theoretical and applied literature on economic reform and globalization nexus in the emerging markets context. Another purpose of the course is to enhance student's appreciation of research process and help development of a research agenda in subjects related to macro and micro integration of emerging markets to the global economic system. More specifically the course focuses on transition from centrally planned or government dominated economic systems to market economy and its micro and macro implications. A particular emphasis is placed on the international expansion of emerging market companies. Students are expected to acquire and demonstrate advanced knowledge on issues surrounding economic reform, privatization, economic integration and internationalization/globalization and to be able to conduct original research.

### **Academic Level**

Professional

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Complete or concurrently enroll in:

INT801 - Foundations for Advanced International Business Study (3)

Must be enrolled in a Doctoral program

## University Programs

### **INT820 - Seminar in Multinational Finance (Campus)**

#### **Description**

This course is devoted to the study of advanced topics and current research being employed in the field of multinational finance. The course provides an opportunity for students to explore their area of interest in this field.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

INT801 - Foundations for Advanced International Business Study (3)

Must be enrolled in a Doctoral program

### **INT830 - Theories of Globalization (Campus)**

#### **Description**

This doctoral seminar presents globalization as the central issue that influences the practice of international business and internationalization processes of the FIRM and vice versa. Keeping the firm at the core, the course takes up globalization from various points of view, such as world economy and finance, geo-strategic and geo-political concerns, regionalism, institutions, global and corporate governance etc., which reflect opportunities and prosperity as well as big challenges facing international business theory, practice and research. The course enhances students' cognitive, heuristic, analytical and philosophical thinking process. It also creates the prospect for students to better their research, teaching, and communicative skills (writing and presentation skills).

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

INT801 - Foundations for Advanced International Business Study (3)

Must be enrolled in a Doctoral program

## University Programs

### **INT840 - Seminar in Multinational Marketing (Campus)**

#### **Description**

This seminar will include extensive reading in the international Marketing/Business literature. Major seminar topics will include (but will not be limited to): countertrade, tariff and non-tariff barriers, cultural differences among market segments and global vs. multinational marketing strategies. The case method will be utilized. Class discussions will center around the literature via assigned journal articles. Class preparation and presentation will be individual and group. International market access will include the Internet.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete or concurrently enroll in:

INT801 - Foundations for Advanced International Business Study (3)

Must be enrolled in a Doctoral program

### **INT850 - Seminar in Global Business Strategy (Campus)**

#### **Description**

This seminar is designed to allow doctoral students to explore the complex problems of international business strategy from multiple levels of analysis using both contemporary and historical materials. The course will include a literature review, area studies and specialized case analysis as appropriate to illustrate specific problems characteristic of the discipline. Various theoretical methods will be compared and contrasted in order to evaluate their ability to solve problems of particular interest and intractability as defined by the major authors and practitioners in the field.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

INT801 - Foundations for Advanced International Business Study (3)

Must be enrolled in a Doctoral program

### **INT880 - Advanced Quantitative Methods/ International Business I (Campus)**

#### **Description**

This is an advanced course in building binary and continuous response regression models using cross-sectional, time series and panel data with applications to business. It includes selection of variables and form, testing hypotheses, diagnosing problems, and implementing remedial measures using EViews and other software. The course requires the students to apply the regression techniques to a research problem in international business.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in a Doctoral program

## University Programs

### **INT881 - Advanced Quantitative Methods/ International Business II (Campus)**

#### **Description**

This is an advanced course in multivariate analysis methods with applications to business. It includes ANOVA, ANCOVA, MANOVA, Principal Component Analysis, Discriminant Analysis, Cluster Analysis, and System Dynamics using SPSS, VENSIM and other software. The course requires the students to apply one or more multivariate analysis techniques to a research problem in international business.

#### **Academic Level**

Professional

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

INT880 - Advanced Quantitative Methods/ International Business I (3)

Must be enrolled in a Doctoral program

### **INT889 - Comprehensive Exam (Campus)**

#### **Description**

The Comprehensive Exam provides a transition for students to prepare for their doctoral comprehensive exam and to help monitor timely progress toward completion of the comprehensive exam and progression toward dissertation work. Students take the comprehensive exam during the term they enroll in Comprehensive Exam INT 889. Students are permitted to take INT889 no more than two consecutive terms.

#### **Additional information - Campus**

Offered on a pass/fail basis only.

#### **Academic Level**

Professional

#### **Credits**

1 - 3

#### **Prerequisites**

Complete all of the following  
Complete:

INT800 - Foreign Direct Investment (3)

INT810 - Privatization, Economic Reform and Globalization in Emerging Markets (3)

INT820 - Seminar in Multinational Finance (3)

INT830 - Theories of Globalization (3)

INT840 - Seminar in Multinational Marketing (3)

INT850 - Seminar in Global Business Strategy (3)

INT880 - Advanced Quantitative Methods/ International Business I (3)

INT881 - Advanced Quantitative Methods/ International Business II (3)

Completion of minor area courses

Must be enrolled in a Doctoral program

## University Programs

### **INT890 - Doctoral Colloquium (Campus)**

#### **Description**

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

#### **Academic Level**

Professional

#### **Credits**

1 - 3

#### **Prerequisites**

Complete all of the following

Complete:

INT889 - Comprehensive Exam (1 - 3)

Must be enrolled in a Doctoral program

## Justice Studies

### **JUS101 - Introduction to Criminal Justice (Campus)**

#### **Description**

This course covers the nature, scope and impact of crime in the United States, independent and interdependent operations and procedures of police, courts and corrections, and introductory theories of crime and delinquency. The course introduces the justice model in a systematic way whereby students delve into the numerous components of the justice system including law enforcement, legal and judicial process and correctional operations. Career opportunities will be fully covered throughout the course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS102 - American Policing (Campus, Online)**

#### **Description**

An introduction to the police system in America, which is the gateway to the criminal justice process. Topics considered include the historical foundations of police processes, occupational roles and tasks of law enforcement, and the nature and designs of typical, as well as innovative, police systems. Perennial problems of policing, particularly as it relates to community interaction, are also essential components of the course.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **JUS103 - Correctional Systems (Campus, Online)**

#### **Description**

This course examines the management, structure, and organizational design of correctional institutions. Correctional planning, construction, program evaluation and community interaction will be considered and improvement strategies for correctional operations will be debated and critiqued. The course provides a broad based overview of the correctional system which incarcerates and confines, treats, and reclaims criminal personalities and protects and serves the state and the community by removing threats to the social order.

#### **Additional information - Campus**

Course offered every other fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS104 - Introduction to Homeland Security (Campus)**

#### **Description**

A basic overview of Homeland Security is the course's chief aim. The course will provide the student the necessary bedrock principles of preparing for, mitigating, managing, and recovering from emergencies and disasters, while also offering a balanced account of all aspects of homeland security.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS111 - Introduction to Criminalistics (Campus)**

#### **Description**

This course is designed to introduce students to concepts of forensic science with an emphasis on the recognition, identification, individualization, and evaluation of physical evidence by applying the natural sciences to law-science matters. Basic scientific principles used in the practice of forensic science and types of evidence, physical evidence in particular, will be discussed. It provides useful information on how scientific truth is used to solve cases and protect the innocent, how increased scientific information and technology could create a safer society, and how that information and technology could be used to create a less free society. Examining the role of forensic science in criminal and civil investigations where questions regarding the interpretation of physical evidence are crucial and will be discussed.

#### **Additional information - Campus**

Course offered every other spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **JUS129 - Introduction to Terrorism (Campus)**

#### **Description**

A basic overview of terrorism is the course's chief aim. The course is a coherent approach to combatting terrorism, understanding the terrorist cell, protective measures, and recognizing the terrorist next move. The course will provide the student the necessary bedrock principles to interpret, identify, and mitigate a terrorist event.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS141 - Introduction to Social Justice (Campus)**

#### **Description**

This course will introduce students to contemporary social justice issues, including an overview of the unequal distribution of power, wealth, and opportunities in American society. In this course, students will explore various ways in which individuals and groups experience injustices, as well as the processes that give rise to the change necessary to achieve social justice.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS201 - Criminal Investigation (Campus, Online)**

#### **Description**

This course is a comprehensive examination of civil and criminal investigations in both public and private modes, including most major felony processes and relevant civil actions. Focus is on the fundamentals of the investigative process and the range of skills necessary for successful performance and management of investigations, including evidence gathering and analysis, witness assessment, field techniques, and linkage between investigative and prosecutorial agencies.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS211 - Organized Crime (Campus)**

#### **Description**

A complete examination of the dynamic referred to as 'organized crime' commencing with its historical underpinnings. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3



# University Programs

## **JUS215 - The Victim and the Justice System (Campus, Online)**

### **Description**

This course will examine issues surrounding the central character in a criminal act - the victim. Contents are designed to develop an understanding of what it means to be victimized, including the physical, psychological, and economic impact of crime upon victims, their families, and society in general. Special consideration will be given to specific victim populations (i.e. survivors of homicides, sexual assault, and family violence), secondary victimization by the criminal system, victim assistance programs, and future trends in this field. A full review of how the American justice system has responded to the needs of victims is part of the course content and includes a look at victim testimony at sentencing and parole and probation hearings, victim notification, Meghan's law, victim advisory and protection services, and other means in which the judicial system assures victim participation during the adjudicative phase.

### **Additional information - Campus**

Course offered every other spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

## **JUS224 - Legal and Justice Research Methods (Campus)**

### **Description**

A criminal justice exploration of the specialized methods and sources of legal and justice research in these areas. Justice publications and resources, case collections, computer-assisted research, constitutional materials, legal history, legal periodicals, legislative history, practice and procedures, and social science materials related to law. Application of legal research strategies will be required.

### **Academic Level**

Undergraduate

### **Credits**

3

## **JUS261 - Judicial Administration (Campus)**

### **Description**

An examination of the American judicial system, highlighting state, local, and federal tribunals, including an assessment of their hierarchy, subject matter jurisdiction, and administration. Also reviewed will be judicial reasoning, judicial process and the chief personnel responsible for judicial operations. More particularly the course will expose the various phases inherent in civil and criminal litigation including the concepts of jurisdiction, venue, parties and the pleadings that guide advocacy. Typical case calendars and dockets will be examined throughout the course so that students may acquire a complete understanding of the litigation process.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **JUS305 - International Criminal Justice (Campus, Online)**

#### **Description**

This course compares and contrasts the criminal justice system of the United States with the systems of other countries on a substantive and procedural basis. A thorough examination of other cultural models of law and justice in order that differences in justice processing and definition become apparent. Some emphasis is placed on international policing and legal enforcement, whether through INTERPOL, treaty or other regulation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS309 - White Collar Crime (Campus)**

#### **Description**

This course considers crime committed by corporations as well as white collar criminals; how such crimes are defined, who commits or is victimized by it, which moral, ethical, legal and social contexts promote it and how society responds. Procedural and policy considerations in the investigation and enforcement of relevant statutes will also be covered, including the concept of legal privilege, the role of the grand jury and other pre-trial processes, evidentiary questions, litigation strategies, and potential sanctions and other punishments.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS325 - Law, Justice and Family (Campus, Online)**

#### **Description**

A full-fledged review of the justice system's response to the establishment and maintenance of family in the American culture. How the family is defined, its heritage of rights and protections and the differentiated roles of parent and child are central considerations. Further review includes a look at family dissolution, divorce, custody and support disputes and the ongoing problems of visitation. The emerging problems of spousal and child abuse will be keenly analyzed and how the legal systems provide protection from these abuses will be closely scrutinized.

#### **Additional information - Campus**

Course offered every other fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **JUS331 - Juvenile Justice System (Campus, Online)**

#### **Description**

This course covers the juvenile justice system, with special emphasis on the way it procedurally differs from adult offender adjudication. The parts of the juvenile justice system, hearings, due process standards and constitutional mandates are fully reviewed. Status offenders and other youth classifications are considered, together with a historical summary of juvenile court philosophy. New trends in the procedural disposition of juveniles especially transfer to adult jurisdiction, types of punishment, suitability of the death penalty are discussed.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS341 - Restorative Justice (Campus)**

#### **Description**

This course examines the practice of restorative justice, a model of justice that has gained significant momentum over the past several decades in various social institutions, including schools, workplaces, and the juvenile and criminal justice systems. The primary elements of restorative justice will be reviewed, including key concepts, principles and values, historical background, theoretical foundations, contemporary policies and practices, and the role that the victim, offender, and community each have in this practice. This course will also provide an empirical review of the strengths and limitations of restorative justice, as well as compare and contrast restorative justice practices with other methods of enacting justice, such as incarceration and retribution.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS345 - Probation and Parole (Campus)**

#### **Description**

This course examines the theory and practices of probation and parole with juvenile and adult offenders, including: release philosophy, bail and petition, hearings on grant, revocation or denial, alternative community based corrections and legal issues that emerge in award revocation or imposition of probation and parole.

#### **Additional information - Campus**

Course offered every other fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **JUS375 - Criminal Law (Campus, Online)**

#### **Description**

An introduction to substantive criminal law that reviews the social, philosophical, and legal foundations of criminal codification. In addition, the course covers the historical development of criminal law in the U.S. Other subject matters include parties to crimes including principals/accessories, criminal capacity, criminal elements, e.g. mens rea, actus rea, and the specific crimes against person, property, and public order. Lastly, the course captures criminal law from the defendant's perspective by reviewing the accuser's mental states, potential defenses and uses of mitigation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS376 - Criminal Procedure (Campus)**

#### **Description**

A procedural law course which includes a review of the law of arrests, search, and seizure, the making of bail, adjudication, pre- and post-trial activities and the nature of plea bargaining. Substantial emphasis is given the constitutional protections afforded through the Bill of Rights, particularly the 1st, 4th, 5th, 6th, 8th, and 14th. The course deals extensively with case law applications of these principles and the role of judge and jurist in the crafting of criminal process standards.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS394 - Problems in Policing (Campus)**

#### **Description**

This course involves discussion and study of specific problems of law enforcement and policing in contemporary American society. It emphasizes the development, nature and function of law enforcement as it relates to public criminal justice rather than private sector justice. Topical coverage consists of ethics, corruption, deadly force, and civil liabilities and other dilemmas commonly faced in the modern police system.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

JUS102 - American Policing (3)

## University Programs

### **JUS395 - The Death Penalty (Campus)**

#### **Description**

An examination of death penalty policies in the American justice system from a legal, ethical and jurisprudential perspective. An analysis of case and statutory law, the principles of due process and appellate rights are included.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS400 - Foreign Study in Criminal Justice (Campus)**

#### **Description**

A semester or summer based experience in a foreign nation, e.g. Ireland, Hungary, London, or Germany by enrolling in actual classes at a foreign host institution for purposes of credit. Class instruction relates to the study of law and justice and affords a comparative critique of foreign justice models. The experience consists of not only study, but also visitations to justice agencies, research, travel to historical and cultural locations and social activities. Credits awarded will vary according to course offerings, time and length of experience.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 12

### **JUS429 - Terrorist Methods, Networks, and Financing (Campus)**

#### **Description**

An in-depth study of terrorism is the course's chief aim. The course is a coherent approach to combatting terrorism, analyzing the terrorist cell, protective measures, and recognizing the terrorist next move. The course will provide the student the necessary bedrock principles to interpret, identify, and evaluate a terrorist event.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

JUS129 - Introduction to Terrorism (3)

JUS305 - International Criminal Justice (3)

## University Programs

### **JUS441 - Research Seminar: Crime and Criminology (Campus)**

#### **Description**

This course serves as the capstone to the Justice Studies Crime and Criminology concentration. It is independent in design, allowing students to act and engage in mature thought and academic review of topics of interest. The course requires a scholarly, yet practical completion of a research project in conjunction with a faculty mentor. Projects must be approved in advance of registration and must be concerned with significant intellectual subject matter involving crime and criminology within the field of Justice Studies.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
90 credit(s).  
Placement in BS.JUS  
Crime and Criminology concentration

### **JUS442 - Research Seminar: Law and Legal Process (Campus)**

#### **Description**

This course serves as the capstone to the Justice Studies Law and Legal Process concentration. It is independent in design, allowing students to act and engage in mature thought and academic review of topics of interest. The course requires a scholarly, yet practical completion of a research project in conjunction with a faculty mentor. Projects must be approved in advance of registration and must be concerned with significant intellectual subject matter involving law and legal process within the field of Justice Studies.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
90 credit(s).  
Placement in BS.JUS  
Law and Legal Process concentration

## University Programs

### **JUS443 - Research Seminar: Policing and Law Enforcement (Campus)**

#### **Description**

This course serves as the capstone to the Justice Studies Policing and Law Enforcement concentration. It is independent in design, allowing students to act and engage in mature thought and academic review of topics of interest. The course requires a scholarly, yet practical completion of a research project in conjunction with a faculty mentor. Projects must be approved in advance of registration and must be concerned with significant intellectual subject matter involving policing and law enforcement within the field of Justice Studies.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
90 credit(s).  
Placement in BS.JUS  
Policing and Law Enforcement concentration

### **JUS444 - Research Seminar: Terrorism and Homeland Security (Campus)**

#### **Description**

This course serves as the capstone to the Justice Studies Terrorism and Homeland Security concentration. It is independent in design, allowing students to act and engage in mature thought and academic review of topics of interest. The course requires a scholarly, yet practical completion of a research project in conjunction with a faculty mentor. Projects must be approved in advance of registration and must be concerned with significant intellectual subject matter involving terrorism and homeland security within the field of Justice Studies.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
90 credit(s).  
Placement in BS.JUS  
Terrorism and Homeland Security concentration

# University Programs

## **JUS455 - Legal Traditions (Campus, Online)**

### **Description**

This course encompasses a complete examination of the law, its origins, roots and underpinnings in a jurisprudential context. Coverage includes a focused examination of classical, medieval and contemporary legal thinkers. Problems of personal privacy, sexual freedom, procreative control, the imposition of penalties, and notions of good will be considered. Course participants will consider these questions: What is law? Is law related to religion and morality? What are the foundations of law in Western Culture? Can law, ethics and morality be differentiated? How can a legal system be just? Can law shape morality or does morality shape law? How does Western legal tradition resolve ethical questions such as abortion, suicide, euthanasia, and the death penalty? Is there a unified vision of law that consists of the good, of virtue and the idea of justice?

### **Additional information - Campus**

This course is offered every semester.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete 1 of the following  
Bachelor's Students  
60 credit(s).  
Associate's Students  
30 credit(s).

## **JUS465 - Police Organization and Management (Campus)**

### **Description**

The study of command-level problems and trends in police organizations and management. Principles of organization, control, planning and leadership relating to police agencies are freely assessed. Topics consist of personnel, budget, policy making, crime response tactics and measurements of some.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:  
JUS394 - Problems in Policing (3)



## University Programs

### **JUS466 - Critical Infrastructure Protection, Border Security, and Cyber Protection (Campus)**

#### **Description**

The goal of this course is the application of student's prior knowledge by analyzing the full range of potential threats to the U.S. critical infrastructure and border security with a focus on potential terrorist acts. The course then examines strategies and means for addressing these threats, including evaluating both military and non-military options.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

JUS104 - Introduction to Homeland Security (3)

### **JUS468 - Crimes Against Children (Campus)**

#### **Description**

This is a course that examines criminal activity targeted against children. The course will focus on the physical and sexual abuse, neglect, kidnapping, and sexual exploitation of children. Students will explore methods of identifying victims, investigating offenders, and court presentation of criminal cases. Special attention is focused on the dynamics of the relationship between victims and offenders and how that is a factor in the investigation and prosecution of criminal acts.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **JUS480 - Independent Study in Law and Justice (Campus)**

#### **Description**

This course is independent in design, allowing students to act and engage in mature thought and academic review of topics of interest. The course requires a scholarly, yet practical completion of a large research project in conjunction with a faculty mentor. Projects must be approved in advance of registration and must be concerned with significant intellectual subject matter that involves the administration of Law and Justice.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Instructor permission required to register.

# University Programs

## **JUS485 - Forensic Law (Campus)**

### **Description**

An interdisciplinary course covering law, criminal justice, science, and technological issues in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, vascar/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

### **Academic Level**

Undergraduate

### **Credits**

3

## **JUS496 - Administrative Law (Online)**

### **Description**

Course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply, and research relevant statutory and regulatory provisions at the federal and state level, to read, interpret and draft proposed rules and regulations, to become familiar with the process known as the administrative law hearing, the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.

### **Academic Level**

Undergraduate

### **Credits**

3

## **JUS498 - Criminal Justice Internship (Campus)**

### **Description**

An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required.

### **Academic Level**

Undergraduate

### **Credits**

0 - 15

### **Prerequisites**

Complete all of the following

Complete all of the following

12 credit(s).

These must be Institutional credits.

This can include completed and in-progress coursework.

Please contact the Career and Professional Development Center to register.

## University Programs

### **LAN199 - International Cultural Awareness I: Language (Campus)**

#### **Description**

This course will provide students with a foreign language experience, offered at any level. Students will develop communication skills that will allow them to engage in the daily life overseas and will enhance and support their study abroad experience. The course will develop conversation as well as reading and writing skills. Equal focus will be given to grammatical structure and vocabulary.

#### **Additional information - Campus**

Course by arrangement only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## Learning Strategies Seminar

### **LSS100 - Learning Strategies Seminar (Campus)**

#### **Description**

LSS 100 is designed to assist students with learning skills that are essential for academic success in college. Students will be taught a variety of learning skills and strategies that will enable them to experience success in college classes and beyond. By applying principles taught throughout the semester, students will become independent students and will maximize their educational experience at SNHU.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must have less than 30 credits

## Literature

### **LIT100 - Introduction to Literature (Online)**

#### **Description**

This course introduces students to the study and appreciation of literature. It explores the literary genres of fiction, poetry, and drama. 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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **LIT200 - Critical Approaches to Literature (Online)**

#### **Description**

Discover the depth of meaning present in written texts by learning some of the most popular approaches to interpreting literature such as New Critical, Reader-Response, Feminist, and Psychoanalytical theory. Gain the tools necessary for more advanced literary study and develop broader critical thinking and analytical skills for the professional workplace.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **LIT201 - World Literature I: Foundations of Culture (Online)**

#### **Description**

This course explores both early European (classical and medieval) cultures 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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

### **LIT202 - World Literature II: Renaissance to Modern (Online)**

#### **Description**

This course introduces students to major works of world literature in translation, excluding the American and British traditions, from the late 1600s to the present. It includes African, Asian, European, Latin American and Middle Eastern literature, with an emphasis on the European. Students will read authors such as Pirandello, Chekhov, Tolstoy, Flaubert, Mahfouz, and Kafka.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

## University Programs

### **LIT229 - World Mythology (Campus, Online)**

#### **Description**

This course introduces students to the study of mythology. We will read and discuss myths from both western and non-western cultures. Students will also choose one cultures myth to concentrate on for a final project.

#### **Additional information - Campus**

Course is offered most semesters.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

### **LIT231 - Nature Writers (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG121 - College Composition II (3)

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

## University Programs

### **LIT233 - Banned Books (Campus)**

#### **Description**

This course examines the issue of censorship through the particular example of banned books. Students will analyze debates for and against censorship, and will study banned books alongside other media that either critiques, embraces, or reflects paranoia about censorship. In addition to scholarly articles and historical documents, readings may include literary works such as J. K. Rowling's *Harry Potter and the Sorcerer's Stone*, Ray Bradbury's *Fahrenheit 451*, Vladimir Nabokov's *Lolita*, Azar Nafisi's *Reading Lolita in Tehran*, and Salman Rushdie's *The Satanic Verses*.

#### **Additional information - Campus**

Course offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

### **LIT235 - War Literature (Campus)**

#### **Description**

This course focuses on the theme of war in prose and poetry. Students will examine a variety of literature and accompanying cultural materials that—whether American, British, or Global—speak to this all-important issue. The course will address social attitudes towards war, the psychological effects of war, and the historical implications of war, as portrayed in representative texts.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **LIT237 - Young Adult Literature (Campus)**

#### **Description**

This course focuses on the theme of coming of age in young adult prose. Students will examine a variety of literature, which may include nonfiction as well as fiction. The course will address issues around coming of age, such as sex, addictions, abuse, friendships, relationships, and independence, as represented in specific texts.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **LIT239 - Literature and the Mind (Campus)**

#### **Description**

This course explores the relationship between ideas of the mind and consciousness in literature. Long before Sigmund Freud, poets, playwrights, and novelists investigated the human experience of knowing and experiencing one's self. After Freud, new concepts of the mind have reshaped how we understand creativity in both writing and reading literature. This course will introduce you to the pleasure and insight of literature through a representative selection of literature by European and American writers, and will include selected readings in psychology. Topics may include madness, identity, melancholy, deviance, memory, or creativity.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **LIT241 - Crime Literature (Campus)**

#### **Description**

This course will examine one of the most popular and celebrated literary genres: crime literature. Literature may include selections from British, American, and global fiction, non-fiction, short stories, plays, and/or poetry. Literary selections may include several subgenres of crime literature, such as historical crime literature, true crime, hard-boiled fiction, psychopathology, the police procedural, and legal analysis.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **LIT243 - Pop Fiction (Campus)**

#### **Description**

This course will analyze popular fiction. What makes a book a "best seller"? What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast-paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. With a focus on current and past best sellers, this course will introduce you to a variety of literary sub-genres (true crime, romance, horror, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, cultural difference, and violence in American culture-prominent elements in our psyches, popular culture, and pulp fiction. We will discuss, among other topics, how popular literature can help us understand the intersectionality of identity-especially issues of race, class, gender, sexuality, and ability.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **LIT247 - Gender and Text (Campus)**

#### **Description**

This course examines gender in and through literary texts, and considers the ways in which categories of sexuality, sex, race, class, ethnicity, nationality, religion, and other factors influence writers' depictions of gender. The course analyzes historical conditions relevant to gender studies, and may address social and theoretical topics such as women's suffrage, feminisms, third-world feminism, the LGBT and LGBTQ communities, and queer theory. The course analyzes these topics through the lens of literature and asks: how is gender represented in literary texts? how do literary texts not only replicate but sometimes contest or imagine new realities for gendered subjects? what does it mean to write as a gendered subject?

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

### **LIT250 - Introduction to Literary Studies (Campus)**

#### **Description**

This course introduces all English majors to the field of literary study by surveying the major genres of literature, the styles and movements of literary history, and the methods and theory of critical analysis of literature. Required of all English Majors and recommended for students in the first year of their major.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Complete:

ENG120 - College Composition I (3)

Instructor permission.



# University Programs

## **LIT300 - Literary Theory (Campus, Online)**

### **Description**

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.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

Complete 1 of the following

1 of the following:

LIT200 - Critical Approaches to Literature (3)

LIT250 - Introduction to Literary Studies (3)

Permission of Instructor or Dean

## **LIT306 - Medieval Literature (Online)**

### **Description**

This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE). We will spend about half the course on Old English literature and half on Middle English literature.

### **Additional information - Campus**

Course offered every two to three years.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

ENG130 - Foundations of Written Communication (3)

ENG190 - Research and Persuasion (3)

## University Programs

### **LIT307 - Renaissance and Restoration Literature (Online)**

#### **Description**

This course surveys British Literature from the 16th and 17th centuries, a period renowned for the variety and originality of its writers, which left a lasting mark on subsequent English literature. Students will be introduced to central ideas and writers of the English Reformation, English Revolution, and the Restoration of the monarchy. Renaissance authors studied may include More, Marlowe, Elizabeth I, Jonson, Donne, and Webster, along with Shakespeare and Spenser. Writers of the Revolution and Restoration may include Herrick, Marvell, Milton, Dryden, Behn, and Wycherly. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG130 - Foundations of Written Communication (3)

ENG190 - Research and Persuasion (3)

### **LIT309 - Romance, Revolutions, and the Birth of the Novel (Online)**

#### **Description**

This course focuses on the "long 18th century" in Great Britain, covering the era of the Enlightenment as well as Romanticism. This was a tumultuous time in British history, marked by numerous political and social revolutions as well as notable literary creativity. In this course, students will study developments in English literature such as the novel, the essay, satire, journalism, popular theater, and poetry. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism and abolition, the city and the country, industrialization, and the French Revolution. Authors studied may include Congreve, Defoe, Swift, Pope, Fielding, Wordsworth, Keats, Shelley, and Byron.

#### **Additional information - Campus**

Course offered every two to three years.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG190 - Research and Persuasion (3)

# University Programs

## **LIT310 - Victorian Literature (Online)**

### **Description**

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 of the Victorian period. Authors may include Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

### **Additional information - Campus**

Course offered every two to three years.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

ENG130 - Foundations of Written Communication (3)

ENG190 - Research and Persuasion (3)

## **LIT311 - Modern British Literature (Online)**

### **Description**

This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners - James Joyce, D.H. Lawrence, and Virginia Woolf - as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied.

### **Additional information - Campus**

Course offered every two to three years.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

ENG130 - Foundations of Written Communication (3)

ENG190 - Research and Persuasion (3)

# University Programs

## **LIT312 - Early American Literature (Online)**

### **Description**

While the authors and texts studied in this course may vary, the readings will cover the historical period from 1620- with the settlement of Plymouth Plantation- through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political, and artistic freedom.

### **Additional information - Campus**

Course offered every two to three years.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

ENG130 - Foundations of Written Communication (3)

ENG190 - Research and Persuasion (3)

## **LIT314 - American Realism and Naturalism (Online)**

### **Description**

While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

ENG130 - Foundations of Written Communication (3)

ENG190 - Research and Persuasion (3)

## University Programs

### **LIT315 - Twentieth Century American Literature and Beyond (Online)**

#### **Description**

The course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

#### **Additional information - Campus**

Course offered every two to three years.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

### **LIT318 - World Literature (Campus)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered every two to three years.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

## University Programs

### **LIT319 - Shakespeare (Campus, Online)**

#### **Description**

Students in LIT 319 study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

### **LIT322 - Popular and Contemporary Fiction (Online)**

#### **Description**

This course will analyze today's popular and contemporary fiction. What makes a book a "best seller" What makes literature sell in the millions of copies Writers who strike it rich generally write books that are fast paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of the literati and schoolmarms 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 and past 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 often return to themes of individualism, race, and violence in American culture- prominent elements in our psyches, popular culture, and pulp fiction- though we will certainly discuss other themes as well.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

## University Programs

### **LIT323 - Studies in Drama (Online)**

#### **Description**

This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genres form, but also experience the important role the genre has played in American, British, European, and global society and culture.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

### **LIT327 - Studies in Poetry (Online)**

#### **Description**

This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influence poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poets style, theme, and role within the field of poetry.

#### **Additional information - Campus**

Course offered every two to three years.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)

## University Programs

### **LIT328 - Multi-Ethnic Literature: Describing the Hyphen (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered every two to three years.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

### **LIT330 - Gender and Text (Online)**

#### **Description**

This course examines gender in and through literary texts and considers the ways in which categories of sexuality, sex, race, class, ethnicity, nationality, religion, and other factors influence writers' depictions of gender. The course analyzes historical conditions relevant to gender studies, and may address social and theoretical topics such as women's suffrage, feminisms, third-world feminism, the LGBTQ community, and queer theory. The course explores these topics through the lens of literature and asks: how is gender represented in literary texts how do literary texts not only replicate but sometimes contest or imagine new realities for gendered subjects what does it mean to write as a gendered subject Readings may include works by authors such as Mary Wollstonecraft, Oscar Wilde, Virginia Woolf, Audre Lorde, Gloria Anzalda, and Michael Cunningham.

#### **Additional information - Campus**

Course offered every two to three years.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG130 - Foundations of Written Communication (3)



## University Programs

### **LIT335 - Major Authors: American, British, or Global (Campus)**

#### **Description**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: John Milton, Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

ENG120 - College Composition I (3)

Instructor Permission Required

### **LIT350 - The Black Literary Tradition (Campus, Online)**

#### **Description**

This course offers an overview of African-American literature, with glimpses into African and Caribbean literature. Beginning around 1845 with Frederick Douglass' Narrative, students will read from various literary genres, including slave narratives, poetry, short stories, fiction and plays that illuminate both the history of African America and changing ideas of race. Students will conduct ongoing independent research, which they will present to the class, on the major literacy and historical periods we cover, including the Harlem Renaissance in the 1920s and early 1930s, the civil rights movement(s), the Black Arts movement of the 1960s and early 1970s and the decades following. Reading works by Booker T. Washington, W.E.B. Dubois, Zora Neale 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.

#### **Additional information - Campus**

Course offered every two to three years.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

## University Programs

### **LIT360 - Early British Literature (Campus)**

#### **Description**

This course provides a historical approach to British literature, covering works from the Medieval period through the eighteenth century, with particular emphasis on one or more eras within that span. Students will read and discuss works by major authors, considering such aspects as the work's genre, context, and style. Specific themes, genres, or periods of focus may vary each term.

#### **Additional information - Campus**

Course offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

### **LIT361 - Modern and Contemporary British Literature (Campus)**

#### **Description**

This course provides a historical approach to British literature, covering works from the Romantic era through the present, with particular emphasis on one or more eras within that span. Students will read and discuss works by major authors, considering such aspects as the work's genre, context, and style. Specific themes, genres, or periods of focus may vary each term.

#### **Additional information - Campus**

Course offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

## University Programs

### **LIT362 - Early American Literature (Campus)**

#### **Description**

This course provides a historical approach to American literature, covering works from America's beginnings through the Civil War period, with particular emphasis on one or more eras within that span. Students will read and discuss works by major authors, considering such aspects as the work's genre, context, and style. Specific themes, genres, or periods of focus may vary each term.

#### **Additional information - Campus**

Course offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

### **LIT363 - Modern American Literature (Campus)**

#### **Description**

This course provides a historical approach to American literature, covering works from 1865 to the present, with particular emphasis on one or more eras within that span. Students will read and discuss works by major authors, considering such aspects as the work's genre, context, and style. Specific themes, genres, or periods of focus may vary each term.

#### **Additional information - Campus**

Course offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

## University Programs

### **LIT390 - Genre Studies (Campus)**

#### **Description**

This course offers an advanced approach to one or more of the major literary genres: fiction, non-fiction, poetry, or drama. It will examine the genre(s) historical origins, literary conventions, and current manifestations. Students will learn to practice advanced literary analysis through a focus on generic form. Focus will vary by semester.

#### **Additional information - Campus**

Course will be offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

LIT250 - Introduction to Literary Studies (3)

### **LIT399 - Literature in the Digital Age (Campus, Online)**

#### **Description**

This course is an introduction to the digital humanities and gives students project-based experience with tools and methodologies for digital editing, publishing, data visualization, or archival work with literary and cultural texts. No prior knowledge of coding or digital tools is required. Projects will be determined by student interests and will develop collaboratively. Recommended for students in their final year of study.

#### **Additional information - Campus**

Course offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

## University Programs

### **LIT450 - Seminar in American Literature (Online)**

#### **Description**

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. Writing Intensive Course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ENG190 - Research and Persuasion (3)

Complete 1 of the following

1 course(s) from subject(s):

LIT

Permission of Dean

### **LIT451 - Seminar in British Literature (Online)**

#### **Description**

This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ENG190 - Research and Persuasion (3)

Complete 1 of the following

1 course(s) from subject(s):

LIT

Permission of Dean

## University Programs

### **LIT452 - Seminar in Global Literature (Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ENG190 - Research and Persuasion (3)

Complete 1 of the following

course(s) from subject(s):

LIT

Permission of Dean

### **LIT455 - Seminar in Literary Studies (Campus)**

#### **Description**

This course uses a thematic approach to explore literary works. 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. Writing Intensive Course.

#### **Additional information - Campus**

Not available every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

## University Programs

### **LIT485 - Senior Thesis in Literature (Campus)**

#### **Description**

This one-semester course is an option for seniors who are majoring in English language and literature and who wish to have a graduate level research and writing experience in some chosen area of American, British, or world literature. Before registering for the course, students must formulate a written thesis proposal and locate a thesis advisor and second reader among English Department faculty, equipped with relevant expertise. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on a bi-weekly basis to review progress on research and written work. The final result will be a scholarly essay of 40-60 pages, to be presented as an academic paper in a public forum at least three weeks before graduation. This course may be repeated up to one time for credit.

#### **Additional information - Campus**

Course by arrangement only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

ENG200 - Sophomore Seminar (3)

### **LIT485A - Senior Thesis in Literature (Online)**

#### **Description**

This course is an option for seniors of exceptional ability who are majoring in English language and literature and who wish to have a graduate-level research and writing experience in some chosen area of American, British or world literature. Students must petition to take the course. The following requirements are for undergraduate day campus students. Students who receive permission from the area coordinator/department chair and their academic advisors must proceed to formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise, no later than March 30th of the junior year. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on a biweekly basis to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented as an academic paper in a public forum at least three weeks before graduation. Offered on an ongoing basis, as this is a yearlong course option. The following requirements are for undergraduate COCE students: Students who receive permission from their academic advisors must proceed to formulate a written thesis proposal to be submitted for approval to the selected instructor. If the project is approved, the student will collaborate with the instructor in the online course to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented to the instructor as a cohesive and polished academic paper with a supplemental essay that outlines plans to present/publish the paper after the course is complete. Offered on an ongoing basis, as this is, at a minimum, a two-term research and writing project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Advisor approval needed for registration

## University Programs

### **LIT485B - Senior Thesis in Literature (Online)**

#### **Description**

This course is an option for seniors of exceptional ability who are majoring in English language and literature and who wish to have a graduate-level research and writing experience in some chosen area of American, British or world literature. Students must petition to take the course. The following requirements are for undergraduate day campus students. Students who receive permission from the area coordinator/department chair and their academic advisors must proceed to formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise, no later than March 30th of the junior year. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on a biweekly basis to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented as an academic paper in a public forum at least three weeks before graduation. Offered on an ongoing basis, as this is a yearlong course option. The following requirements are for undergraduate COCE students: Students who receive permission from their academic advisors must proceed to formulate a written thesis proposal to be submitted for approval to the selected instructor. If the project is approved, the student will collaborate with the instructor in the online course to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented to the instructor as a cohesive and polished academic paper with a supplemental essay that outlines plans to present/publish the paper after the course is complete. Offered on an ongoing basis, as this is, at a minimum, a two-term research and writing project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Advisor approval needed for registration

### **LIT500 - Graduate Studies in Literary Theory (Online)**

#### **Description**

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

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT502 - Topics in American Literature (Online)**

#### **Description**

This course traces the development of American literature from the nation's founding to the late Twentieth Century. Readings may include classics by Bradford, Bradstreet, Wheatly, Crevecoeur, Emerson, Thoreau, Dickinson, Hawthorne, Whitman, Melville, Douglass, James, Crane, Chopin, Gilman, Fitzgerald, Faulkner, Hurston, O'Connor, Pynchon, Major, Morrison, Cisneros, and Alexie among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **LIT503 - Topics in British Literature (Online)**

#### **Description**

This course examines major prose and poetry of English writers from the Anglo-Saxon period to the late Twentieth Century. Readings may include classics by Chaucer, Spenser, Milton, Shakespeare, Wollstonecraft, Wordsworth, Keats, Shelley, Tennyson, Eliot, Bronte, Browning, Hardy, Woolf, Barnes, Barry, and Mieville among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT506 - Graduate Studies in Medieval Literature (Online)**

#### **Description**

This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE). We will spend about half the course on Old English literature and half on Middle English literature.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT507 - Graduate Studies in Renaissance and Restoration Literature (Online)**

#### **Description**

This course surveys British Literature from the 16th and 17th centuries, a period renowned for the variety and originality of its writers, which left a lasting mark on subsequent English literature. Students will be introduced to central ideas and writers of the English Reformation, English Revolution, and the Restoration of the monarchy. Renaissance authors studied may include More, Marlowe, Elizabeth I, Jonson, Donne, and Webster, along with Shakespeare and Spenser. Writers of the Revolution and Restoration may include Herrick, Marvell, Milton, Dryden, Behn, and Wycherley. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT508 - Graduate Studies in 18th Century British Literature (Online)**

#### **Description**

This course surveys the literature of the 'long 18th century,' from the Restoration to the beginning of Romanticism, and studies developments in English literature such as the novel, the essay, satire, journalism, and popular theatre. Authors studied may include Congreve, Defoe, Swift, Pope, Johnson, Fielding, Smollett, and Austen. This course may also cover developments in the visual arts. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism, city and country, and the enlightenment movement.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **LIT509 - Graduate Studies in Romantic Literature (Online)**

#### **Description**

The Romantic Era in Britain, while short, was an intense and influential literary period. In this course we will read poetry, fiction, and nonfiction responding to shaping events such as the French Revolution and its aftermath, the British abolition of slavery, and industrialization. We will read authors such as Wordsworth, Keats, Austen, Blake, Wollstonecraft, Shelley, and Byron.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT510 - Graduate Studies in Victorian Literature (Online)**

#### **Description**

Nineteenth-century Britain experienced tremendous change in politics, economics, philosophy, art and literature. It was a century of industrialization, empire-building, new discoveries, and social revolution. This course studies representative selections from major poets and prose writers, and explores the social, political, and intellectual changes reflected in the literature of the Victorian period. Authors may include Alfred, Lord Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT511 - Graduate Studies in Modern British Literature (Online)**

#### **Description**

This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners James Joyce, D.H. Lawrence, and Virginia Woolf, as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT512 - Graduate Studies in Early American Literature (Online)**

#### **Description**

While the authors and texts studied in the course may vary, the readings will cover the historical period from 1620, with the settlement of Plymouth Plantation, through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political and artistic freedom.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **LIT513 - Graduate Studies in the American Renaissance (Online)**

#### **Description**

While the authors and texts studied in the course may vary, this course examines literature from the early 1800s to 1865, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT514 - Graduate Studies in American Realism and Naturalism (Online)**

#### **Description**

While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London, Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT515 - Graduate Studies in 20th Century American Literature (Online)**

#### **Description**

This course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT519 - Graduate Studies in Shakespeare (Online)**

#### **Description**

Students will study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **LIT528 - Graduate Studies in Multi-Ethnic Literature (Online)**

#### **Description**

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.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT530 - Graduate Studies in Gender and Text (Online)**

#### **Description**

This course explores a variety of texts written since 1945 by women, including authors such as Toni Morrison, Lorraine Hansberry, Marilynne Robinson and Adrienne Rich. Students will analyze how race, sexuality, class, nationality, motherhood and other factors influence writers' notions of gender. In addition to immersing students in contemporary women's literature, this course aims to provide students with a window into the history, politics and culture of post-1945 America, a period which saw the Cold War, the 'second wave' and the 'third wave' of American feminism, as well as the intellectual theories that helped illuminate literature about gender past and present.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT545 - Graduate Studies Postcolonial Encounters (Online)**

#### **Description**

Postcolonial Encounters focuses on the interdisciplinary aspects of literatures that have been historically silenced by the mechanisms of the colonial powers. This course will attempt to retrieve from the margins those voices that Gayatri Spivak (following Antonio Gramsci) has called 'subaltern.' As such, our task will be to theorize the notions of power and powerlessness, margin and periphery, first and third world, nationality, race, identity, and globalization via the close readings of various postcolonial texts.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **LIT550 - Graduate Studies in the Black Literary Tradition (Online)**

#### **Description**

This course offers an overview of African-American literature, with glimpses into African and Caribbean literature. Beginning around 1845 with Frederick Douglass' Narrative, students will read from various literary genres, including slave narratives, poetry, short stories, fiction and plays that illuminate both the history of African America and changing ideas of race. Students will conduct ongoing independent research, which they will present to the class, on the major literary and historical periods we cover, including the Harlem Renaissance in the 1920s and early 1930s, the civil rights movement(s), the Black Arts movement of the 1960s and early 1970s and the decades following. Reading works by Booker T. Washington, W.E.B. Dubois, Zora Neale 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.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT555 - American Modernism (Online)**

#### **Description**

Using a thematic approach, this course explores important aspects of literary modernism as it pertains to the American historical, social, technological, intellectual, and political experience between the end of World War I and the 1950s. The course immerses students in modernism via fiction, poetry, and critical essays by major American authors and poets of the period. It also asks students to identify and articulate the relationship between race, gender, regional perspectives, and ethnicity in the context of modernist American literature.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT650 - Graduate Seminar in American Literature (Online)**

#### **Description**

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.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT651 - Graduate Seminar in British Literature (Online)**

#### **Description**

This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in a seminar format.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **LIT652 - Graduate Seminar in Global Literature (Online)**

#### **Description**

This course uses a thematic approach to the works from many literary traditions outside British and American. Specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

#### **Academic Level**

Graduate

#### **Credits**

3

### **LIT690 - Master of Arts in English Capstone (Online)**

#### **Description**

Students register for this course in their final term, as a culmination of their work in the program. They satisfy the requirement by completing a thesis, submitting a portfolio of their literary-critical writing along with a retrospective evaluative essay, or submitting a compilation of comprehensive literary analysis essays on topics in English and American literature.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

30 credit(s).

## Management

### **MGT200 - Leadership and Team Building (Online)**

#### **Description**

In this course, students evaluate theories and practices related to leading teams in varying contexts. Students create personal and professional developmental goals that support your growth as an effective individual and team contributor. You also collaborate with multiple stakeholders using principles of emotional intelligence and team dynamics.

#### **Additional Information - Online**

The goal name associated with this course is Team Dynamics

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **MGT210 - Business Evaluation Techniques (Online)**

### **Description**

In this course, students determine appropriate metrics to evaluate day-to-day business operations. Students propose informed solutions to common management problems in order to enhance organizational operations. Students also analyze the essential components of operational processes in relation to efficiency and improvement. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Measuring Business Performance

### **Additional information - Campus**

Determine appropriate metrics to evaluate day-to-day business operations. Propose informed solutions to common management problems in order to enhance organizational operations. Analyze the essential components of operational processes in relation to efficiency and improvement.

### **Academic Level**

Undergraduate

### **Credits**

3

## **MGT300 - Team Management Theory (Online)**

### **Description**

Students apply current management theories and team models to foster relationships across and among teams. Students apply leadership and followership in managing individuals and groups. Students also determine how team performance is impacted by individual, group, and organizational goals. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is High-Performing Teams.

### **Academic Level**

Undergraduate

### **Credits**

3

## **MGT301 - Resourceful Decision-Making (Online)**

### **Description**

Students leverage organizational information and data to inform decision-making. They determine the appropriate tools and technology to support decision-making in the functional areas of business. Students also balance competing priorities in making decisions for your team that support organizational goals. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Resourceful Decision-Making.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **MGT305 - Innovation and Entrepreneurship (Online)**

### **Description**

Students identify consumer-focused solutions that deliver a value proposition utilizing the design-thinking process. They demonstrate an entrepreneurial mindset in addressing business opportunities in varying business models. Students also explain how product management techniques are used to manage the process of a product development. This course is currently available for direct assessment programs only.

### **Additional Information - Online**

The goal name associated with this course is Mindsets for Design & Growth

### **Academic Level**

Undergraduate

### **Credits**

3

## **MGT320 - Business Sustainability (Online)**

### **Description**

As a fundamental principle of smart management, business sustainability will be examined as an organizational imperative. This course will examine how to shape, implement, and manage a sustainability strategy in consideration of business practices, stakeholder engagement, culture, and accountability.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

ENG190 - Research and Persuasion (3)

## **MGT510 - Cultivating Organizational Culture (Online)**

### **Description**

Business leaders are responsible for cultivating, maintaining, and fostering an organizational culture that accurately represents the organization internally and externally, encourages and supports people, and holds organizational members accountable to the vision, mission, and goals of a business. This course provides students with the skills, theories, and practices necessary to identify a strong culture that permeates the ethics, decision-making, and behaviors of the organization. Students will work through advanced cases and apply these experiences to their own learning and organizations.

### **Academic Level**

Graduate

### **Credits**

3



# University Programs

## **MGT550 - Managing Through Communication (Online)**

### **Description**

Learn how to manage people and organizations effectively using communication as a tool. Enhance skills and techniques in motivating, leading change, developing relationships and team building through effective communication of core visions, active listening and providing feedback. Develop strategic management and communication skills that positively affect stakeholder behavior. Gain comprehensive, hands-on-experience in constructing documents and presentations that inform, persuade and influence the intended audience to achieve strategic goals.

### **Academic Level**

Graduate

### **Credits**

3

## **MGT600 - Resource Planning and Decision Making (Online)**

### **Description**

This course serves as an advanced exploration into ill-structured situations requiring strategic plans and effective resource management. Students are asked to develop strategies around personnel management, budget allocation, performance metrics, and goal setting. This course prepares students for the advanced concentration courses in their area and serves as a precursor to the integrated capstone experience.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

QSO500 - Business Research (3)

## **MGT605 - Construction Budgeting, Estimating & Bidding (Online)**

### **Description**

This course examines budgeting, estimating, and bidding strategies for various types and sizes of construction projects. Using a project-based approach, students are exposed to project budgetary considerations; conceptual, rough order magnitude, and definitive estimating; pricing for equipment, labor, and materials; bid preparation and strategies; and conducting a competitive analysis. Students completing this course are prepared to create budgets, estimates, and bid proposals for any type of construction project.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

MGT600 - Resource Planning and Decision Making (3)

QSO640 - Project Management (3)

# University Programs

## **MGT610 - Construction Materials & Methods (Online)**

### **Description**

This course explores the different facets of construction materials and methods. Using a case study approach, students analyze the construction process, including work methods, techniques, and strategies; methods of equipment selection; reading and interpreting plans and specifications; and material specifications. Additional topics include the procurement of materials, codes, and regulations. Students completing this course obtain the skillsets applicable to real-world construction projects.

### **Academic Level**

Graduate

### **Credits**

3

## **MGT615 - Construction Law and Contracts (Online)**

### **Description**

This course examines legal aspects of the construction industry, including interpretation of the law, contract administration, and risk management. Using a case study approach, students analyze cases to apply legal concepts and principles, interpret the law, and determine the performance and flexibility of contracts. Additional topics include ethics, dispute resolution, liability, labor laws, insurance, and bonds. Students completing this course are exposed to pertinent laws and contractual requirements and limitations associated with construction management.

### **Academic Level**

Graduate

### **Credits**

3

## **MGT620 - Principles of Emergency Management (Online)**

### **Description**

This course examines the nation's emergency management system at all levels of government. Using exemplars and anti-exemplars, students will study how the system works to prevent disasters that are preventable, and how it works to mitigate the consequences of those disasters that are not. The National Incident Management System and the National Preparedness System will be studied and emphasized. Topics will include: communications, leadership, disaster management methods and program building models, the all-hazards concept and analysis, community resiliency, the whole-community concept, and the five national frameworks (Prevention, Protection, Mitigation, Response and Recovery) under the National Preparedness System. Students who complete this course will have a comprehensive understanding of the nation's emergency management system, and of how communities mitigate against, respond to, and recover from all disaster events.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

MGT600 - Resource Planning and Decision Making (3)

## University Programs

### **MGT622 - Emergency Planning and Preparedness (Online)**

#### **Description**

This course uses real-world disaster planning strategies and structures to prepare students for roles encompassing the construction of community or organizational disaster-preparedness programs. Various types of threats and hazards to communities and organizations will be studied. Using a scenario-based approach, students will examine existing real-world planning strategies intended to prevent or mitigate the consequences of a disaster event on communities. Students will use the latest guidelines and strategies from the Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA). Emphasis is on assessing risk, threats, and vulnerabilities to safeguard against disaster incidents. Emphasis will be on using FEMA systems and tools to assess and construct community disaster preparedness plans. Topics include: all aspects of the all hazards analysis, proper emergency management program building, including the use of community working groups, The National Preparedness System, the National Incident Management System, resilience planning, the whole community concept, the construction of community emergency management plans with FEMA standards, and roles and responsibilities of local, state, and federal government. Students who have completed this course will be well-prepared to plan and prepare for different types of emergencies, using the same FEMA guidelines and tools for disaster planning and program building currently in use by emergency managers throughout the county.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MGT620 - Principles of Emergency Management (3)

### **MGT625 - Disaster Response and Recovery (Online)**

#### **Description**

The course explores issues and challenges in disaster response and recovery, including evacuation or relocation in the aftermath of a crisis. Using a case-study approach, students analyze real-world critical incidents requiring fast response measures and recovery support and determine the degree of success, in part, on the coordination and cooperation of various departments and agencies. Topics include National Response Framework (NRF), National Disaster Recovery Framework (NDRF), resource management, stakeholders, infrastructure, leadership, communication, and mitigation activities. Students completing the course have a broad view of a response and recovery mission from beginning to end.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MGT620 - Principles of Emergency Management (3)

## University Programs

### **MGT628 - Applied Emergency Management (Online)**

#### **Description**

The course dissects various types of crises within communities, organizations, and governmental agencies. Using a scenario-based approach, students differentiate between the types of crises and develop a systematic response to a critical incident using emergency management planning and preparedness strategies as well as analyzing the crisis in relation to FEMA and NIMS guidelines. Topics include FEMA's Continuity of Operations. Students completing the course have a thorough understanding of the level of preparation in developing an emergency management plan from the planning stages into the final phase of recovery.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MGT622 - Emergency Planning and Preparedness (3)

MGT625 - Disaster Response and Recovery (3)

### **MGT630 - Construction Quality Management and Productivity (Online)**

#### **Description**

This course focuses on quality management and productivity levels of construction projects. Students analyze real-world cases to evaluate techniques, tools, and practices in implementing and monitoring quality control processes as well as equipment management to include managing and quantifying labor and equipment productivity. Additional topics include scheduling, cost and cost control measures, safety, risk management, and quality measurements. Students completing this course recognize the relationship between quality and productivity.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

QSO640 - Project Management (3)

### **MGT701 - Critical Issues in Management Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
30 credit(s).

Complete:

MGT510 - Cultivating Organizational Culture (3)

MGT600 - Resource Planning and Decision Making (3)

## Management Information Systems

### **MIS215 - Client Systems and Support (Online)**

#### **Description**

Learn the basics of systems analysis of client systems through the lens of a business analyst. Explore common client systems within an organization, the basic architecture of the overall system, the flow of information within the system, and informed decision making as well as the importance of eCommerce for a client system.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MIS300 - Enterprise Information Systems/Database (Online)**

#### **Description**

Investigate the flow and structure of data within an enterprise computer based environment. Learn to mine, compile and analyze data from client systems using appropriate tools and techniques in response to senior management inquiries.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

DAD220 - Introduction to Structured Database Environments (3)

MIS215 - Client Systems and Support (3)

### **MIS320 - Electronic Business (Online)**

#### **Description**

Explore aspects of an organization's electronic interactions with its stakeholders. Key topics in this course include: e-business strategy, business models, cyber services, e-business relationships, and e-marketing and e-payment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **MIS350 - Business Intelligence and Reporting (Online)**

#### **Description**

Learn about business intelligence tools and techniques for creating reports, and apply these techniques in making data centered decisions. Recommend solutions to business problems that address business needs and requirements through utilizing data visualization tools.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MIS300 - Enterprise Information Systems/Database (3)

### **MIS490 - Management Information Systems Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the Management Information Systems and Computer Information Systems programs. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

MIS350 - Business Intelligence and Reporting (3)

111 credit(s).

## **Mandarin Language/Culture**

### **LMN111 - Elementary Mandarin Language/Culture I (Campus)**

#### **Description**

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Mandarin. Designed for students with no previous course work in Mandarin, this course focuses on reading and writing with the pinyin (phonetic) system; learning and practicing the radical simplified characters and related compounds; building vocabulary and practicing basic sentence patterns in communicative contexts; and pronunciation. Students will be expected to achieve approximately the mid-novice level based on guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL). Finally, awareness of the cultures, behaviors, and traditions of the Chinese-speaking world will also be emphasized.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **LMN112 - Elementary Mandarin Language/Culture II (Campus)**

#### **Description**

This course is a continuation of LMN 111.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LMN111 - Elementary Mandarin Language/Culture I (3)

### **LMN211 - Intermediate Mandarin Language and Culture (Campus)**

#### **Description**

A yearlong commitment, two classes per week. In this course, you will improve your Chinese skills in the areas of listening, speaking, reading, writing, and will make significant gains in the acquisition of vocabulary and grammar.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Complete:

LMN112 - Elementary Mandarin Language/Culture II (3)

Permission of instructor

## University Programs

### **LMN212 - Intermediate Mandarin Language and Culture II (Campus)**

#### **Description**

LMN 212 is an intermediate course designed as a continuation of LMN 211. It is also appropriate for those who have previous knowledge of the language acquired through a formal learning experience.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following  
Complete:

LMN211 - Intermediate Mandarin Language and Culture (3)

Permission of instructor

## Marketing

### **MKT113 - Introduction to Marketing (Campus)**

#### **Description**

This course examines the organization's functions for creating, communicating, and delivering value to customers. These functions, designed to meet customers' needs and organizational goals, include marketing research, environmental monitoring, target market selection, product selection, promotion, distribution and pricing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MKT205 - Applied Marketing Strategies (Campus, Online)**

#### **Description**

Students will learn how the marketing mix is used to position a product or service for a specific target market by analyzing pricing, distribution, product development, and promotional strategies. By applying marketing and consumer research, students will generate informed recommendations. Students will also examine the impact of communications and distribution channels on marketing efforts.

#### **Additional Information - Online**

The goal name associated with this course is Marketing Insights

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **MKT222 - Principles of Retailing (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

MKT205 - Applied Marketing Strategies (3)

Not completed nor concurrently enrolled in MKT 239

### **MKT225 - Digital Marketing (Campus, Online)**

#### **Description**

In this course students will be introduced to the different types of digital marketing channels and business functions using digital marketing technology and tools. Topics will focus on earned, paid, and owned media and the intersection of the three. The course will also emphasize development of a digital marketing strategy and its impact on the business.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MKT228 - Technology in Fashion and Retailing (Online)**

#### **Description**

This course addresses web-based fashion and retailing business issues. On the one hand it explores the influence of technology on fashion products development. On the other hand it explores the role that technology plays at various levels of the retail business including supply chain development, retail channel management and consumer shopping experience.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT205 - Applied Marketing Strategies (3)

# University Programs

## **MKT229 - Principles of Integrated Marketing Communications (Online)**

### **Description**

This course is designed to give students an understanding of advertising, public relations, corporate communications and sales promotions and the role that the media plays in integrated marketing communications strategies. This course focuses on the planning, research and creative skills needed to reach IMC objectives. Writing intensive course.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

MKT205 - Applied Marketing Strategies (3)

## **MKT230 - Retail Sales Promotion (Online)**

### **Description**

This course focuses on sales promotion in the retail sector. The specific needs of retailers in the areas of advertising, visual merchandising, personal selling, and special events planning are among the topics addressed. The culminating project will be a sales promotion plan that will include a major special event. This project is designed to be flexible to support the range of retailing interests represented in the class.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

MKT205 - Applied Marketing Strategies (3)

MKT222 - Principles of Retailing (3)

## **MKT231 - Visual Merchandising (Campus, Online)**

### **Description**

Retail marketing is a highly charged, highly competitive component of the marketing discipline. Consumers everywhere and of every age and economic category, are well informed by internet sources. Driven by access and awareness, they are looking to be courted and enticed to buy one merchant's goods over another. Visual merchandising is the art and business of creating such attraction, using merchandise that is color coordinated, accessorized, sparkling, exciting, and causing shoppers to stop, take a closer look, and buy. Visual merchandising is retail theater at its best, complete with costumes, props, and sets. Like all marketing, however, visual merchandising has a clear purpose - sales- and therefore is strategic in nature, a component of a larger marketing picture. This course addresses the creative and strategic nature of visual merchandising, connecting students with both the flair and fancy of visual merchandising and the nitty-gritty of strategic planning, and clarifying the connection between them.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **MKT265 - Social Media & Marketing Communications (Campus, Online)**

#### **Description**

This course is designed to give students an understanding of the concepts involved in integrated marketing communication (IMC) which includes a focus on social media and the role they play in advertising, public relations, branding, and corporate communication strategies. This course focuses on the planning, research and creative skills needed to reach promotional objectives.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MKT266 - Services Marketing (Campus, Online)**

#### **Description**

Given the substantial shift in emphasis from a base in manufactured goods to a domestic economy based in services, as well as the interconnectedness of the global economy, comprehension of the service aspect of business is a necessity for every marketer, in every company, in every industry. Therefore, an understanding of the unique requirements of marketing services or service components has become a basic marketing skill. This course presents key concepts in the marketing of services through readings in current business publications and experiential opportunities. It addresses the global perspective of services, and both B2B and consumer service dimensions.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT205 - Applied Marketing Strategies (3)

### **MKT270 - Professional Selling (Campus, Online)**

#### **Description**

Selling is a real life skill that everyone uses every day no matter what the profession. We sell our personal brand to employers; our ideas to family members, friends and co-workers; and as sales professionals, we sell products and services to consumers and business customers. In this course, students will gain foundational knowledge of the sales process, its relationship to marketing, and develop skills necessary to succeed in professional selling. Students will explore inside and outside sales in varying organizational environments. Through authentic scenarios, students will analyze customer needs to develop value-added relationships and generate revenue for an organization.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **MKT300 - Advanced Professional Selling (Campus)**

### **Description**

The success of professional salespeople is dependent upon their ability to successfully convert prospects into customers by implementing effective sales techniques and the sales process at a deeper level. The course builds upon coursework completed in the Professional Selling course and explores various sales methodologies based on the complexity of the sale and the buyer's deciding journey. In this course, students develop their prospecting and sales skills by obtaining certifications in sales and sales software. They further refine their inter-personal communication and selling skills through live and simulated role-plays. The skills demonstrated in these role plays are assessed through the use of video feedback skill-development software. Students are also coached by upper-level sales students to prepare them for a local sales competition.

### **Additional Information - Online**

The goal name associated with this course is Sell Like a Professional

### **Additional information - Campus**

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT270 - Professional Selling (3)

## **MKT310 - Sales Negotiation (Campus)**

### **Description**

We negotiate every day with parents, landlords, employers, potential customers, service providers, and others. On a professional level, we negotiate to determine the price of products and services, salary and compensation, and much more. In this course, students have the opportunity to develop negotiation skills using a series of simulations and debriefings as well as video feedback skill-development software. Students engage in a variety of bargaining and negotiation processes which may be demonstrated in the form of Consumer-to-Consumer (C2C), Business-to-Consumer (B2C) or Business-to-Business (B2B) exercises. Students learn the principles, strategies, and tactics of effective negotiation all while developing and enhancing their individual and team negotiation skills.

### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT270 - Professional Selling (3)

## University Programs

### **MKT311 - Mobile Marketing (Online)**

#### **Description**

Explore mobile marketing channels and gain exposure to the different mobile strategies companies are using. Analyze the different mobile channels available to companies and how companies are using mobile strategies as part of their marketing strategies.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MKT315 - SEO vs. SEM (Campus, Online)**

#### **Description**

Explore Search Engine Optimization (SEO) and Search Engine Marketing (SEM) strategies with a specific focus on understanding the difference between organic and paid leads and traffic. Gain familiarity with web analytics services such as Google Analytics.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MKT320 - Sales Team Leadership (Campus)**

#### **Description**

Effective management of the sales function and the leadership of salespeople directly impacts the success of executing a go-to-market strategy and the company in general. Consequently, sales leaders must develop the basic competencies to effectively manage and lead a sales team to meet the overall goals of the organization. In this course, students have the opportunity to develop these valuable competencies using sales management simulations to make educated and sound business-related decisions regarding their sales team program. Students also complete a behavioral assessment as well as obtain certifications relevant to sales team leadership. Lastly, students create and execute a sales and talent strategy that supports both the company's marketing and business strategies.

#### **Additional Information - Online**

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT270 - Professional Selling (3)

# University Programs

## **MKT322 - International Retailing (Campus, Online)**

### **Description**

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.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

MKT222 - Principles of Retailing (3)

## **MKT326 - Global Consumer Culture (Campus, Online)**

### **Description**

Every day, everywhere in the world, people make decisions about what to wear and how to wear it. Daily dressing is about much more than clothing. It includes making choices of clothing, accessories and grooming. Its relationship to human nature is at once biological, social and aesthetic. As cultures and geography changes around the world, so too do the representations of that relationship become more diverse. Dressing thus represents a broad swath of widely differing actions and decisions. This course studies the way consumers worldwide choose their dress forms to represent who and what they are, and how they wish to express themselves those around them. It considers both commonalities and differences in global consumer cultures of dress.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

MKT205 - Applied Marketing Strategies (3)

# University Programs

## **MKT328 - Sales Competition Team (Campus)**

### **Description**

Students invited into this course are those who have demonstrated an ability and a strong desire to pursue the sales role of a hunter after graduation. Consequently, this course serves to sharpen the sales skills they have acquired in other sales courses by combining both classroom knowledge and practical, competitive sales experience. In this course, students continue to further hone their inter-personal communication and selling skills through live and simulated digital and face-to-face role-plays to prepare for the sales competitions. The skills demonstrated in these role plays are assessed through the use of video feedback skill-development software. Sales professionals provide one-on-one coaching to prepare students for national or international sales competitions. Students in the course also serve as coaches for lower-level sales students.

### **Additional information - Campus**

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

MKT270 - Professional Selling (3)

Invitation from the Director of the Center for Professional Selling  
Instructor permission required to register.

## **MKT335 - Digital Advertising (Online)**

### **Description**

Examine the digital advertising landscape with a focus on the different types of digital and online advertising, including search-advertising strategies, social media marketing, and inbound marketing.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## **MKT337 - Marketing Research (Campus, Online)**

### **Description**

This course compares and contrasts secondary and primary research with emphasis on the latter. Students explore different types of primary research as well as the basic research methods. It focuses primarily on the survey.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

MKT205 - Applied Marketing Strategies (3)

## University Programs

### **MKT345 - Consumer Behavior (Campus, Online)**

#### **Description**

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products.

#### **Additional information - Campus**

Offered every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT205 - Applied Marketing Strategies (3)

### **MKT355 - Social Media Marketing Strategy (Campus, Online)**

#### **Description**

This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

COM310 - Social Media (3)

COM311 - Social Media Strategy (3)

MKT225 - Digital Marketing (3)



## University Programs

### **MKT360 - Direct Marketing (Campus, Online)**

#### **Description**

This course explores the directing of goods and services through the consumer or business-to-business marketing channels where the desired consumer resources 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.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT205 - Applied Marketing Strategies (3)

### **MKT365 - Social Media Marketing Analytics (Campus)**

#### **Description**

This course will develop the students' ability to analyze social media data to evaluate a company's efforts and provide informed decisions to the company. Intensive skill building will be placed on defining social media metrics, capturing social media data, and analyze social media data to provide informed decisions. Students will examine privacy concerns and ethical implications for capturing users' data. Students will have hands on experience with social media analytical tools and become certified in one of the tools.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

MAT240 - Applied Statistics (3)

1 of the following:

MKT265 - Social Media & Marketing Communications (3)

COM310 - Social Media (3)

## University Programs

### **MKT378 - Brand Communications (Campus)**

#### **Description**

A strong brand brings a competitive advantage to a company, and building and maintaining a brand is a critical task for marketers. Identifying potential brand salience, performance and image creation and brand resonance when creating a brand, and as branding activities change over the life of a brand in response to changes in the expectations of consumers, and to the competitive conditions in the marketplace, is at the core of this course. It exposes students to the process of designing a brand, targeting a brand, and delivering a brand message through a range of media and marketing communication programs throughout the life of the brand.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT205 - Applied Marketing Strategies (3)

### **MKT400 - Strategic Brand Management (Campus, Online)**

#### **Description**

Examine the importance of a company's brand with a focus on the approaches to building, maintaining, growing, and salvaging a brand.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MKT410 - Digital Analytics (Campus, Online)**

#### **Description**

Gain an overview of the different digital analytic tools being used by marketers to evaluate and measure their digital strategies. Focus on exploring online advertising metrics, social media analytics and other approaches to digital marketing measurement.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT315 - SEO vs. SEM (3)

## University Programs

### **MKT432 - Strategic Marketing Planning (Capstone) (Campus, Online)**

#### **Description**

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 principles covered in other marketing courses to solve specific company problems. Topics include a diversity of product, market and industry environments. Writing Intensive Course.

#### **Additional information - Campus**

Offered every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT400 - Strategic Brand Management (3)

### **MKT433 - Multinational Marketing (Campus, Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Complete all of the following

Complete:

MKT205 - Applied Marketing Strategies (3)

1 of the following:

INT113 - Introduction to International Business (3)

INT220 - Global Dimensions in Business (3)

Instructor Approval

## University Programs

### **MKT442 - Retail Management (Online)**

#### **Description**

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. Writing intensive course.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

MKT222 - Principles of Retailing (3)

Not completed nor concurrently enrolled in MKT 239

### **MKT455 - Social Media Campaign (Campus, Online)**

#### **Description**

This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as, a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT355 - Social Media Marketing Strategy (3)

## University Programs

### **MKT469 - Emerging Trends in Retailing (Capstone) (Online)**

#### **Description**

This capstone course covers the emerging trends and issues that affect retail strategies, management and operations. Students will engage in collaborative research to explore those issues. Speakers and retail experts in the areas of Real Estate, Retail Site Location, Asset Protection, Legal Issues, Information Technology and Global Sourcing will address the class.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT322 - International Retailing (3)

### **MKT490 - Marketing Internship (Campus, Online)**

#### **Description**

The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - fall, spring or summer - completing a minimum of 150 hours on the job per 3 credits. Students can complete 0-15 hours of MKT 490 credit.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Complete all of the following  
15 credit(s).

Please contact the Career and Professional Development Center to register

### **MKT500 - Marketing Strategies (Campus, Online)**

#### **Description**

This course is a study of the activity by which organizations discover consumer and other organizations' needs and wants, and then provide satisfaction through a mutually beneficial relationship. Students will explore the topics of selecting a target market, conducting marketing research, and designing product, price, promotional, and distribution strategies through the development of a marketing plan.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **MKT515 - Distinctive Concepts in Marketing (Campus)**

#### **Description**

The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MKT516 - Consulting Experience in Marketing (Campus)**

#### **Description**

The aim of this experience is for students to develop real world experiences in the many aspects of marketing and will involve corporate consulting in specific Marketing areas.

#### **Academic Level**

Graduate

#### **Credits**

4

#### **Prerequisites**

Complete:

MKT515 - Distinctive Concepts in Marketing (3)

### **MKT545 - Global Marketing (Campus)**

#### **Description**

The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning in international markets.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MKT555 - Social Media Marketing (Online)**

#### **Description**

Explore possibilities and limitations of contemporary social media platforms and tools. Construct and evaluate social media content, its impact, and practical use in marketing context. Analyze general strategic uses of social media for advertising, marketing, public relations, journalism, and civic and political participation. Gain hands-on experience with several forms of the most current social media technology.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **MKT605 - Integrated Marketing Communications (Campus, Online)**

#### **Description**

This course is concerned with the development, evaluation, and implementation of integrated marketing communication strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT500 - Marketing Strategies (3)

### **MKT610 - Promotions Management (Campus, Online)**

#### **Description**

This course addresses the specific activities involved in managing an advertising campaign, including research, media selection, copywriting, layouts and the role of ad agencies.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MKT618 - Marketing Analytics (Campus, Online)**

#### **Description**

This course will look at a number of quantitative tools and techniques and their application in a marketing context. The course will focus on understanding the relationship among marketing factors, variables, and the consumer. Students will learn how to analyze data in order to guide and support marketing related decisions.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MBA501 - Mathematics and Statistics for Business (3)

OL501 - Business Foundations (3)

## University Programs

### **MKT620 - Consumer Behavior and Marketing (Campus, Online)**

#### **Description**

This course focuses on the market's consumer behavior by investigating its psychological, sociological, economic, and anthropological influences, both theoretical and research based. Designing effective marketing strategies will be explored using the knowledge of these influences.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MKT625 - Strategic Digital Marketing (Online)**

#### **Description**

Students will explore platforms, players, and technology used in business models of digital marketing and analyze consumer behavior in online environments. By integrating theories of online campaign development and management with a hands-on approach to marketing automation and intelligence, learners will develop strategic digital marketing skills.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MKT630 - Market Research (Online)**

#### **Description**

This course addresses the identification of the value of research and the problem to be resolved. Numerous mathematical analysis techniques and research design issues are incorporated.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT500 - Marketing Strategies (3)

QSO510 - Quantitative Analysis for Decision Making (3)

### **MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (Online)**

#### **Description**

Differentiate between search engine marketing (SEM) and search engine optimization (SEO). Analyze the benefits and limitations of SEM and SEO strategies and explain how marketers can use these tools for effectively reaching customers. Employ SEO tactics to develop marketing initiatives and recommend SEM strategies to optimize campaign efforts.

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **MKT645 - Online Marketing Channels (Online)**

#### **Description**

This course will expose students to online marketing channels, such as, social media platform and players, and measurement and analysis. Marketing channels such as internet display advertising, remarketing, email marketing, affiliate marketing, mobile marketing, video marketing, virtual worlds, gaming, and public relations will also be examined.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MKT655 - Social Media Marketing Strategy (Online)**

#### **Description**

This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT555 - Social Media Marketing (3)

### **MKT660 - Marketing Strategies for Not-For-Profit Organizations (Online)**

#### **Description**

Students in this course apply marketing concepts and practices to not-for-profit organizations. This course also explores sources of financial support and strategies for their development.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT500 - Marketing Strategies (3)

## University Programs

### **MKT665 - Digital Story Telling and Branding (Online)**

#### **Description**

Explore marketing theories and application of digital storytelling for the purpose of engaging an organization's consumers and stakeholders. In addition, focus on digital branding through storytelling to differentiate an organization from competitors while conveying its purpose and mission. Gain hands-on experience in the strategic implementation of a brand narrative using various marketing approaches and analyses.

#### **Academic Level**

Graduate

#### **Credits**

3

### **MKT666 - Social Media Marketing Campaigns (Online)**

#### **Description**

This course will develop the student's ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MKT655 - Social Media Marketing Strategy (3)

### **MKT668 - Services Marketing (Online)**

#### **Description**

The world's economy is undergoing substantial change. Globally, many manufactured products have service components. Domestically, a shift in emphasis from a base in manufactured goods to an economy based in services is in progress. Whether a firm is marketing manufactured goods, services, or a combination, services marketing can provide a competitive advantage. Therefore, understanding the service aspect of business is a requirement for every marketer, in every company, in every industry. This course presents concepts, theories, models and measurements of services marketing using current literature in the field, cases and experiential opportunities. It stresses the global perspective and covers both B2B and consumer services.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **MKT675 - Ethical and Legal Issues in Marketing (Campus, Online)**

### **Description**

This course examines a range of ethical issues facing marketing managers as seen through the viewpoints of various comprehensive ethical theories. The goal is for students to develop their own ethical framework for making marketing decisions within the knowledge of the various ethical theories and U.S. marketing laws. Traditional topics such as ethics in marketing research, product liability, selling, advertising, and pricing are covered. Emerging ethical issues such as international marketing, competitive intelligence, socially controversial products, privacy, and corporate policies are also examined. However, topics may change to reflect current business concerns. The course is taught using a seminar format utilizing cases and readings.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

MKT500 - Marketing Strategies (3)

## **MKT678 - Brand Management (Campus, Online)**

### **Description**

Strong brands are increasingly recognized as one of a company's most valuable assets. Brands create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of creating, building and managing brands are critical success factors for a firm. This course seeks to develop in students an understanding of the theories, models, and strategies that enable a firm to achieve its branding goals. Through a combination of text and current research publications, students will be exposed to current and emerging brand theories and models. By analyzing cases, and reading and reviewing current business literature, students will gain understanding into how those theories and models translate into strategies and implementations.

### **Academic Level**

Graduate

### **Credits**

3

## **MKT679 - Advanced Marketing Research and Analytics (Capstone) (Online)**

### **Description**

This course is the capstone for the Marketing Research and Analytics concentration. The course will use the background knowledge from the Marketing Analytics and Marketing Research courses to assess marketing strategies based upon the analysis and interpretation of consumer behavior data.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

MKT618 - Marketing Analytics (3)

MKT630 - Market Research (3)

## University Programs

### **MKT700 - Marketing Capstone (Campus, Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Marketing program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
30 credit(s).  
Complete:

MKT675 - Ethical and Legal Issues in Marketing (3)

### **MKT710 - Marketing Internship (Online)**

#### **Description**

The primary goal of the internship experience is to expose graduate students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - Term 1, Term 2, Term 3 or Term 4 - completing a minimum of 150 hours on the job per 3 credits.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Successful Completion of Pre-Internship Survey  
Earned a minimum cumulative GPA of 3.0  
Complete all of the following

18 credit(s).

These credits must exclude Foundation Courses and can include completed and in-progress coursework.

This course requires special permissions to register. Please contact your advisor for more information about the registration process for academic internships.

## **Mathematics**

## University Programs

### **MAT051 - Prerequisite Mathematical Knowledge for Teaching (Campus)**

#### **Description**

This course is a developmental preparatory course for those students who are not able to pass the placement exam for MAT 107: Mathematical Knowledge for Teaching Elementary School. This course explores the mathematics content in grades K- 8. Topics include: Base Ten System, Fractions, Addition, Subtraction, Multiplication, Division, Ratio and Proportion, Number Theory, and Algebra.

#### **Academic Level**

Developmental

#### **Credits**

3

#### **Prerequisites**

Determined by math placement exam

### **MAT107 - Mathematical Knowledge for Teaching I (Campus)**

#### **Description**

This course explores the mathematics content in grades K- 8 from an advanced standpoint. Topics include: problem solving, the base-ten system, fractions, addition, subtraction, multiplication, decimals, negative numbers, division, and ratios and proportions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

Earned a grade of C or better in each of the following:

MAT051 - Prerequisite Mathematical Knowledge for Teaching (3)

Passing Score on Placement Exam

### **MAT108 - Mathematical Knowledge for Teaching II (Campus)**

#### **Description**

This is the second course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: Number Theory, Algebra, Geometry, Measurement, Area, Solid Shapes, Geometry of Motion, Statistics and Probability.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT107 - Mathematical Knowledge for Teaching I (3)

## University Programs

### **MAT115 - Math and Society (Campus)**

#### **Description**

How do we wrap our heads around a trillion dollars? What are some of the pros and cons of the U.S. Electoral College? What is the best option for financing a car? What do the scientific data tell us about global warming? Through the exploration of questions like these, students in this course will learn how to manage numbers in everyday situations, apply appropriate mathematical tools to analyze data, make evidence-based conclusions, and effectively communicate their reasoning. Topics may vary based on the instructor, student interest, and current local and global issues, such as social, environmental, and health issues, personal finance, and politics. This course will encourage students to think critically about quantitative statements and information they encounter in everyday life.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MAT125 - Quantitative Reasoning & Problem Solving (Online)**

#### **Description**

This course focuses on the development of sound quantitative reasoning and problem solving skills, as applied to everyday situations. While this course will have computational elements, the focus is to be placed on conceptual understanding and creative problem solving through relevant applications. Problem solving strategies, inductive/deductive reasoning, analysis of quantitative information and arguments, and communication are the enduring threads.

#### **Additional Information - Online**

The goal name associated with this course is Using Data to Inform Decisions

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MAT126 - Mathematical Reasoning for Modern Problem-Solving (Online)**

#### **Description**

In this course, students learn about the use of mathematical reasoning and the practical application of quantitative techniques to inform their decision-making process. Students will develop the skills to critically examine elements of a problem they might face in their day-to-day personal and professional lives, solve for various outcomes using quantitative techniques, and make informed decisions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **MAT130 - Applied Finite Mathematics (Online)**

#### **Description**

This course is designed to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions in life after graduation. Topics include mathematics of finance, probability and counting, descriptive statistics and basic linear regression. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 130).

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MAT133 - Introduction to Statistical Analysis (Online)**

#### **Description**

Explore the concepts of probability and statistics using technology applications. Learn about statistical design and analysis using the theories of probability and the tools of descriptive statistics. Gain statistical analysis skills through the use of computer software.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MAT135 - The Heart of Mathematics (Campus, Online)**

#### **Description**

The Heart of Mathematics considers the history, mathematical beauty, and real world applications of a wide variety of topics. This discussion-based course encourages "out-of-the-box" thinking to explore the connections between mathematics and the world around us. Topics may include: patterns in nature, infinity, topology, geometry, networking, fractals, and chaos theory, among others.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MAT136 - Introduction to Quantitative Analysis (Online)**

#### **Description**

Students will learn about simplification of algebraic expressions, techniques for solving equations and functions, and graphical and numerical summaries of data, and their authentic applications. Students will develop quantitative analysis skills in systems of linear equations, properties of functions and expressions, polynomials, and their representations.

#### **Additional Information - Online**

The goal title associated with this course is Introduction to Quantitative Analysis

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **MAT140 - Precalculus (Online)**

### **Description**

This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions. This course is intended for those students who wish to prepare for Calculus.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete 1 of the following  
Complete:

MAT136 - Introduction to Quantitative Analysis (3)

Passing Math Alignment Score

## **MAT142 - Precalculus with Limits (Campus, Online)**

### **Description**

This course emphasizes the numerical, symbolic, and graphical representation of functions needed in more advanced mathematics. Students will solve problems and explore the properties of polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real-world problems using different problem-solving strategies. This course includes the study of limits and continuity and is intended for those students who wish to prepare for Calculus.

### **Academic Level**

Undergraduate

### **Credits**

3

## **MAT160 - Introduction to Game Theory (Campus)**

### **Description**

Want to learn how to cut a cake in the most "fair" manner? Or why doping in sports has more in common with cigarette advertisement techniques than you might think? Take a jaunt into the field of game theory, where mathematical techniques help solve these and many more problems facing the realms of economics, psychology, political science, mathematics, biology, and poker. This course introduces the concepts of graphs, matrices, and probability, amongst others, and uses games as a backdrop. So, next time you want a winning strategy for Rock, Paper, Scissors, look no further!

### **Academic Level**

Undergraduate

### **Credits**

3



# University Programs

## **MAT210 - Applied Calculus I (Campus)**

### **Description**

This is an introductory course in single-variable calculus. Topics include limits, continuity, derivatives, differentiation, integration and the Fundamental Theorem of Calculus. Students will gain experience solving real-world problems involving calculus, including problems in business, economics, natural sciences and social sciences.

### **Academic Level**

Undergraduate

### **Credits**

3

## **MAT215 - Introduction to Mathematical Modeling (Campus)**

### **Description**

Mathematical modeling is used for everything from tracking the spread of diseases and predicting the weather to making suggestions for your next Amazon purchase. So, what is Mathematical modeling? Mathematical modeling is the process of creating simplified representations of often complex real-world phenomena that helps us more easily understand and analyze these complex systems. In this course, students will learn about basic modeling principles and methods using real-world examples from biology, Earth sciences, social sciences, engineering, and/or business.

### **Academic Level**

Undergraduate

### **Credits**

3

## **MAT222 - Introduction to Combinatorics (Campus)**

### **Description**

This is a first course in combinatorics, the study of counting. It involves easily stated questions which require deep thinking and problem-solving skills. This course will cover introductory combinatorial topics, which could include basic counting principles, graph theory, and counting with bijections.

### **Academic Level**

Undergraduate

### **Credits**

3

## **MAT223 - Applications of Calculus (Online)**

### **Description**

Examine the applications of differential and integral calculus within the fields of STEM. Learn about limits, continuity, derivatives, differentiation, integration, and the Fundamental Theorem of Calculus. Develop in-depth knowledge of techniques of calculus used to solve application problems encountered in STEM studies.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

MAT140 - Precalculus (3)

## University Programs

### **MAT225 - Calculus I: Single-Variable Calculus (Campus, Online)**

#### **Description**

Calculus is the mathematical study of change that has widespread applications in science, engineering, economics and business. This course provides a rigorous introduction to single-variable calculus. Topics include limits, continuity, differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions, applications of derivatives, and integration, including the Fundamental Theorem of Calculus. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

1 of the following:

MAT140 - Precalculus (3)

MAT142 - Precalculus with Limits (3)

Passing Math Alignment Score or Passing Placement Exam Score

### **MAT230 - Discrete Mathematics (Campus, Online)**

#### **Description**

Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. That is, in contrast to the real numbers that vary continuously, the objects of study in discrete mathematics take on distinct, separated values. Topics include operations on sets, logic, truth tables, counting, relations and digraphs, functions, trees and graph theory. A significant goal of this course is to improve students' critical-thinking and problem-solving skills.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MAT239 - Mathematics for Computing (Campus)**

#### **Description**

This course explores concepts in discrete mathematics with direct applications to computer programming. Topics from discrete math are relevant for flow control, memory allocation, searching and sorting, analysis of run-time, parallelization, queueing and online execution, and more. Topics may include logic, number representations, counting, functions, probability distributions, and arrays.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **MAT240 - Applied Statistics (Campus, Online)**

#### **Description**

This is a fundamental course in the application of statistics. In this course, students will learn to apply statistical techniques to a variety of applications in business and the social sciences. Students will learn how to solve statistical problems by hand and through the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing and linear regression.

#### **Additional Information - Online**

The goal name associated with this course is Applied Statistics

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MAT241 - Modern Statistics with Software (Campus)**

#### **Description**

This is a fundamental course in modern day data, data visualization, and the application of statistical techniques to analyze and make inferences from sample data. In a world where data is being constantly collected, it is necessary for individuals to be data literate, to have exposure to the power of data, and to understand and practice proper and ethical statistical analyses. In a world where data has become abundant, rather than scarce, statistical tools are evolving. This course looks at modern statistical techniques in the age of "Big-Data".

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Passing placement exam score

### **MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (Online)**

#### **Description**

Students will examine STEM applications of statistical inferential techniques. Students will learn how to solve statistical problems using a scripting language. Additionally, students will learn how to apply various statistical techniques such as probability distributions, sampling distributions, estimation, hypothesis testing, and linear regression.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **MAT260 - Cryptology (Campus, Online)**

#### **Description**

Cryptology is a mathematically rich subject that includes both cryptography, the science of making secret codes, and cryptanalysis, the science of breaking secret codes. Historically, cryptology has played a central role in military and government covert actions and modern-day data security. In this course, we develop a number of mathematical topics including modular arithmetic, statistics, probability, permutation functions, algorithms, binary numbers, base twenty-six, primes, factorization, the Euclidean algorithm, and Fermat's Little Theorem as they pertain to classical cryptographic techniques, symmetric computer-based cryptography, and public key cryptography. We also examine the historical backdrop of cryptology and examine legal issues concerning cryptology.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MAT225 - Calculus I: Single-Variable Calculus (3)

MAT230 - Discrete Mathematics (3)

MAT239 - Mathematics for Computing (3)

### **MAT275 - Calculus II: Integration and Series (Campus, Online)**

#### **Description**

This course is a continuation of MAT 225 that deepens a student's understanding of single-variable calculus. Students will learn new techniques of integration, including substitution, integration by parts, partial fractions, and integration tables. This course will also extend a student's knowledge of addition. That is, students already know how to add two, three, or  $n$  numbers together but, in this course they will learn how to add an infinitely many numbers together. This will enable students to represent differentiable functions-including exponential, trigonometric and logarithmic functions-as functions that look like polynomials with infinitely many terms. In doing so, students will enhance their abilities to evaluate and estimate integrals. Finally, students will also learn about parametric curves and polar coordinates-both useful tools for describing the motion of moving objects such as projectiles, planets, or satellites-in order to apply single-variable calculus skills in additional settings.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT225 - Calculus I: Single-Variable Calculus (3)

## University Programs

### **MAT299 - Mathematical Proof and Problem Solving (Campus, Online)**

#### **Description**

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics including: functions and relations, set theory, number theory, and logic.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MAT225 - Calculus I: Single-Variable Calculus (3)

MAT230 - Discrete Mathematics (3)

MAT239 - Mathematics for Computing (3)

### **MAT300 - Applied Statistics II: Regression Analysis (Campus, Online)**

#### **Description**

This is a second course in statistics that builds upon knowledge gained in an introduction to statistics course. Students will learn to build statistical models and implement regression analysis in real-world problems from engineering, sociology, psychology, science, and business. Topics include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will gain experience not only in the mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, selecting inferential techniques to answer a particular question, interpreting results, and diagnosing problems.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MAT240 - Applied Statistics (3)

MAT241 - Modern Statistics with Software (3)

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## University Programs

### **MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (Online)** **Description**

In this course, students will build upon the knowledge and skill gained in Applied Statistics for STEM. Students will learn to build statistical models and implement regression models with a scripting language for various authentic STEM applications. In addition, students will learn to apply quantitative and qualitative models for making estimations and predictions. Students will also gain experience conducting regression diagnostics to validate models utilized for statistical analysis.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

### **MAT310 - Number Theory (Campus)** **Description**

This is an introductory course in Number Theory. The course will explore the properties of, and the relationship between, the natural numbers, integers, rational numbers, and irrational numbers. This course will explore and prove theorems related to topics in number theory such as: Pythagorean Triples, Divisibility, The Fundamental Theorem of Arithmetic, Congruences, the Chinese Remainder Theorem, Prime numbers, Modulo arithmetic, Pell's Equation, Diophantine's Approximation, and the Gaussian Integers.

#### **Additional information - Campus**

Offered every third semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT299 - Mathematical Proof and Problem Solving (3)

## University Programs

### **MAT325 - Calculus III: Multivariable Calculus (Campus, Online)**

#### **Description**

Many real-world applications of calculus in science, engineering, economics, and business employ functions with many variables. This course extends the basic concepts of single-variable calculus developed in MAT 225 and MAT 275 to functions of several variables. Topics include vectors, the geometry of space, vector-valued functions, motion in space, partial derivatives and multiple integrals.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT275 - Calculus II: Integration and Series (3)

### **MAT330 - Differential Equations (Campus, Online)**

#### **Description**

Differential equations are useful in modeling real-world phenomenon involving rates of change such as the spread of disease, the change in a population, the free fall of an object, and the decay of a radioactive substance. This is a first course in differential equations. Topics include solving first- and higher-order differential equations and modeling with first- and higher-order differential equations.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT275 - Calculus II: Integration and Series (3)

MAT350 - Applied Linear Algebra (3)

# University Programs

## **MAT350 - Applied Linear Algebra (Campus, Online)**

### **Description**

This is a first course in linear algebra and matrices. Topics include systems of linear equations, linear independence, matrices of linear transformations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors. After mastering the basic concepts and skills, students will use their knowledge of linear algebra to model a selection of applied mathematics problems in business, science, computer science and economics.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT225 - Calculus I: Single-Variable Calculus (3)

## **MAT361 - Euclidean and Non-Euclidean Geometry (Campus)**

### **Description**

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: Neutral Geometry, Spherical Geometry, Similarity and Congruence, Euclid's Postulates, properties of and relationships among geometric shapes and structures, and the Pythagorean Theorem. Students will engage with these concepts through proofs, problem solving, and dynamic geometric software.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT299 - Mathematical Proof and Problem Solving (3)

## **MAT370 - Numerical Analysis (Campus)**

### **Description**

This course introduces basic techniques for the efficient numerical solution of problems in engineering, mathematics, and science. Topics covered may include: root finding methods, interpolation, numerical differentiation and integration, differential equations, and matrix theory concepts such as QR factorization and singular value decompositions. Students will utilize industry-standard software for simulations.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete 1 of the following

Earned a grade of C or better in each of the following:

MAT275 - Calculus II: Integration and Series (3)

MAT350 - Applied Linear Algebra (3)

Permission of instructor.



# University Programs

## **MAT375 - Mathematical Modeling (Online)**

### **Description**

This course introduces students to the art of mathematical modeling. Using a scenario-based approach, students will examine model construction, analysis, interpretation, and evaluation in a wide variety of contexts. Graphical, numerical, and symbolic techniques are employed to investigate real world data and phenomena.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

MAT325 - Calculus III: Multivariable Calculus (3)

MAT330 - Differential Equations (3)

MAT350 - Applied Linear Algebra (3)

## **MAT410 - Operations Research (Online)**

### **Description**

This course introduces students to deterministic modeling in the field of operations research. Using a scenario-based approach, students will explore linear, integer, and nonlinear programming as applied to classical and contemporary optimization problems.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

MAT375 - Mathematical Modeling (3)

## **MAT415 - Abstract Algebra (Campus, Online)**

### **Description**

Algebra is concerned with sets of objects and operations on these sets. This course will take students beyond the real number and polynomials to groups and other algebraic structures. In a modern, or abstract algebra course, one assumes a small number of basic properties as axioms and then proves many other properties from the axioms. This will assist the student in becoming more proficient at proof-writing.

### **Additional information - Campus**

Offered every third semester.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT299 - Mathematical Proof and Problem Solving (3)

## University Programs

### **MAT420 - Dynamical Modeling (Online)**

#### **Description**

This course introduces students to dynamical models within the field of science. Linear and nonlinear models and systems are explored through the lens of classical and contemporary science applications. Emphasis is placed on stability, bifurcations, and linearization.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT375 - Mathematical Modeling (3)

### **MAT430 - Seminar in Applied Mathematics (Online)**

#### **Description**

In this culminating course, students apply mathematical and/or statistical skills to a particular focus area by completing a research project in applied mathematics. The topic of the project is selected from a list of topics in the applied sciences (economics, engineering, physics, chemistry, biology, epidemiology, pharmacology, physiology, music, or the social sciences) or may be chosen by the student with instructor approval. Application of technology tools is required to model the problem, obtain quantitative results, and complete the project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

MAT375 - Mathematical Modeling (3)

1 of the following:

MAT300 - Applied Statistics II: Regression Analysis (3)

MAT303 - Applied Statistics II for Science, Technology, Engineering, and Mathematics (STEM) (3)

MAT410 - Operations Research (3)

MAT420 - Dynamical Modeling (3)

## University Programs

### **MAT434 - Statistical Learning and Classification (Campus)**

#### **Description**

Using the foundational knowledge built in MAT 241 and MAT 300, we continue our study of statistical models. This course moves beyond regression and into classification models, mixed models, and unsupervised learning. This course also emphasizes cross-validation as an important method for approximating test error and analyzing the utility of a model. This course covers discriminant analysis, k nearest neighbors, tree-based methods (bagging, boosting, and random forests), support vector machines, and neural networks.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT300 - Applied Statistics II: Regression Analysis (3)

### **MAT435 - Mathematical Modeling: Construction and Validation (Campus)**

#### **Description**

This course provides students an introductory background in model building and verification. Students will learn how to build various types of models from first principles. These models may include discrete time dynamical systems, continuous time dynamical systems, and graph theoretic models. In order to verify and validate models, this course will explore topics that may include: one variable and multivariable optimization, sensitivity analysis, steady state analysis, stability analysis, and phase portraits. Students will utilize industry-standard software for simulations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Earned a grade of C or better in each of the following:

MAT350 - Applied Linear Algebra (3)

### **MAT440 - BIG Problems in Mathematics (Campus)**

#### **Description**

BIG Problems in Mathematics will engage students with research problems in the areas of Business, Industry, and Government (BIG) agencies. Through the course of the semester, students will work toward a solution to a single or series of problems posed by BIG liaisons, concluding with a final written report and video presentation to the sponsoring agency. Specific course topics will change depending on the needs of the sponsoring agency.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

3 credit(s) from subject(s): MAT within the range of course numbers 300 - 399

## University Programs

### **MAT450 - History of Math and Math Education (Campus, Online)**

#### **Description**

This course will look at the historical development of the disciplines of mathematics and mathematics education. Within the discipline of mathematics we will examine the development of number and number systems, geometry and measurement, algebra, probability and statistics, calculus, and discrete mathematics. Within the discipline of mathematics education we will examine the development of learning theories, theories of teaching mathematics, research trends, and mathematics curriculum. Throughout this course students will study the history of mathematics and mathematics education through readings, case studies, and problem sets.

#### **Additional information - Campus**

Offered every third semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
60 credit(s).  
This can include completed and in-progress coursework.

### **MAT470 - Real Analysis (Campus, Online)**

#### **Description**

This course provides a theoretical foundation for single-variable calculus concepts. Topics include the structure of the real numbers, sequences, continuity, differentiation and Riemann integration. This course will be run as a seminar that emphasize problem solving, proof writing and orally defending proofs.

#### **Additional information - Campus**

Offered every third semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Earned a grade of C or better in each of the following:  
MAT275 - Calculus II: Integration and Series (3)  
MAT299 - Mathematical Proof and Problem Solving (3)

## University Programs

### **MAT480 - Independent Study (Campus)**

#### **Description**

This course allows the student to investigate any mathematics subject not incorporated into the curriculum. Offered as needed. Instructor permission required.

#### **Additional information - Campus**

Course offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Instructor permission required to register.

### **MAT490 - Mathematics Internship (Campus)**

#### **Additional information - Campus**

Course offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

## Mental Health Counseling

### **MHC500 - Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling (Online)**

#### **Description**

Focus on the role of the counseling profession in the variety of mental health systems, including community, state, and federal agencies, hospitals, and private-practice. Explore HIPAA and related laws, informed consent policies, internal procedures, populations served, relevant laws and state statutes, funding, and ethical considerations counselors' role in the legal system, consultation, operationalizing of a practice, grants and program evaluations. Consider questions such as, 'where do I fit in the profession?' and 'how does the counseling profession impose structure on the mental health system?'.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

COU650 - Diagnosis of Emotional and Mental Disorders (3)

Contact Academic Advisor to register.

## University Programs

### **MHC610 - Treatment Planning in Clinical Mental Health Counseling (Online)**

#### **Description**

Integrate the content learned throughout the program regarding evaluation, assessment, and diagnosis so that it may be utilized in practicum. Develop treatment plans that include risk assessment, goal setting, and treatment intervention strategies. Communicate treatment plans to clients.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU680 - Prevention and Intervention of Crisis and Trauma (3)

Contact Academic Advisor to register.

### **MHC670 - Clinical Mental Health Counseling Practicum (Online)**

#### **Description**

Integrate skills and knowledge by working with actual clients under the supervision of a licensed clinician. Meet weekly in a required synchronous small group session in a seminar-style course led by a faculty supervisor. A minimum of 100 hours at an approved counseling site is required. Demonstrate success in field experience through a satisfactory/unsatisfactory grade evaluation.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

COU690 - Advanced Individual and Group Helping Skills and Techniques: Residency II (3)

MHC610 - Treatment Planning in Clinical Mental Health Counseling (3)

Contact Academic Advisor to register.

### **MHC680 - Clinical Mental Health Counseling Internship (Online)**

#### **Description**

Integrate skills and knowledge by working with actual clients under the supervision of a licensed clinician. Meet weekly in a required synchronous group session in a seminar-style course led by a faculty supervisor. A minimum of 600 hours of total internship time split between Internship and Advanced Internship at an approved counseling site is required. Demonstrate success in field experience through a satisfactory/unsatisfactory grade evaluation.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

MHC670 - Clinical Mental Health Counseling Practicum (3)

Contact Academic Advisor to register.

## University Programs

### **MHC690 - Advanced Internship in Clinical Mental Health Counseling (Online)**

#### **Description**

Integrate skills and knowledge by working with actual clients under the supervision of a licensed clinician. Meet weekly in a required synchronous group session in a seminar-style course led by a faculty supervisor. A minimum of 600 hours of total internship time split between Internship and Advanced Internship at an approved counseling site is required. Demonstrate mastery of program outcomes and success in field experience through a satisfactory/unsatisfactory grade evaluation.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

MHC680 - Clinical Mental Health Counseling Internship (3)

Contact Academic Advisor to register.

### **MHC695 - Advanced Internship in Clinical Mental Health Counseling II (Online)**

#### **Description**

Integrate skills and knowledge by working with actual clients under the supervision of a licensed clinician. Meet weekly in a required synchronous group session in a seminar-style course led by a faculty supervisor. A minimum variable number of hours based on state and program requirements at an approved counseling site is required. Demonstrate success in field experience through a satisfactory/unsatisfactory grade evaluation.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

MHC690 - Advanced Internship in Clinical Mental Health Counseling (3)

Contact Academic Advisor to register.

## **Military (NHCUC)**

## University Programs

### **MILT101 - Leadership Laboratory I (Campus)**

#### **Description**

Open only to students taking another Military Science class, with different roles offered for students at different levels of the program. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of various training programs. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of supervisory positions. Specific events include a team-building leader reaction course, orientation to military weapons, basic tactical movement, and land navigation. Cr/F. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

0

### **MILT102 - Leadership Laboratory II (Campus)**

#### **Description**

Open only to students taking another Military Science class, with different roles offered for students at different levels of the program. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of various training programs. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of supervisory positions. Specific events include basic marksmanship, advanced tactical movement, orienteering and land navigation. Cr/F. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

0

### **MILT103 - United States Army History (Campus)**

#### **Description**

Develops an understanding of the effects the US military and society have on each other through the establishment and background of the United States Army. Presented in the context of broader US Military history and military strategy and global involvement. Through readings, oral and written presentations, and exams, students describe the role of the US Army, its evolution and its impact on society and technology; and critically analyze an armed conflict using the principles of war. This is a pre-commissioning requirement for professional military education (PME) required by the United States Army Cadet Command. It is open to non-ROTC students.

#### **Academic Level**

Undergraduate

#### **Credits**

2



## University Programs

### **MILT113 - Introduction to ROTC (Campus)**

#### **Description**

Make your first new peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in physical fitness, rappelling, first aid, basic marksmanship, and basic drill. Learn fundamental concepts of leadership in both classroom and outdoor laboratory environments. One hour and a required leadership lab (MILT 101) plus optional (mandatory for scholarship cadets) participation in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is also required for all cadets. Open to all college students, no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

2

### **MILT114 - Introduction to ROTC II (Campus)**

#### **Description**

Learn and apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises with other ROTC cadets. Continued activities in basic drill, physical fitness, rappelling, first aid, and basic marksmanship. Develop communication skills to improve individual performance and group interaction. One hour and a required leadership lab (MILT 102) plus optional (mandatory for scholarship cadets) participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required for all cadets. Open to all college students; no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

2

### **MILT201 - Self/Team Development I (Campus)**

#### **Description**

Learn and apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, planning of events, advanced first aid, physical fitness, and land navigation. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab (MILT 101), plus optional participation (mandatory for scholarship cadets) in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is required. Additional weekend exercises may be offered for optional participation. Open to all college students, no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

2

#### **Prerequisites**

Complete:

MILT101 - Leadership Laboratory I (0)

## University Programs

### **MILT202 - Individual/Team Military Tactics (Campus)**

#### **Description**

Introduces individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with other ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab (MILT 102), plus optional participation (mandatory for scholarship cadets) in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is required. Additional weekend exercises may be offered for optional participation. Open to all college students, no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

2

#### **Prerequisites**

Complete:

MILT102 - Leadership Laboratory II

### **MILT250 - Camp Challenge (Campus)**

#### **Description**

Five-week leadership training course at Fort Knox, Kentucky during the summer that exposes students to intensive leadership evaluation and development. Students learn fundamental military skills such as land navigation using a map and compass, principles of leadership, first aid, drill and ceremony, team building exercises, etc. in preparation for future training as ROTC cadets. Students gain professional knowledge in management and organization and experience group interaction and interpersonal communications through total immersion in a military type environment. Open only to students who have not completed all of the following: MILT 101, 102, 201, and 202. Airfare, lodging, and expenses are paid by the Army. Student incurs no military obligation; program offers opportunities to earn a two-year scholarship and qualifies students to take MILT 301. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

4

#### **Prerequisites**

Not completed nor concurrently enrolled in:

MILT101 - Leadership Laboratory I (0)

MILT102 - Leadership Laboratory II

MILT201 - Self/Team Development I (2)

MILT202 - Individual/Team Military Tactics (2)

## University Programs

### **MILT301 - Leading Small Organizations I (Campus)**

#### **Description**

Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Plan and conduct training for other ROTC students in small unit offensive and defensive operations. Three hours and required leadership lab (MILT 101) plus required participation in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is also required. Other weekend exercises are offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

4

#### **Prerequisites**

Complete 1 of the following

Complete:

MILT250 - Camp Challenge (4)

Complete:

MILT113 - Introduction to ROTC (2)

MILT114 - Introduction to ROTC II (2)

MILT201 - Self/Team Development I (2)

MILT202 - Individual/Team Military Tactics (2)

### **MILT302 - Leading Small Organizations II (Campus)**

#### **Description**

Continues the methodology from MILT 301. Analyze tasks; prepare written and oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab (MILT 402L) plus required participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

4

## University Programs

### **MILT311 - Seminar on Leadership and Management I (Campus)**

#### **Description**

Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Three hours and a required leadership lab (MILT 101) plus required participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

4

#### **Prerequisites**

Complete:

MILT301 - Leading Small Organizations I (4)

MILT302 - Leading Small Organizations II (4)

### **MILT312 - Transition to Lieutenant (Campus)**

#### **Description**

Continues the methodology from MILT 311. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as related to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab (MILT 102) plus required participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

4

#### **Prerequisites**

Complete:

MILT311 - Seminar on Leadership and Management I (4)

## University Programs

### **MILT395 - Officer Internship (Campus)**

#### **Description**

Experiential learning through fieldwork in a military-type unit. Written analysis required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Complete or concurrently enroll in:

MILT311 - Seminar on Leadership and Management I (4)

#### **Corequisites**

Concurrently enroll in:

MILT101 - Leadership Laboratory I (0)

## Music

### **MUS130 - SNHU Choir (Campus)**

#### **Description**

MUS-130 provides students the opportunity to rehearse and perform as a member of the SNHU Choral program. There are two choirs at SNHU. Concert Choir is open to all students without an audition. Students will develop individual practice techniques and are expected to practice their music outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like. The SNHU Jazz Choir is a small choir focusing on learning the vocal jazz style. This is an auditioned group that is open to all students. Students in Jazz Choir must also be a member of the SNHU Concert Choir. To arrange an audition, please email [SNHUMusic@snhu.edu](mailto:SNHUMusic@snhu.edu).

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 1

### **MUS140 - Instrumental Music Ensemble (Campus)**

#### **Description**

Instrumental music provides students the opportunity to rehearse and perform with the SNHU Orchestra, the SNHU Concert Band, the SNHU Brass Choir, the SNHU Jazz Combos, and/or the SNHU Rock Bands. Students will develop group performance skills such as ensemble precision and group intonation. Students are expected to practice their instrument outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 1

## University Programs

### **MUS211 - Music Theory and Aural Skills I (Campus)**

#### **Description**

Music Theory and Aural Skills I introduces students to the basic elements, materials, and structure of Western tonal music with an emphasis on harmony, voice leading, and counterpoint. Students will develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

#### **Additional information - Campus**

Course offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUS212 - Music Theory and Aural Skills II (Campus)**

#### **Description**

Music Theory and Aural Skills II continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS-211. Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MUS211 - Music Theory and Aural Skills I (3)

### **MUS223 - Appreciation and History of Music (Campus, Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **MUS250 - Private Music Lessons (Campus)**

#### **Description**

Students receive fifteen thirty minute private music lessons on their instrument or voice. Students may enroll in Private Music Lessons for credit as many times as they would like. Students enrolled in Private Music Lessons are encouraged to participate in an SNHU performing ensemble such as Concert Choir, Wind Symphony, Orchestra, Jazz Combos and Rock Band. Email SNHUMusic@snhu.edu for more info.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **MUS270 - History of Jazz (Campus)**

#### **Description**

This course will explore the broad history of Jazz Music from its origins in New Orleans to the modern Neo-Fusion movement currently developing in Brazil. Students will collaborate with gigging jazz musicians and other guest artists.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUS272 - Film Music (Campus)**

#### **Description**

An examination of movie music from the silent film accompaniments of the early 20th century to the complex soundscapes of modern Hollywood. Students will collaborate with guest speakers and industry professionals.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUS274 - Video Game Music (Campus)**

#### **Description**

This course will explore the history of sound in video games from the first blips of Pong to the interactive open world scores of Austin Wintory. Students will collaborate with guest speakers and industry professionals.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **MUS276 - Women and Music (Campus)**

#### **Description**

This course is designed to explore the contributions, roles, experiences, and accomplishments of women in both western art music and popular music. Issues of gender inequity within the music industry, the historical portrayal of women in performance and for marketing purposes and the connections between feminism and music will be examined.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUS278 - American Popular Music: 1920-the present (Campus)**

#### **Description**

This course is designed to explore the development of distinctive American popular styles from 1920 to the present. Topics will include the origins of genre, the social and political role music plays in culture and society, and the inherent value and significance of various popular musicians and artists.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUS280 - History of Rock Music (Campus)**

#### **Description**

This course introduces students to the history of rock music from its American beginnings before WWII through its rich development up until contemporary times. Students will examine rock music from a musical and sociological viewpoint against a cultural and historical context. The course provides vocabulary, concepts, and aural skills that allow listeners to hear with greater discernment and appreciation.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUS282 - Music of Latin America (Campus)**

#### **Description**

This course will examine the history of Latin American Music from the Pre-Classic Maya to modern jazz and pop artists. Students will collaborate with guest speakers and industry professionals.

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **MUS284 - Music of Africa (Campus)**

#### **Description**

This course will explore the history of music in Africa from Neolithic Dance to modern Afrobeats. Students will collaborate with guest speakers and industry professionals.

#### **Additional information - Campus**

This course will run in alternation with Music of Latin American and Music of Asia.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUS286 - Music of Asia (Campus)**

#### **Description**

This course explores the history of music in Asia from the Qin Dynasty to K-Pop. Students will collaborate with guest speakers and industry professionals.

#### **Additional information - Campus**

Course will run in alternation with Music of Africa and Music of Latin America

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUS311 - Music Theory and Aural Skills III (Campus)**

#### **Description**

Music Theory and Aural Skills III continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS-211 and MUS-212. Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MUS212 - Music Theory and Aural Skills II (3)

## University Programs

### **MUS312 - Music Theory and Aural Skills IV (Campus)**

#### **Description**

Music Theory and Aural Skills IV continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS-211, MUS-212 and MUS-311. Students will continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing. Atonal music and jazz theory will be introduced.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MUS311 - Music Theory and Aural Skills III (3)

### **MUS351 - Music History: Antiquity to 1750 (Campus)**

#### **Description**

A study of the development of western music from its beginnings through the end of the Baroque period. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUS352 - Music History: 1750 to the Present (Campus)**

#### **Description**

A study of the development of Western music from the Baroque period to the present. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MUS351 - Music History: Antiquity to 1750 (3)

## University Programs

### **MUS372 - History and Aesthetics of Film Music (Campus)**

#### **Description**

This course will examine the historical, technological and aesthetic function of music within the broader contexts of music history and the motion picture industry. Students will consult with industry professionals to create a substantial project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG200 - Sophomore Seminar (3)

### **MUS374 - Game Music: Development, Design, and Evolution (Campus)**

#### **Description**

This course, through comparative studies of video game music, will examine game scores and their place within the broader contexts of game development and design. Students will consult with industry professionals to create a substantial project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG200 - Sophomore Seminar (3)

### **MUS376 - Music, Gender and Society (Campus)**

#### **Description**

This course is designed to examine the role of gender images and identities in music within political, cultural, and societal contexts. Students will analyze and evaluate the history of musicians, composers, and scholars who have contributed to combating inequity and marginalization in the music industry.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG200 - Sophomore Seminar (3)

## **Music Education**

## University Programs

### **MUE201 - Vocal Techniques (Campus)**

#### **Description**

This class teaches music education majors how to teach vocalists in a variety of settings. Students learn the basics of vocal pedagogy and develop individual performance skills. Students are expected to visit other music institutions to observe appropriate lessons and classes.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **MUE202 - Piano/Guitar Techniques (Campus)**

#### **Description**

Piano/Guitar Techniques instructs music education majors how to play the piano and guitar to accompany musical soloists and performing ensembles. Students also learn how to teach group classes of guitar and piano.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **MUE203 - Percussion Techniques (Campus)**

#### **Description**

Percussion Techniques instructs music education majors how to teach each of the percussion instruments in a variety of settings. Students are expected to learn how to play each instrument in the percussion family at a basic level.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

## University Programs

### **MUE204 - Brass Techniques (Campus)**

#### **Description**

This course is designed to prepare music education students for teaching brass students from beginner through high school band. In this course, students will develop skills in performance and teaching technique/ pedagogy for all brass instruments. Instructional strategies used in this course will include lecture, discussion, demonstration, observation, performance, and cooperative learning.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **MUE205 - String Techniques (Campus)**

#### **Description**

String Techniques instructs music education majors how to teach each of the string instruments in a variety of settings. Students are expected to learn how to play each instrument in the string family at a basic level.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **MUE206 - Woodwind Techniques (Campus)**

#### **Description**

This course is designed to prepare music education students for teaching woodwind students from beginner through high school band. In this course, students will develop skills in performance and teaching technique/ pedagogy for all woodwind instruments. Instructional strategies used in this course will include lecture, discussion, demonstration, observation, performance, and cooperative learning.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

## University Programs

### **MUE262 - Elementary General Music Methods (Campus)**

#### **Description**

This course is designed to provide the students with the basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons in the twenty-first century K-5 classroom. Students will role-play pedagogical scenarios that will be encountered in elementary classrooms. Students will do fieldwork in an elementary music classroom, implementing strategies and lessons taught with a cooperating music specialist. This course includes the component of required pre-practicum fieldwork.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUE263 - Middle School General Music Methods (Campus)**

#### **Description**

This course is designed to provide the students with the basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons in the twenty-first century middle school classroom. Students will role-play pedagogical scenarios that will be encountered in middle school classrooms. Students will do fieldwork in a middle school music classroom, implementing strategies and lessons taught with a cooperating music specialist. This course includes the component of required pre-practicum fieldwork.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUE264 - Advanced Vocal Music Methods (Campus)**

#### **Description**

This course provides students with the skills necessary to teach middle/high school vocal music in public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school vocal music students, develop and execute appropriate lesson plans for middle/high school vocal music and develop and execute assessment rubrics for middle/high school vocal music instruction. Students will also learn about developing a quality choral music library appropriate for each level, including both the general choral program and the select choral program. Research of choral literature is a component of this course.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

## University Programs

### **MUE265 - Advanced Instrumental Music Methods (Campus)**

#### **Description**

This course provides students with the skills necessary to teach middle/high school instrumental music in the public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school instrumental music students, develop and execute appropriate lesson plans for middle/high school instrumental music and develop and execute assessment rubrics for middle/high school instrumental music instruction.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **MUE300 - Secondary Music Methods (Campus)**

#### **Description**

This course is designed to prepare music education students for teaching in the twenty-first century high school classroom. Students will learn basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons. Students will do fieldwork in a high school music classroom, implementing strategies and lessons taught with a cooperating music specialist. Students will be evaluated by the cooperating music specialist and the university professor. This course includes the component of required pre-practicum fieldwork.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **MUE301 - Conducting (Campus)**

#### **Description**

This course is designed for music education majors but may be taken by any student having fulfilled the prerequisites. The course includes elements of baton technique and the development of essential skills common to instrumental and choral conducting. Primary emphasis will be on the development of sound gestural technique and score preparation skills. In addition to work in conducting patterns, cues, and releases, score study, error detection, and rehearsal management are also emphasized and will be evaluated during in-class conducting sessions.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **MUE305 - Technology in the Music Classroom (Campus)**

#### **Description**

This required course for Music Education majors is intended to provide an introduction to music technology as it relates to music composition, performance, analysis, and teaching. Skills and concepts learned in this course will provide a foundation and basic understanding of music technology necessary for application in the music curriculum (i.e. theory, history, performance, and music education). This course provides a basic overview of digital audio, computer-generated notation and MIDI as well as using technology to create and enhance learning opportunities in the middle school music classroom.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

- MUS211 - Music Theory and Aural Skills I (3)
- MUS212 - Music Theory and Aural Skills II (3)
- MUE262 - Elementary General Music Methods (3)

### **MUE352 - Advanced Conducting and Leadership (Campus)**

#### **Description**

This course builds upon the basic skills mastered in MUE 351 (Beginning Conducting) and develops advanced skills necessary for middle and high school instrumental and choral conducting. Primary emphasis will be on: Compound, Asymmetrical, and Changing Rhythm Patterns; Subdivision of Beat Patterns; Segmented Conducting; Phrasal Conducting. In addition, students will select a Grade 4 or 5 piece from Wind Band literature to prepare, rehearse and conduct with the SNHU Community Wind Symphony.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## **Nursing**



## University Programs

### **NUR300 - Scholarly Inquiry (Online)**

#### **Description**

This course is designed to introduce the licensed registered nurse to the role of the bachelor's prepared nurse in complex health care setting. The Transformational model of learning will be the foundation to develop scholarly inquiry in order to improve practice. Skill development in critical reflection, assessing evidence, professional writing, study habits, and work-life balance will be essential for success. The goal is to provide a knowledge base in nursing theory to improve nursing practice. The role of the Bachelor's prepared nurse as a patient advocate, clinical expert and a leader in evidence-based practice and transformation of health care will be emphasized. The course will discuss the capstone course and development of a project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Must be enrolled in Nursing program  
Contact Academic Advisor to register.

### **NUR301 - Concepts of Professional Nursing Practice (Online)**

#### **Description**

In this course, students will expand their knowledge from prelicensure education and nursing experiences to better understand multiple aspects of professional nursing practice. This course will cover a variety of topics that encompass individual development within the nursing profession. Throughout the course, interprofessional communication and collaboration will be emphasized. Students will analyze elements of healthcare and their impact on nursing practice issues.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **NUR302 - Clinical Judgment and Holistic Assessment in Nursing (Online)**

#### **Description**

In this course, students will incorporate assessment findings, cultural awareness, and the social determinants of health to develop a holistic plan of care for individuals across the lifespan. Students will build upon their own understanding of health literacy and current nursing knowledge to apply critical thinking skills to promote optimal health outcomes.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **NUR303 - Service Learning and Civic Engagement (Online)**

#### **Description**

In this course, students will engage in service to community and industry partners by applying curricular knowledge and professional experiences to address identified needs. A service learning experience of 15 volunteer hours will be completed in this course. Students will explore the components that inform service opportunities while developing skills related to social responsibility, interprofessional collaboration, communication, and leadership. Students will engage in reflective practices to cultivate professional applications to inform personal growth.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **NUR305 - Information Management and Patient Care Technologies (Online)**

#### **Description**

This course explores patient care technologies, information systems, telecommunication technologies, and communication devices that support safe nursing practice. Topics covered include standardized terminology; electronic health record, patient portal, meaningful use, and pay for performance; data integrity, abstraction and mining; use of clinical decision support tools to promote patient safety, and ethical and legal issues related to information technology.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Must be enrolled in Nursing program  
Contact Academic Advisor to register.

### **NUR306 - Nursing in the Community (Online)**

#### **Description**

In this course, students will develop the ability to identify, analyze, and articulate health issues at a local, regional, and national level. Topics will include a foundation of health promotion, cost-effective strategies, and prevention-related challenges within community settings. A focus on health disparities and interprofessional partnerships will be explored. Students will apply learning in an 8-hour clinical practice experience within the community.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **NUR307 - Exploring Information Technology for Professional Practice (Online)**

#### **Description**

In this course, students will explore how technology is used to manage and improve healthcare quality and safety. There will be an emphasis on how technology tools are used in order to promote patient care, impact health outcomes and guide decision-making. Students will explore how technology impacts interprofessional collaboration, communication, relationship development and provide focus on the social challenges, ethical obligations, and regulations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **NUR315 - Pathophysiology for Nurses (Online)**

#### **Description**

This course introduces the student to common health problems in individuals. Adult conditions will be reviewed. Cellular disruptions resulting from environmental, genetic, and stress conditions will be analyzed. The understanding of nursing process to assess, diagnose, plan and implement treatments for disease processes will serve as the foundation for decision-making and management. Diagnostic evaluations and holistic management of selected disease processes will be explored.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

BIO205 - Human Anatomy and Physiology I (3)

BIO211 - Human Anatomy and Physiology II (3)

BIO212 - Microbiology (3)

Placement in BSNII

Contact Academic Advisor to register.

## University Programs

### **NUR325 - Patient Assessment and Health Literacy (Online)**

#### **Description**

The student will analyze health assessment methods and communication strategies for diverse populations across the continuum of care in this course. An overview of assessment techniques and patient education will be explored in order to support informed health care decisions. Development of interpersonal effectiveness and cultural competence will be the focus of competency for the student. The goal of health literacy will be to develop verbal and written communication strategies that nurses can use to effectively meet the individualized needs of the patient to promote health and address illness. The student will review standards of care and regulations which oversee the provision of safe and effective care. This three-credit hour course will include 45 hours of practical application of the knowledge, skills, and attitudes acquired in the course.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Must be enrolled in Nursing Program  
Complete:  
NUR315 - Pathophysiology for Nurses (3)  
Contact Academic Advisor to register.

### **NUR350 - Community and Population Health (Online)**

#### **Description**

In this course, the student will develop the ability to assess, analyze, and recommend change for health issues for groups and in communities. Topics will include local and regional conditions that affect vulnerable populations through the lifespan. Case management and care coordination will be discussed. Application of community health principles will be the foundation for recommending interventions. The prevention will include diverse, environmental disease treatments and healthcare policy strategies. This three credit hour course will include 45 hours of practical application of the knowledge, skills, and attitudes acquired in the course.

#### **Additional Information - Online**

The goal name associated with this course is Community Health

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Must be enrolled in a Nursing program  
Academic Advisor Approval Required  
Course section and student physical location must be accurate for licensure

## University Programs

### **NUR400 - Systems Leadership for Continuous Quality (Online)**

#### **Description**

This course will explore organizational and systems leadership within the complex clinical microsystems to promote high quality patient care utilizing the knowledge, skills and attitudes to promote care coordination, negotiation, change management, team building and collaboration within the interdisciplinary team. Topics will include quality improvement and safety concepts using structure, process and outcome measures, and performance improvement methodologies to promote quality outcomes for diverse populations. This three credit hour course will include 45 hours of practical application of knowledge, skills, and attitudes.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Must be enrolled in Nursing program  
Contact Academic Advisor to register.

### **NUR409 - Strategies for Quality Improvement in Healthcare (Online)**

#### **Description**

In this course, students will explore a multitude of theories and strategies related to quality improvement measures in healthcare. Students will examine the issues, ethics, and liabilities that impact quality and safety. Students will have the opportunity to offer insights for improvement by identifying gaps and evaluating changes after implementation. Specific strategies will be provided to promote quality and safety in healthcare systems.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **NUR411 - Understanding Research to Guide Nursing Practice (Online)**

#### **Description**

In this course, students will explore the components of a research study while analyzing its application to scholarship and clinical practice. Students will use scholarly inquiry to examine the research process and identify potential solutions to a professional practice issue. At the completion of this course, students will learn how to communicate research findings to guide evidence-based practice.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:  
NUR301 - Concepts of Professional Nursing Practice (3)

## University Programs

### **NUR431 - Leadership Practices for the Professional Nurse (Online)**

#### **Description**

In this course, students will broaden their understanding of cause and effect by examining strategies, trends, and current issues within healthcare systems. Through a lens of critical thinking and self-reflection, students will develop and refine skills in communication, leadership, and holistic practice. Students will connect theoretical approaches to leadership and team dynamics to enhance interprofessional collaboration.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **NUR440 - Research & Evidence-Based Practice (Online)**

#### **Description**

Undergraduate students will be introduced to theory-guided and evidence-based nursing practice. Students will acquire the skills to become proficient consumers of nursing research. Focus is placed on understanding established research methodologies, ways of knowing in nursing, and developing the knowledge, attitudes, skills, and behaviors to retrieve and critique published studies for application to evidence-based nursing practice. This three credit course will include 45 hours of practical application of knowledge, skills, and attitudes required of the baccalaureate-prepared nurse.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Must be enrolled in Nursing program  
Contact Academic Advisor to register.

### **NUR490 - Transformational Capstone (Online)**

#### **Description**

The Transformational Capstone course will utilize a seminar process, portfolio development, and final project to illustrate achievement of all program outcomes. In keeping with the Transformational Learning Theory, the summative activities will provide evidence of the student's progression to a baccalaureate-professional nurse. This three credit hour course will include 90 hours of practicum experience to demonstrate synthesis of the knowledge, skills, and attitudes acquired in the program.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Must be enrolled in a Nursing Program  
111 credit(s).  
Contact Academic Advisor to register.

## University Programs

### **NUR499 - Professional Identity and Advocacy in Nursing Practice (Online)**

#### **Description**

In this course, students will integrate the spirit of inquiry with professional identity to develop their personal nursing brand. This course will focus on lifelong learning strategies, self-reflection, and self-care skills to maximize professional growth opportunities and foster resilience. They will also develop the skills to professionally communicate and advocate for themselves while leading change in the field of healthcare.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
111 credit(s).  
Complete:

NUR411 - Understanding Research to Guide Nursing Practice (3)

### **NUR502 - Teaching and Learning in Nursing (Online)**

#### **Description**

This course covers instructional frameworks, learning environments, and classroom and student management and motivation techniques. Students explore theories associated with optimizing the teaching experience and student outcomes and gain an understanding of the teaching, learning, communication, and motivation strategies used for specific learning situations and student populations. Students identify various learning barriers and formulate appropriate teaching strategies to address them, including acknowledging and using emotional intelligence. As part of this course, students are required to teach in an online course room. Must be enrolled in MSN program.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Placement in MSN program

### **NUR506 - Evidence-Based Practice (Online)**

#### **Description**

Graduate nursing students build upon previous learning of nursing research and evidence-based practice in order to become proficient in critiquing, generating, translating research evidence into practice, and disseminating results to advance nursing knowledge. Emphasis is placed on identifying a researchable practice question, analysis of research findings for evidence-based practice, and ethical issues in nursing research. Students demonstrate proficiency in selection of methodologies which may be used to generate research evidence for practice.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

IHP525 - Biostatistics (3)

MBA501 - Mathematics and Statistics for Business (3)

## University Programs

### **NUR508 - Role Development and Transformation of the MSN Professional Nurse (Online)**

#### **Description**

In this course, students will explore the roles of an MSN professional nurse. This includes the differentiation of the APRN role and scope of practice and development of a plan for career-long learning. Students will evaluate practice experiences and explore the influence of healthcare systems, policy, and trends in shaping MSN professional practice. Students will continue to form and cultivate their professional nursing identity, through critique, engagement and the development of interprofessional relationships.

#### **Academic Level**

Graduate

#### **Credits**

3

### **NUR520 - Epidemiological and Biostatistical Applications in Healthcare (Online)**

#### **Description**

This course focuses on the principles and foundations in epidemiology and biostatistics for healthcare application. Students will evaluate basic concepts of disease transmission and study designs as they learn to quantify disease progression and assess risk factors of disease. Students will gain skills in the application of data collection, data analysis, and hypothesis testing to health data as a way to support health promotion, disease prevention, and clinical decision-making.

#### **Academic Level**

Graduate

#### **Credits**

3

### **NUR530 - Systems Leadership and Collaborative Practice (Online)**

#### **Description**

This course provides students with the strategies and tools necessary for leadership roles in systems management and inter-professional practice. Ethical leadership concepts, analysis of diverse organizational systems across the healthcare continuum, change agency and communication skills are emphasized in the processes of coalition building, negotiating conflict, workforce planning and inter-professional team relationship building to produce quality patient outcomes. The course will enhance student ability to think systematically and develop comprehensive understanding of core competencies required to initiate and sustain change in organizations.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be enrolled in Nursing Program



## University Programs

### **NUR531 - Interprofessional Leadership in Healthcare (Online)**

#### **Description**

Students will develop key attributes of an MSN professional functioning in complex healthcare systems to promote a culture of safety and quality outcomes. Students will challenge assumptions, be prepared to proactively take action based on timely and reliable information, and create solutions that anticipate needs across the four spheres of care. They will develop leadership, communication skills and strategies to promote interprofessional team collaboration and strengthen partnerships to improve outcomes across a variety of settings.

#### **Academic Level**

Graduate

#### **Credits**

3

### **NUR540 - Advanced Pathophysiology Across the Life Span (Online)**

#### **Description**

Analyze the relationships between normal physiology and specific system alterations produced by injury and disease to foster clinical reasoning skills. Determine the developmental, genetic, environmental influences, and clinical manifestations of major health problems across the lifespan with a focus on etiology and pathogenesis. Utilize the nursing process as the foundation for decision-making and holistic management.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

BIO205 - Human Anatomy and Physiology I (3)

BIO211 - Human Anatomy and Physiology II (3)

BIO212 - Microbiology (3)

Earned a minimum cumulative GPA of 3.5

Requires dean approval.

### **NUR545 - Advanced Health and Literacy Assessment (Online)**

#### **Description**

Build on knowledge of pathophysiology and clinical experience to master health assessment skills and communication strategies. Conduct comprehensive, evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors. Explore ways of adapting their communication style to meet the specific needs of their clients. Examine the physical and mental health exam and formulate plans to ensure effective patient-centered care, including assessing health literacy when conducting care and education. Utilize simulations to practice knowledge and skill acquisition (additional costs for practice simulation software may occur).

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR540 - Advanced Pathophysiology Across the Life Span (3)

Earned a minimum cumulative GPA of 3.5

Requires dean approval.

# University Programs

## **NUR550 - Evidence-Based Practice and Scholarly Inquiry (Online)**

### **Description**

In this course, students will translate evidence-based practice that is essential for continuous improvement in a variety of healthcare settings. Course topics include the use of scholarly inquiry, evaluation of existing clinical practice guidelines, critical analysis and synthesis of the best evidence to inform practice. Students will gain skills in utilizing various databases for retrieving scholarly evidence and best practices to improve healthcare outcomes. Students will apply evidence-based practices to the role of the MSN professional.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

NUR520 - Epidemiological and Biostatistical Applications in Healthcare (3)

## **NUR555 - Advanced Clinical Pathophysiology (Online)**

### **Description**

In this course, students will build upon existing knowledge of physiology and pathologic aspects of human disease across the lifespan. Advanced clinical pathophysiology, pathobiology, immunology, and genetics will be analyzed. Students will gain knowledge to foster advanced clinical reasoning and decision-making skills. Students will examine clinical manifestations of major health problems across the lifespan and explore the management of illness and health restoration.

### **Academic Level**

Graduate

### **Credits**

3

## **NUR557 - Advanced Pathophysiology and Pharmacology Across the Lifespan (Online)**

### **Description**

In this course, students will build on prior learning of biological sciences to explore normal and pathological conditions and pharmacological treatment options. Students will use a person-centered approach to investigate alterations of various health states across the lifespan incorporating the use of clinical reasoning skills, best practice, current practice guidelines, and technologies. Students will gain this advanced knowledge by evaluating the impact of disease conditions and pharmacotherapies to support holistic, collaborative treatment options.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **NUR560 - Advanced Health Assessment and Clinical Reasoning (Online)**

#### **Description**

In this course, students will build on previous clinical experience and prior knowledge to master health assessment skills and advanced communication strategies. Students will conduct comprehensive health assessments incorporating environmental, genetic, multicultural, ethnic, and socioeconomic factors. Students will gain mastery of the advanced history and physical exam, formulate plans to ensure effective patient-centered care, and adapt their communication style to meet the specific needs of individuals and families.

#### **Academic Level**

Graduate

#### **Credits**

3

### **NUR600 - Advanced Pharmacology for the Prescriber, Immersion (Online)**

#### **Description**

In this course, students will apply the advanced principles of pharmacology for the nurse practitioner by analyzing drug classifications for the management of acute and chronic disease states across the lifespan. Students will use clinical reasoning to formulate pharmacologic and non-pharmacologic approaches for individuals within a primary care setting. Students will gain the foundational knowledge for prescribing medications across the lifespan, considering legal, ethical, quality, and regulatory implications. As part of the course, students will participate in a required in-person immersion opportunity to demonstrate advanced principles of assessment, diagnostic skills, and pharmacotherapies in a simulated clinical environment. The immersion experience will also prepare the learner for an advanced practice role with prescriptive authority.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR555 - Advanced Clinical Pathophysiology (3)

NUR560 - Advanced Health Assessment and Clinical Reasoning (3)

Admission into the FNP track

### **NUR601 - Advanced Pathophysiology (Online)**

#### **Description**

Students build upon prior knowledge of physiology and pathophysiological processes to acquire advanced knowledge of the relationships between normal physiology and specific system alterations produced by injury and disease to foster clinical reasoning skills. Focus is placed on etiology, pathogenesis, developmental, genetic, environmental influences, and clinical manifestations of major health problems across the lifespan.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **NUR602 - Advanced Pharmacology Across the Life Span (Online)**

#### **Description**

Content focuses on current concepts in the pharmacologic therapies of common health care problems seen in primary and acute care health care. Basic pathophysiology, clinical pharmacology, modes of therapy, and monitoring parameters are explored. Diagnosis and management of health care problems and their treatment regimens are discussed. Case studies are utilized to clarify, reinforce, and correlate therapeutics with specific health care problems.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

NUR601 - Advanced Pathophysiology (3)

### **NUR603 - Epidemiology (Online)**

#### **Description**

This course provides an in-depth exploration of the concepts and methods of epidemiological research. Students will critique the principles of epidemiology with an emphasis on health promotion and disease prevention research. Epidemiologic concepts, bio-statistical principles and research design strategies are emphasized. Students will critique current epidemiologic study designs and develop an epidemiologic proposal with implications for health promotion.

#### **Academic Level**

Graduate

#### **Credits**

3

### **NUR606 - Communications and Collaboration (Online)**

#### **Description**

This course introduces advanced communication strategies for patient safety success in the current healthcare environment. Course topics include: enhanced communication skills, individual and group design/presentation techniques, hand-off, chain of command, critical thinking strategies and skills, stress and time management, group process and group dynamics. This course challenges the students to use creative and critical thinking to become a creative patient safety/problem-solver and leader working within a complex healthcare environment.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **NUR607 - Advanced Health Assessment (Online)**

#### **Description**

In this course, students will build on previous clinical experience, as well as undergraduate course work to master health assessment skills and communication strategies. Students conduct comprehensive, evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors. Students also explore ways of adapting their communication style to meet the specific needs of their audience. The course also focuses on mastering the physical and mental health exam and formulating plans to ensure effective patient-centered care. Periodic hands on simulation assignments will be utilized formatively to practice knowledge and skill acquisition. \*This course may incur additional costs for practice simulation software.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

NUR601 - Advanced Pathophysiology (3)

### **NUR616 - Primary Care of Adults and Gerontological Patients (Online)**

#### **Description**

In this course, students will apply evidence-based practice to the primary care of adult and gerontological populations. Concepts from pharmacology, pathophysiology, and health assessment will be integrated with advanced practice nursing theory, process, and research to assess, diagnose, and manage patient care. Students will gain skills in clinical decision-making and management of adult and gerontological populations, utilizing current clinical practice guidelines to help guide their decision-making process.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

NUR600 - Advanced Pharmacology for the Prescriber, Immersion (3)

### **NUR626 - Primary Care Across the Lifespan Practicum I (Online)**

#### **Description**

This course will serve as the foundational course in a five-course series introducing the FNP student to the APRN role through 135 precepted hours of clinical practice experiences in a primary care setting. Emphasis is placed on applying knowledge of advanced health assessment and health promotion, advanced pathophysiology, pharmacology, and patient interviewing techniques.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR600 - Advanced Pharmacology for the Prescriber, Immersion (3)

Academic Advisor Approval Required

# University Programs

## **NUR631 - Strategic Skills for Nurse Executive Leaders (Online)**

### **Description**

In this course, students will examine the role of the nurse executive as it relates to best practices in human resource, finance, and strategic management within organizations. Topics include the ethical use of data in budget development, resource allocation, and controlling operating, revenue, and capital budgets. Students will apply performance evaluation frameworks that foster the development of high performing, innovative teams. Students will also explore strategic management best practices and the impact of political, regulatory, and economic issues on an organization's ability to achieve its strategic goals.

### **Academic Level**

Graduate

### **Credits**

3

## **NUR633 - Informatics and Communication Technology (Online)**

### **Description**

In this course, students will explore informatics and emerging information and communication technology. Students will assess potential ethical, legal, and regulatory impacts associated with health information systems and apply strategies to reduce misuse of information. Students will utilize best practices to appraise the impact of information and communication technologies on workflow processes and healthcare outcomes.

### **Academic Level**

Graduate

### **Credits**

3

## **NUR634 - Facilitating Learning and Teaching Innovation in Nursing Education (Online)**

### **Description**

In this course, students explore the use of teaching and learning assessment strategies for nurse educators. Emphasis is placed on application of evidence-based practice to enhance student learning in clinical, didactic, and online learning environments. Students will examine various teaching and learning methods, including using innovative education technologies. Topics in this course include feedback strategies, test construction and item analysis, and developing and using rubrics.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Advisor Approval Required

## University Programs

### **NUR635 - Teaching and Learning for Nurse Educator (Online)**

#### **Description**

This course explores the process of teaching and learning in nursing education. Nurse educator roles and expectations are examined. Theories and philosophies of learning and different types of teaching strategies are evaluated for their application in a variety of nursing education settings and levels of education, and for their impact on diverse students. Emphasis is placed on who the learner is and how they learn, who the faculty is and what the faculty role entails, and the use of appropriate evidence-based teaching strategies.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Placement in MSN program

### **NUR636 - Primary Care of Infants, Children and Adolescents (Online)**

#### **Description**

Students will examine the physical, cognitive, psychosocial, growth, and developmental milestones from infancy through adolescence. Emphasis will be placed on the assessment and management of the child within the realm and context of cultural, environmental, and social factors of growth and development. Students will gain knowledge of caring for well and sick children and adolescents. Students will refer to and utilize current care protocols and guidelines in the primary care of children and adolescents to help guide their decision-making process.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

NUR616 - Primary Care of Adults and Gerontological Patients (3)

NUR626 - Primary Care Across the Lifespan Practicum I (3)

### **NUR640 - Assessment and Evaluation in Nursing Education (Online)**

#### **Description**

This course examines basic principles of assessment and evaluation of learning in academic, online, and clinical settings. Students will explore content about assessment versus evaluation; formative and summative assessments; test development, item analysis, developing and using grading rubrics; standardized testing in nursing - ATI, HESI, NCLEX - and evaluation of clinical performance. The course also explores legal and ethical issues related to evaluation and grading. Students who successfully complete the course (B- or better, course work & projects) will receive 45 indirect practice hours.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

IHP525 - Biostatistics (3)

NUR635 - Teaching and Learning for Nurse Educator (3)

## University Programs

### **NUR645 - Curriculum Design in Nursing (Online)**

#### **Description**

Explore strategies for the development of curricula in nursing education. Learn how to synthesize evidence from the science of nursing education with nursing professional standards and institutional missions and philosophies in developing nursing curricula. Students gain a comprehensive view of the nurse educator's responsibility in curriculum development, evaluation, and revision.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

NUR635 - Teaching and Learning for Nurse Educator (3)

NUR640 - Assessment and Evaluation in Nursing Education (3)

### **NUR646 - Primary Care Across the Lifespan Practicum II (Online)**

#### **Description**

This course will serve as the second course in a five-course series for the FNP student as they precept with an APRN in a primary care setting for 135 hours of clinical practice experiences. Emphasis is placed on continued progressive development of knowledge and skills for advanced assessment, health promotion, diagnostic reasoning, advocacy for the patient/caregiver, development of a differential diagnosis and management of simple problems within the primary care setting across the lifespan.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR616 - Primary Care of Adults and Gerontological Patients (3)

NUR626 - Primary Care Across the Lifespan Practicum I (3)

Academic Advisor Approval Required

### **NUR650 - Care Coordination and Outcomes Management (Online)**

#### **Description**

This course is designed to prepare CNL students to lead and collaborate with members of the healthcare team to deliver high quality, coordinated care to diverse populations of patients as they transition through a variety of healthcare settings. The course will focus on the relationship between care coordination, the patient experience, and the national quality outcomes that hospitals and nursing professionals should be meeting. Students will explore concepts related to transition management, team-based care, and quality improvement measures across healthcare settings, with care coordination as a central element of the patient-centered experience.

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **NUR651 - Advanced Concepts for Nurse Executive Leaders (Online)**

#### **Description**

Through the lens of the nurse executive leader, students will develop the practical skills to lead change and empower interprofessional teams to attain organizational goals. Students will examine the influence of health policy, regulations and accreditation standards to ensure policy and process compliance, continuous improvement and to mitigate risk. This course will include the concepts of project development, data-driven decision making, advocacy, just culture, quality control, and cost-containment.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

NUR631 - Strategic Skills for Nurse Executive Leaders (3)

### **NUR653 - Population Care Management (Online)**

#### **Description**

In this course, students will build upon previous health promotion and disease prevention knowledge and gain additional management skills to improve the health of populations. Students will assess health risks, services and needs of populations, analyze data to drive the improvement of care, and investigate funding resources to address deficiencies. Students will demonstrate the ability to coordinate care through the establishment of interprofessional partnerships to address gaps in care and develop, implement and evaluate improvement plans.

#### **Academic Level**

Graduate

#### **Credits**

3

### **NUR654 - Curriculum Foundations in Nursing Education (Online)**

#### **Description**

In this course, students will explore the role of the nurse educator in curriculum design and evaluation. Emphasis is placed on the process of developing curricula to include evaluation of program outcomes. Students will examine policies, accreditation, professional standards, and regulations that are designed to ensure program compliance and the achievement of learner outcomes. Students will explore learning strategies that guide the development and revision of programs and outcomes.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

NUR634 - Facilitating Learning and Teaching Innovation in Nursing Education (3)

## University Programs

### **NUR656 - Primary Care of Women (Online)**

#### **Description**

While utilizing evidence-based practice, students will apply history and physical examination findings to the primary care of women throughout the lifespan. Students will synthesize professional best practices while providing comprehensive care and diagnosing common gynecologic conditions. Students will gain knowledge of health maintenance, education, and counseling to women throughout all phases of the reproductive cycle. Students will utilize current care protocols and guidelines to help guide their decision-making process.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

NUR636 - Primary Care of Infants, Children and Adolescents (3)

NUR646 - Primary Care Across the Lifespan Practicum II (3)

### **NUR659 - Healthcare Safety, Just Culture, and Regulation (Online)**

#### **Description**

In this course, students will explore the impact of regulatory and accreditation standards on organizational compliance and liability. Topics will include accreditation and regulatory standards, compliance, and advocating for a culture of safety. Students will lead change by developing person-centered solutions that mitigate risks and promote quality and safety.

#### **Academic Level**

Graduate

#### **Credits**

3

### **NUR669 - Primary Care Across the Lifespan Practicum III (Online)**

#### **Description**

This course will serve as the third course in a five-course series with progressive development of the FNP student as they precept in a primary care setting for 135 hours of clinical practice experiences. Emphasis is placed on the role of the family nurse practitioner including health promotion and prevention, advanced assessment techniques, development of a thorough differential diagnosis, and comprehensive treatment plan for complex health conditions affecting multiple body systems across the lifespan.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR636 - Primary Care of Infants, Children and Adolescents (3)

NUR646 - Primary Care Across the Lifespan Practicum II (3)

Academic Advisor Approval Required

## University Programs

### **NUR675 - MSN Seminar: Preparation for Practicum (Online)**

#### **Description**

In this course, students will examine topics in preparation for practicum experiences such as the best practice for leadership, education, information technologies and management, and healthcare quality and safety. They will gain skills in the application of leadership, the use of informatics, and address a range of safety and quality considerations. Students will utilize data to guide decisions, evaluate safety and quality, while integrating leadership skills into the role of the MSN professional.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

27 credit(s) from the following:

- IHP501 - Global Health and Diversity (3)
- IHP604 - Healthcare Quality and Improvement (3)
- IHP610 - Health Policy and Law (3)
- IHP630 - Healthcare Finance and Reimbursement (3)
- IHP670 - Program Design, Planning and Evaluation (3)
- NUR508 - Role Development and Transformation of the MSN Professional Nurse (3)
- NUR520 - Epidemiological and Biostatistical Applications in Healthcare (3)
- NUR531 - Interprofessional Leadership in Healthcare (3)
- NUR550 - Evidence-Based Practice and Scholarly Inquiry (3)
- NUR557 - Advanced Pathophysiology and Pharmacology Across the Lifespan (3)
- NUR560 - Advanced Health Assessment and Clinical Reasoning (3)
- NUR631 - Strategic Skills for Nurse Executive Leaders (3)
- NUR633 - Informatics and Communication Technology (3)
- NUR634 - Facilitating Learning and Teaching Innovation in Nursing Education (3)
- NUR651 - Advanced Concepts for Nurse Executive Leaders (3)
- NUR653 - Population Care Management (3)
- NUR654 - Curriculum Foundations in Nursing Education (3)
- NUR659 - Healthcare Safety, Just Culture, and Regulation (3)

### **NUR676 - Primary Care for Mental Health (Online)**

#### **Description**

In this course, students will explore the mental and psychosocial conditions that are most commonly seen among individuals and families in a primary care setting. Students will evaluate evidence-based practices including cognitive-behavioral, psychopharmacological, collaborative, and non-traditional approaches to manage mental and psychosocial conditions across the lifespan. Students will use approaches that support holistic collaborative treatment of individuals and families living with mental health conditions. This course includes 30 hours of psychopharmacology content to prepare nurse practitioner students for the practice of prescribing psychiatric medications, including controlled substances, as well as addiction management principles.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

- NUR656 - Primary Care of Women (3)
- NUR669 - Primary Care Across the Lifespan Practicum III (3)

## University Programs

### **NUR680 - Nursing Capstone Seminar (Online)**

#### **Description**

Students critical analyze proposals for healthcare quality and safety plans, or clinical problems as developed by student participants.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

30 credit(s).

### **NUR681 - Nursing Capstone Project (Online)**

#### **Description**

Students design and analyze a healthcare issue, proposal of policy options, recommendations for action or an evaluation strategy for a selected healthcare setting. Students are evaluated according to criteria, negotiated in advance, that demonstrate current industry best practices.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

33 credit(s).

### **NUR682 - Generalist Nursing Capstone (Online)**

#### **Description**

Explore the MSN/Generalist role with an authentic demonstration of program outcomes and competencies. Students synthesize prior learning to implement a scholarly project to facilitate change in a healthcare setting of their choice. Analysis of the project's results and dissemination of findings in a comprehensive written summary and presentation complete the successful achievement of program outcomes.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR607 - Advanced Health Assessment (3)

1 of the following:

IHP505 - Leadership in Clinical Microsystems (3)

NUR530 - Systems Leadership and Collaborative Practice (3)

36 credit(s).

Academic Advisor Approval Required

## University Programs

### **NUR683 - Patient Safety and Quality Capstone (Online)**

#### **Description**

Explore the MSN/Patient Safety & Quality role with an authentic demonstration of program outcomes and competencies. Students synthesize prior learning to implement a scholarly project to facilitate change in a healthcare setting of their choice. Analysis of the project's results and dissemination of findings in a comprehensive written summary and presentation complete the successful achievement of program outcomes.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
36 credit(s).  
Complete:

IHP645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture (3)

IHP670 - Program Design, Planning and Evaluation (3)

Academic Advisor Approval Required

### **NUR684 - Clinical Nurse Leader Capstone (Online)**

#### **Description**

Observe and explore the Clinical Nurse Leader (CNL) role under the guidance of a CNL preceptor during a 300 hour clinical immersion experience. Synthesize prior learning by implementing a scholarly project developed during your program of study. Students gain practical experience with a focus on an authentic demonstration of the CNL role and the AACN Clinical Nurse Leader certification exam competencies.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
33 credit(s).  
Complete:

NUR607 - Advanced Health Assessment (3)

NUR650 - Care Coordination and Outcomes Management (3)

Academic Advisor Approval Required

## University Programs

### **NUR685 - Nurse Educator Capstone (Online)**

#### **Description**

Observe and explore the Nurse Educator role under the guidance of an experienced nurse educator preceptor during a 120 hour teaching immersion experience. Synthesize prior learning by implementing a scholarly project developed during your program of study. Students gain practical experience with a focus on an authentic demonstration of the nurse educator role and the NLN Certified Nurse Educator exam competencies.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

33 credit(s).

Complete:

NUR645 - Curriculum Design in Nursing (3)

Academic Advisor Approval Required

### **NUR686 - Nurse Executive Leadership Practicum (Online)**

#### **Description**

In this practicum, students will synthesize prior learning and theoretical foundations of nurse executive leadership in the development of an implementable organizational improvement project or change initiative. Students will demonstrate their knowledge through a targeted organizational assessment, the development of recommendations, and the dissemination of an organizational system improvement plan to a targeted audience. Students will engage in 135 hours of supervised, direct clinical practice experiences to demonstrate synthesis and application of knowledge, skills, and behaviors of the nurse executive leader role.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR675 - MSN Seminar: Preparation for Practicum (3)

Academic Advisor Approval Required

## University Programs

### **NUR687 - Population Healthcare Practicum (Online)**

#### **Description**

In this practicum, students will synthesize prior learning and theoretical foundations of population healthcare in the development of recommendations that improve population health. Students will demonstrate their knowledge through an assessment of a specific population, the development of recommendations, and the dissemination of a population health improvement plan to a targeted audience. Students will engage in 135 hours of supervised, direct clinical practice experiences to demonstrate synthesis and application of the knowledge, skills, and behaviors of the population healthcare role.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR675 - MSN Seminar: Preparation for Practicum (3)

Academic Advisor Approval Required

### **NUR688 - Primary Care Across the Lifespan Practicum IV (Online)**

#### **Description**

This course will serve as the fourth course in a five-course series with continued progressive development of the FNP student as they precept in a primary care setting for 135 hours of clinical practice experiences. Emphasis is placed on continued progression of knowledge and skill development for the assumption of the professional role of the entry-level family nurse practitioner including chronic disease management, patient and caregiver education, interprofessional collaboration, and further integration of clinical practice guidelines across the lifespan within the primary care setting.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR656 - Primary Care of Women (3)

NUR669 - Primary Care Across the Lifespan Practicum III (3)

Academic Advisor Approval Required

## University Programs

### **NUR689 - Healthcare Quality and Safety Practicum (Online)**

#### **Description**

In this practicum, students will synthesize prior learning and theoretical foundations of healthcare quality and safety in the development of an implementable quality improvement project or change initiative. Students will demonstrate their knowledge through a risk mitigation assessment, the development of recommendations, and the dissemination of a healthcare quality and safety improvement plan to a targeted audience. Students will engage in 135 hours of supervised, direct clinical practice experiences to demonstrate synthesis and application of knowledge, skills, and behaviors of the healthcare quality and safety role.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR675 - MSN Seminar: Preparation for Practicum (3)

Academic Advisor Approval Required

### **NUR690 - Nursing Education Practicum (Online)**

#### **Description**

In this practicum, students will synthesize prior learning and theoretical foundations of nursing education in the development of an implementable nursing education improvement project or change initiative. Students will demonstrate their knowledge through an assessment of a knowledge gap in nursing education, the development of recommendations, and the dissemination of a nursing education plan to a targeted audience. Students will engage in 135 hours of supervised, direct clinical practice experiences, divided between an academic and advanced nursing practice setting, to demonstrate synthesis and application of knowledge, skills, and behaviors of the nursing education role.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR675 - MSN Seminar: Preparation for Practicum (3)

Academic Advisor Approval Required



## University Programs

### **NUR696 - Primary Care Across the Lifespan Practicum V (Online)**

#### **Description**

This course will serve as the culminating experience with a synthesis of knowledge and skills that the FNP student has developed throughout the program through 110 hours of clinical practice experiences in a primary care setting and a cumulative simulation experience. Emphasis will be placed on the implementation of the entry-level family nurse practitioner role in a collaborative model of practice. Students will integrate their knowledge to encompass health promotion, patient and caregiver education, comprehensive assessment, formulation of thorough differential diagnoses, clinical management skills, developing comprehensive treatment plans incorporating cultural considerations, and theoretical principles and evidence-based practice.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

NUR676 - Primary Care for Mental Health (3)

NUR688 - Primary Care Across the Lifespan Practicum IV (3)

Academic Advisor Approval Required

## Organizational Leadership

### **OL110 - Introduction to Business (Campus, Online)**

#### **Description**

This course introduces basic business functions and how businesses are owned, managed and controlled. Elements of a business are integrated to reflect how each interacts with the other to provide the concept of a systems background. A broad background in business practices, principles and economic concepts is discussed and provides the basis for use in more advanced courses. This course includes an introduction to international business.

#### **Additional Information - Online**

The goal name associated with this course is Business Essentials. This course is currently available for direct assessment programs only.

#### **Additional information - Campus**

Offered as needed

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **OL125 - Human Relations in Administration (Campus, Online)**

### **Description**

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.

### **Academic Level**

Undergraduate

### **Credits**

3

## **OL211 - Human Resource Management (Campus, Online)**

### **Description**

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.

### **Additional Information - Online**

The goal name associated with this course is Human Resource Management

### **Additional information - Campus**

Offered every semester.

### **Academic Level**

Undergraduate

### **Credits**

3

## **OL215 - Principles of Management (Campus, Online)**

### **Description**

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 is also covered. Writing Intensive Course.

### **Additional Information - Online**

The goal name associated with this course is Foundations of Management

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

ENG120 - College Composition I (3)

ENG130 - Foundations of Written Communication (3)

1 of the following:

BUS210 - Managing and Leading in Business (3)

OL125 - Human Relations in Administration (3)

## University Programs

### **OL218 - Power of Questioning (Campus)**

#### **Description**

The Power of Questioning focuses on creativity, curiosity & innovation by learning the skill of asking questions to prompt research into solutions for challenges faced in business, media and life. Students will craft “essential questions” to design approaches to challenges. The course is divided into three modules with corresponding projects focused on creativity, interviewing, and surveys.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **OL265 - Introduction to Managing Not-For-Profit Organizations (Online)**

#### **Description**

This introduction course will examine the theory and practice of leadership and decision-making in the nonprofit sector. Students will be exposed to core classic and contemporary theories on leadership, management, governance and organizational effectiveness of nonprofit organizations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **OL301 - Real Estate (Campus, Online)**

#### **Description**

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

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **OL302 - Foundations of Creative Collaboration and Innovation (Campus)**

#### **Description**

Foundations of Creative Collaboration and Innovation is a free elective course. The focus of the course is to develop individual competencies in the areas of collaboration, creative thinking and creative problem solving processes - the ingredients necessary for breakthroughs and innovations to take hold in any organization.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
45 credit(s).  
This can include completed and in-progress coursework.

### **OL303 - Decision Making: Employee Involvement and Ownership (Campus)**

#### **Description**

This course focuses on the fundamental concepts of employee decision-making, involvement and ownership. Students will learn how organizations and management empower employees to make effective judgments and ethical decisions. How delegation and trust can lead to ownership, rights and responsibilities of employees. This course will encompass decision-making models, management decision structures, strategic and risk decision-making strategies and problem-solving decisions tools.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **OL306 - Job Analysis and Work Design (Campus)**

#### **Description**

This course examines Job Analysis and Work Design. Job analysis is the foundation for all assessment and selection decisions. Job analysis is the process of studying and collecting information relating to the operations and responsibilities of a specific job. It is a way to examine the tasks performed in a job, the competencies required to perform those tasks, and the connection between the tasks and competencies. Additionally, job analysis is the systematic process of analyzing job specifications such as job duties and key areas of responsibility, knowledge, skills, abilities, experience and aptitude and job specific qualifications. The immediate outcomes of the analysis are job descriptions, wage-setting, training and performance management.

#### **Academic Level**

Undergraduate

#### **Credits**

2 - 3

# University Programs

## **OL308 - Innovative Business Approaches (Campus)**

### **Description**

This course is a three credit hybrid course with a one week intensive trip. Students will partner with businesses and explore innovative business approaches (including but not limited to human resources, management, leadership, and strategy). Students will prepare and present a business case that analyses the innovative approaches used by the business. In addition, students will be given readings and assignments to complete prior to the trip. This course is research and writing intensive. There is a student lab fee associated with this course to cover the cost of transportation and accommodations.

### **Additional information - Campus**

Offered as needed.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Permission of instructor

## **OL310 - Conflict Management (Campus)**

### **Description**

This course is designed to review the theory of conflict in a variety of settings, but particularly in business settings. Using lecture, discussions, research, case studies, role-playing, we will review theoretical and applied issues in causes of conflict, prevention, use in problem solving, and creativity. We will look at constructive conflict, escalation practices, justice, and peacekeeping. We will examine types of Alternative Dispute Resolution commonly used in legal, political and business environments.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

60 credit(s).

## **OL317 - Small Business Management (Campus, Online)**

### **Description**

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **OL318 - Employee and Labor Relations (Campus, Online)**

#### **Description**

This course examines employee-management relationships in both the union and non-union environments with an emphasis on best practices. Junior standing or permission of instructor.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
60 credit(s).

This can include completed and in-progress coursework.

### **OL320 - Entrepreneurship (Campus, Online)**

#### **Description**

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

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **OL321 - Business Plan Preparation (Campus, Online)**

#### **Description**

Students will prepare, either individually or in teams, a comprehensive business plan for a new venture.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

OL320 - Entrepreneurship (3)

## University Programs

### **OL322 - Managing Organizational Change (Campus, Online)**

#### **Description**

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

#### **Additional Information - Online**

The goal name associated with this course is Change Management

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

OL215 - Principles of Management (3)

60 credit(s).

### **OL324 - Managing Quality (Campus, Online)**

#### **Description**

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, reading, cases, exercises and simulations. International considerations also are studied. Team intensive course.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

BUS210 - Managing and Leading in Business (3)

OL125 - Human Relations in Administration (3)

# University Programs

## **OL325 - Total Rewards (Campus, Online)**

### **Description**

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.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Complete:

OL211 - Human Resource Management (3)

Complete all of the following  
60 credit(s).

This can include completed and in-progress coursework.

## **OL326 - Social Environment of Business (Campus, Online)**

### **Description**

This course examines the interrelationships among business, government and society and how these relationships evolve over time and shape our world. Through the use of readings, cases, and class discussions, students will examine a variety of important topics impacting the global business environment, including business power, corporate social responsibility, business ethics, regulation, multinational corporations, globalization, pollution and environmental quality. A key focus is on the historical origins of the tensions amongst wealth, virtue, and business and society in developed and developing nations and economies.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

60 credit(s).



## University Programs

### **OL328 - Leadership (Campus, Online)**

#### **Description**

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

#### **Additional Information - Online**

The goal name associated with this course is Healthcare Leadership

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

BUS210 - Managing and Leading in Business (3)

OL125 - Human Relations in Administration (3)

### **OL330 - Grant Writing (Online)**

#### **Description**

The ability to secure funding through grant writing is essential for nonprofit organizations. This course covers strategy for aligning the needs of the nonprofit organization to available funding sources. Additionally, the course reviews how to identify a need for funding, source grant opportunities, mutual benefits between a nonprofit and a funder's mission, and the grant writing process.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **OL342 - Organizational Behavior (Campus, Online)**

### **Description**

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. Offered every year. Writing and team intensive course. Junior standing or permission of instructor.

### **Additional Information - Online**

The goal name associated with this course is Organizational Behavior

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

BUS210 - Managing and Leading in Business (3)

OL125 - Human Relations in Administration (3)

60 credit(s).

## **OL408 - Building Diverse and Inclusive Organizations (Campus)**

### **Description**

Using a local community or city as a “live” business case study students will explore the concepts of diversity and inclusivity and the impact on current business practices. The course examines the intersections of race, gender, and ethnicity in organizations by providing students the opportunity to meet with local business leaders and community stakeholders. Students will study the historical context of race relations in the United States to better understand the demographic changes of today’s workforce. The course is designed to be discussion based and writing intensive. Students will follow an action research methodology where they will develop research questions, collect and analyze data, and share their findings with the community in which they are working.

### **Academic Level**

Undergraduate

### **Credits**

3

## **OL420 - Management Applications (Campus)**

### **Description**

The basis of this course is for students to act in a management capacity to train staff, operate, and manage the business/project on campus

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Permission of instructor

## University Programs

### **OL421 - Strategic Management and Policy (Capstone) (Campus, Online)**

#### **Description**

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 non-profit organizations. Text and case studies are used extensively. Writing and team intensive course. Experience with Microsoft Office or equivalent is required.

#### **Additional Information - Online**

The goal name associated with this course is Strategic Organizational Alignment

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ACC202 - Managerial Accounting (3)

1 of the following:

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

90 credit(s).

### **OL442 - Human Resource Strategy and Development (Campus, Online)**

#### **Description**

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. Senior standing or permission of instructor.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

90 credit(s).

Complete:

OL211 - Human Resource Management (3)

1 of the following:

OL318 - Employee and Labor Relations (3)

OL325 - Total Rewards (3)

## University Programs

### **OL445 - Nonprofit Management Seminar (Online)**

#### **Description**

The nonprofit management seminar provides students with an opportunity to apply knowledge toward identifying solutions and strategies for addressing challenges facing nonprofit leaders. Students will assume a leadership role of a nonprofit organization in a simulated experiential environment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

OL265 - Introduction to Managing Not-For-Profit Organizations (3)

OL330 - Grant Writing (3)

### **OL465 - Fieldwork Experience & Final Project (Campus)**

#### **Description**

This course (3 credits) is designed to help students implement core learnings from past courses. Each student will design his/her fieldwork experience and along with a supervising faculty member will determine the parameters and format of the final project to ensure key learnings are met. Additional insight will be gained in the areas of organizational politics, leadership styles, and personal time management techniques. The students will submit a final deliverable based on the format and parameters agreed to with supervising faculty and deliver a formal presentation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **OL490 - Business Administration Internship (Campus)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every year. Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

## University Programs

### **OL500 - Human Behavior in Organizations (Campus, Online)**

#### **Description**

This course is a study of individuals and groups and their interaction. Students examine theories of motivation, communication, leadership, power and change with practical relation to contemporary issues. They also study organizations for key design variables and reward systems aimed at improved performance and organizational efficiency through employee motivational programs, participative management and cooperative decision making.

#### **Academic Level**

Graduate

#### **Credits**

3

### **OL501 - Business Foundations (Online)**

#### **Description**

This course is a foundational survey of the principles, vocabularies, and mechanics of how business firms function. The course is designed to give students with little or no business background the exposure and acumen necessary for advanced coursework in business-related topics and to appreciate the complex interactions of markets and firms. Financial aspects of business including the accounting system, financial statements, and financial reporting are covered in addition to the major macro- and micro-economic theories and market concepts that influence business.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Placement in MS.CSE, MS.HRM, MS.MGT, MS.MKT, MS.OL, or MS.SPT

### **OL600 - Strategic Human Resource Management (Online)**

#### **Description**

Examine key regulatory procedures and human resource requirements as they relate to applications in organizations. Analyze the strategic role of the human resource manager in performing functions of recruitment, hiring, training, career development and other contemporary processes within the organizational setting. Study concepts aligned with the Society for Human Resource Management (SHRM) Body of Competency and Knowledge (BoCK).

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **OL610 - Employee and Labor Relations (Online)**

### **Description**

This is a study of public and private labor relations and methods of dispute resolution that stresses labor agreement administration, grievance procedures and arbitration. It includes the examination of the history of union-management relations, bargaining and negotiation strategies. The limitations of the use of power also are studied.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

- OL500 - Human Behavior in Organizations (3)
- OL600 - Strategic Human Resource Management (3)

## **OL620 - Total Rewards (Online)**

### **Description**

This course examines the compensation and benefits functions within the organizational structure and ways they impact the management function. Topics include job analysis, surveys, wage scales, incentives, benefits, HRIS systems and pay delivery administration. Students design a compensation and benefits program as a course outcome.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

- MBA500 - Building Business Leaders (3)
- OL500 - Human Behavior in Organizations (3)
- OL501 - Business Foundations (3)

Complete:

- OL600 - Strategic Human Resource Management (3)

## **OL630 - Entrepreneurship and Small Business Management (Online)**

### **Description**

This course is a study of entrepreneurship and small businesses from a management standpoint and includes the analysis of research, marketing, taxes, forms of business, capital and venture capital opportunities. Students complete a real-world project or Small Business Institute consultancy.

### **Academic Level**

Graduate

### **Credits**

3

# University Programs

## **OL635 - Consulting (Online)**

### **Description**

Students examine consulting, from defining what a consultant is to analyzing the problems and expenses involved in starting a consulting business. Topics include promotion, establishment of a client list, computers that support consulting and contracts.

### **Academic Level**

Graduate

### **Credits**

3

## **OL640 - Franchising (Online)**

### **Description**

Topics include research, analysis, evaluation, financing and legal requirements of existing and potential franchises. Also included are methodologies of the franchise agreement, the operating manual, the Uniform Franchise Offering Circular (UFOC), and research and marketing theory and practice. Students prepare a research paper based on a real or proposed franchise. The course also examines international franchising. Background preparation: 3 credit hours in marketing and business law or the equivalent.

### **Academic Level**

Graduate

### **Credits**

3

## **OL645 - Law, Ethics, and Politics in HR (Online)**

### **Description**

This course contends with the question, "Is legal compliance synonymous with ethical behavior in HR" The interrelationship of legal governance, ethical practice, and political influence in human relations management are a central focus of the course. Students will develop relevant expertise in employment law and HR ethics by actively applying their knowledge to vexing issues facing HR professionals today. Topics related to employment law, workplace health, safety, and security, corporate social responsibility, and ethical guidelines and conduct for HR professionals will be addressed in the course.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

OL600 - Strategic Human Resource Management (3)

## University Programs

### **OL655 - Talent Development and Workforce Planning (Online)**

#### **Description**

Organizations are engaged in continual and dynamic changes in today's business environment, increasing the demand for human resource professionals to leverage strategies to recruit, train, develop, and support a diverse workforce. This course integrates advanced talent management and development skills with strategic workforce planning, asking students to analyze gaps in employee competencies, plan strategic talent development strategies, and forecast workforce needs. Issues such as employee engagement, creating an employment brand, supporting talent through career development, and creating effective succession plans will be emphasized.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

OL600 - Strategic Human Resource Management (3)

### **OL663 - Leading Change (Online)**

#### **Description**

This course focuses on transforming organizations by introducing Kotter's eight processes by which leaders effect change. Because organizations, leaders, and employees differ, various techniques and strategies are examined. The course integrates Kotter's processes for leading change, organizational development and transformation theory and practice, and analysis of an organization which has effected systematic change. The use of work teams as a key change factor will have special emphasis.

#### **Academic Level**

Graduate

#### **Credits**

3

### **OL665 - Leading/Managing Not-For-Profit Orgs (Online)**

#### **Description**

This course is a study of planning, budgeting, control and other management activities in the context of the not-for-profit institution.

#### **Academic Level**

Graduate

#### **Credits**

3



# University Programs

## **OL667 - Human Resource Information Systems (Online)**

### **Description**

Information systems and data management are essential components of an effective human resource management plan. This course introduces students to the process for researching information systems technology, conducting needs assessments of the organization, selecting an appropriate HR information system (HRIS), and integrating the system effectively. Additionally, a large focus of the course is on the analysis, use, and protection of data in an HRIS. The goal of this course is to provide the necessary skills for students to effectively research, integrate, and leverage various HR information systems for a variety of purposes in and beyond the course.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

OL600 - Strategic Human Resource Management (3)

OL620 - Total Rewards (3)

## **OL668 - Human Resources in Global Contexts (Online)**

### **Description**

Organizations increasingly rely on an international workforce and global markets to succeed. As the workforce has become increasingly diverse, cultural competence is a necessary component of any HR strategy. This course situates strategic human resource management in the global stage, focusing on a wide range of issues related to global markets, global security, managing an international workforce, effective cross-cultural management and communication, and diversity in the workplace. The emphasis is placed on how businesses can become more competitive by leveraging an effective HR plan for diversity and international business.

### **Academic Level**

Graduate

### **Credits**

3

## **OL670 - Organizational Leadership (Campus, Online)**

### **Description**

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior of business managers, entrepreneurs and other recognized individuals. This course includes readings, cases, exercises and numerous examples of effective leadership models. Areas covered include the societal evolution of leadership; the leadership roles of strategy, vision and transformational change; the development of leaders; the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and current popular approaches to leadership theory.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **OL675 - Leadership and Ethics (Online)**

#### **Description**

Leadership and Ethics is a course that focuses on the ways current and emerging leaders assess the values that influence their actions. The course draws on the rich tradition of great thinkers as well as the extensive body of leadership literature to examine the critical role ethics plays in leadership. The course, conducted in seminar format, is a process course. It is only through thoughtful reading, reflections, writing, and discussion that students are able to recognize and shape the qualities they see valuable for their own leadership roles, both personally and professionally.

#### **Academic Level**

Graduate

#### **Credits**

3

### **OL676 - Women in Leadership (Online)**

#### **Description**

This course is designed to create a supportive environment where both women and men can learn about challenges and opportunities facing women in the workplace. Historically, women have had less access to leadership positions; however, over the past fifty years they have made tremendous strides to succeed in all levels of organizations. Topics will include why women matter and reasons for inequities in the workforce, the historical context of women and leadership, do men and women lead differently, work/life/family balance issues, professional skill development (networking, mentoring, negotiation, risk-taking), entrepreneurship and executive leadership, advancing societies by advancing women and strategies and tactics for women to act as change agents.

#### **Academic Level**

Graduate

#### **Credits**

3

### **OL690 - Responsible Corporate Leadership (Online)**

#### **Description**

Students investigate the nature of the environments in which business enterprises conduct their operations in order to determine the actual and desirable levels of attentiveness and responsiveness of business managers to the relationship between the enterprise and society.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **OL750 - Organizational Leadership Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Organizational Leadership program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
30 credit(s).  
Complete:

OL600 - Strategic Human Resource Management (3)  
OL663 - Leading Change (3)  
OL670 - Organizational Leadership (3)  
OL690 - Responsible Corporate Leadership (3)

### **OL751 - Human Resource Management Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Human Resource Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
30 credit(s).  
Complete:

OL645 - Law, Ethics, and Politics in HR (3)  
OL667 - Human Resource Information Systems (3)

## **Personal and Professional Comm**

## University Programs

### **PCC201 - Professional Communication and Career Planning (Campus)**

#### **Description**

This course is designed to help students develop an action plan with specific goals towards a post-collegiate life. Students will utilize design thinking as they choose from two tracks – either exploration or validation. Through the use of a variety of communication skills, students will conduct industry research, attend career and industry events, and create an individualized career plan for the future. Students will be expected to attend events outside of class time.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

ENG120 - College Composition I (3)

Complete all of the following

30 credit(s).

This can include completed and in-progress coursework.

## Philosophy

### **PHL111 - Introduction to Critical Thinking (Campus, Online)**

#### **Description**

What makes a good argument? Are some beliefs better than others? Why should we believe in a certain view? This course is an introduction to critical thinking and reasoning, and demonstrates philosophy's practical value for effectively solving problems, communicating ideas, achieving goals, and uncovering truth. Students will challenge assumptions, evaluate arguments from different perspectives, and articulate positions on contemporary issues. This course draws from students' own experience, asking them to examine real-world situations and case studies in order to apply critical thinking to actual practice. Critical thinking skills and strategies in this course are foundational and directly applicable to a variety of future professional or personal endeavors.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL210 - Introduction to Philosophy (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **PHL212 - Introduction to Ethics (Campus, Online)**

#### **Description**

This course introduces students to ethical theory or the study of how people make decisions about how to treat one another. It emphasizes the historical and theoretical development of answers to such questions as: What kind of a person do I want to be and How do we figure out what the right thing to do is

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL214 - Formal Logic (Campus)**

#### **Description**

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.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL218 - Ethics in Global Society (Online)**

#### **Description**

In this course, students explore various ethical frameworks from a cultural and global perspective. Students examine the ways that ethics influence actions, decisions, and perceptions. Furthermore, students develop associated skills related to critical thinking, such as awareness of bias, to analyze issues from an ethical standpoint.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL220 - Death and the Meaning of Life (Campus)**

#### **Description**

This course focuses on a number of important philosophical questions about death and the meaning of life. The course has three parts: · The first part focuses on questions about the meaning of life: Is life meaningful? If so, what is the meaning of life? If not, is life absurd? Do we "create" meaning? What is the relationship, if any, between religion and the meaning of life? · The second part focuses on questions about death: Is it bad to die? Should we fear death? How should death inform the way we live our lives? Is there life after death? Is life valuable only if there is life after death? Should we want to live forever? · The third part focuses on miscellaneous questions about life and death: Is creating new people good or bad? Are suicide, euthanasia, and/or the death penalty ever morally permissible?

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **PHL222 - Happiness and the Good Life (Campus)**

#### **Description**

This course focuses on a number of important philosophical questions about happiness and the good life. The course has three parts: · The first part focuses on questions about the good life: Which things make a life go well? Which things are ultimately valuable in life? Is happiness the key to a good life? Is pleasure all that matters? Or is getting what you want sufficient for a good life? What is the connection, if any, between the good life and moral virtue? Is being religious or believing in God necessary for a good life? Are knowledge and/or accomplishments necessary for a good life? · The second part focuses on questions about happiness: What is happiness? Is happiness just a feeling? Can we define "happiness"? What is a happy life? Can you measure happiness? What is the connection between happiness and morality? · The third part focuses on one question about the art of living well: What concrete and practical advice is there in the history of philosophy (most notably in the traditions of Hedonism, Stoicism, Buddhism and Existentialism) about conducting our day-to-day lives?

#### **Additional information - Campus**

Course offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL230 - Religions of the World (Campus, Online)**

#### **Description**

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 the five major religions: Hinduism, Buddhism, Judaism, Christianity and Islam.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL246 - Global Philosophies (Online)**

#### **Description**

In this course, students engage with philosophical perspectives from a variety of traditions that have shaped cultures across the globe. Through the study of diverse literary, religious, and philosophical works, students gain a richer understanding of the contemporary world and basic philosophical issues. Students learn to frame problems in novel and creative ways and to apply cultural awareness to challenges in their own field or discipline.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **PHL250 - Information Ethics (Campus)**

#### **Description**

Information Ethics examines how information is used and abused through human communication. This course will examine the intersections of free speech, corporate interests, individualism, ethics, and society. During the course students will analyze and discuss many critical issues related to the use and abuse of information. Key topic areas will include: misinformation, social networks, privacy, Big Data, censorship, diversity/inclusion, transparency, and intellectual property. The course will also consider whether current policies are fair and just.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL260 - Ethical Decision-Making & Problem-Solving (Online)**

#### **Description**

In this course, students learn how to apply ethical frameworks in decision-making and problem-solving processes using critical thinking. Students explore various ethical frameworks from a cultural and global perspective to evaluate ethical implications of decisions in personal, professional, and community environments. The application of ethics in practical situations, such as professional codes of ethics, is also examined.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL305 - Animal Rights and Ethical Issues (Campus)**

#### **Description**

This course is designed for any student interested in understanding the difference between animal rights and animal welfare issues. Students will engage in debates over specific issues and case studies in animal rights, and will discuss major legislation and regulations used around the world. Topics will include animals in zoos and circuses, animals in research, the treatment of livestock, wildlife trade, and the rights of companion animals. Students will keep a personal journal, and will create a collective project that synthesizes the topics explored throughout the semester.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **PHL315 - Philosophy of Love, Sex & Gender (Campus)**

#### **Description**

Love, Sex, and Gender constitute a complex triad of concepts that play a central role in human life. Everyone, consciously or not, is constantly filtering their experiences and forming beliefs about the world on the basis of these phenomena. Behaviors, beliefs and choices are made on the basis of our understanding of them. Collectively, laws are made and religious ceremonies held that are meant to establish the importance of some (and, by extension, the triviality of others). But personally, our ideas about gender, our conceptions of sex, and our understanding of love are consistently a source of intense emotional responses and meaning in our lives, for better and for worse. Still, despite their centrality, it is common for us to adopt our notions of love, sex, and gender unthinkingly, and simply assume that our received accounts of them are natural, fixed and unproblematic. Many people refrain from asking deep questions about these concepts that seem worth asking. This class is meant to remedy this oversight by creating a venue for asking interesting and difficult critical questions about love, sex, and gender.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL316 - Business Ethics (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Course offered in the spring term of every even year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHL323 - Ancient Philosophy (Campus)**

#### **Description**

This course is devoted to examining the origins of Western Philosophy. By reviewing the writings of seminal Greek and Roman thinkers in the ancient world, students will learn about the competing metaphysical, ethical and logical theories adopted by different philosophical movements. Additionally, the course will consider some of the vexing theoretical problems ancient thinkers worked to address and will reflect on the historical/political contexts in which this intellectual development grew and spread throughout the ancient world. Figures covered may include Heraclitus, Parmenides, Protagoras, Socrates, Plato, Aristotle, Epicurus, Cicero, Seneca, Marcus Aurelius, Plotinus, and Sextus Empiricus.

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **PHL363 - Environmental Ethics (Campus, Online)**

#### **Description**

This course analyzes the application of ethical theory to moral questions about the environment. A number of different traditions in environmental ethics will be discussed and their strengths and weaknesses evaluated by applying them to practical moral problems.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## **Physics / Atomic Physics**

### **PHY100 - Topics in Physics (Campus)**

#### **Description**

This 1-credit course introduces students to the topics available to them for study, the personnel of the Physics degree program, and the resources in place for their support and success. We introduce students to science faculty members and their areas of expertise, including those in SETA. Students learn about the lab spaces on campus and the equipment available to them, and additional resources such as the Shapiro Library's science databases. Students will also be introduced to professional experiences through Career Services.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Placement in BS.PHY

### **PHY101 - Principles of Physics (Campus, Online)**

#### **Description**

Principles of Physics is an algebra based course that explores the major topics in physics, such as motion and forces, gravity and projectiles, energy and work, thermodynamics, vibrations and waves, electricity and magnetism, solids and fluids, light and optics, and atomic and nuclear physics.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **PHY101L - Principles of Physics Lab (Campus, Online)**

#### **Description**

This course will use laboratory techniques to study the fundamental principles of physics. Topics such as motion and forces, gravity and projectiles, and energy and work will be covered along with other topics important to physics.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

PHY101 - Principles of Physics (3)

### **PHY102 - Physics for Life Sciences (Campus)**

#### **Description**

This is a continuation of PHY101 with main areas in electricity and magnetism, thermal physics, wave propagation and optics. Applications will focus on the life sciences. Topics include thermal energy, heat transfer, calorimetry, electric charge, electric fields, electric current, DC circuits, magnetic forces, magnetic fields, electromagnetic induction; electromagnetic radiation, sound waves, light, reflection, refraction, and introductory modern physics. A laboratory component gives students the opportunity to conduct experiments on course topics.

#### **Additional information - Campus**

Includes laboratory experiments Offered every two years

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHY101 - Principles of Physics (3)

### **PHY102L - Physics for Life Sciences Lab (Campus)**

#### **Description**

This course covers introductory methods and techniques of laboratory experimentation regarding topics covered in PHY 102 Physics for Life Sciences. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. The purpose of the lab experiments is to gain practical understanding of fundamental concepts of physics and draw conclusions resulting from the experimental procedures and results, as they relate to the physical principles discussed in the lecture course PHY 102. Students are required to complete 12 experiments in areas such as Thermal Physics, Sound and Waves, Electricity, Magnetism, Optics, or Atomic and Nuclear Physics.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Corequisites**

Concurrently enroll in:

PHY102 - Physics for Life Sciences (3)

## University Programs

### **PHY103 - Earth System Science (Campus, Online)**

#### **Description**

Earth Science presents the basic dynamics of cycles and processes of the Earth, including an overview of the origin of the planet, its physical and chemical composition, and geological and chemical interactions. The course culminates in a discussion of the current health of the planet and examines related environmental issues and evidence.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHY105 - Geology (Campus, Online)**

#### **Description**

This course surveys the major themes in geology. Students will examine topics such as plate tectonics, the rock cycle, surface processes, and concept of geologic time.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PHY150 - Introductory Physics: Mechanics (Campus, Online)**

#### **Description**

In this algebra-based physics course, students will explore the major fundamental topics in physics as they relate to mechanics, such as motion and forces, gravity and projectiles, and energy and work. Through their exploration of these topics and embedded lab work, students will learn to describe the motion of objects in both one and two dimensions, and to solve problems through the application of Newton's Laws of Motion. Additionally, they will also apply the principles of the conservation of energy and momentum to analyze the behavior of interacting objects.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MAT140 - Precalculus (3)

MAT142 - Precalculus with Limits (3)

## University Programs

### **PHY205 - Principles of Geology (Online)**

#### **Description**

This course will introduce students to the Earth's structure and composition, minerals and rocks, surface processes, elementary petrology, and the principle of plate tectonics. Additionally, historical geology, including paleontology, glaciation, earthquakes and seismology, rivers and drainage, and groundwater will be discussed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

PHY103 - Earth System Science (3)

If enrolled in BS.ESC or BS.GEO:

Concurrently enroll in:

PHY205L - Principles of Geology Lab (1)

### **PHY205L - Principles of Geology Lab (Online)**

#### **Description**

This online laboratory course component will allow students to integrate and apply theory based knowledge related to the study of rocks, minerals, and geologic mapping.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete all of the following

Complete:

PHY103 - Earth System Science (3)

If enrolled in BS.ESC or BS.GEO:

Concurrently enroll in:

PHY205 - Principles of Geology (3)

## University Programs

### **PHY215 - Physics I (Campus)**

#### **Description**

This is a calculus-based course that covers introductory topics of physical science and strongly emphasizes problem solving and the use and further development of mathematical and scientific critical thinking. This course assumes that the student possesses a mathematical background compatible with introductory college calculus for majors in science and engineering. The course covers units of measurement, vector quantities, notation and operation, kinematics and dynamics in one and two dimensions, Newton's Laws of motion and gravitation, work, energy, power, impulse, momentum, simple harmonic motion, and angular harmonic motion. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in the area of mechanics.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete or concurrently enroll in:

MAT225 - Calculus I: Single-Variable Calculus (3)

### **PHY215L - Physics I Lab (Campus)**

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete or concurrently enroll in:

MAT225 - Calculus I: Single-Variable Calculus (3)

#### **Corequisites**

Concurrently enroll in:

PHY215 - Physics I (3)

## University Programs

### **PHY216 - Physics II (Campus)**

#### **Description**

This is the continuation of PHY-215 with similar characteristics; i.e., it is a calculus based physics course and stresses problem-solving. Topics covered include temperature, thermal equilibrium, thermal expansion, calorimetry, periodic waves, mathematical descriptions of a wave, speed of transverse waves, sound waves in gases, electric charges, atomic structure, Coulomb's Law, Kirchhoff's rules, magnetic fields and flux, motion of charged particles in a magnetic field, reflection and refraction, total internal refraction, Fermat's Principles of Least Time, geometrical optics, refraction of spherical surfaces, lenses, and an introductory topic of modern physics. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in areas such as Thermophysics, Sound and Waves, Electricity, Magnetism, Optics, or Atomic and Nuclear Physics.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

PHY215 - Physics I (3)

PHY215L - Physics I Lab (1)

Complete or concurrently enroll in:

MAT275 - Calculus II: Integration and Series (3)

#### **Corequisites**

Concurrently enroll in:

PHY216L - Physics II Lab (1)

## University Programs

### **PHY216L - Physics II Lab (Campus)**

#### **Description**

This is the continuation of PHY-215 with similar characteristics; i.e., it is a calculus based physics course and stresses problem-solving. Topics covered include temperature, thermal equilibrium, thermal expansion, calorimetry, periodic waves, mathematical descriptions of a wave, speed of transverse waves, sound waves in gases, electric charges, atomic structure, Coulomb's Law, Kirchhoff's rules, magnetic fields and flux, motion of charged particles in a magnetic field, reflection and refraction, total internal refraction, Fermat's Principles of Least Time, geometrical optics, refraction of spherical surfaces, lenses, and an introductory topic of modern physics. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in areas such as Thermophysics, Sound and Waves, Electricity, Magnetism, Optics, or Atomic and Nuclear Physics.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete all of the following

Complete:

PHY215 - Physics I (3)

PHY215L - Physics I Lab (1)

Complete or concurrently enroll in:

MAT275 - Calculus II: Integration and Series (3)

#### **Corequisites**

Concurrently enroll in:

PHY216 - Physics II (3)

### **PHY315 - Classical Mechanics I (Campus)**

#### **Description**

This course introduces the student to the dynamics of particles and rigid bodies at an intermediate level and is the first course in a two semester sequence in mechanics. Students use Newtonian mechanics and conservation of energy and momentum as the foundation for analyzing physical systems. Oscillations in physical systems and angular momentum are also explored.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

PHY216 - Physics II (3)

Complete or concurrently enroll in:

MAT330 - Differential Equations (3)

## University Programs

### **PHY316 - Classical Mechanics II (Campus)**

#### **Description**

This course is a continuation of PHY315, with a more advanced treatment of the dynamics of particles and rigid bodies. Topics include normal modes, Lagrangian and Hamiltonian formalism, and special relativity. Students use these advanced techniques and the mathematics involved to solve problems in mechanics.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHY315 - Classical Mechanics I (3)

### **PHY318 - Biophysics (Campus)**

#### **Description**

Biophysics is the interdisciplinary science that closes the gap between biology and physics. Students investigate biological processes using physical laws and mathematics. The physics of biological systems is investigated on spatial scales ranging from atoms and molecules to cells, organisms, and biological environments. Students will develop an appreciation of the underlying physics in all biological phenomena.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHY216 - Physics II (3)

### **PHY320 - Optics (Campus)**

#### **Description**

This course investigates the electromagnetic and quantum nature of light. The interaction of light and matter and the propagation of light in different media are discussed. A treatment of geometrical optics including mirrors, lenses, prisms, and fiber optics is given. Analysis of different aspects of light include reflection and refraction, interference, polarization, and diffraction. Applications include lasers, imagery, and holography.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHY216 - Physics II (3)



## University Programs

### **PHY325 - Solid State Physics (Campus)**

#### **Description**

This course is an introduction to condensed matter physics, or physics of the solid state. As the largest branch of physics it is responsible for many advances in technology from transistors and integrated circuits to superconductors and solid state lasers. Students learn about crystal structure and lattice vibrations in solids. Electronic structure and magnetism in solids will allow the student to see the differing properties of metals, insulators, semiconductors, and superconductors.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EE220 - Electromagnetics (3)

### **PHY330 - Quantum Mechanics I (Campus)**

#### **Description**

This course gives the student an introduction to quantum mechanics, the study of matter and energy on very small scales. Students learn about the origins of quantum theory and its experimental basis. We cover wave mechanics, the harmonic oscillator, the one dimensional Schrodinger equation, Schrodinger equation in three dimensions, one electron atoms, angular momentum, and spin.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHY315 - Classical Mechanics I (3)

### **PHY331 - Quantum Mechanics II (Campus)**

#### **Description**

This course is a continuation of PHY330, and explores more of the applications of quantum mechanics. Topics include perturbation theory, fine structure of the hydrogen atom, Zeeman effect, ground state of helium, hydrogen molecule ion, tunneling, emission and absorption of radiation, and the Born approximation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHY330 - Quantum Mechanics I (3)

## University Programs

### **PHY335 - Plasma Physics (Campus)**

#### **Description**

Students are introduced to the plasma state of matter, which is an ionized gas. Topics include motion of charged particles in magnetic fields, plasma waves, Magneto-hydrodynamics, kinetic theory, Landau damping, and diffusion.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHY216 - Physics II (3)

### **PHY336 - Space Physics (Campus)**

#### **Description**

This course introduces the student to the branch of physics called space physics, which is the study of the interaction of the sun, solar wind and planetary magnetospheres. Topics include the solar terrestrial environment, solar wind magnetosphere interaction, magnetic storms and substorms, plasma waves and particle interactions in planetary magnetospheres, cometary processes. Students also learn about current and past missions to study the solar system environment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHY216 - Physics II (3)

### **PHY340 - Modern Physics Laboratory (Campus)**

#### **Description**

This is a course in modern experimental physics. Students will learn the practice of conducting experiments at an advanced level. This includes preparation with background research on the topic to be investigated, and detailed understanding of the experimental equipment used. Analysis of the experimental results will be thorough, and students will submit a written report covering all aspects of the experiment. Experiments will be in the areas of atomic and nuclear physics. Writing intensive.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EG207 - Instrumentation & Measurements (3)

PHY216L - Physics II Lab (1)

## University Programs

### **PHY345 - Atomic Physics (Campus)**

#### **Description**

Atomic physics is the branch of physics that studies the structure of the atom, atomic energy states, and atomic interactions with particles and fields. Topics include electronic energy levels, fine structure and hyperfine structure, the interaction of radiation with atoms through resonance, absorption, spontaneous and stimulated emission, and the how electric and magnetic fields affect atomic energy levels.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EE220 - Electromagnetics (3)

### **PHY347 - Cosmic Physics (Campus)**

#### **Description**

Cosmic physics is the study of physical phenomena that spans our entire universe. Using physics, we explore phenomena such as the birth, life, and death of stars, planets, nebula, and galaxies. In addition, we discuss special topics: black holes, pulsars, cosmology, and exotic galaxies such as quasars and radio galaxies. Students also learn about current and past missions to study the deep space environment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EE220 - Electromagnetics (3)

### **PHY402 - Advanced Electricity and Magnetism (Campus)**

#### **Description**

This course is the second course in a two semester sequence in Electromagnetic theory. Time varying electromagnetic fields are the central topic. Topics covered are motional emfs, Faraday's law, Maxwell's equations, electromagnetic fields and their applications, electromagnetic wave propagation, and radiation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

EE220 - Electromagnetics (3)

## University Programs

### **PHY410 - Junior Year Projects (Campus)**

#### **Description**

This course prepares the student for their senior year projects. Students will acquire the necessary skills and competencies to begin work on their chosen project. These skills will be in the areas of mathematics, computer science, laboratory techniques, and disciplinary principles, depending on the requirements for the specific project.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete all of the following

75 credit(s).

This can include completed and in-progress coursework

Placement in BS.PHY

Complete:

PHY315 - Classical Mechanics I (3)

### **PHY420 - Capstone Projects I (Campus)**

#### **Description**

This course is the first semester of their senior capstone project. The student begins work on their project and completes written reports and oral presentations. Project topics will be chosen from current major offerings in engineering and science. The student will work closely with faculty who have expertise in their project topic.

#### **Academic Level**

Undergraduate

#### **Credits**

6

#### **Prerequisites**

Complete:

PHY410 - Junior Year Projects (3)

### **PHY421 - Capstone Projects II (Campus)**

#### **Description**

This course is the second semester of their senior capstone project. The student continues their research project and completes written reports and oral presentations. Project topics will be chosen from current major offerings in engineering and science. The student will work closely with faculty who have expertise in their project topic.

#### **Academic Level**

Undergraduate

#### **Credits**

6

#### **Prerequisites**

Complete:

PHY420 - Capstone Projects I (6)

## University Programs

### **PLT101 - Private Pilot Ground (Campus)**

#### **Description**

The student will fulfill 14 CFR Part 141 Private Pilot ground training. Taken in tandem with PLT 102, Private Pilot Flight, the course will enable the student to acquire all of the skills, as listed in the Practical Test Standards, needed to pass the Private Pilot check ride and to safely operate an airplane as Pilot in Command. The ground training syllabus consists of three stages divided into a total of 17 lessons, culminating in end of course exams to demonstrate student comprehension of all the academic material presented in the course.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Corequisites**

Concurrently enroll in:

PLT102 - Private Pilot Flight (0 - 3)

### **PLT102 - Private Pilot Flight (Campus)**

#### **Description**

PLT102 represents the flight portion of the integrated ground and flight course that will provide the student with hands on flight training not only to master the knowledge, maneuvers, and procedures necessary to meet the stringent FAA Airman Certification Standards, but to master the challenge of real world flying. This immersive course develops the aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land Rating and more importantly, forms the foundation for all future aviation training. Ground School topics are taught concurrently on a one on one basis with your Primary Flight Instructor, as well as in study and special subject groups. Some of these topics include regulations, safety, pre-solo and solo operations, cross-country planning, airspace, chart usage, communications, weather, performance, weight and balance, aerodynamics, Crew Resource Management and Aeronautical Decision Making. After the successful completion of this course, the student will have gained the aeronautical experience necessary to attain a Private Pilot Certificate with an Airplane Single Engine Land Rating and will have become a part of one of the most exciting and unique fraternities in the world.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Corequisites**

Concurrently enroll in:

PLT101 - Private Pilot Ground (0 - 3)

## University Programs

### **PLT103 - Instrument Ground Training (Campus)**

#### **Description**

This course represents the ground portion of the integrated Ground and Flight Instrument course. This course develops the aeronautical knowledge required for addition of an Instrument Airplane rating to a Private Pilot Certificate. It introduces the student to the principles of instrument flight including the operation, use and limitations of flight instruments and instrument navigation systems, and how the air traffic control system operates. PLT 103 also introduces single-pilot resource management (SRM) and human factors concepts related to flight in the IFR environment.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Complete:

PLT101 - Private Pilot Ground (0 - 3)

### **PLT104 - Instrument Flight Training (Campus)**

#### **Description**

This course represents the flight portion of the integrated Ground and Flight course. This course develops the aeronautical knowledge required for addition of an Instrument Airplane rating to a Private Pilot Certificate. The student will learn and practice precise airplane altitude control solely by instrument reference and by performing a variety of maneuvers common to each stage of flight in the IFR environment. The student must demonstrate proficiency in precision and non-precision instrument approaches and instrument navigation while maintaining situational awareness. Instrument approaches, including circling, course reversals, and missed approach procedures will be reviewed and practiced with both full and partial panel. A variety of Emergency Procedures will be introduced and practiced during flights. Student will master Cross Country procedures in IFR conditions.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Complete:

PLT101 - Private Pilot Ground (0 - 3)

PLT102 - Private Pilot Flight (0 - 3)

## University Programs

### **PLT105 - Commercial Pilot I (Campus)**

#### **Description**

This course is the first stage in developing the aeronautical knowledge and flight requirement required for certification as a Commercial Pilot with Single Engine Land rating. In this refamiliarization course, the student will become reacquainted with the requirements of VFR and Cross-Country flight, aircraft systems and visual scanning procedures, airport operations and entry, pattern work, and by utilizing the observational ability learned as a Private Pilot with the discipline emphasized in the Instrument Rating, maximizes flight safety and operation. All flight training from this point forward will be conducted from the Right Seat, as in almost every instance, the Commercial Pilot begins his or her career from that vantage point. Doing so prior to the CFI portion of the training program gives the student a great advantage in comfort and familiarity, allowing them to concentrate on the teaching, not just getting used to a new perspective when they begin training. Finally, in the event the student goes directly to a line aviation position, they will find the transition to being a copilot uneventful, as they are already completely familiar comfortable with both seats and respective responsibilities of a cockpit crew environment.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 2

#### **Prerequisites**

Complete:

PLT103 - Instrument Ground Training (0 - 3)

PLT104 - Instrument Flight Training (0 - 3)

### **PLT201 - Fundamentals of Instruction (Campus)**

#### **Description**

Whether you choose teaching as a profession or a stepping stone to the airlines, if conducted with professionalism and enthusiasm, flight instruction can help a beginning pilot strengthen and perfect their technique and deepen the understanding science of flight. The Fundamentals of Instruction class is designed to help guide you to become a good teacher, by working with current professional flight instructors and mentors who guide you to an understanding of human behavior and learning. Fundamentals of Instruction is designed to inspire future instructor pilots by teaching within the framework of an aviation career the application of human learning as it is applied to flight instruction.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PLT103 - Instrument Ground Training (0 - 3)

PLT104 - Instrument Flight Training (0 - 3)

## University Programs

### **PLT202 - Certified Flight Instructor I (Campus)**

#### **Description**

This course is the first of two phases to prepare the student as a Certified Flight Instructor. CFI I will build on PLT 201, Principles of Instruction to indoctrinate the student in the discipline of in-flight instruction. Focus will be on in-flight error detection and correction. While it is true that the transition from Private Pilot to CFI marks the point at which your dedication and training reaps financial benefits, most veteran pilots say the real benefit of being able to teach is how much you learn in doing it. Through the Commercial 1 began a process of familiarization with the Right Seat, this course will build on that familiarity to support your teaching while flying from that seat. This process, in fact, is merely a more directed form of the real-world CRM and SRM you have practiced from your first flights, and not only requires an ability to talk through all your procedures, but to learn to observe and direct others to do the same. For many, obtaining the Commercial and CFI Certificates is the culmination of a journey, for most, it truly is the start of another. By combining the experience of both simultaneously, the maneuvers, procedures, and understanding garnered in the respective syllabi support each other and enhance your overall training regimen.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

### **PLT203 - Certified Flight Instructor II (Campus)**

#### **Description**

Flying and teaching requires an understanding of how the art and science of flight become realized through training. The satisfaction of being able to not only to practice your craft but teach it to others can be both challenging and rewarding. This course was designed specifically to utilize not just the FOI and CFI 1 courses, but all previous flight and life experience to maximum advantage. Though designed primarily for those seeking a career aviation path, it can be equally valuable for those or simply looking to improve their personal pilot skills to professional levels. This is the culmination of the basics of Flight Instruction, but most of the maneuvers and procedures will be practiced and perfected throughout the Commercial Syllabus, reinforcing both the procedures and process of the commercial license. After the successful completion of this course the student will have gained the academic and aeronautical experience to complete the FOI, CFI and AGI aeronautical knowledge tests, and per FAR Part 141, will need to successfully pass the FAA Commercial Practical Test prior to FAA CFI Certification.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Complete:

PLT202 - Certified Flight Instructor I (0 - 3)



## University Programs

### **PLT205 - Commercial Pilot II (Campus)**

#### **Description**

In this course, the student develops proficiency in operating a complex aircraft and learns procedures to operate complex aircraft systems and manage equipment malfunctions and failures. In addition, the student gains skills to perform the flight maneuvers required for Commercial pilot certification. The student will receive training in the maneuvers and procedures necessary to meet the standards contained in the FAA Commercial Pilot Airman Certification Standards, as well as increasingly stringent requirements and leadership requirements of a professional pilot. In completing this portion of the curriculum, you will perfect the maneuvers you began in the CFI segments, review your cross-country planning and execution acumen, and strive toward completing your Commercial and AGI Written Tests. Importantly, all of the procedures will be described verbally in real time, and from the right seat, practicing both teaching and execution in preparation for both the Commercial and CFI Checkrides.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Complete:

PLT105 - Commercial Pilot I (0 - 2)

### **PLT305 - Commercial Pilot III (Campus)**

#### **Description**

In this final push for professional certification, both CFI and Commercial procedures will be reviewed in preparation for both CFI and Commercial Practical Tests. The Commercial CFI and AGI tests will be completed no later than this stage, and upon completion of the syllabus, the End of Course for both CFI and Commercial will be completed prior to approval to take the FAA Practical Tests for both. The culmination of the entire program comes to fruition here, and reviews of all previous maneuvers through every rating as well as any cross country, IFR, or other type training or makeup flight required for the ratings will be completed at during this time. Any required discrepancies will be dealt with and oral and written tests reviewed and understood completely.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Complete:

PLT205 - Commercial Pilot II (0 - 3)

## University Programs

### **PLT307 - Certified Flight Instructor Instrument (Campus)**

#### **Description**

This elective course provides the student the opportunity to gain certification as a CFII. It has been said that the best way to learn is to teach, and in this intensive course, the student will do just that, in what some consider the most challenging environments there are. The responsibility to teach others to fly effectively in less than ideal conditions requires a deep understanding of human nature and learning process that support management principles across many fields, and in completing this course, students will also receive training in the maneuvers and procedures necessary for them to meet the standards contained in the Instrument Flight Instructor practical test standards and Single-Engine Land with Instrument Airplane rating. It is ADAFA's policy to fly in real world conditions as often as possible, and so the additional training received in actual conditions is an excellent addition to a student's flying repertoire. Additionally, the student will receive extensive training in student/instructor cockpit resource management and safe flying practices, review and utilize practical teaching techniques and procedures, and develop decision making acumen in an instructional environment. At the conclusion of the course, the student will have completed all the requirements to meet the Practical Test Standards for Instrument Instructor and receive an Instrument add-on to his or her Certified Flight Instructor Certificate.

#### **Academic Level**

Undergraduate

#### **Credits**

4

#### **Prerequisites**

Complete:

PLT203 - Certified Flight Instructor II (0 - 3)

### **PLT405 - Commercial Multi-Engine (Campus)**

#### **Description**

The student will receive training in the areas necessary to meet the knowledge standards contained in the FAA Multi-Engine Commercial Airman Certification Standards. At the successful completion of this course, the student will have completed the ground and flight subject areas in the ADAFA Multi-Engine Syllabus and pass required Stage and End of Course test.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 2

#### **Prerequisites**

Complete:

PLT205 - Commercial Pilot II (0 - 3)

## **Political Science**

# University Programs

## **POL210 - American Politics (Campus, Online)**

### **Description**

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.

### **Additional Information - Online**

The goal name associated with this course is U.S. Politics

### **Academic Level**

Undergraduate

### **Credits**

3

## **POL211 - International Relations (Campus, Online)**

### **Description**

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.

### **Academic Level**

Undergraduate

### **Credits**

3

## **POL301 - U.S. Foreign Policy (Campus)**

### **Description**

This course examines the tools, goals, and patterns of U.S. foreign policy. It evaluates how domestic actors, ideology, and the international system have shaped specific policies and political-military strategies, including isolationism, selective engagement, containment, and preemption. It assesses key U.S. foreign policy challenges, from geopolitical rivalries, terrorism, and the spread of weapons of mass destruction to global governance, climate change, and economic globalization.

### **Additional information - Campus**

Offered every even year during the fall term only.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

POL211 - International Relations (3)

## University Programs

### **POL306 - The American Legal Tradition (Campus)**

#### **Description**

This course offers a broad introduction to the American legal tradition, including the structure and function of the courts, the legal profession, legal education, and the politics of judicial selection. As an introduction to what it means to "think like a lawyer" in the United States, students learn how to write parts of a predictive legal memorandum of the type that first-year law students learn how to write, in which they analyze a legal issue of concern to hypothetical clients by applying the reasoning and conclusions in selected judicial opinions to the facts of the clients' case.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

POL210 - American Politics (3)

### **POL309 - American State and Local Government (Online)**

#### **Description**

Many political issues in the United States, such as education, public safety, environmental protection, and transportation, are first handled and addressed by state and local governments. This course explores the structure, function, and distribution of power between state and local governments and the federal government of the United States. Particular emphasis is placed on the necessary collaboration of state and local governments and their roles as partners with the federal government in effecting improvements in policies and services as well as the exploration of the legal and constitutional relationships between state and local governments.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

POL210 - American Politics (3)

## University Programs

### **POL313 - Political Theory and Applications (Online)**

#### **Description**

This course covers the study of the conceptual foundations of political systems and behavior including the historical contributions of Western political theorists toward critically analyzing contemporary political institutions and ideas. Special emphasis is placed on exploring how the social and cultural contexts in which these theorists lived and worked helped to shape their political ideas.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

ENG190 - Research and Persuasion (3)

1 of the following:

PHL210 - Introduction to Philosophy (3)

POL210 - American Politics (3)

### **POL317 - Campaigns and Elections (Campus)**

#### **Description**

Campaigns and elections are central features of the American democratic process. This course will provide students with a deeper appreciation of how campaigns and elections set the rhythm of American political life and shape the functioning of our governmental system. Students will develop an in-depth understanding of the mechanics of political campaigns, with a special emphasis on electoral strategy, media relations, and voter mobilization. Students will use these concepts to analyze key elections during pivotal moments in our nation's political history. The course will also include considerable discussion of the role that our own New Hampshire Primary plays in the electoral process.

#### **Additional information - Campus**

Offered in the fall term of every odd year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

POL210 - American Politics (3)

## University Programs

### **POL322 - Stratagem: The Sustainable Development Simulation Game (Campus)**

#### **Description**

This mostly asynchronous course revolves around Stratagem, the computer assisted sustainable development simulation game. In Stratagem, students assume the roles of ministers in the government of an unsustainable less developed country. They then try to chart a course of maximally sustainable development for that country over a period of 100 years. Along the way, students explore how a host of social, political, and economic variables interact in ways that shape the fate of any country as a complex system. Synchronous class-wide debriefing sessions give students a chance to brainstorm, to critique, and to compare strategies for meeting their sustainable development goals. This course is the same as SST 322. It is for juniors and seniors only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

ENV101 - Environmental Science (3)

ENV219 - Environmental Issues (3)

POL211 - International Relations (3)

SST101 - Introduction to Sustainability (3)

Complete all of the following

45 credit(s).

This can include completed and in-progress coursework.

### **POL326 - World Legal Traditions (Campus)**

#### **Description**

This course explores the history and contemporary significance of the world's major legal traditions, including the common law, civil law, and other municipal legal traditions, and the international law tradition. Students compare and contrast the essential features of these traditions, and explore how they shape what it means to "think like a lawyer" in the United States, in many foreign countries, and internationally.

#### **Additional information - Campus**

Offered every even year during the spring term only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

POL211 - International Relations (3)

POL306 - The American Legal Tradition (3)

## University Programs

### **POL327 - US Government and Contemporary Issues (Online)**

#### **Description**

This course extends upon the foundational American politics course. Special emphasis is placed on watershed moments in U.S. political history that have shaped policies and practices today. Students will be asked to focus a critical eye toward governing in today's world by assessing the current political climate and current policies in the interest of identifying and applying possible solutions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

POL210 - American Politics (3)

### **POL328 - The Legal System in America (Online)**

#### **Description**

This course is a foundational overview of the court and judicial systems, major laws in United States political history, and the lawmaking and amendment process. While an overview of major laws will be covered in the course, students will be asked to assess the legal system in general terms to recognize patterns in civil liberties, judicial interpretations, and judicial activism. A specific focus on how social movements and public opinion have influenced court decisions will also be included.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

POL210 - American Politics (3)

### **POL336 - Advocacy and the Law (Campus)**

#### **Description**

This course aims to dispel some of the myths about lawyers as advocates that are perpetuated by popular culture and the mass media in the United States. Students spend much of the course exploring case studies that illustrate the ethical dilemmas faced by lawyers as advocates in the American legal system, the ethical rules that govern their behavior as a condition of their license to practice law, and the fates that befall them when they fail to fulfill their ethical obligations. In addition, students learn how to write parts of an appellate legal brief of the type that first-year law students in American law schools learn how to write, and how to make an appellate oral argument on behalf of hypothetical clients in a moot court setting.

#### **Additional information - Campus**

Offered every even year during the fall term only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

POL306 - The American Legal Tradition (3)

# University Programs

## **POL348 - U.S. Environmental Law and Politics (Campus)**

### **Description**

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in POL 349. Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to privilege special interests and to favor the status quo.

### **Additional information - Campus**

Offered every other year.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
1 of the following:

ENV101 - Environmental Science (3)  
SCI219 - Environmental Issues (3)

Complete 1 of the following  
Complete:

POL210 - American Politics (3)

Complete all of the following  
45 credit(s).

This can include completed and in-progress coursework.

## **POL360 - Introduction to Comparative Politics (Online)**

### **Description**

This course examines the development of different political systems including the relationship between factors (culture, economics, geography, etc.) that influence political development and national identity. Students will study key components of what separates political systems from one another, as well as differences within individual political systems and how they are applied by different nations. Special attention will be paid to understanding how democratic nations vary in their political institutions (legislative, judicial, executive) and how these applications influence public policy and how countries are viewed by one another.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

POL210 - American Politics (3)  
POL211 - International Relations (3)



## University Programs

### **POL362 - The American Presidency (Campus)**

#### **Description**

This course highlights central themes in the historical development, organization, and functioning of the American presidency. From the origins of our Constitution through two centuries of institutional development and up to the present day, this course will provide students with an in-depth understanding of the dynamics of presidential behavior. Special emphasis will be placed on the growth of presidential power in both foreign and domestic policy and on the central role that presidential elections play in our national politics. Students will learn to view the American presidency as a complex institution, one that requires the president to simultaneously play multiple political roles, including commander-in-chief, legislator, communicator, civic leader and candidate.

#### **Additional information - Campus**

Offered in the spring term of every odd year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

POL210 - American Politics (3)

### **POL364 - Globalization and World Politics (Online)**

#### **Description**

This course is an exploration of globalization and how it relates to political systems, economic systems, technology, culture, and participation/activism in government. Students will be introduced to concepts of war and peace, terrorism, nationalism, etc., and how these issues affect and intersect with policy regarding international relations. Contemporary issues in globalization will be explored and analyzed for efficacy.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **POL370 - Analysis and Research in Political Science (Online)**

#### **Description**

In this course, students will examine applied aspects of research methods and statistical analysis that are commonly utilized in political science research. Through case studies utilizing contemporary issues, students will investigate procedures used to gather and analyze data, provide analysis and conclusions based on social scientific inquiry, and acquire real-world skills required to design and conduct research in the field of political science.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

POL210 - American Politics (3)

POL211 - International Relations (3)

# University Programs

## **POL371 - Political Parties and Interest Groups (Online)**

### **Description**

Political parties and interest groups play a critical function as mediators between citizens and government. The effectiveness of various groups in representing citizen interests and influencing voting behavior is a central question of this course. Students will examine political parties, interest groups, voting blocks, activist groups, and special interest mobilization from an applied approach, analyzing the ways these groups have influenced voting trends and participation with the goal of improving civic engagement.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

POL210 - American Politics (3)

## **POL372 - Campaign Finance and Fundraising (Online)**

### **Description**

Financing a successful campaign requires dedicated fundraising at the beginning, middle, end and every stage in between. It is increasingly important that all members of a campaign understand the importance of fundraising and the regulations around campaign finance. This course takes these topics head on and introduces students to successful fundraising tactics, the role money has played in campaigns, elections, and policy development, and the key laws and regulations around campaign finance.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

POL210 - American Politics (3)

## **POL374 - Campaign Organizing and Mobilization (Online)**

### **Description**

This course provides students with opportunities to both investigate successful strategies of historical and contemporary campaigns as well as pragmatically develop their own best practices for campaign leadership and management. The course introduces students to advanced concepts in campaign organizing such as mobilization, volunteer development, voter targeting, technology tools and systems for organizing, grassroots organizing, and messaging, among others.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

POL210 - American Politics (3)

## University Programs

### **POL376 - Genocide and International Justice (Campus)**

#### **Description**

This course is a comparative study of genocide. It is divided into three parts. The first part examines the definition, causes, typologies, and antecedents of modern genocide. The second part analyzes six cases of modern genocide, including the Armenian genocide, the Holocaust, the Cambodian genocide, ethnic cleansing in Bosnia, the Rwandan genocide, and the Darfur (Sudan) genocide. The third and last part evaluates efforts by the international community to punish genocide's perpetrators and to prevent future mass atrocities.

#### **Additional information - Campus**

Offered in the spring term of every odd year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **POL377 - Intelligence and National Security (Campus)**

#### **Description**

This course examines the role of intelligence in U.S. national security policy making and implementation. It defines key intelligence concepts, agencies and actors; and explores the evolving forms and functions of intelligence. Emphasis is placed on how effectively the intelligence community addresses specific national security challenges, including terrorism, the spread of weapons of mass destruction, and cyber espionage and warfare. Students will evaluate the success and failure of various intelligence operations and debate what the proper role of intelligence should be in a liberal democracy.

#### **Additional information - Campus**

Offered in the fall term of every odd year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **POL378 - The United Nations and Global Governance (Campus)**

#### **Description**

This course focuses on the history, functions, and organization of the United Nations. Students will explore the role of UN member states and UN agencies in solving transnational problems concerning international peace and security, economic development, the environment, human rights, world health, and migration. Emphasis will also be placed on the UN's strengths and weaknesses as the leading platform for global governance and on how it should be reformed to strengthen its ability to meet new challenges. The instructor may organize a one-day round trip to New York City, in order for students to participate in a group tour of UN Headquarters and observe a public session of a UN Security Council meeting. There will be additional fees for students who choose to participate in this trip.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **POL490 - Political Science Internship (Campus)**

#### **Description**

See an academic advisor for requirements and details.

#### **Additional information - Campus**

Course offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **POL491 - Political Science Capstone Experience (Online)**

#### **Description**

This capstone course is the culminating experience for the B.A. in Political Science program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

111 credit(s).

## Psychology

### **PSY108 - Introduction to Psychology (Campus, Online)**

#### **Description**

In this course, students will explore the complexities of the human mind by examining the science behind why we think, feel, and do. Students will experience the evolution of psychology through the early schools of thought, major branches, and core theories that guide contemporary perspectives. As students consider the broad influence of psychology on their perceptions, emotions, and everyday choices, they will acknowledge the idea that, in the human experience, "psychology is everywhere."

#### **Additional information - Campus**

Offered every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **PSY200 - Foundations of Addictions (Online)**

#### **Description**

This course introduces students to various types of addictive behaviors as well as their causes and consequences in relation to the individual, family, community, and society. It includes an overview of theories on addiction and approaches to identification, prevention, and treatment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PSY201 - Educational Psychology (Campus, Online)**

#### **Description**

This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement in relation to the learning process. Consideration of the psychological principles of testing and learning technology are also emphasized. Writing intensive course.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY205 - Forensic Psychology (Campus, Online)**

#### **Description**

Students will learn how psychology, as a science and a practice, 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 witnesses, expert testimony, and factors influencing the credibility of witnesses, victims and offenders.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## University Programs

### **PSY211 - Lifespan Development (Campus, Online)**

#### **Description**

In this course, students will explore the biological, sociological, and psychological influences that shape development between conception and death. Students will analyze traditional and emerging theories of development that increase their knowledge of human development as it relates to the field of psychology.

#### **Additional information - Campus**

Offered every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY215 - Abnormal Psychology (Campus, Online)**

#### **Description**

In this course, students explore the major diagnoses from a biopsychosocial perspective. Students critically reflect on the basis of diagnoses, to appraise the benefits and costs of various assessment methods and understand the contributions of diverse treatment approaches. Ultimately, this course helps students understand the importance of reducing the stigma of disorders and diagnoses in a variety of contexts.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY216 - Psychology of Personality (Campus, Online)**

#### **Description**

Personality is studied using theories, applications, and individual and group patterns of behavior formation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## University Programs

### **PSY222 - Research Methods (Online)**

#### **Description**

In this course, students determine appropriate research methods through examining the strengths and weaknesses of various methods and their relationship to research questions. Students will analyze current research and articulate the rationale of psychological studies while learning the process of developing research plans.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY223 - Research I: Statistics for Psychology (Campus, Online)**

#### **Description**

How do psychologists organize, summarize, and interpret information? Students in this course study applications of statistical methods in psychological research and practice. The emphasis of the course is on the conceptual understanding of statistics so that students can read and conduct psychological research; those skills will be applied to students' original projects in PSY224 - Research II: Scientific Investigations. Computation of tests will be conducted on the computer. Students will build upon statistical knowledge and develop an in-depth conceptual and practical understanding of hypothesis testing, tests of significance, standardization, correlation, and analysis of variance in a wide variety of psychological uses. Students will learn the theory of statistical decisions, practical application of statistical software, and how to analyze journal articles. This course typically should be completed during the first semester of the sophomore year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

### **PSY224 - Research II: Scientific Investigations (Campus, Online)**

#### **Description**

Students in this course will develop an understanding of a variety of research methods, including experimental, survey, correlation and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Writing intensive course.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

PSY223 - Research I: Statistics for Psychology (3)

# University Programs

## **PSY225 - Health Psychology (Campus, Online)**

### **Description**

This course introduces students 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.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## **PSY226 - Sport Psychology (Online)**

### **Description**

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 established 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.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## **PSY230 - Psychology of Individual Differences and Special Needs (Online)**

### **Description**

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

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)



## University Programs

### **PSY257 - Social Psychology (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY258 - Industrial Organizational Psychology (Campus, Online)**

#### **Description**

Industrial/Organizational Psychology is an applied field in psychology focused to improve the effectiveness of the workplace through research, assessment and interventions allowing for enhancement of the office climate, improvement of group and individual performance and overall organizational goals. I/O psychologists work in a wide variety of organizational settings including human resource agencies, professional administration, marketing, consulting, training and development, and university teaching.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## University Programs

### **PSY260 - Statistical Literacy in Psychology (Online)**

#### **Description**

In this course, students will evaluate research by others and develop as consumers of information shared in the general public. Students will explore how to identify interest in isolating a topic that can be tackled with statistics and gain practical experience with statistical methods. Students summarize and analyze data using descriptive and inferential statistics with a focus on applications related to fields in psychology.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

PSY108 - Introduction to Psychology (3)

### **PSY270 - Introduction to Industrial Organizational Psychology (Online)**

#### **Description**

This course provides an overview of the field of industrial organizational (I/O) psychology. Students will explore I/O psychology principles as well as gain an introduction to topical areas including personnel management, organizational development, leadership, team dynamics, systems theory, and decision making. The various roles that I/O psychology professionals have within and outside organizations will be explored. Students will also explore how I/O theory and research can be applied in the workplace.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## University Programs

### **PSY291 - Experiential Learning (Campus)**

#### **Description**

This course is an entry-level, experience-based course that focuses on community psychology, career opportunities, and academic direction. Through a minimum of 60 volunteer hours to be completed during the term and 8-10 hours of coursework per week, students deepen their understanding of mental health and community-based human services. Application for placement must be completed before the end of the previous semester/term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

PSY108 - Introduction to Psychology (3)

Placement in BA.PSY, or BA.SOC

Complete all of the following

30 credit(s).

This can include completed and in-progress coursework.

Permission of instructor

### **PSY300 - Biopsychology (Campus, Online)**

#### **Description**

This course explores how the brain influences our behaviors, thoughts, and feelings. Topics include: evolution, genetics, anatomy and function of the nervous system, psychopharmacology, brain dysfunction, neuropsychological testing, sleep and circadian rhythms, neuroplasticity, emotions, and mental illness.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY301 - Neuroscience (Campus)**

#### **Description**

This course explores the fundamental molecular and cellular events underlying the processing of information and the maintenance of homeostasis. Topics include neurons and glia, the electrophysiology of cells membranes, synaptic transmission, motor and sensory systems, chemical messengers, neuroendocrine interactions, neural circuitry, and selected topics in neuropharmacology. It is strongly recommended that the student take PSY-300 and/or BIO-210 (Intro to Anatomy and Physiology) before taking PSY-301.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **PSY302 - Conspiracy Theory: Causes, Consequences, and Responses (Campus)**

#### **Description**

In today's media-driven age, misinformation and disinformation feed conspiracy theories. This requires that we engage critically with data provided to arrive at personal/societal responses on how to live together that are less divisive and more productive. We will use a research tool called the PRESTEL (Political, Religious, Economic, Social, Technological, Environmental, and Legal) analysis to understand how these variables fuel conspiracy beliefs individually and collectively. We also explore how these variables are affected by conspiracy beliefs in turn. Students will be enabled to protect themselves from falling victim to misinformation and disinformation. On a societal level, they will also contribute to effective and constructive policy development.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

PSY108 - Introduction to Psychology (3)

SOC112 - Introduction to Sociology (3)

### **PSY303 - Perspectives of Addiction (Online)**

#### **Description**

In this course, students will learn about the differences between types of addictions and how they affect the body and brain. Students will evaluate the strengths and limitations of addiction models. Students will analyze the neurological and psychological processes of addiction and discuss the impact those processes have on an individual's behavior. Students will learn about the historical development of the area of addiction identification, prevention, and treatment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY305 - Cognitive Psychology (Campus, Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## University Programs

### **PSY307 - Sensation and Perception (Campus, Online)**

#### **Description**

This course will be an exploration of how we come to know the world through our visual experiences and how those experiences are shaped by prior knowledge, context, and ideas. As such we will cover neurobiological aspects of sensation pertaining to the eye and the brain, and we will cover aspects of higher-order perceptual phenomena, such as object-perception, color, motion, illusions, and representation and art. Students should gain an appreciation for and conversance in the empirical and philosophical complexity of visual experience.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY310 - Criminal Psychology (Campus, Online)**

#### **Description**

This course will provide the student with insights about crime from a psychological perspective. Specifically, the course will focus on how a criminal offender is influenced by multiple systems within the psychosocial environment. This course examines and evaluates the role of psychological factors in understanding the motives behind antisocial acts. Throughout the course, students will acquire knowledge and practice in the application of psychological methods to understanding criminal behavior.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## University Programs

### **PSY314 - Disorders of Childhood and Adolescence (Campus, Online)**

#### **Description**

This course focuses specifically on an introduction to the classification of disorders of childhood and adolescence and the treatment approaches that currently are available. Knowledge students obtain in PSY 314 is essential for understanding the etiology and manifestation of these disorders, as well as the impact on the individual, family and society. Current field research and case studies will be used.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

PSY211 - Lifespan Development (3)

### **PSY315 - Counseling Process and Techniques (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY215 - Abnormal Psychology (3)

### **PSY316 - Adult Development (Campus)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY211 - Lifespan Development (3)

# University Programs

## **PSY317 - Reading and Research in Psychology (Campus)**

### **Description**

This course allows students to pursue a supervised psychology research project with a full-time psychology faculty member. This course consists of a seminar and/or individual meetings, and the topic is to be arranged by the student and instructor. May be repeated for credit; three repetitions count as one psychology elective.

### **Additional information - Campus**

Course by arrangement only.

### **Academic Level**

Undergraduate

### **Credits**

1

## **PSY319 - Social Development: Child and Adolescent (Campus, Online)**

### **Description**

The purpose of this course is to expose students to theory and research concerning infants', children's, and adolescents' social and personality development. This course will focus on how individuals become members of their social world, including how we conceptualize the social world, interact with parents and caretakers, develop social relationships with peers, and interpret, analyze, and respond to cultural messages and ideologies. We will discuss these issues through analysis of the theoretical and research literature.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY211 - Lifespan Development (3)

## **PSY321 - Child Development (Campus, Online)**

### **Description**

This course focuses on psychological development from infancy through late childhood. Research and theoretical perspectives will be used to help students understand contemporary issues and themes central to childhood development, including: biological, cognitive, and social-emotional characteristics of development and the interplay between them.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

PSY211 - Lifespan Development (3)

# University Programs

## **PSY322 - Adolescent Development (Campus, Online)**

### **Description**

Adolescence is a fascinating time of life because of the many psychological and physical changes that occur, as well as the cultural and historical issues surrounding these changes. This course focuses on psychological development from pre-adolescence through adolescence and into emerging adulthood. Research and theoretical perspectives will be used to help students understand contemporary issues and themes central to adolescent development, including: puberty, cognition, morality, identity, relationships, sexuality, school, work, culture, and challenges faced by adolescents and emerging adults. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

PSY211 - Lifespan Development (3)

## **PSY323 - Psychology of Gender (Online)**

### **Description**

This course explores gender differences from a social psychological perspective. Students will consider individual, interpersonal, and cultural influences on gender similarities and differences in behavior. The course includes a review of theory, research, and applications in the psychology of gender.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

3 credit(s) from the following:

PSY257 - Social Psychology (3)

PSY355 - Theories of Social Psychology (3)

## **PSY324 - Cross-Cultural Psychology (Online)**

### **Description**

This course examines psychological issues in various cultural contexts and explores how ethnic and cultural backgrounds influence patterns of human thought and behavior. The course includes a focus on the psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotyping.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)



# University Programs

## **PSY325 - PsychLab: Advanced Research Methods (Campus)**

### **Description**

This project-based course will give students hands-on experience with advanced research methods. Using the tools available in the PsychLab, students will hone specific research questions that interest them, and design and conduct independent research in that area. Students will learn how to apply relevant tools to their research, such as in-person and virtual methods for collecting experimental data, advanced research designs, and use of statistical software. Students will leave the course with a portfolio demonstrating their ability to manage a research project to completion.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

- PSY108 - Introduction to Psychology (3)
- PSY223 - Research I: Statistics for Psychology (3)
- PSY224 - Research II: Scientific Investigations (3)

## **PSY326 - Social Cognition and Perception (Online)**

### **Description**

This course investigates how people make sense of the social world. Students will examine how social factors influence how people perceive and interact with information collected from the environment and how these mental processes affect judgments and decision-making.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

3 credit(s) from the following:

- PSY257 - Social Psychology (3)
- PSY355 - Theories of Social Psychology (3)

## **PSY327 - Social Influence (Online)**

### **Description**

This course explores the research and theories related to how people influence and are influenced by their social environment at the individual, interpersonal, and societal levels. Students will explore concepts including attitudes, conformity, obedience, attraction, social categories, and norms.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

3 credit(s) from the following:

- PSY257 - Social Psychology (3)
- PSY355 - Theories of Social Psychology (3)

## University Programs

### **PSY328 - Theories of Personality (Campus, Online)**

#### **Description**

Students will gain in-depth knowledge about personalities and examine theoretical explanations to understand personality development, personality states, and assessments. Students also explore the relevance of personality theory and assessment in a variety of contexts.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY331 - Human Sexuality (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY334 - Social Aspects of Addiction (Online)**

#### **Description**

Students will analyze and evaluate the impacts of psychological and social factors on addiction development, maintenance, and recovery. Through exploring environmental impacts, mental health, and social supports, they will further develop skills needed to work in the field of addiction. Emphasis will be placed on the different types of addiction and how social structures act as risk or protective factors for the individual.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY215 - Abnormal Psychology (3)

## University Programs

### **PSY335 - Assessment and Testing (Campus, Online)**

#### **Description**

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 and the types of tests and techniques available.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

PSY108 - Introduction to Psychology (3)

### **PSY355 - Theories of Social Psychology (Campus, Online)**

#### **Description**

Learners will explore the fundamental principles underlying social psychology and the connection between social interaction and social influence. Learners will analyze the differences in social pattern, study the dynamics of intergroup relationships, conflict, and cooperation, and learn the limits in generalizing psychological research to cultural, gender, ethnic, or age groups.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

### **PSY365 - Leadership and Motivation in the Workplace (Online)**

#### **Description**

In this course, students explore leadership theories and principles from a psychology perspective. Through the use of psychological instruments and analysis of leaders, students analyze their own leadership style and engage with topics including the psychology of leadership, followership theory, and motivation. Students also explore issues of employee engagement and its relationship with organizational working environments.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY270 - Introduction to Industrial Organizational Psychology (3)

# University Programs

## **PSY375 - Cognition (Campus, Online)**

### **Description**

In this course, learners explore the processes and structures of the human mind through a survey of historical and contemporary scientific studies. Learners use critical thinking skills to evaluate the strengths and limitations of theoretical models, as well as the models' contributions to fields like education, technology, innovation, and mental health care.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## **PSY405 - Contemporary Issues in Social Psychology (Online)**

### **Description**

This course focuses on recent advances in both basic and applied research in social psychology. Students will apply their knowledge and skills to current issues in social psychology.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

3 credit(s) from the following:

PSY257 - Social Psychology (3)

PSY355 - Theories of Social Psychology (3)

## **PSY406 - Contemporary Issues in Addictions (Online)**

### **Description**

In this course, students will describe contemporary issues in addiction and their impact on the addiction field. Students will analyze social initiatives that address contemporary addiction issues through a humanistic perspective. Students will communicate societal initiatives and community resources to diverse audiences that address a contemporary addiction issue.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY108 - Introduction to Psychology (3)

## University Programs

### **PSY407 - Contemporary Issues in Applied Psychology (Online)**

#### **Description**

This course focuses on recent advances in applied psychology and ethical debates in the field. Students will apply their knowledge and skills toward current issues within their selected area of interest in psychology.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

2 of the following:

- PSY201 - Educational Psychology (3)
- PSY205 - Forensic Psychology (3)
- PSY225 - Health Psychology (3)
- PSY226 - Sport Psychology (3)
- PSY258 - Industrial Organizational Psychology (3)

### **PSY408 - Public Policy and Addiction Advocacy (Online)**

#### **Description**

In this course, students will analyze how addiction policy and advocacy promote change within communities. Students will describe ways to improve policy and advocacy efforts that address disparities in underserved populations. They will analyze the role of the individual, community, and government in addressing addiction as a public health issue.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

- PSY108 - Introduction to Psychology (3)

### **PSY440 - Industrial Organizational Psychology Consulting and Analysis (Online)**

#### **Description**

In this course, students explore the process of consultation that an I/O psychology professional might use to provide support for an organization. Students investigate several steps in this process, including assessment, diagnosis, forecasting effects, intervention, and strategy. Ultimately, they provide recommended interventions that an organization could pursue to improve its working environment.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

- HRM200 - Human Resource Functions (3)
- PSY365 - Leadership and Motivation in the Workplace (3)

## University Programs

### **PSY442 - Community Psychology (Online)**

#### **Description**

Community Psychology as a discipline and as professional practice is continually changing - it is the understanding that context matters. This course will encourage students to contribute to this body of applied knowledge. Social issues, community support systems, and policies and interventions that foster collective and individual wellness are the focus of this interactive and interdisciplinary subject.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

PSY108 - Introduction to Psychology (3)

3 credit(s) from the following:

PSY222 - Research Methods (3)

PSY224 - Research II: Scientific Investigations (3)

### **PSY443 - Psychology Internship (Campus)**

#### **Description**

Students participate in a supervised, career-related work experience in an area of psychology, encompassing a minimum of 150 hours during the term/semester. Students also complete coursework that gives them the opportunity to apply psychological concepts learned throughout undergraduate study and reflect on their internship experience.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Complete all of the following  
Complete:

PSY108 - Introduction to Psychology (3)

Please contact the Career and Professional Development Center to register.

## University Programs

### **PSY444 - Senior Seminar in Psychology (Capstone) (Campus, Online)**

#### **Description**

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. Writing Intensive Course.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

PSY224 - Research II: Scientific Investigations (3)

3 of the following:

PSY211 - Lifespan Development (3)

PSY215 - Abnormal Psychology (3)

PSY300 - Biopsychology (3)

PSY328 - Theories of Personality (3)

PSY355 - Theories of Social Psychology (3)

PSY375 - Cognition (3)

### **PSY480 - Independent Study (Campus)**

#### **Description**

This course allows the student to investigate any psychology subject not incorporated into the curriculum.

#### **Additional information - Campus**

Course by arrangement only.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Instructor permission required.

## University Programs

### **PSY491 - Psychology and Social Change (Online)**

#### **Description**

In this culminating experience for the undergraduate psychology program, students will apply their psychological knowledge base and skill set toward the discovery of their own unique roles as agents of social change. Students will examine the dynamic shifts in human attitudes, beliefs, values, and relationships which transform social and cultural institutions over time. As students internalize elements of advocacy, inclusion, and diversity, they will assess the ways in which they can inspire change — in both themselves and in the world around them.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

111 credit(s).

Complete:

PSY108 - Introduction to Psychology (3)  
PSY211 - Lifespan Development (3)  
PSY215 - Abnormal Psychology (3)  
PSY260 - Statistical Literacy in Psychology (3)  
PSY328 - Theories of Personality (3)  
PSY355 - Theories of Social Psychology (3)  
PSY375 - Cognition (3)

1 of the following:

PSY222 - Research Methods (3)  
PSY224 - Research II: Scientific Investigations (3)

### **PSY500 - Foundations of Psychology (Online)**

#### **Description**

This course prepares students for graduate study in psychology, with a focus on honing and applying writing, analytical thinking, and critical reading skills. It provides an overview of the field of psychology as a science and a profession. Students evaluate the key concepts and theoretical perspectives that have shaped the field, as well as contemporary issues.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Contact Academic Advisor to register.



# University Programs

## **PSY510 - Research Methods in Psychology I (Online)**

### **Description**

In this course, students will learn methods commonly used in psychological research. As part of these methods, students learn how to gather and analyze data across a variety of settings. These newly acquired skills and techniques will be reinforced by application to a contemporary issue in psychology.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

SCS501 - Foundations in Statistics (3)

SCS502 - Foundations in Research Methods (3)

PSY500 - Foundations of Psychology (3)

## **PSY514 - Psychology of Leadership in the Workplace (Online)**

### **Description**

Explore the major psychological theories as they relate to leadership and the factors that impact decision making from a leader's perspective. Examine the application of theories in areas such as managing conflict, succession planning, facilitating communication, coaching, professional development, and leading teams in the workplace. Develop a personal leadership framework with the understanding that it can and should evolve over time.

### **Academic Level**

Graduate

### **Credits**

3

## **PSY520 - Research Methods in Psychology II (Online)**

### **Description**

In this course, students will develop a deeper understanding of the research process and data analysis by applying skills learned in Research Methods in Psychology I and building on them with new skills and techniques including advanced research design and use/interpretation of higher-level statistical tests (ANOVA, regression, etc.). These newly acquired skills and techniques will be reinforced by application to a contemporary issue in psychology.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY510 - Research Methods in Psychology I (3)

## University Programs

### **PSY530 - Social Psychology (Online)**

#### **Description**

The focus of this course is on contemporary social psychology issues and research related to people's interactions with the environment, technology, and society, as well as classic studies and theories in the field-including those related to conformity, obedience, identity, and attitudes that remain relevant. Students will evaluate the perspectives, relevancy, and usefulness of social psychology to real world issues and problems.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY520 - Research Methods in Psychology II (3)

### **PSY540 - Cognitive Processes (Online)**

#### **Description**

Students will investigate topics in cognitive psychology, including memory, language, attention, learning, and decision-making. Students will evaluate the perspectives, relevancy, and usefulness of cognitive psychology to real world issues and problems.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY520 - Research Methods in Psychology II (3)

### **PSY545 - Forensic Psychology (Online)**

#### **Description**

This course provides candidates with foundational knowledge of the forensic psychology field, including its historical roots and current trends with a focus on the evolution of practical and research based approaches in clinical settings. Candidates will also explore specific forensic psychology specialty areas and how the roles and responsibilities unfold related to legal, ethical, and diversity issues.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

18 credit(s).

# University Programs

## **PSY550 - Measurement and Assessment (Online)**

### **Description**

Learn and apply psychometric techniques commonly used in psychology. Explore measurement techniques and strategies used in the development and administration of psychological tests and assessments. Analyze and assess test and assessment results. Examine the ethical issues related to test and assessment administration and interpretation.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY510 - Research Methods in Psychology I (3)

PSY520 - Research Methods in Psychology II (3)

## **PSY560 - Theories of Personality (Online)**

### **Description**

This course will emphasize contemporary theories, research, and approaches in personality psychology, connecting these to classic theorists such as Freud as well as other historical traditions and perspectives. The past and present impact of these theories within the ever-changing field of psychology will be explored, as well as the impact they have on culturally diverse clients and special populations.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

PSY520 - Research Methods in Psychology II (3)

## **PSY570 - Ethical Practice in Psychology (Online)**

### **Description**

This course provides a comprehensive overview of the principles of ethical practice within the field of psychology. Topics include experimentation, confidentiality, respect, resolving ethical dilemmas, professional standards of conduct, and the psychology of ethical behavior.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

SCS501 - Foundations in Statistics (3)

SCS502 - Foundations in Research Methods (3)

PSY500 - Foundations of Psychology (3)

## University Programs

### **PSY612 - Motivation in the Workplace (Online)**

#### **Description**

This course will cover the psychological theories of motivation and their relevance to the workplace and wider field of industrial-organizational psychology. Students will explore factors that motivate individuals in organizational settings, strategies to identify motivation problems, and ways to address those issues using psychological techniques. Emphasis will be placed on the practical application of motivational theories to affect change for diverse populations.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

18 credit(s).

### **PSY614 - Psychology of Leadership (Online)**

#### **Description**

This course combines theory and practice to address contemporary issues and connects them to psychological theories in the field of organizational leadership. It will utilize research, case studies, and real-world situations to illustrate how psychological practices can be used in assessing and improving leadership in organizations. Students will construct a foundation for their personal leadership style with the understanding that it can and should evolve over time.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

18 credit(s).

### **PSY615 - Personnel Psychology and Talent Management (Online)**

#### **Description**

Explore the psychological perspectives involved in managing people and organizations and the importance and complexity involved in keeping employees once they are selected. Examine the processes used by industrial organizational psychologists to retain, manage, and develop employees to reach their full potential, as well as the psychological aspects of compensation and benefits management.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **PSY616 - Organizational Consulting (Online)**

#### **Description**

This course will explore the relevant skills needed for a successful organizational consultation by an industrial organizational psychologist. Students will examine the process for diagnosing an organization using psychological methods (measurement), developing a strategy to address any issues (assessment), and practically carrying out that plan (application). Emphasis will be given to the need for ethical standards and the importance of professional responsibility in consulting.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

18 credit(s).

### **PSY618 - Seminar in Industrial & Organizational Psychology (Online)**

#### **Description**

This course is a culmination of the student's work in industrial organizational psychology. It will bring together the skills learned in the previous courses and requires that students demonstrate their proficiency in the areas of motivation, organizational leadership, and consulting. Therefore, students will synthesize information to develop a more sophisticated and integrated approach to industrial-organizational issues and problems.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY612 - Motivation in the Workplace (3)

PSY614 - Psychology of Leadership (3)

PSY616 - Organizational Consulting (3)

### **PSY622 - Assessment for Forensic Psychology (Online)**

#### **Description**

This course introduces candidates to topics in forensic assessment, including historical context, relevant theories, techniques, tools, and procedures. Candidates will analyze criminal justice, family and child custodial law, and pathology-based case study based data sets using contemporary assessment approaches to gain practical insights. Candidates will be required to consider ethical, multicultural, and age-based variables while interpreting case-based results.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY545 - Forensic Psychology (3)

## University Programs

### **PSY624 - Intersection of Law and Psychology (Online)**

#### **Description**

This course focuses on the crossroads at which the legal system and psychology meet. The forensic psychologist's roles and challenges within the legal system will be covered as well as ethical dilemmas. Candidates will explore how psychologists can impact court proceedings with respect to providing expert testimony and determining mental states of the witnesses or the accused. Candidates will also review U.S. Supreme Court cases that influence current policies that impact the mental and physical well-being of incarcerated persons.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY545 - Forensic Psychology (3)

### **PSY626 - Psychology in the Courtroom (Online)**

#### **Description**

This course is a seminar in which candidates will synthesize their learning from the three previous concentration courses to gain a full understanding of the forensic psychologist's roles as trial consultant, jury selection, and assessing eyewitness account integrity in the courtroom. Students will demonstrate mastery of concentration content through a comprehensive project.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY545 - Forensic Psychology (3)

PSY622 - Assessment for Forensic Psychology (3)

PSY624 - Intersection of Law and Psychology (3)

### **PSY632 - Developmental Psychology (Online)**

#### **Description**

Research and theoretical perspectives are used to help students understand contemporary topics central to childhood and adolescent development, including cognition, biology, social factors, and emotions. Students will evaluate the perspectives, relevancy, and usefulness of developmental psychology to real world issues and problems.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

18 credit(s).

## University Programs

### **PSY634 - Cognitive Neuropsychology (Online)**

#### **Description**

This course covers the neuropsychological approach in examining the connection between the brain and cognitive processes, as well as dysfunctions, from birth to adolescence. It will explore the techniques used to study the brain and behavior as well as contemporary research and issues in the field.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

18 credit(s).

### **PSY636 - Intervention Strategies (Online)**

#### **Description**

This course introduces students to the major intervention strategies in child and adolescent development. Contemporary strategies will be covered, and traditional approaches and strategies of the field will be examined as needed. Students will also practice applications of the strategies to real-world scenarios.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

18 credit(s).

### **PSY638 - Child and Developmental Psychology Seminar (Online)**

#### **Description**

This course is a culmination of the student's work in child and adolescent psychology. It will bring together the skills and knowledge learned in the previous courses and requires that students demonstrate their proficiency in the areas of developmental psychology, cognitive neuropsychology, and intervention strategies.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PSY632 - Developmental Psychology (3)  
PSY634 - Cognitive Neuropsychology (3)  
PSY636 - Intervention Strategies (3)

## University Programs

### **PSY790 - Capstone in Psychology (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Psychology program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
30 credit(s).  
Complete:

PSY550 - Measurement and Assessment (3)

## **Public Administration**

### **PAD330 - Public Administration (Campus, Online)**

#### **Description**

Explore the field of public administration through the analysis of key theory and career possibilities. Examine the role of government and regulation in public policy development. Analyze how ethics drives conduct within the field.

#### **Additional Information - Online**

The goal name associated with this course is Public Administration

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PAD331 - Public Administrative Ethics and Theory (Online)**

#### **Description**

This course will examine the underlying theories of public administration and their impact on community goal achievement. Students will examine supervisory and leadership behaviors in public administration and consider the ethical implications of public administration.

#### **Academic Level**

Undergraduate

#### **Credits**

3



## University Programs

### **PAD332 - Municipal Government Operations (Online)**

#### **Description**

This course will examine the functions, hierarchy and management of various local government departments. Students will learn the interrelationship of various community departments as well as the roles of leadership and community boards within local government.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **PAD340 - Public Fiscal Management (Online)**

#### **Description**

Analyze the processes and techniques used to secure and manage public funds. Examine considerations public administrators utilize when making fiscal decisions. Explore the role of oversight committees, audits, and other accountability measures to ensure accuracy of financial documents and processes.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PAD330 - Public Administration (3)

### **PAD341 - Disaster Recovery and Response (Online)**

#### **Description**

This course will examine government and community behaviors, responses and recovery efforts following emergencies and disasters. Specific emphasis will be place of service delivery models and strategies, coordination of assistant services, and the dynamics of the recovery process.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **PAD345 - Policy Analysis and the Role of the Public (Online)**

### **Description**

Explore the role of policy in public administration, how the public influences policy, and the impact of policy on decision-making. Learn the stages of the public policy process and how the public's involvement in policy making has evolved. Develop techniques for managing and interacting with the public.

### **Additional Information - Online**

The goal name associated with this course is Policy Analysis and the Role of the Public

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PAD330 - Public Administration (3)

## **PAD410 - Program Evaluation and Accountability (Online)**

### **Description**

Learn the six steps of program development and evaluation, including designing program evaluation processes to measure outcomes and analyzing data to assess program success. Create purpose-driven communications to gain support for programs, disseminate program information, and report to stakeholders.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PAD330 - Public Administration (3)

## **PAD630 - Foundations of Public Administration (Campus, Online)**

### **Description**

This course is designed to introduce students to the foundations and constraints that form the environment of the public administration. It will encourage and enable the view of governance issues through the eyes of a public administrator. The course is structured to provide basic skills and set the context of contemporary political, social, economic, and administrative realities. It explores responsive, equitable, effective, efficient, and accountable governance processes, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values, and issues important to public service organizations and the importance of public policy at the local, state, national and international levels.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **PAD631 - Strategic Management in Public Service (Campus, Online)**

#### **Description**

This course is designed to provide an academic foundation to applied strategic management in public service. Identifying the factors that differentiate public service from the private sector, strategic planning and the implications those differences have for managers. Emphasis is placed on applied strategic planning and management including how to create a mission statement, conduct a SWOT analysis, conduct a stakeholder analysis, writing goals and objectives, and how to design and implement a performance measurement and management system. Current approaches to strategic management used by federal, state, local, and non-profit organizations are emphasized.

#### **Academic Level**

Graduate

#### **Credits**

3

### **PAD632 - Foundations of Public Policy (Online)**

#### **Description**

This course is an introduction to the public policy process. Students will develop an understanding of what "political" and "public policy" mean. Topics discussed include why some problems reach the public agenda, why some solutions are adopted, why others are rejected, why some policies appear to succeed while others appear to fail. The course also examines the complexity of policymaking at the national, state, and local levels.

#### **Academic Level**

Graduate

#### **Credits**

3

### **PAD633 - Intergovernmental Relations (Online)**

#### **Description**

This course is designed to demonstrate the challenges and strategies for governance and administration in an institutional environment of fragmented authority and dispersed power. It defines the balance of shared powers between the layers and institutions of government poses and the considerable challenges to policymakers and administrators. Major dimensions of intergovernmental relations: the vertical dimension of federal, states, and local governments, that cooperate, coordinate, and compete for shares of power, and the horizontal dimension in which sub-governments interact with one another. The course examines the structure of American political institutions, the nature of complex policymaking, governance by networks, and the consequences of competition between governments.

#### **Academic Level**

Graduate

#### **Credits**

3

## **Public Health**

# University Programs

## **PHE101 - Fundamentals of Public Health (Online)**

### **Description**

This course introduces students to the field of public health: its historical evolution, fundamental theories, concepts and practice in the US, and its core values and ethical principles. The structure of the public health system, the ten essential services, and the core knowledge areas (epidemiology, biostatistics, social and behavioral sciences, environmental health, and healthcare policy and administration) are outlined in order for students to comprehend the breadth of complex factors impacting health and the tools available to protect and promote health.

### **Additional Information - Online**

The goal name associated with this course is Global Healthcare Perspectives

### **Academic Level**

Undergraduate

### **Credits**

3

## **PHE321 - Biological Concepts for Public Health (Online)**

### **Description**

This course explores the major determinants of human disease from an integrated ecological perspective that brings together population-based approaches to the study of infectious disease and genetically determined diseases. Students learn about how infectious diseases are transmitted, risk factors and biological processes for common diseases, and the impact of these and control strategies on public health.

### **Academic Level**

Undergraduate

### **Credits**

3

## **PHE327 - Research and Assessment in Public Health (Online)**

### **Description**

Students in this class will develop the introductory knowledge and skills to apply assessment instruments, data collection, research designs, and statistical analysis to assess need, assets, and capacity for health education programs. Existing data sets will be introduced that will increase access to information to develop and implement health promotion projects that are fiscally feasible while meeting specific health promotion needs of a targeted population.

### **Academic Level**

Undergraduate

### **Credits**

3

## **PHE330 - Public Health Education and Communication (Online)**

### **Description**

The purpose of this course is to develop communication skills relevant to public health and examine the impact of mass media, social media, and the internet on health outcomes. Communications is a crucial tool in dealing with global public health challenges. Strong communication skills are necessary in the developing effective public health education, sound advocacy and successful policy development and implementation. In addition, the course explores how communication is currently being used by public health organizations and agencies.

### **Academic Level**

Undergraduate

### **Credits**

3

# University Programs

## **PHE340 - Social and Behavioral Health (Online)**

### **Description**

The course provides an overview of the contribution of the social and behavioral sciences to health behavior. Social and behavioral science fundamentals (principles, theories, research, and techniques) that are employed to address current and past public health problems are examined. Key concepts such culture, race/ethnicity, gender, poverty/disparities, factors related to behavior change, community, organizational climate, family are examined from a social and behavioral sciences perspective.

### **Academic Level**

Undergraduate

### **Credits**

3

## **PHE423 - Evaluation Methods in Public Health (Online)**

### **Description**

This course will cover contextual issues surrounding evaluation, evaluation designs and methodological issues, steps involved in conducting an evaluation, communicating the results, and ensuring that evaluation findings are used by intended users.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

PHE425 - Programming Planning in Public Health (3)

## **PHE425 - Programming Planning in Public Health (Online)**

### **Description**

The purpose of this course is to provide basic knowledge in public health sciences, and practical skills to effectively plan, implement, and manage programs that address public health problems in a variety of settings. The course explores key concepts, theories, and methods in planning and implementing successful health promotion programs and healthy public policy.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **PHE489 - Public Health Capstone Communication (Online)**

#### **Description**

Taken in the student's final term, the capstone course is the culminating experience for the Bachelor of Science in Public Health. This course builds on the theories and concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project/paper, while assessing their level of mastery of the stated outcomes of their degree program in public health. In addition, students present their capstone project and reflection on the experience to their instructor and their peers in the course. Students will also post their capstone project and presentation into their e-Portfolio.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

PHE423 - Evaluation Methods in Public Health (3)

PHE425 - Programming Planning in Public Health (3)

111 credit(s).

### **PHE500 - Principles of Public Health (Online)**

#### **Description**

This course is a required, foundational course. It acquaints the student with the history of public health, the structure of the public health system, the ten essentials services, and the core knowledge areas in order to gain an understanding of the complex factors impacting health behaviors in the community. This course is designed to introduce the students to the range of public health professions and to motivate their interests in public health courses. The course also will introduce the development of a professional portfolio.

#### **Academic Level**

Graduate

#### **Credits**

3

### **PHE505 - Research Methods in Public Health (Online)**

#### **Description**

The course introduces students to the basics of research design and methodology in public health. It provides coverage of quantitative and qualitative methods. Topics include: development of a hypothesis, sampling, data collection and structure, survey design and administration, and analytic interpretation. In public health, carefully designed research studies and their results are critical in the development of evidence-based policies, programs, and interventions. Students apply their knowledge acquired in the course by developing a research proposal. Research skills are in high demand by public health employers.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **PHE510 - Public Health Biology (Online)**

#### **Description**

This course explores the biological basis of disease. It focuses on the impact of diseases on public health decision-making. The pathogenesis of various disease conditions are covered and how such pathogenesis could either be prevented or interrupted.

#### **Academic Level**

Graduate

#### **Credits**

3

### **PHE525 - Social and Behavioral Sciences (Online)**

#### **Description**

The course provides a foundation in the application of social and behavioral sciences to public health. Social and behavior theories are examined in terms of understanding health-related behavior and applying these theories to health promotion. The course covers existing social inequalities in health status related to race, social class and gender and the critical intersection between social risk factors, behavioral risk factors and the development and implementation of public health interventions.

#### **Academic Level**

Graduate

#### **Credits**

3

### **PHE540 - Principles of Environmental Health (Online)**

#### **Description**

This course offers students an overview of basic concepts in environmental sciences, an understanding of the health impact of various environmental exposures, and the public health approach to controlling and eliminating environmental health risks. The effects of agents on disease, water quality, air quality, food safety, and land resources are explored.

#### **Academic Level**

Graduate

#### **Credits**

3

### **PHE550 - Principles of Global Health (Online)**

#### **Description**

Provides an overview of the history of global health, the diversity of determinants of health and disease, and the importance of ethics and human rights. Examines major global health challenges, contemporary issues, and policies. Topics include: health systems, health disparities, culture and health, nutrition, maternal and child health, infectious and chronic diseases, injuries, and natural disaster and humanitarian relief.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **PHE610 - Health Policy and Management (Online)**

#### **Description**

Students in this course examine the health services system in the U. S., the role of healthcare policy and management, and the health delivery system. The recent healthcare reform legislation and its implications are explored. Topics include: the origins of the US healthcare system, health behaviors and disease, the management of health service personnel and organizations.

#### **Academic Level**

Graduate

#### **Credits**

3

### **PHE630 - Program Planning and Evaluation in Public Health (Online)**

#### **Description**

This course explores the key approaches used to conduct and evaluate effective public health programs. Topics include: collection of primary data, analysis of data, presentation of findings for the target audience, and information systems and technology in the planning and evaluation processes.

#### **Academic Level**

Graduate

#### **Credits**

3

### **PHE660 - Global Health Policy, Practice, and Partnerships (Online)**

#### **Description**

Explore the historical evolution of global health, policies that have shaped the field, and the international community's response to health determinants around the world. Critically analyze the roles and relationships of local, national, and international actors. Students synthesize policy, practice and partnerships, which are essential for improving health in low and middle income countries.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHE550 - Principles of Global Health (3)



## University Programs

### **PHE665 - Case Studies in Global Health (Online)**

#### **Description**

Examine how people, organizations, companies and governments can work together to solve some of the most complex global health issues. Using real-world examples, students examine situations, programs and partnerships and analyze innovative solutions in each presented case. From reducing child mortality to improving health through multifaceted interventions that address multiple determinants of health, students learn how global public health efforts have improved the health of populations, even in the poorest countries, worldwide.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

PHE550 - Principles of Global Health (3)

### **PHE680 - Practical Experience in Public Health Part I (Online)**

#### **Description**

Succeed working on a real-world public health project under the supervision of the public health instructor, an approved preceptor, and a SNHU Career advisor. Refine developed competencies and skills sets that were introduced in the MPH courses. This course requires a minimum of 60 practical experience hours.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

### **PHE685 - Practical Experience in Public Health Part II (Online)**

#### **Description**

Successfully complete a real-world project initiated in PHE-680 Part I under the supervision of the public health instructor, an approved preceptor, and a career advisor. Refine developed competencies and skills sets that were introduced in the MPH courses. This course requires a minimum of 60 practical experience hours.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

PHE680 - Practical Experience in Public Health Part I (3)

Please contact the Career and Professional Development Center to register.

# University Programs

## **PHE690 - Public Health Capstone (Online)**

### **Description**

This is the synthesis course of the Master of Public Health program, which allows students the opportunity to apply the theory, principles and science of public health in a capstone project. This culminating experience requires students to synthesize and integrate knowledge and skills acquired throughout coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in public health. In addition, the students reflect on the experience to their instructor and peers.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
Complete:

PHE610 - Health Policy and Management (3)

PHE630 - Program Planning and Evaluation in Public Health (3)

30 credit(s).

# Python

## **PYTH101 - Python Fundamentals (Online)**

### **Description**

In this course, you will learn the fundamentals of the Python programming language and best practices. Using Python data types and variables, you will be able to represent and store data and control your programs' flow using conditionals and loops. You will also gain an understanding of data structures using Python. Enrollment in the Python and Applied Blockchain certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

## **PYTH102 - Object-Oriented Processing (Online)**

### **Description**

In this course, you will learn how to create and manipulate functions and gain an understanding of object-oriented programming principles. You will learn how to create unit tests, create and use packages, and standard library utilities. Enrollment in the Python and Applied Blockchain certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

PYTH101 - Python Fundamentals (2)

# University Programs

## **PYTH103 - Introduction to Applied Python (Online)**

### **Description**

This course teaches you how to create and manage a virtual environment, raise and handle exceptions, and best practices when iterating through data to look for patterns. The course culminates in a multi-week project to demonstrate the application of course topics. Enrollment in the Python and Applied Blockchain certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

PYTH102 - Object-Oriented Processing (2)

## **PYTH121 - Python for Databases and Networking (Online)**

### **Description**

In this course, you will work with networking, API, and databases using Python. You will learn how to persist, update, and delete data to a database using Python. Enrollment in the Python and Applied Blockchain certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

PYTH103 - Introduction to Applied Python (2)

## **PYTH122 - Utilizing Python Libraries (Online)**

### **Description**

In this course, you will work with refactoring and organizing large blocks of data. You will use industry Python libraries to work with data for filtering and visualization. Enrollment in the Python and Applied Blockchain certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

PYTH121 - Python for Databases and Networking (2)

## University Programs

### **PYTH123 - Intermediate Applied Python (Online)**

#### **Description**

In this course, you will learn how to create, transform, and manipulate a data pipeline in Python. You will also create a scalable data pipeline to use for analysis and visualization. Enrollment in the Python and Applied Blockchain certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

2

#### **Prerequisites**

Complete:

PYTH122 - Utilizing Python Libraries (2)

### **PYTH201 - Introduction to Blockchain (Online)**

#### **Description**

In this course, you will learn how to create a blockchain in Python and security in Blockchain. You'll learn about cryptomining and implementation. Enrollment in the Python and Applied Blockchain certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

2

#### **Prerequisites**

Complete:

PYTH123 - Intermediate Applied Python (2)

### **PYTH202 - Blockchain Applications (Online)**

#### **Description**

In this course, you will learn how to implement Blockchain and exposure to a wide range of blockchain implementation concepts and unique guidelines for sustainable and scalable blockchain development. Enrollment in the Python and Applied Blockchain certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

2

#### **Prerequisites**

Complete:

PYTH201 - Introduction to Blockchain (2)

## University Programs

### **PYTH203 - Applied Blockchain Development (Online)**

#### **Description**

In this course, you will learn strategies for using Blockchain development, including its impact and applications in business and finance. You will create a Blockchain using Python for an industry use case. Enrollment in the Python and Applied Blockchain certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

2

#### **Prerequisites**

Complete:

PYTH202 - Blockchain Applications (2)

## Quantitative Studies/Ops Mgmt

### **QS0250 - Business Analytics (Campus)**

#### **Description**

This course will provide you with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. You will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

### **QS0251 - Experience in Business Analytics (Campus)**

#### **Description**

The aim of this experience is to give the students opportunities to explore the world of Business Analytics and learn about several career options in Business Analytics.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

## University Programs

### **QSO260 - Descriptive Analytics (Campus)**

#### **Description**

You will learn how to analyze historical business data to uncover relationships that can be used to guide predictions about the future and business decision making. JMP statistical and data visualization software will be used to apply tools for analyzing business data.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

### **QSO300 - Operations Management (Campus, Online)**

#### **Description**

This course is an introduction to the operations function, which is responsible for the creation of goods and services of the organization. Students will learn the concepts and techniques used in managing operations in manufacturing and service organizations.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MAT240 - Applied Statistics (3)

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

IHP340 - Statistics for Healthcare Professionals (3)

## University Programs

### **QSO310 - Management of Service Operations (Campus, Online)**

#### **Description**

This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. Emphasis is focused on preparing students to identify and apply appropriate management processes to ensure efficient, effective, and quality oriented service operations, while achieving operational excellence. Topics covered include: the role of services in the economy, strategic positioning and internet strategies, environmental strategies, new service development process, managing service expectations, front-office and back-office interface, service quality, yield management, waiting time management, and site selection.

#### **Additional Information - Online**

The goal name associated with this course is Serve Customers Effectively

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

### **QSO320 - Management Science through Spreadsheets (Campus, Online)**

#### **Description**

Apply management science techniques to analyze data to inform business decisions that align to strategic organizational objectives.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MAT240 - Applied Statistics (3)

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

# University Programs

## **QSO321 - People, Planet, and Profit (Campus, Online)**

### **Description**

Students will evaluate business operations for their efficiency, effectiveness, and quality. Through learning to balance operations decisions, students will be able to support the long-term sustainability and maintain ethical standards of the organization. Students will also learn to make recommendations on operations that increase value to the organization and customer.

### **Additional Information - Online**

The goal title associated with this course is People, Planet, and Profit.

### **Academic Level**

Undergraduate

### **Credits**

3

## **QSO322 - Logistics Management (Online)**

### **Description**

This course provides an overview of the field of logistics including its nature, scope, and process, including logistics management functions and the interrelationships among strategic support and operational logistics. Students examine the logistics functions of business involved in the movement and storage of supplies, work-in-progress, and finished goods. Additionally, it explores the trade-offs between cost and service and the purchase and supply of raw materials.

### **Additional Information - Online**

The goal name associated with this course is Oversee Logistics

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

QSO300 - Operations Management (3)

QSO321 - People, Planet, and Profit (3)

## **QSO325 - Continuous Improvement Tools and Techniques (Online)**

### **Description**

This course examines continuous improvement tools and techniques used in problem solving supporting sustainable operations. Topics include lean techniques, quality management, TQM, JIT, and product experimental design.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

QSO320 - Management Science through Spreadsheets (3)

1 of the following:

QSO300 - Operations Management (3)

QSO321 - People, Planet, and Profit (3)



# University Programs

## **QS0328 - Sustainable Operations (Online)**

### **Description**

This course focuses on manufacturing and service operations control and the importance of making operations decisions that support the long-term sustainability of organizations while meeting the needs of the customers. Students explore topics such as brand management, closed loop supply chains, competition, environmental management, safety and compliance, and social responsibility.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

QS0330 - Supply Chain Management (3)

## **QS0330 - Supply Chain Management (Campus, Online)**

### **Description**

This course focuses on effective supply chain strategies for companies that operate globally with emphasis on how to plan and integrate supply chain components into a coordinated system. Students are exposed to concepts and models important in supply chain planning with emphasis on key tradeoffs and phenomena. The course introduces and utilizes key tactics such as risk pooling and inventory placement, integrated planning and collaboration, and information sharing.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

## **QS0340 - Project Management (Campus, Online)**

### **Description**

As modern organizations have become more complex, they have also become more project-driven. This course uses a basic project management framework in which the project life-cycle is broken into organizing, planning, monitoring and controlling the project. You will learn the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **QSO345 - Project Management for CAPM® Certification (Campus, Online)**

#### **Description**

In this course, students learn the knowledge and skills related to the common practices used by associate-level project managers, as well as various project team members. Throughout the course, they will conduct project management planning activities and functions, apply relevant project methodologies and approaches, and effectively monitor and communicate project status to internal and external stakeholders. The course is designed to help students prepare for the Certified Associate in Project Management (CAPM®) certification exam. However, completion of the course neither guarantees satisfaction of the eligibility requirements for taking the CAPM® certification exam, nor ensures success on the CAPM® certification exam.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **QSO349 - Project Contracting and Procurement (Campus, Online)**

#### **Description**

This course addresses the process of acquiring products, resources, services, or results from outside the project team. How to plan procurement management, conduct procurements, control procurements, and close procurements is covered.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

QSO340 - Project Management (3)

QSO345 - Project Management for CAPM® Certification (3)

### **QSO355 - Resource Estimating and Scheduling (Campus, Online)**

#### **Description**

Project managers are responsible for keeping projects on time, on budget, and within scope. This course reviews the critical processes of activity definition, resource estimating, and scheduling.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

QSO340 - Project Management (3)

QSO345 - Project Management for CAPM® Certification (3)

## University Programs

### **QSO360 - Six Sigma Quality Management (Campus, Online)**

#### **Description**

This course teaches the fundamental tools and techniques used to improve service and manufacturing processes through the Define-Measure-Analyze-Improve-Control (DMAIC) methodology of Six Sigma quality management. Statistical process control, design and analysis of statistical experiments, process mapping, cause-and-effect diagram, 5S methodology, and process waste identification via lean techniques, are the major topics of this course.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

### **QSO370 - Predictive Analytics (Campus)**

#### **Description**

This course introduces the techniques of predictive modeling and analytics in a data - rich business environment in order to predict future business outcomes and associated risks. It covers multivariate and other techniques to implement predictive models for a variety of practical business applications.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

# University Programs

## **QSO415 - Trends in Operations Management (Online)**

### **Description**

This course focuses on contemporary topics in operations management. Examples of topics that will be explored included assessing and managing disruptive change, agile project management, automation, innovation, and technology trends.

### **Additional Information - Online**

The goal name associated with this course is Automation and System Integration

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

QSO325 - Continuous Improvement Tools and Techniques (3)

QSO330 - Supply Chain Management (3)

## **QSO420 - Integrated Cost and Schedule Control (Campus, Online)**

### **Description**

This course reviews cost and schedule control techniques that are integrated with project scope as well as overseeing a cost and schedule plan aligned to that scope. The importance of measuring a project's performance using Earned Value Management (EVM) is reviewed.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

QSO340 - Project Management (3)

QSO345 - Project Management for CAPM® Certification (3)

## **QSO425 - Reverse Logistics (Online)**

### **Description**

This course provides students with an overview of today's best practices in reverse logistics. An application perspective is examined in manufacturing, retail and in the military. Students examine the nature, scope, practices, procedures, and processes of adding a reverse logistics operations center to a forward logistics supply chain.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

QSO322 - Logistics Management (3)

# University Programs

## **QSO435 - Adaptive Project Management (Campus, Online)**

### **Description**

Adaptive project management recognizes the nature of changing business processes and goals and the need for iterative techniques to ensure business results are achieved. Agile frameworks including Scrum are reviewed.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

QSO300 - Operations Management (3)

QSO321 - People, Planet, and Profit (3)

1 of the following:

QSO340 - Project Management (3)

QSO345 - Project Management for CAPM® Certification (3)

## **QSO440 - Topics in Project Management (Campus, Online)**

### **Description**

This course covers advanced topics in project management such as project risk, project integration, project quality, and project procurement. Advanced project selection, planning, and control methods of project management are taught with hands-on-applications of MS Project. Students will learn the knowledge and skills of an experienced project manager by creating a detailed project plan for a real-world project.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

QSO340 - Project Management (3)

## **QSO450 - Transportation Management (Online)**

### **Description**

This course provides an overview of the transportation industry to include providers, users, and government agencies. It examines contemporary public policy issues, along with managerial strategies in transportation. Additional focus will be given to micro and macroeconomic issues in the transportation industry. Topics include the economic aspects of rail, water, air, ground, and other transport modes, inventory, and supply.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

QSO322 - Logistics Management (3)

## University Programs

### **QSO455 - Integrated Supply Chain Management (Online)**

#### **Description**

This course examines key issues associated with the design and management of supply chains. Students examine modern supply chain management practices. Emphasis is placed on the exploration of how to integrate suppliers, factories, warehouses and stores so that products are distributed to customers in the right quantity and at the right time. A key topic area is the service logistics and distribution component of the supply chain.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

QSO425 - Reverse Logistics (3)

QSO450 - Transportation Management (3)

### **QSO489 - Capstone in Operations Management (Online)**

#### **Description**

This capstone course is the culminating experience for the B.S. in Operations Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

QSO328 - Sustainable Operations (3)

QSO415 - Trends in Operations Management (3)

111 credit(s).

### **QSO490 - Operations/Project Management Internship (Campus)**

#### **Description**

This course will enable the School of Business undergraduate students to gain valuable work experience within the operations or project environment. The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work. The student must complete a minimum of 150 hours on the internship per 3 credits. Students may complete 0 - 15 credit hours of QSO 490.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Please contact the Career and Professional Development Center to register.

## University Programs

### **QSO495 - Internship in Business Analytics (Campus)**

#### **Description**

This course will enable students to gain valuable work experience in the field of business analytics. It will give them an opportunity for practical application of business analytics concepts and techniques learned in the classes and complement the course work.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Complete all of the following

Complete:

QSO250 - Business Analytics (3)

Please contact the Career and Professional Development Center to register.

### **QSO500 - Business Research (Online)**

#### **Description**

This course presents an overview of the various primary and secondary research methodologies used in the business world and the application of statistical techniques to those strategies. The focus of this course is the design and execution of a practical, primary research. It is recommended that this course be one of the first three taken in degree programs in which it is required.

#### **Academic Level**

Graduate

#### **Credits**

3

### **QSO510 - Quantitative Analysis for Decision Making (Campus, Online)**

#### **Description**

This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations.

#### **Academic Level**

Graduate

#### **Credits**

3

### **QSO511 - Business Analytics (Campus, Online)**

#### **Description**

This course will provide you with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. You will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **QS0520 - Management Science through Spreadsheets (Campus, Online)**

#### **Description**

Gain a working knowledge of the most commonly used Management Science/Operations Research techniques for their use in business. Learn how to combine the power of the management science and spreadsheets to recommend solutions for a wide variety of business problems.

#### **Academic Level**

Graduate

#### **Credits**

3

### **QS0530 - Applied Statistics for Managers (Campus, Online)**

#### **Description**

This course will provide the students with statistical tools and techniques that will enable them to make an immediate impact in their careers. This course will be realistically oriented and numerous business examples and cases will be analyzed.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MBA501 - Mathematics and Statistics for Business (3)

MBA504 - Applied Business Statistics (3)

### **QS0550 - Applied Business Research (Campus)**

#### **Description**

This course presents an overview of the various types of research design for business. In addition, the application of basic statistics to business research is utilized. The major project of the course is the design and execution of a practical business research project.

#### **Academic Level**

Graduate

#### **Credits**

4

#### **Prerequisites**

Complete:

QS0511 - Business Analytics (3)



## University Programs

### **QS0560 - Descriptive Business Analytics (Campus, Online)**

#### **Description**

Descriptive Analytics is used to analyze historical data to gain insights that can be used in making better business decisions in the future. In this course, you will learn about and apply the principles and techniques of business data analysis using Excel and popular data analysis software.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MBA501 - Mathematics and Statistics for Business (3)

MBA504 - Applied Business Statistics (3)

### **QS0570 - Predictive Business Analytics (Campus, Online)**

#### **Description**

Predictive Analytics is used to make predictions about future business activities. The predictions are used to make business plans and take actions to bring about the desired business outcomes. In this course, you will learn about and apply the principles, tools and techniques of predictive analytics using Excel and popular data analytics software.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

1 of the following:

MBA501 - Mathematics and Statistics for Business (3)

MBA504 - Applied Business Statistics (3)

Complete:

QS0511 - Business Analytics (3)

### **QS0600 - Operations Management (Campus, Online)**

#### **Description**

This is a study of the concepts of production and operations and of a variety of methods and techniques used in their management. Background preparation: 6 credit hours in economics.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

QS0510 - Quantitative Analysis for Decision Making (3)

# University Programs

## **QSO610 - Management of Service Operations (Online)**

### **Description**

This course is intended to help students prepare for management opportunities in service firms that represent the fastest-growing sector of the economy. The material focuses on the role and nature of service operations, and the relationship of operations to other business functions. The students will develop skills and learn techniques for effective management of service operations.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

QSO510 - Quantitative Analysis for Decision Making (3)

## **QSO620 - Six Sigma Quality Management (Campus, Online)**

### **Description**

This course is designed to provide an understanding of the design and implementation of quality control and improvement systems. It is an introduction to current quality management approaches, statistical quality control and quality improvement techniques. ISO-9000 also will be discussed. Case studies and the use of computer technology will be integral to the course.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

1 of the following:

QSO510 - Quantitative Analysis for Decision Making (3)

QSO530 - Applied Statistics for Managers (3)

## **QSO625 - Six Sigma for Black Belt Certification (Online)**

### **Description**

This course teaches advanced concepts in Six Sigma while incorporating Lean Management tools. Students learn waste elimination, value stream mapping, Six Sigma roles and responsibilities, team management, and the various elements of the Define-Measure-Analyze-Improve-Control (DMAIC) phases of a Six Sigma project. The Design for Six Sigma (SFSS) approach to design a new process is also reviewed. The course is designed to help students prepare for a Six Sigma Black Belt certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking a Six Sigma Black Belt certification exam nor ensures success on a Six Sigma Black Belt certification exam.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

QSO620 - Six Sigma Quality Management (3)

# University Programs

## **QSO630 - Supply Chain Management (Campus, Online)**

### **Description**

This course analyses the role and activities of those involved in supply chain management decision making. It emphasizes the importance of transportation planning, inventory control, warehouse management, development of customer service standards, and procurement in the design and operation of supply and distribution systems. The importance of information systems and the internet in supporting such activities is also discussed. Special attention is given to the close working relationships with managers in other functional areas including information systems, marketing, and international operations.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

QSO510 - Quantitative Analysis for Decision Making (3)

## **QSO635 - International Supply Chain Management (Online)**

### **Description**

The U.S. economy is becoming increasingly global in nature. We are marketing and distributing more products in foreign nations, locating plants and other facilities internationally, and are buying from foreign companies. This course provides a comprehensive understanding of the supply chain management function related to the international environment in terms of business/cultural customs, legal considerations, purchasing strategies, financial aspects, and international distribution.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete:

MBA501 - Mathematics and Statistics for Business (3)

## **QSO640 - Project Management (Campus, Online)**

### **Description**

This course includes the study of concepts, tools, and practices of project management. The course adopts a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling and closing the project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases are utilized to integrate the learning in the course and provide decision-making experience for the student.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **QSO645 - Project Management for PMP® Certification (Campus, Online)**

#### **Description**

This course is designed to help students gain insights into the process groups and knowledge areas that guide project management professionals as well as help them prepare for the Project Management Professional (PMP)® exam. Students will use process inputs and outputs, as well as tools and techniques, to effectively plan and manage projects. Exploration of the professional and social responsibilities of project management will also be addressed. In partnership with the Project Management Institute (PMI), our instructors completed the Authorized Training Partner (ATP) Train the Trainer - PMP exam prep program and are equipped to deliver PMP exam prep and training content to PMI's quality standards. For students, passing this course will result in satisfactory completion of the 35 hours of project management education required in order to take the PMP exam. However, successfully completing this course does not guarantee success on the PMP exam. (Project Management Professional (PMP) is a registered mark of the Project Management Institute, Inc.)

#### **Academic Level**

Graduate

#### **Credits**

3

### **QSO680 - Seminar in Project Management (Campus, Online)**

#### **Description**

Project management is a core skill in today's fast-moving business environment. Project managers are required to manage complex, time- pressured projects and programs using advanced tools and techniques for maximum effect. Through this course, the students will learn advanced methods to initiate, plan and control projects. They will gain experience planning complex projects using both manual and PC-based tools.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

QSO640 - Project Management (3)

### **QSO690 - Topics in Operations Management (Campus, Online)**

#### **Description**

This course is designed to prepare students to function as high-impact manufacturing and/or service managers. The course theme is Total Quality Management and focuses on manufacturing systems, quality controls and inventory management with the goal of finding constant approaches to productivity improvement through in-depth investigation of JIT and OPT and their adaptability to manufacturing and service systems.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

QSO600 - Operations Management (3)

## University Programs

### **QSO700 - Project Management and Operations Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the MS in Project Management and Operations program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
30 credit(s).  
Complete:

QSO680 - Seminar in Project Management (3)  
QSO690 - Topics in Operations Management (3)

### **QSO705 - Capstone in Business Analytics (Campus)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Business Analytics program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

24 credit(s).

### **QSO710 - Internship in Operations/Project Management (Online)**

#### **Description**

This course will enable the School of Business graduate students to gain valuable work experience within the operations or project environment. The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Successful Completion of Pre-Internship Survey  
Earned a minimum cumulative GPA of 3.0  
Complete all of the following

18 credit(s).

These credits must exclude Foundation Courses and can include completed and in-progress coursework.

This course requires special permissions to register. Please contact your advisor for more information about the registration process for academic internships.

# University Programs

## **QS0715 - Business Analytics Internship (Campus)**

### **Description**

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Business Analytics. The objective is to give the students an opportunity for practical application of Business Analytics concepts learned in classes and complement the course work taken. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - completing a minimum of 150 hours on the job per 3 credits.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Please contact the Career and Professional Development Center to register

## **Reading**

## **RDG503C - Emerging and Early Literacy Development K-4 (Campus)**

### **Description**

This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.

### **Academic Level**

Graduate

### **Credits**

3

## **RDG503NC - Emerging and Early Literacy Development K-4 (Campus, Online)**

### **Description**

This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.

### **Academic Level**

Graduate

### **Credits**

3

## University Programs

### **RDG504C - Content Area Literacy Grades 4-8 (Campus)**

#### **Description**

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

### **RDG504NC - Content Area Literacy Grades 4-8 (Online)**

#### **Description**

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

### **RDG532 - Young Adult Literature (Campus, Online)**

#### **Description**

This course is a focus on literature designed for the adolescent reader. Students read examples of adolescent fiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for teaching adolescents.

#### **Academic Level**

Graduate

#### **Credits**

3

### **RDG582 - Assessing and Instructing Students with Literacy Difficulty (Campus, Online)**

#### **Description**

This course presents methods and materials to assess the needs and plan instructional interventions for students with literacy difficulties. Students will learn to analyze and interpret formal and informal literacy assessments and use instructional techniques to improve literacy in students with a range of literacy difficulties (K-12). This course includes an examination of literacy development among diverse students.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

EDU501 - Methods of Teaching Reading (3)

RDG503C - Emerging and Early Literacy Development K-4 (3)

RDG503NC - Emerging and Early Literacy Development K-4 (3)

# University Programs

## **RDG701 - Reading Internship: K-4 (Online)**

### **Description**

Students will complete a one credit reading internship that covers field-based literacy experiences at the elementary level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades K-4.

### **Academic Level**

Graduate

### **Credits**

1

## **RDG702 - Reading Internship: 5-8 (Online)**

### **Description**

Students will complete a one credit reading internship that covers field-based literacy experiences at the middle school level at the conclusion of all coursework. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 5-8.

### **Academic Level**

Graduate

### **Credits**

1

## **RDG703 - Reading Internship: 9-12 (Online)**

### **Description**

Students will complete a one credit reading internship that covers field-based literacy experiences at the high school level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 9-12.

### **Academic Level**

Graduate

### **Credits**

1

## **Research**

## **RSC110 - Understanding Research (Campus)**

### **Description**

This course is intended to help students become better, more critical consumers of research while introducing the principles, concepts, and terminology of the research process. Using research studies referenced in popular media and other sources, the course covers key concepts in quantitative and qualitative research, basic statistics, and research design. Emphasis is placed on critiquing the use and misuse of research findings in social and commercial settings.

### **Academic Level**

Undergraduate

### **Credits**

3



## University Programs

### **RSC420 - Research Practicum (Campus)**

#### **Description**

The Research Practicum provides opportunities for students to gain first-hand experience in conducting research through participation in supervised research projects. It is open to students from across the University, from any major or program, who are engaged in a faculty-led research project or who wish to complete a research project under the supervision of a faculty member. The primary aim of the course is to strengthen students' ability to synthesize various phases of the research process, including the development of research questions, reviewing literature, gathering and analyzing data, interpreting findings, and communicating the details of the project to a variety of audiences. Students may complete the course twice for credit.

#### **Additional information - Campus**

Offered on a pass/fail basis only.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

- BIO315 - Ecological Principles and Field Methods (3)
- ENV220 - Field Methods and Technologies (3)
- ENV250 - Environmental Science Research Methods (3)
- HON314 - Seminar in Research Methods (3)
- JUS224 - Legal and Justice Research Methods (3)
- MKT337 - Marketing Research (3)
- PSY224 - Research II: Scientific Investigations (3)
- PSY317 - Reading and Research in Psychology (1)
- RSC110 - Understanding Research (3)
- SCS224 - Social Science Research Methods (3)

## **SNHU Experience**

### **SNHU100 - Pro Seminar (Online)**

#### **Description**

This course is for continuing education students re-entering the educational system. Topics covered in this seminar include self-knowledge, establishing personal goals, developing effective study skills, and practice in communications skills.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SNHU101 - SNHU 101: First-Year Seminar (Campus)**

#### **Description**

SNHU 101: First-Year Seminar is a discussion based course designed to challenge and support you and your classmates as you explore identities, values, ideas, and positions relevant not only to college, but also to informed citizenship. With the help of every students' full participation, our First-Year Seminar will teach you how to understand and value the perspectives and stories of others, as foundations for continuous personal and professional growth. \*This course provides important foundations in your General Education requirements and should be taken during the first semester of your first-year at SNHU.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **SNHU107 - Success Strategies for Online Learning (Online)**

#### **Description**

This course focuses on student success strategies for students who are new to higher education or online learning. Skill areas include critical thinking, self-advocacy and support services, and the empowerment of students to utilize their strengths in order to improve the likelihood of academic success.

#### **Additional Information - Online**

The goal name associated with this course is Approaching Complex Challenges

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Contact Academic Advisor to Register

### **SNHU200 - Intercultural Exploration (Campus)**

#### **Description**

This course investigates cultural similarities and differences cross nationally through international travel, exploration, and reflection. Students will explore the social structures, cultural environments, and histories of the selected location. Upon registration, students will be billed the additional trip fee.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SNHU202 - SNHU Experience: Transition to SNHU (Campus)**

#### **Description**

SNHU 202: Transition to SNHU will help transfer students make the most successful, least stressful transition possible. This is a course in the 3-course sequence of SNHU Experience courses (SNHU-101/202, 303, 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU-202 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of academic and personal opportunities, as well as integrate them with your previous and future academic and personal experiences. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

#### **Academic Level**

Undergraduate

#### **Credits**

1

### **SNHU290 - Experiential Learning (Online)**

#### **Description**

Clarify career goals and enhance current skills through experiential learning. Develop real-world knowledge to be better prepared for the competitive job market. This course requires a minimum of 60 hours in the learning experience and may be taken for credit a maximum of two times.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

- Complete all of the following
  - Earned a minimum cumulative GPA of 2.5
  - Must complete one required major course.
  - Please contact the Career and Professional Development Center to register.

### **SNHU397 - Global Inquiry Scholars of SNHU (Campus)**

#### **Description**

In this course, students will explore global issues within education through a research focused experience. Students will gain knowledge and skills in how to conduct a research study while gaining awareness of cultural bias and global perspectives. This course will focus on applying the design thinking approach to research within education. Students will have the opportunity to present their research findings to diverse audiences.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SNHU398 - Design Thinking and Learning Pedagogy Wolak Learning Fellows (Campus)**

#### **Description**

In this Wolak Learning Fellows course, students will be co-designers in creating the optimal learning experience for a course taken previously in their academic pathway. Students will investigate strategies for improving student engagement and learning through the development of experiments using the design thinking process. Students will collaborate closely throughout the course with classroom stakeholders on the findings of each experiment and reflect on the success of their practices and techniques to inform additional needs for the learning experience. Additionally, through this experience students will gain a variety of skills including leadership, communication, and team building that will benefit academic and professional goals, as well as support a broader community within the university.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Permission of Instructor

### **SNHU399 - Inquiry Scholars of SNHU (Campus)**

#### **Description**

In this course, students will explore student learning and engagement issues within education through a research focused experience. Students will gain knowledge and skills in how to conduct a research study while exploring an assessment question around student learning or engagement. This course will focus on applying the design thinking approach to the research process. Students will have the opportunity to present their research findings to diverse audiences.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Permission of instructor.

### **SNHU400 - Advanced Design Thinking and Learning Fellows Pedagogy: Learning Fellows Edition (Campus)**

#### **Description**

In this Advanced Wolak Learning Fellows course, students will build on their initial experience by leveraging data and classroom observations to improve student engagement and learning. Learning Fellows will facilitate small group collaboration that allow for reflection, planning, and fostering of student-centered partnerships among faculty, students, and other academic support systems. Additionally, fellows will reflect on how practices and techniques used in the classroom transformed the learning experience and inform next steps or improvements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

SNHU398 - Design Thinking and Learning Pedagogy Wolak Learning Fellows (3)

Permission of Instructor

## University Programs

### **SNHU404 - SNHU Experience: Gen Ed Capstone (Campus)**

#### **Description**

This capstone course enables all SNHU students to apply and reflect upon their general education experiences. This process culminates with the presentation of a professional portfolio that highlights and demonstrates their academic, personal and professional development throughout the SNHU 3-course sequence of SNHU Experience courses.

#### **Academic Level**

Undergraduate

#### **Credits**

1

#### **Prerequisites**

Complete all of the following

1 of the following:

SNHU101 - SNHU 101: First-Year Seminar (1)

SNHU202 - SNHU Experience: Transition to SNHU (1)

90 credit(s).

### **SNHU490 - General Education Internship (Campus)**

#### **Description**

SNHU 490 is a credit-bearing internship for students who have already taken two courses in their General Education cluster and choose to complete their third course in their cluster as an approved General Education Internship. Students will work with the Career Development Center (CDC) to secure an internship and will then work with an assigned internship advisor to establish related academic requirements and specific assignments. The Internship, as well as the related academic component, will allow students to apply knowledge from their General Education cluster to real-world experience as well as reflect on how such real-world experience integrates back into the classroom.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Instructor permission required.

# University Programs

## **SNHU495 - Internship (Online)**

### **Description**

Enhance marketability through the application of field specific learning to practice. Examine shared experiences with students from multiple disciplines while applying coursework to real-world situations. This course requires a minimum of 150 internship hours and may be taken for credit a maximum of two times.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Successful Completion of Pre-Internship Survey

Earned a minimum cumulative GPA of 2.5

Complete all of the following

60 credit(s).

These credits must be earned in a Bachelor Program including three required Major courses. This can include completed and in-progress coursework.

Students in BA.GST only need to earn a minimum of one Major course toward this credit amount.

This course requires special permissions to register. Please contact your advisor for more information about the registration process for academic internships.

## **SNHU501 - Introduction to Graduate Studies (Online)**

### **Description**

This course is designed as an introduction to the skills necessary for successfully addressing the scholarly challenges of graduate school and professional practice. Students will explore topics such as taking ownership of academic and professional success, goal setting, time management, critical thinking, studying in an online environment, techniques for developing a sound scholarly argument, and the use of evidence and resources to conduct and present research.

### **Academic Level**

Graduate

### **Credits**

3

## **SNHU690 - Internship (Online)**

### **Description**

Enhance marketability through the application of field-specific learning to practice. Examine shared experiences with students from multiple disciplines while applying coursework to real-world situations. This course requires a minimum of 150 internship hours.

### **Academic Level**

Graduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Successful Completion of Pre-Internship Survey

Earned a minimum cumulative GPA of 3.0

Complete all of the following

18 credit(s).

This can include completed and in-progress coursework, excluding Foundation courses.

This course requires special permissions to register. Please contact your advisor for more information about the registration process for academic internships.

## School Business

### **SB101 - Business Tools I (Campus)**

#### **Description**

This course prepares students to be effective members of the business community through effective communication. Students gain knowledge and aptitude with the communication and collaboration tools needed to be successful in both their academic and professional careers as they pursue internship and employment opportunities. Students must demonstrate proficiency with each tool before completing a final project that provides each student with the opportunity to apply their knowledge and ability to a business-related scenario. Students are supported by on-campus faculty throughout their course experience and can progress at their own pace within the semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SB202 - Business Tools II (Campus)**

#### **Description**

This course prepares students to be effective members of a simulated business community. To be effective members of the community, students are introduced to a Request for Proposal (RFP) that requires them to work with their boss to complete business-related tasks in a self-paced simulated business environment. Students conduct research using multiple information sources to evaluate a business question in their field of study and identify factors that contribute to international market attractiveness and entry. Students must work with their simulated boss throughout the course to complete all required tasks in the RFP. Students are supported by on-campus faculty throughout their course experience and can progress through the simulation at their own pace within the semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SB101 - Business Tools I (3)

### **SB250 - Global Executive Management (Campus)**

#### **Description**

This course is designed to promote and develop global awareness, new perspectives, and connectedness to increase students' overall global competence. Upon registration, students will be billed the additional trip fee.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SB303 - Business Tools III (Campus)**

#### **Description**

This course prepares students to be effective members of a simulated business community. To be effective members of the community, students are introduced to a Request for Proposal (RFP) that requires to them to work with their boss to complete business-related tasks in a self-paced simulated business environment. Students gain knowledge and aptitude with the communication and collaboration tools needed to be successful in both their academic and professional careers as they pursue internship and employment opportunities. Students must demonstrate proficiency with each tool before completing a final project that provides each student with the opportunity to apply their knowledge and ability to a business-related scenario. Students are supported by on-campus faculty throughout their course experience and can progress through the simulation at their own pace within the semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SB202 - Business Tools II (3)

### **SB405 - Integration and Application of Business IV (Campus)**

#### **Description**

In this course students will apply a systems approach of solving organizational problems. Key topics include the application of business policy and decision making. By integrating these academic theories with those from the business core, students will learn to think holistically about how organizations operate and impact society and individuals. Students will generate their own ideas about concepts within business that they desire to further explore. At the end of this course, students will be able to deconstruct problems and connect the solutions to other courses in their curriculum.

#### **Academic Level**

Undergraduate

#### **Credits**

4 - 5

#### **Prerequisites**

60 credit(s).

### **SB510 - Corporate Consulting Preparation (Campus)**

#### **Description**

Corporate Consulting Preparation requires students to focus on the integration of successful management practices and clear communication patterns in preparation for working with clients external to Southern New Hampshire University. The course provides an overview of interpersonal and critical thinking skills in addition to how to craft clear and professional correspondence. Students will develop appropriate interpersonal skills, lead team meetings, write appropriate documents including both internal and external correspondence, and apply appropriate professional standards and etiquette to all activities.

#### **Academic Level**

Graduate

#### **Credits**

4



## University Programs

### **SB515 - Google Analytics (Campus)**

#### **Description**

Google analytics is designed to introduce students to a systematized way of collecting and integrating web-based data into organizational decision-making. The course specifically covers the analytics software built by Google to track online interactions with a company's webpage, email, mobile apps, and advertising platforms. Students will identify key business objectives, design data collection, analyze the data, and make business recommendations based on the results. Upon completion of the class, students will have an official certification from passing the Google Analytics exam, as well as experience utilizing these skills with a company website.

#### **Academic Level**

Graduate

#### **Credits**

2

### **SB520 - Corporate Consulting I (Campus)**

#### **Description**

Consulting assignments are intended as a work experience for business students. These experiences provide students with the opportunity to apply theories in a workplace settings and to translate classroom learning into practice. The consultancy project is a "job", that is unpaid.

#### **Academic Level**

Graduate

#### **Credits**

4

#### **Prerequisites**

Complete:

SB510 - Corporate Consulting Preparation (4)

### **SB525 - Advanced Business Analysis (Campus)**

#### **Description**

Studies will analyze current events in business relating to their core curriculum experiences. These business-related challenges will be delivered as current business events, case studies, and personal experiences presented by featured speakers from select industries in addition to alumni leaders in the business community. Analysis of these events will challenge students to use concepts delivered in their core curriculum to discuss and solve non-routine business management problems. This course also serves as a culminating professional development experience that allows each student to assess and revise their professional development and employment strategies.

#### **Academic Level**

Graduate

#### **Credits**

1

## University Programs

### **SB705 - Business Management Capstone (Campus)**

#### **Description**

As the final stop in the students' journey toward earning their Master of Business Management credential, this capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design or develop a capstone project as a culmination of their studies.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ACC515 - Accounting for Managers (2)  
QSO511 - Business Analytics (3)  
QSO550 - Applied Business Research (4)  
SB525 - Advanced Business Analysis (1)

## Science

### **SCI100 - Perspectives in the Natural Sciences (Online)**

#### **Description**

This introductory course serves as an entry point into the natural sciences which concentrates on the natural world that both surrounds us and includes us. Students explore the big ideas in natural science as well as the methods that the field employs to solve problems. The course emphasizes and explores empirical modes of study as a way of looking at the world and aims to foster science literate citizens.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCI101 - Problem-Solving for Complex Challenges (Online)**

#### **Description**

Draw upon research skills, analytical thinking, and your creativity to devise possible approaches to solving a complex challenge. Use math and logic to generate evidence that will inform your decisions, and integrate a variety of problem-solving methods to prepare thoughtfully researched recommendations. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Preparing Recommendations for Complex Challenges

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SCI200 - Applied Natural Sciences (Online)**

#### **Description**

This applied course actively involves students in the process of science and builds upon foundational natural science concepts in introductory survey courses. Students have the opportunity to engage in inquiry based learning which utilizes natural science methodologies and apply these toward problem solving skills in contemporary topics.

#### **Additional Information - Online**

The goal name associated with this course is Issues of the Information Age

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

3 credit(s) from subject(s): BIO, CHM, ENV, GEO, GRA, IHP, IT, MAT, SCI, or PHY

### **SCI207 - Atmospheric Science (Online)**

#### **Description**

This course will focus on the fundamental principles of the physics, chemistry, and fluid dynamics underlying weather and climate. Additionally, the continual movement of weather and its associated elements, and the development of climate change will be addressed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCI212 - Principles of Physical Science I (Online)**

#### **Description**

Various concepts within the physical sciences are discussed ranging from the teachings of Aristotle to the theories of Einstein. Topics include the influence of the scientific method in generating knowledge, the contributions of Galileo, Copernicus, Newton, Kepler and others concerning energy, forces, and motion, gravity, the solar system, and cosmology and relativity.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCI214 - STEM and the Scientific Mindset (Online)**

#### **Description**

In this course, students learn how the sciences, technology, engineering, and mathematics (STEM) are used in the exploration and examination of the world around them. Through the analysis of scientific data and information, students will explore issues that emerge in STEM and the fields of study and industries that connect to it. Students will further learn and build an appreciation for how, through communication and collaboration, the STEM community supports innovation and advancements in other fields and industries.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **SCI215 - Contemporary Health (Campus, Online)**

### **Description**

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. For students on program plans/catalogs prior to 2012-13; this course does not satisfy the university core science requirement.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

## **SCI218 - Natural Resources (Campus, Online)**

### **Description**

This class will introduce the concept of natural resources by studying topics such as land, soil, rangeland, forest, water, atmosphere, minerals, and energy. The management, use, and environmental impacts associated with these resources will also be studied. Emphasis will be placed on the United States within the context of the global environment.

### **Additional information - Campus**

Offered every fall term.

### **Academic Level**

Undergraduate

### **Credits**

3

## **SCI219 - Environmental Issues (Campus, Online)**

### **Description**

This course covers a variety of environmental topics in a manner specifically designed for the non-science major. It provides a fundamental understanding of the various processes necessary to support life on Earth and examines how human activities and attitudes (individual, traditional, cultural and others) generate environmental issues that threaten these processes. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion and acid rain, global climate change, natural resource depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economics and sustainability.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **SCI220 - Energy and Society (Campus, Online)**

#### **Description**

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources, greenhouse effects, transpiration, nuclear power, and economies.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCI225 - Spatial Awareness (Online)**

#### **Description**

This course will examine the study, use, and design of map formats and specialized products such as fence-diagrams and cross-sections, as well as symbology, coordinate systems, and how maps record the historical patterns of human behavior. The course will also review maps as a tool to analyze human activity and societal development, and include important aspects of map data collection, processing, the Global Positioning System (GPS), quantitative mapping, and GIS-based mapmaking techniques. Additionally, students will review how humans process the concept of space.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCI251 - Natural Sciences I (Campus)**

#### **Description**

Natural Sciences I is an interdisciplinary physical science course specifically designed for non-science majors. It explores three basic themes: cosmology and relativity, the Earth sciences, and astronomy. Under cosmology and relativity the topics include the origin, evolution and fate of the universe, space and time, creation of galaxies and solar systems, black holes and time travel. Under Earth sciences the topics include the Precambrian Earth, plate tectonics, earthquakes and volcanoes, the rock cycle, and weather and climate. Under astronomy the topics include ancient and modern astronomy, gravity, the solar system, and solar and lunar eclipses.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SCI252 - Natural Sciences II (Campus)**

#### **Description**

Natural Sciences II is an interdisciplinary biological science course for non-science majors. It explores the creation of the solar system and Earth and the origin and evolution of life on Earth. It traces the evolution of life from single cells to complex organisms and focuses on the evolution of modern humans. It discusses the cellular and genetic mechanisms of evolution together with fundamental aspects of ecology and theories of mass extinctions. Finally, it explores topics in exobiology and compares life on Earth to possible life elsewhere in the galaxy.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCI260 - STEM Principles and Problem-Solving (Online)**

#### **Description**

In this course, students learn to apply science, technology, engineering, and mathematics (STEM) methodologies to a wide variety of contemporary issues and complex challenges within society to obtain knowledge and use that knowledge to develop recommendations and propose solutions. Students will leverage a scientific mindset to gather information, analyze data, and communicate information in varying ways based on their intended audience.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCI310 - Geostatistics and Data Analysis (Online)**

#### **Description**

This course will review geostatistical methods for their use in the spatial analysis of geological and environmental data. Students will explore the application of geostatistics for the description of spatial patterns and identification of scales of variability, spatial interpolation, and stochastic modeling of environmental attributes, and the creation of risk maps and their use in geoscientific decision making.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

PHY205 - Principles of Geology (3)

1 of the following:

MAT240 - Applied Statistics (3)

MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## University Programs

### **SCI320 - Geosciences Methodologies (Online)**

#### **Description**

This course will explore the scientific methodology, empirical reasoning, and specific application of research methods in the geosciences. Students will explore key instrumentation and their application in laboratory settings, as well as survey techniques, sample collection, and elementary modeling.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SCI310 - Geostatistics and Data Analysis (3)

### **SCI333 - Waste: Sources, Reduction, & Remediation (Campus, Online)**

#### **Description**

Waste is a major issue in nearly all aspects of society and understanding it is essential when considering the environment and sustainability. This class will focus on how waste is produced, how to reduce this pollution and how to clean it up once it is released. In addition to the physical science, we will examine the impact of waste on the economy, society and public health.

#### **Additional information - Campus**

Offered in the fall term of every odd year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENV101 - Environmental Science (3)

SCI219 - Environmental Issues (3)

### **SCI350 - Leadership and Ethics in the Geosciences (Online)**

#### **Description**

As professionals, students will be expected to use their knowledge and skills to enhance understanding of Earth for the well-being of society and the environment. As such, this course will focus on leadership and ethics as it relates to the practice of the geosciences. Topics will include project management techniques related to scheduling and budgeting projects, group dynamics, organizational behavior, and compliance.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SCI320 - Geosciences Methodologies (3)

## University Programs

### **SCI360 - Environmental Science Experiential Learning (Online)**

#### **Description**

Participate in an experiential learning elective course that focuses on professional development, certification preparation or professional practice opportunities. Explore and learn new tools and technologies that help you hone your real-world technical knowledge, skills and abilities. This course requires a minimum of 60 hours in the learning experience and may be taken for credit a maximum of two times.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCI373 - Regional Sustainability Field Study (Campus)**

#### **Description**

The class is designed to be a two week intensive field based class in the Pacific Northwest. Students will travel throughout Washington, Oregon, and Idaho studying the interactions between humans and the environment. Unlike a traditional classroom setting, students will be actually experiencing the topics covered first hand. Some places that will be covered and experienced on the trip are as follows: channeled scablands, Mt. Rainer National Park, Grand Coulee Dam, Mount St. Helens National Volcanic Monument, Pacific Ocean, Columbia River Gorge National Scenic Area, John Day Fossil Beds National Monument, and the Oregon Trail. This course can be taken more than once.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Permission of instructor

### **SCI425 - Geoscientific Research Methods (Online)**

#### **Description**

This is the pre-capstone course for Geosciences majors. Through the emphasis in this course on the acquisition and integration of geoscientific research, students will learn to synthesize knowledge and skills from prior program coursework to develop a research project in a chosen area of specialization. This course focuses on helping students propose a topic for research, conduct preliminary research, and develop a capstone research proposal. This course prepares students for the formal capstone submission in the following course, Geosciences Capstone.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SCI320 - Geosciences Methodologies (3)



## University Programs

### **SCI489 - Geosciences Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the B.S. in Geosciences program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course extends students' research proposals created in Geoscientific Research Methods into a formal capstone project and is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
111 credit(s).  
Complete:

SCI425 - Geoscientific Research Methods (3)

## **Social Science**

### **SCS100 - Perspectives in the Social Sciences (Online)**

#### **Description**

How do social scientists examine issues impacting human behavior This course will focus on the questions social scientists ask in their research of individuals, families, and larger society, as well as how social scientific inquiry has developed over time. This exploration of social science will focus on the ways in which researchers consider behavioral phenomenon and use research to study various concepts. Students will examine the relevance of social science to current issues, develop evidence-based questions about human behavior, and explore basic social scientific research approaches.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCS101 - Leadership and Group Dynamics (Online)**

#### **Description**

Apply research about group dynamics to address common challenges within groups and teams. Identify leadership skills for engaging in teamwork in your career, home, and community, and practice interpersonal communication strategies for effectively addressing feedback in collaborative settings. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Leadership and Group Dynamics

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SCS200 - Applied Social Sciences (Online)**

#### **Description**

Social scientists consider a number of factors when deciding to invest time and resources into investigating a problem. Students engage in inquiry based learning by selecting a current issue and exploring it from the perspective of social scientists (psychologist, sociologist, anthropologist, etc.). Students use a systematic approach to engage in an evidence-informed investigation pertaining to a current issue.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

3 credit(s) from subject(s): ATH, ECO, HSE, POL, PSY, SCS, or SOC

### **SCS201 - Global Challenges (Online)**

#### **Description**

Investigate diverse perspectives on global challenges that impact people and the planet. Discover how scientific evidence can help inform decision-making, and examine the ethical considerations of pursuing scientific advancement. This course is currently available for direct assessment programs only.

#### **Additional Information - Online**

The goal name associated with this course is Science, Technology, and Society

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SCS215 - Social Sciences and the Human Experience (Online)**

#### **Description**

In this course, students learn about the various disciplines of the social sciences and how they are leveraged to examine interdependent social institutions and phenomena. Through the study of basic social scientific research approaches, students develop the perspectives and skills necessary for understanding how social institutions influence human behaviors and the potential ethical impacts of bias in social science research.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **SCS224 - Social Science Research Methods (Campus, Online)**

### **Description**

This course offers a broad introduction to research methods in the social sciences, including surveys, case studies, experiments, and quasi-experiments. Students learn to spot design flaws in research intended to generate scientifically sound conclusions about social phenomena, and to evaluate critically the interpretations of social science research results by third-party observers, such as reporters. Students also learn how to draft a research proposal that would satisfy the requirements of peer review within the community of professional social scientists.

### **Additional information - Campus**

Offered every spring term.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:

MAT240 - Applied Statistics (3)

## **SCS260 - Social Issues and Decision-Making (Online)**

### **Description**

In this course, students use social science methodologies to analyze various sociocultural issues and their impacts on society. In their exploration of the concept of society and how it manifests in different cultures, students learn to contextualize themselves within society, examine the relationship between the individual and society, and analyze the ethical implications of decision-making related to contemporary social issues.

### **Academic Level**

Undergraduate

### **Credits**

3

## **SCS285 - Research Literacy in Social Sciences (Online)**

### **Description**

Students will analyze the value of using various kinds of data and credible existing research to address professional problems. Essential research skills and strategies such as research question development, evaluating data sets for practical application, and applications of social science research methods will be covered, enabling students to become effective consumers of research.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

Complete:

ENG190 - Research and Persuasion (3)

1 of the following:

MAT133 - Introduction to Statistical Analysis (3)

MAT240 - Applied Statistics (3)

## University Programs

### **SCS444 - Capstone Colloquium (Campus, Online)**

#### **Description**

This colloquium serves as the capstone course for students in the sociology, law and politics, and environmental management majors. Students learn from their instructor and from each other as they apply the knowledge and skills acquired in their other course work to a directed research project in the appropriate discipline or field. Prerequisite: Senior standing in the sociology, law and politics, or environmental management major.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

90 credit(s) from: BA.SOC, or BA.PGA

90 credits from BA.LPO, BA.LPOII, or BA.LPOPRE.

### **SCS501 - Foundations in Statistics (Online)**

#### **Description**

The focus of this course is to enable students to develop a foundation of basic statistical literacy. Students will be able to assess the role of statistics in quantitative research and mixed methodologies, as well as develop the competency to perform basic statistical calculations. An awareness of the relationship between computation and interpretation will be addressed. Students will focus on the analysis of real-world data and research situations to illustrate the process of interpreting the meaning underlying the data, and how statistics can be utilized to address important questions.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SCS502 - Foundations in Research Methods (Online)**

#### **Description**

In this course, students will examine applied aspects of research methods and experimental design at the graduate level, which includes qualitative, quantitative, and mixed methods that are commonly utilized in social science research. Students will investigate procedures used to gather and analyze data and acquire real-world skills required to design and conduct research in future courses.

#### **Academic Level**

Graduate

#### **Credits**

3

## **Sociology**

## University Programs

### **SOC112 - Introduction to Sociology (Campus, Online)**

#### **Description**

Is one's identity individually or socially constructed? Are all stereotypes invalid or can there be value in generalizations? Is globalization widening the gaps or homogenizing the world? In this course, students will grapple with these essential questions in examining the world through the lens of a sociologist. Sociology offers an empirically-based methodology for critically evaluating society-from issues of individual agency to the roots of global institutions. Culture, norm stratification, systems, structure, social institutions, social change, the organization of social behavior and its relationship to society and social conditions are emphasized. Students will challenge their own preconceived notions and evaluate these constructs in terms of their relevancy to contemporary issues and problems.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SOC199 - International Cultural Engagement III (Campus)**

#### **Description**

This course will provide the students the opportunity to engage with the local community through their participation in structured social projects, in one of the NGO or non-profit organizations associated with a foreign university. Through a service-learning component, students will contribute to the development of the local community while discussing, reflecting and debating about the different socioeconomic and cultural contexts of their service site.

#### **Additional information - Campus**

Course offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SOC207 - Exploring Racial and Cultural Identity (Campus)**

#### **Description**

This course will provide students the opportunity to study race at the individual level. Students will be asked to consider their own life experiences in relationship to the course material. We will explore several complex topics that include: What does it mean to embrace equality for all people but feel more comfortable in communities that closely resemble us? What is the appropriate response when we observe racism or discrimination of others? The course will familiarize students with the concept of what being white means in our society. By the end, students should possess an enhanced understanding of how race, particularly the concept of "whiteness," is expressed in literary texts, historical studies, and popular media. Learning is not simply a process of acquiring more information but of being open to adjusting how we think about the world in face of new information. This class requires that students take emotional as well as intellectual risks; we will cultivate discussions based on honesty, respect, and kindness.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SOC213 - Sociology of Social Problems (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

### **SOC214 - International Social Problems (Campus)**

#### **Description**

Students in this course analyze contemporary international and global social problems. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, environmental and population concerns.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

### **SOC250 - Sociological Analysis of Current Media (Campus)**

#### **Description**

This course takes a current media topic such as Cinema or a specific Television program and analyzes it using sociological methods and theories that apply to the content such as deviance, crime, or moral development. The topic analyzed may change from year to year to stay current.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

## University Programs

### **SOC291 - Experiential Learning (Campus)**

#### **Description**

A course designed to explore community services to individuals and groups through a volunteer experience that involves observation and participation in activities. Classroom experiences are geared to giving the student both exposure to and an understanding of services available in the field today.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

Complete:

SOC112 - Introduction to Sociology (3)

Placement in BA.PSY, or BA.SOC

Permission of instructor

### **SOC302 - Conspiracy Theory: Causes, Consequences, and Responses (Campus)**

#### **Description**

In today's media-driven age, misinformation and disinformation feed conspiracy theories. This requires that we engage critically with data provided to arrive at personal/societal responses on how to live together that are less divisive and more productive. We will use a research tool called the PRESTEL (Political, Religious, Economic, Social, Technological, Environmental, and Legal) analysis to understand how these variables fuel conspiracy beliefs individually and collectively. We also explore how these variables are affected by conspiracy beliefs in turn. Students will be enabled to protect themselves from falling victim to misinformation and disinformation. On a societal level, they will also contribute to effective and constructive policy development.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

PSY108 - Introduction to Psychology (3)

SOC112 - Introduction to Sociology (3)

## University Programs

### **SOC310 - Sociology of Globalization (Campus)**

#### **Description**

The world is becoming increasingly interconnected. Our clothes come from Asia, our computers and phones from China. How can we make sense of how this is affecting our lives at a personal, community, national and global level? This course will take students through a study of what globalization is. The readings and class discussions will develop key themes for looking critically at how global restructuring is occurring. We will examine the key themes and major debates about our place in the global society. The course will explore questions such as how popular culture and consumer goods are becoming homogenized; how global restructuring is impacting social equality/inequality and social justice; and what these changes mean in terms of corporate and transnational power relationships.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

### **SOC312 - Biosociology (Campus)**

#### **Description**

The questions of biological influences on culture and cultural influences on biology are explored from the sociological perspective. "We enter this world with a fundamental human nature - a set of behavioral dispositions-rooted in the design systems of our species and its long evolutionary history" (Walsh 2014). Genes and culture are co-evolutionary partners - we are, in effect, born unfinished; to be finished through culture and our interactions within it (Geertz). There is a biological framework that calls for culture and cultural responses that complete biological development. This continues to be a controversial but evolving field of inquiry.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

SOC112 - Introduction to Sociology (3)

PSY108 - Introduction to Psychology (3)



## University Programs

### **SOC317 - Sociology of the Family (Campus, Online)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

### **SOC318 - Sustainable Communities (Campus, Online)**

#### **Description**

How do we build a society fit for living This course looks to the field of environmentally sustainable community development (ESCD) for answers to this question. Students explore the principles and practices of ESCD using pattern-mapping of community needs, site visits, and other experiential learning tools that turn communities into classrooms, and bring the challenge of building environmentally sustainable communities to life. In the process, students identify assumptions that lead to unsustainable social practices, and develop the skills necessary to help create livable local landscapes and sustainable local futures through individual and community action.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

SCI219 - Environmental Issues (3)

SOC112 - Introduction to Sociology (3)

### **SOC320 - Sociology of Gender (Campus, Online)**

#### **Description**

The examination of gender in society. Students will explore the social construction of gender, gender identity development, sexuality and power, and other aspects concerning the meanings and implications of being 'male', 'female', or 'transgender'.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

## University Programs

### **SOC324 - Sociology of Crime and Violence (Campus, Online)**

#### **Description**

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.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

### **SOC325 - Sociological Perspectives (Campus, Online)**

#### **Description**

Sociology is the study of social life and behavior. Sociologists study societies by researching social groups, patterns, interactions, and institutions. We are interested in how they work, how they change, and their connection to people's lives. This course will build on what students learned in SOC-112 Introduction to Sociology. It will engage students in a discussion of what we know theoretically in the discipline of sociology through the work of key "voices" in the sociological tradition. The course intends to cultivate your ability to see social things with the hope that, as Peter Berger states, "things are not what they seem". In other words, in this class students will learn to rethink assumptions about social facets of society that are commonly taken for granted.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

## University Programs

### **SOC326 - Sociology of Deviant Behavior (Campus, Online)**

#### **Description**

This course is a sociological analysis of the nature, cause, and societal reactions to deviant behavior, including mental illness, suicide, drug and alcohol addiction and sexual deviation.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

### **SOC328 - Sociology of Aging (Campus, Online)**

#### **Description**

Students in this course examine the basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed.

#### **Additional information - Campus**

Offered every other year.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

### **SOC330 - Sociology of Race, Gender, and Ethnicity (Online)**

#### **Description**

This course examines race, gender, and ethnicity 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 racial, gender, and ethnic groups to their disadvantaged positions.

#### **Additional information - Campus**

Offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

## University Programs

### **SOC333 - Sport and Society (Campus)**

#### **Description**

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.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

COM212 - Public Speaking (3)

ENG200 - Sophomore Seminar (3)

### **SOC335 - Technology and Society (Campus)**

#### **Description**

This course examines how technology and science impact society and how they influence our lives and our thinking, such as the economy, ethics, religion and the arts. Topics include the positive and negative aspects of technology, the role of technology in historical change, how technology changes what we do as a society and as individuals and appreciating the limits of technology. Topics range from television and airplanes to organ transplants and cloning.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete 1 of the following

1 course(s) from subject(s):

BIO

CHM

ENV

PHY

SCI

Permission from instructor.

## University Programs

### **SOC373 - Regional Sustainability Field Study (Campus)**

#### **Description**

The class is designed to be a two week intensive field based class in the Pacific Northwest. Students will travel throughout Washington, Oregon, and Idaho studying the interactions between humans and the environment. Unlike a traditional classroom setting, students will be actually experiencing the topics covered first hand. Some places that will be covered and experienced on the trip are as follows: Channeled Scablands, Mt. Rainer National Park, Grand Coulee Dam, Mount St. Helens National Volcanic Monument, Pacific Ocean, Columbia River Gorge National Scenic Area, John Day Fossil Beds National Monument, and the Oregon Trail. This course can be taken more than once.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Permission of instructor

### **SOC490 - Community Sociology Internship (Campus)**

#### **Description**

A course designed to give the student a working experience in the social services. The student will find a site that is of interest and career potential, work out a schedule of no less than 150 hours, and fulfills the learning outcomes of the course. This is an experiential course in which the student works closely with a site supervisor, the instructor of the course, as well as engages in some productive function within the agency.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Complete all of the following  
Complete:

SOC112 - Introduction to Sociology (3)

Placement in BA.PSY, or BA.SOC

Please contact the Career and Professional Development Center to register.

### **SOC496 - Experiential Learning in Community Sociology (Campus, Online)**

#### **Description**

In this course, students will apply the concepts of Community Sociology in professional practice and research. Students will gain experience using the concepts of Community Sociology in authentic scenarios focused on social issues, community support systems, policies, and interventions. Students will have the opportunity to contribute to the body of applied knowledge within this discipline.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SOC112 - Introduction to Sociology (3)

## Spanish

### **LSP111 - Beginning Spanish I (Campus)**

#### **Description**

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.

#### **Additional Information - Online**

This course is only offered through OCICU.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **LSP112 - Beginning Spanish II (Campus)**

#### **Additional Information - Online**

This course is only offered through OCICU.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LSP111 - Beginning Spanish I (3)

### **LSP211 - Intermediate Spanish I (Campus)**

#### **Description**

Emphasis on oral communication and development of reading and writing skills. Samples of Hispanic literatures read and contemporary social issues discussed in Spanish.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LSP112 - Beginning Spanish II (3)

## University Programs

### **LSP212 - Intermediate Spanish II (Campus)**

#### **Description**

Continuation of LSP 211.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

LSP211 - Intermediate Spanish I (3)

## **Special Education**

### **SPED106 - Children with Exceptionalities (Campus)**

#### **Description**

This course provides students with deep understanding of children with disabilities and specific characteristics of disabilities and how they impact learning in the general curriculum. Students will examine and be prepared to define ways in which such disabilities are diagnosed and possible strategies and techniques (to include assistive technology) to assist the student in the general classroom to the extent possible. Tiered Support Systems will be discussed as a general education initiative that can serve the needs of all students. Students will research resources available for families and schools to support the needs of disabled children. The role of the family and school as partners will be developed as a critical technique to serve the needs of students, as well as facilitating effective meetings and communication efforts that must be part of the role of special educator.

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SPED206 - Interventions in Early Childhood (Campus)**

#### **Description**

This course will study typical and atypical development of young children birth through age eight, with a focus on disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and emotional development and functioning. Various assessment tools used within early childhood will be reviewed and discussed in relationship to developmental outcomes, interpretation, planning for intervention and curriculum and legal requirements and responsibilities for providing education to students with special needs.

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SPED106 - Children with Exceptionalities (3)

### **SPED230 - Strategies for Engaging Diverse Learners (Campus)**

#### **Description**

Students will examine the personal, physical, social and academic issues related to programming for children with disabilities. An emphasis is placed on practical aspects of behaviors associated with a child's disability and the importance of the classroom environment. This course also addresses the history of Special Education, as well as current trends and research. This is the foundation course for certification or licensure as a General Special Education Teacher Grades K-12. Federal and state legislation will be reviewed, including NH State Standards for Children with Disabilities, the Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA) and the Americans with Disabilities Act (ADA).

#### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

SPED106 - Children with Exceptionalities (3)

SPED206 - Interventions in Early Childhood (3)



# University Programs

## **SPED250 - Special Education Assessment (Campus)**

### **Description**

This course focuses on formative and summative assessments used within the general education classroom, as well as specialized assessments and observations for children with disabilities. Students will complete this course with an understanding of assessment terminology, test interpretation, and implications regarding access to the general education curriculum.

### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

1 of the following:

SPED106 - Children with Exceptionalities (3)

SPED206 - Interventions in Early Childhood (3)

## **SPED333 - Collaboration in Special Education (Campus)**

### **Description**

Students will become familiar with the purposes and procedures for developing and implementing Individualized Education Programs (IEPs) from referral to completion. Students will be expected to clearly define roles and responsibilities of personnel within the school as well as identify strategies for engaging parents in the IEP process.

### **Additional information - Campus**

This course includes a course content fee. All of your digital materials and e-texts (if applicable) have been included in the cost of the course. Barnes & Noble on behalf of SNHU has negotiated the very best price for these materials and arranged with the publisher to have them available in Brightspace on the first day of class. While not recommended, any student wishing to exercise their right to opt out of an eligible course fee must visit the Course Materials link in the Brightspace course and follow the Opt-Out instructions. This must be completed by the end of the add/drop period.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following

1 of the following:

SPED106 - Children with Exceptionalities (3)

SPED206 - Interventions in Early Childhood (3)

Complete:

SPED230 - Strategies for Engaging Diverse Learners (3)

SPED250 - Special Education Assessment (3)

## University Programs

### **SPED383 - Clinical Experience III Special Education (Campus)**

#### **Description**

This clinical experience will focus on the knowledge, skills, abilities and dispositions teachers need to teach elementary school students, K-6. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, including students with disabilities, in the following: (a) The Student and Learning; (b) Content Knowledge; (c) Instructional Practice; (d) Professional Responsibility. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of supporting student learning and linking the K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **SPED389 - Experiential Learning (Campus)**

#### **Description**

This course offers students the opportunity to apply special education course work in an authentic environment. During this clinical experience, students apply their knowledge of exceptional learners and individualized learning, as well as special education law. Students will also utilize their understanding of technology to support learners and their families.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **SPED482 - Clinical Experience V Special Education (Campus)**

#### **Description**

This clinical experience will focus on the knowledge, skills, abilities and dispositions teachers need to teach elementary school students, K-6. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, including students with disabilities, in the following: (a) The Student and Learning; (b) Content Knowledge; (c) Instructional Practice; (d) Professional Responsibility. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of supporting student learning and linking the K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **SPED483 - Clinical Experience VI Special Education (Campus)**

#### **Description**

This clinical experience will focus on the knowledge, skills, abilities and dispositions teachers need to teach elementary school students, K-6. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, including students with disabilities, in the following: (a) The Student and Learning; (b) Content Knowledge; (c) Instructional Practice; (d) Professional Responsibility. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of supporting student learning and linking the K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SPED499 - Internship (Campus)**

#### **Description**

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

#### **Additional information - Campus**

Course offered as needed.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 15

#### **Prerequisites**

Complete all of the following

Must be accepted into the Teacher Certification Program (TCP).

Please contact the Career and Professional Development Center to register.

### **SPED501C - Students with Exceptionalities (Campus)**

#### **Description**

Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as well as the NH State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **SPED501NC - Students with Exceptionalities (Campus, Online)**

#### **Description**

Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as well as the NH State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPED520 - Assessment of Student Performance (Campus, Online)**

#### **Description**

This course is designed to provide an overview of practical performance assessments that can be used to measure student progress in the general education setting. Students will become familiar with a repertoire of authentic assessments and knowledge of progress monitoring tools including but not limited to formative and summative assessments, diagnostic tools, performance tasks, criteria checklists, rubrics, student portfolios and the use of multiple sources of data in measuring student performance. The course will examine a variety of accountability measures including standardized tests, observation, curriculum based measures, utilization of Response to Intervention (RTI) as a system for planning, instruction, progress monitoring and interventions. The role Professional Learning Community Models (PLC's) in targeting both behavioral and academic achievement will be explored. The overall goal of the course is to prepare educators to utilize assessment data in the design of classroom instruction and monitoring of student progress for a broad range of students.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)

### **SPED540NC - Classroom and Behavior Management (Online)**

#### **Description**

This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between student behavior, classroom management and well-designed instructional practices.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **SPED581 - Assessment in Special Education (Campus)**

#### **Description**

Students will explore the assessment tools and instruments used to determine eligibility for special education services. Theoretical and legal foundations of assessment, and the characteristics of students with and without disabilities will also be addressed. Students will become familiar with the administration, scoring, interpretation and reporting of diagnostic assessments. The course outcomes align with State of NH licensure requirements for Early Childhood Education and General Special Education.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPED610 - Executive Function and Study Skills (Online)**

#### **Description**

Students with language-based learning disabilities often struggle with the cognitive and self-regulating tasks associated with executive function. These tasks range from organizing time, materials, information; preparing for work, managing frustration, accessing memory and self-monitoring one's progress and work. This course introduces educators to research-based strategies that increase and improve executive function through the use of effective study skills. While the course will explore relevant research on language-based learning disabilities and executive function, the emphasis will be placed on the practical teaching skills drawn from Landmark's Six Teaching Principles. These principles, which will be integrated throughout the course, encourage teachers to provide structured opportunities for students to achieve success, use multiple instructional modalities, create skill-based micro unit tasks, ensure student skill automatization through practice and review, provide models, and include the student in the learning process.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPED616 - Intervention in Mathematics (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach mathematics to special education students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the needs of students with disabilities and will include the following: (a) contextualizing students and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing mathematical concepts, methods and strategies; and (e) linking student learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching mathematics.

#### **Academic Level**

Graduate

#### **Credits**

2 - 4

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

## University Programs

### **SPED618 - Intervention in Literacy (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach literacy to special education students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the needs of students with disabilities and will include the following: (a) contextualizing students and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing literacy models, concepts, methods and strategies; and (e) linking student learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching literacy.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

### **SPED624C - Professional Collaboration (Campus)**

#### **Description**

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to, and examine the nature of collaboration, developing relationships between general and special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents, and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting which means collaborative interaction, decision making, accountability and teamwork. Knowledge of general education curriculum requirements, related assessments, researched based interventions and use of data are all topics that will be covered as part of this course.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SPED501C - Students with Exceptionalities (3)

## University Programs

### **SPED624NC - Professional Collaboration (Online)**

#### **Description**

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to, and examine the nature of collaboration, developing relationships between general and special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents, and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting which means collaborative interaction, decision making, accountability and team work. Knowledge of general education curriculum requirements, related assessments, researched based interventions and use of data are all topics that will be covered as part of this course.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SPED501NC - Students with Exceptionalities (3)

### **SPED630 - Expressive Language-Skills and Writing (Online)**

#### **Description**

This course focuses on the strategies and skills for supporting expressive language skills for students with dyslexia and other language-based learning disabilities, primarily for writing. The course introduces the concepts of scaffolding the writing process, using a hierarchy of skills to build appropriate foundational skills sets, and understanding the hidden demands of writing for students with language-based learning disabilities. Students in this course will draw from relevant research on expressive language arts to develop practical teaching strategies for their own learning environments.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPED632 - Clinical Experience III (Campus)**

#### **Description**

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach students with disabilities. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, especially students with disabilities, in the following: (a) Students development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; and (f) Reflection and continuous growth. With the support of the college faculty and the cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking their learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Academic Level**

Graduate

#### **Credits**

3 - 4

#### **Prerequisites**

Must be accepted into the Teacher Certification Program (TCP).

# University Programs

## **SPED633 - Clinical Experience VI: Special Education (Campus)**

### **Description**

This clinical course will focus on the knowledge, skills, abilities, and dispositions needed by special education teachers and case managers. Students enrolled in this course will work with experienced mentors to plan, assess and implement instruction that supports students with disabilities.

### **Academic Level**

Graduate

### **Credits**

3

## **SPED635 - Reading Interventions for Students with LBLD (Online)**

### **Description**

This course provides an overview of effective reading interventions drawn from research-based practice for students with dyslexia and other language-based learning disabilities. Students in the course will integrate appropriate assessment strategies, engage with the current research analyses on reading and language-based learning disabilities (LBLD), and develop practical strategies for supporting students in developing the phonemic awareness, sound-symbol relationships, and decoding patterns that improve reading fluency.

### **Academic Level**

Graduate

### **Credits**

3

## **SPED640 - Language-Based Learning Environments (Online)**

### **Description**

Creating a supportive, effective, and well-structured language-based classroom is a key strategy for supporting students with language-based learning disabilities, though the principles apply to effective instruction for a variety of students. This course will provide an in-depth analysis of teaching principles and academic planning strategies implemented successfully as well as other K-12 language-based environments. Emphasis will be placed on the establishment of proper classroom resources as well as how to arrange them within the physical classroom space.

### **Academic Level**

Graduate

### **Credits**

3

## **SPED650 - Social-Emotional Competencies and Students with LBLD (Online)**

### **Description**

Students with language-based learning disabilities often exhibit deficits in social skills, therefore a structured approach to developing proficiency in essential social and emotional competencies becomes an important part of a teachers' skill set. This course focuses on Social and Emotional Learning (SEL) as an essential piece in student development. This course will also provide an overview of the concept of Social and Emotional Learning (SEL) derived from evidenced based instruction and research. Emphasis will be placed on developing individual strategies for students and establishing a classroom culture based on SEL practices.

### **Academic Level**

Graduate

### **Credits**

3



## University Programs

### **SPED680C - IEP Development (Campus)**

#### **Description**

This course will give students the opportunity to review special education law, with an emphasis upon NH Standards for the Education of Children with Disabilities and the Individuals with Disabilities Education Act. Course expectations will require heavy emphasis upon IEP development through examination of required elements of Individual Education Programs (IEPs) and participation on mock IEP Teams. Students will be introduced to state and federal special education regulations, practical application of the law, ethical codes and related professional standards. The course will require working through mock IEP team experiences in the development of such plans. This will require knowledge of curriculum standards, review of mock student records, participation in mock IEP/Placement meetings, development of mock IEPs and the identification of methods for monitoring progress. Students will also review current cases and trends in special education law, analyze and interpret case studies and learn how to research both statutory and case law. Time will also be spent on review of Section 504 of the Rehabilitation Act of 1973, and the Every Student Succeeds Act of 2015 and the impact of such law upon students with disabilities.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPED701 - Internship Grades K-6 (Online)**

#### **Description**

Internship course for Special Education for grades K-6.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPED702 - Internship Grades 7-12 (Online)**

#### **Description**

Internship course for Special Education for grades 7-12.

#### **Academic Level**

Graduate

#### **Credits**

3

## Sport Management

### **SPT111 - Introduction to Sport Management (Campus, Online)**

#### **Description**

This introductory course emphasizes the management principles related to the business of sports. It includes personnel, programs, marketing, media, financial management and an overview of career possibilities in this growing field.

#### **Additional information - Campus**

Offered every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

# University Programs

## **SPT200 - Sport Business (Online)**

### **Description**

This course educates students on the business of the sport industry, exposing students to functional areas such as sales, financing, funding, sponsorships, and human resources. Establishing distinctions between sport products across varying sports and levels within the management of the business is taught.

### **Academic Level**

Undergraduate

### **Credits**

3

## **SPT201 - Governance/Management of Sport Organizations (Campus, Online)**

### **Description**

This course is designed to provide students with a basic understanding of the role of governance structures and management in sport organizations. The primary aim is to familiarize students with a basic understanding of organizational structures used in the management and governance of sport. Topics and issues discussed will involve organizational theory, behavior, and governance structures used in amateur, professional, and international sport organizations; and to provide students with an overview of the sport industry, and the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues.

### **Academic Level**

Undergraduate

### **Credits**

3

## **SPT208 - Sport Marketing (Campus, Online)**

### **Description**

Students study current sports marketing problems and apply marketing techniques to develop an effective sports marketing plan. Writing Intensive Course.

### **Additional information - Campus**

Offered every semester.

### **Academic Level**

Undergraduate

### **Credits**

3

## University Programs

### **SPT215 - Sports and Sustainability (Campus)**

#### **Description**

Sports are a vital part of American culture, a small part of the American economy, and a disproportionate contributor to global emissions. This combination describes the problem that many sport organizations have created but also provides an opportunity for these same organizations to be a leader in helping find solutions. This course will examine the ways in which sports are simultaneously contributing to climate change and are affected by environmental forces. We will examine the ways in which sports are a part of a larger society and are embedded in the economic, political, social, and environmental fabric of their communities. The course is broken down into four main sections: climate vulnerability and adaptation, sport facilities and events, consumer behavior in sport, and sporting goods/products. Students will blend their experiences in sports with industry white papers to imagine a better world of sports in the next two decades.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SPT307 - Sport Law (Campus, Online)**

#### **Description**

This course examines the legal issues prominent in the world of sport. The legal liability and responsibilities of coaches, athletic administrators, and sport managers at the professional, college and community levels will be discussed.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SPT310 - Sport Sponsorship (Campus)**

#### **Description**

This experiential learning course provides students with the opportunity to actively participate in their personal and professional development. Through actively participating in the learning process, students will enhance their experience and understanding of the corporate sponsorship sales process specifically in the areas of proposal development, research and analysis, solicitation/sales, contracts, evaluation and servicing/managing.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SPT319 - Sport Sales and Promotions (Campus, Online)**

#### **Description**

This course provides a cross-disciplinary approach to a variety of marketing, sales and promotions issues that confront sport managers.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SPT320 - Media/Public Relations in Sport (Campus, Online)**

#### **Description**

This course is designed to provide students with an understanding of the role of media and public relations in the sport industry. The primary aim is to familiarize students with media relations, public relations, and community relations in sport organizations and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SPT321 - Fitness Management (Campus)**

#### **Description**

This course will provide specific information about personal fitness. Topics include the purchase and use of fitness equipment and staffing and management concerns for club, corporate and collegiate settings. A \$25 lab fee is required to cover CPR certification.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SPT333 - Sport, Society, and Ethics (Campus, Online)**

#### **Description**

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; and a basic understanding of the theories and principles related to socio-cultural issues and ethics and morality in the sport industry.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

ENG190 - Research and Persuasion (3)

ENG200 - Sophomore Seminar (3)

### **SPT335 - Gender and Sport (Campus)**

#### **Description**

Students will draw from integral theory to critically examine the behaviors, culture, structures and systems that shape the relationship between gender and sport and reinforce gender differences and existing inequality. Students will also create potential strategies for restructuring sport as a more equitable and empowering institution for all genders.

#### **Additional information - Campus**

In some semesters, this course may have a Service Learning component. Check with instructor.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

ENG120 - College Composition I (3)

### **SPT340 - Practicum in Sport Management (Campus, Online)**

#### **Description**

This seminar combined with field experience will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of sport management. Specifically, this experience will provide the student with a mentor and colleagues to learn about management, leadership, decision making, communication, customer service, and to develop as a future professional in the field. Students are required to complete satisfactory work under the direct supervision of a qualified professional and attend scheduled practicum seminars.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

#### **Prerequisites**

30 credit(s).

## University Programs

### **SPT350 - Sales within Sport (Online)**

#### **Description**

Explore the critical skill of selling within the sport industry, including sales strategies, promotions, negotiating, communication and interpersonal skills, sales process, and creating sales pitches.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SPT360 - Brand Management (Online)**

#### **Description**

Learn how to develop and drive a brand through social media, advertising, marketing, player recognition and the various verticals within a business, with a focus on gaining market share and increased customer loyalty through consumer insights, strategic thinking, and innovation.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SPT401 - Sport Facilities Management (Campus, Online)**

#### **Description**

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course.

#### **Additional information - Campus**

Offered every semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SPT402 - Sport Revenue (Campus, Online)**

#### **Description**

This course provides students with a comprehensive understanding of the many traditional and innovative revenue acquisition methods available to sport organizations. Students will be exposed to conventional income sources, including tax support, ticket sales, concessions and fund raising, and will examine more recent innovations related to licensing sport products, media sales and corporate sponsorship.

#### **Additional information - Campus**

Offered every fall term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

## University Programs

### **SPT404 - Sport Agency (Campus, Online)**

#### **Description**

The basic goal of this course is to provide the student with an overview of the business of sport agencies. As the sport industry has become more diverse, generating hundreds of billions of dollars per year in economic activity, the need has grown for player and brand representation to navigate the complexities and nuances of specific properties and contracts. This class is designed to highlight some of the challenges in representing athletes and assist students in developing negotiating, marketing, and business strategy.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

### **SPT415 - Event Management and Marketing (Campus)**

#### **Description**

This experiential learning course contains the most important information a student needs to know about the field of Sport Event Management, from designing an event to planning and integrated marketing campaign, to negotiating contracts, and supplier agreements. This course will prepare the student to be able to understand and apply the key techniques; understand and utilize those skills related to negotiations and contracts with sponsors, suppliers, and insurance companies; comprehend and implement an integrated approach to marketing that considers every kind of medium; and strategies of how to acquire funding for sport events.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3 - 6

### **SPT425 - Sport Licensing/Strategic Alliances (Campus, Online)**

#### **Description**

This course will explore why and how sport licensing is used effectively in the global business of sport. Both theoretical and applied perspectives will be used. The course will examine the strategic rational and different forms of sports licensing and how sport managers can use sport licensing to lead their companies to achieve growth and other key objectives. Course content will include examining US and international sport leagues and how they administer their licensing programs. The course will cover the process of identification of licensing opportunities, selection of business partners, process of establishing a license agreement, international licensing and the management of licensing relationships. In addition, students will be introduced to strategic alliances with an emphasis on why and how domestic and international alliances may be used to achieve sport enterprise objectives.

#### **Additional information - Campus**

Offered every spring term.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

Complete:

SPT208 - Sport Marketing (3)

# University Programs

## **SPT461 - Seminar in Sport Management (Capstone) (Campus, Online)**

### **Description**

This course serves as the capstone course for the sport management major and concentration. Students will apply the knowledge and skills obtained from courses in order to solve problems that a sport manager is likely to encounter. Instructor permission required.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete all of the following  
90 credit(s).  
This can include completed and in-progress coursework.

## **SPT465 - Global Sport Business (Campus, Online)**

### **Description**

This course develops a basic theoretical and applied understanding of international business principles as applied to the global sport industry. Several key areas of international business, as they relate to sport business, are explored including the scale, scope and organization of global sport, globalization, internationalization, cultural aspects, international marketing, financial/political/economic risk, human rights, ethical dimensions, role of media, technology/products, professional sport leagues and governance. The course will be delivered from an entrepreneurial and business development perspective encouraging students to think and act strategically when considering sport business in a global context. Class discussions and exercises will focus on assisting the student in establishing a conceptual and applied understanding of these major content areas using relevant text, multi-media. The outcomes will be to develop the skills necessary to function as a professional manager in the international sport business market place. In addition, the student will be exposed to a team working environment in order to foster authentic management interaction skills.

### **Academic Level**

Undergraduate

### **Credits**

3

### **Prerequisites**

Complete:  
MKT205 - Applied Marketing Strategies (3)

## **SPT491 - Sport Management Internship (Campus, Online)**

### **Description**

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where sport management practices and principles can be learned firsthand.

### **Academic Level**

Undergraduate

### **Credits**

0 - 15

### **Prerequisites**

Please contact the Career and Professional Development Center to register.



## University Programs

### **SPT501 - Research Methods in Sport Management (Online)**

#### **Description**

This course examines the methods and techniques used in research in sport management and the sport industry. Including the basic aspects of reading, evaluating, and writing research; this course will explore the concepts developed in relevant literature as they apply to sport management. Topics include problem selection, literature review, instrumentation, methodology, statistical issues, and types of research in physical activity.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPT510 - Sport and Society (Online)**

#### **Description**

Students investigate the interrelationships between sport, culture and society in an attempt to better understand the role and function of sport in contemporary society. Students receive a broad overview of selected socio-cultural factors that influence participation in sports. Major ethical issues of sport in society will be explored.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPT512 - Principles in Athletic Administration (Online)**

#### **Description**

This course provides the graduate student with an overview of the role and responsibilities of intercollegiate athletics; human resources; finance; governance; operations and the management, planning, organization and administration of interscholastic and recreational athletics.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPT525 - Sport Licensing and Strategic Alliances (Campus, Online)**

#### **Description**

The goal of this course is to develop a deep, working knowledge of sports licensing and strategic alliances and how they relate to the business of sports. We will fully explore the process of identifying and developing a sports licensing and/or strategic alliance strategy so the student will be enabled to apply this knowledge in a real business setting. By doing so a student as a future manager will better recognize opportunities that sports licensing and strategic alliances can potentially offer to their sport business. By developing this in an international context, a student will engender a global view of how sports licensing and strategic alliances are developed and implemented in harmony with overall firm strategy leading to increased shareholder value.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **SPT565 - Internationalization of Sport Business (Campus, Online)**

#### **Description**

The Internationalization of Sport Business course will help to prepare the sport business manager for the exciting world of global sports. The course is designed to thoroughly introduce the graduate student to the many facets of conducting sport business in the international marketplace. By using real life international sport business examples, students will garner a deeper understanding of the various complexities associated with conducting sport business in an international context. Some of the key areas include culture, international marketing, financial/political/economic risk, ethical dimensions, role of media, technology/products, professional sport leagues and governance.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPT600 - Management of Sport Organizations (Online)**

#### **Description**

This course focuses on the application of management concepts and theories to sports organizations and the sports industry. It includes issues of organizational design, public policy, labor relations, collective bargaining, ethical issues in sport and the globalization of the sports industry.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPT601 - Sport Facility Management and Operations (Online)**

#### **Description**

This course is designed to provide students with an understanding of the business of sport facilities and operations. Elements of managing sport facilities, including arenas, stadiums, and athletic complexes will form the content of this course. As well, students will focus on facility management and administration considerations, systematically moving through planning and design, organizational and operational concerns, personnel planning, financial management, program development and scheduling, risk management, and marketing. Also covered will be the operations of specific facility areas including maintenance, crowd control and security, box office management and concessions.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPT608 - Sport Marketing and Media (Campus, Online)**

#### **Description**

This course examines the concepts and processes used in marketing and communications of a sport organization, at the college, professional or community level. Students will utilize the case study approach to analyze current marketing problems and techniques to develop an effective sport marketing and communications plan; with special emphasis placed on the unique aspect of sport products, markets, consumers, and media relations.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **SPT610 - Sport Law (Online)**

#### **Description**

Students learn about the law as it applies to professional and amateur sport organizations. The course includes the analysis of contracts, tort law, antitrust law, labor law and collective bargaining.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPT612 - Advanced Topics/Athletic Administration (Online)**

#### **Description**

This course is designed to examine the current issues facing interscholastic athletic administrators. Information regarding the various components and activities in the organization and administration of athletic programs for prospective athletic administrators will be covered; including: recruitment, governance, compliance, and current research literature and research methods appropriate for administration athletics.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPT620 - Finance and Economics of Sport (Online)**

#### **Description**

This course will provide students with an understanding of financial and economic theories and principles utilized in the sport industry. Topics will include the preparation of financial plans, strategic budgeting, capital and operating budgets, sources of revenue, economic theories, supply and demand concepts in the sport industry; economic impact, and other financial and economic theories pertinent to sport industry professionals.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SPT622 - Sport Business Analytics (Campus)**

#### **Description**

Sport Analytics (SPT 622) has been crafted to provide the graduate student with a substantive understanding of analytical tools used by organizations involved in sports. Upon completion, a student will be able to develop and apply analytical tools to assist in business decision making. This includes an overview of database management, data collection, statistical methods, and data presentation. Focusing on the application of data within sport organizations, this class examines analytics involving player evaluation, consumer behavior, ticket pricing, and in-game strategies. A significant part of this class is experiential and requires collaboration with other students and selected sport organizations.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **SPT700 - Sport Management Capstone (Online)**

#### **Description**

This capstone course is the culminating experience for the M.S. in Sport Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following  
Complete:

- SPT501 - Research Methods in Sport Management (3)
- SPT565 - Internationalization of Sport Business (3)
- SPT600 - Management of Sport Organizations (3)
- SPT608 - Sport Marketing and Media (3)

30 credit(s).

### **SPT710 - Internship (Online)**

#### **Description**

Internships are available for graduate students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete all of the following

- Successful Completion of Pre-Internship Survey
- Earned a minimum cumulative GPA of 3.0

Complete all of the following  
18 credit(s).

These credits can include completed and in-progress coursework, but exclude Foundation courses.

This course requires special permissions to register. Please contact your advisor for more information about the registration process for academic internships.

## **Sustainability & Environment Comp**

## University Programs

### **SEC510 - Environmental Issues (Online)**

#### **Description**

A fundamental understanding of the various processes necessary to support life on Earth. Examine how human activities and philosophies (individual, business, cultural, and others) generate environmental issues and threaten these processes, and offers sustainable alternatives to these activities. Topics include ecology; populations; agriculture; desertification and deforestation; water and ocean pollution; air pollution, including ozone depletion and acid rain; global warming; natural resource depletion; solid and hazardous wastes; energy, including fossil fuels and nuclear power; economic implications; and sustainability.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SEC610 - Energy and Society (Online)**

#### **Description**

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed, with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources; electricity; the atmosphere, including greenhouse effects; transportation; nuclear power; and economic implications.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SEC620 - Environment Compliance/Sustainability (Online)**

#### **Description**

This course introduces students to a broad range of strategies used by both large and small businesses to achieve and maintain compliance with environmental laws and sustainability goals, with an emphasis on companies doing business in the United States. Students learn the importance of environmental due diligence as a tool for minimizing acquired liabilities in business mergers and acquisitions; the value of environmental auditing as a means of identifying compliance and sustainability issues in ongoing business operations; and the power of both environmental management systems and environmental certification programs as strategies for achieving and maintaining environmental compliance and sustainability, and for securing a competitive advantage in a marketplace increasingly populated by sustainability-conscious consumers.

#### **Academic Level**

Graduate

#### **Credits**

3

## **Sustainability Studies**

## University Programs

### **SST101 - Introduction to Sustainability (Campus)**

#### **Description**

Students may take this activity-based course twice but not twice in the same semester. Each section of the course includes two tracks. One is for students taking the course for the first time. The other is for students taking the course for the second time. Students taking the course for the first time learn how to diagnose the sustainability challenges posed by a situation that is inconsistent with a sustainable society. They do so by using robust framing and systems thinking to reveal the complexity of that situation holistically. Students taking the course for the second time learn how to prescribe a sustainable response to the sustainability challenges posed by a situation that is inconsistent with a sustainable society. They do so by using backcasting, robust framing, and systems thinking to envision and to reveal the complexity of that alternative holistically. Students present their work in a series of group presentations throughout the semester. This course is for freshmen and sophomores only.

#### **Additional information - Campus**

Students may take this course twice but not twice in the same semester.

#### **Academic Level**

Undergraduate

#### **Credits**

3

#### **Prerequisites**

No more than 45 earned credits completed at the time of registration for the course.

### **SST501 - Introductory Summer Residency (Campus)**

#### **Description**

In this weekend workshop and social event on campus, students get to know the faculty and each other while sharing their goals and expectations for their time in the program. On the first day, the faculty will introduce students to the structure and themes of the program. On the second, students and faculty will brainstorm options for the experiences of professional interest that will serve as a principal focus of each student's work throughout the rest of the program.

#### **Academic Level**

Graduate

#### **Credits**

0

### **SST510 - Industrialization, Human Health, and the Environment (Campus)**

#### **Description**

In this online workshop, students learn how to perform a qualitative human health risk assessment for a given group of people living or working in a given setting somewhere in the United States. They do so in part with the help of information about the nature and sources of human health risks made public under U.S. environmental and occupational safety and health laws. In the process, students also explore the human health implications of a broad array of environmental hazards associated with life in an industrialized society. They do so in part using perspectives informed by systems thinking.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **SST511 - Ecology, Human Health, and the Anthropocene (Campus)**

#### **Description**

In this online workshop, students learn how to perform a qualitative environmental impact assessment for a given human activity proposed for a given site somewhere in the United States. They do so with the help of the environmental impact assessment framework established under U.S. law. In the process, students also explore the environmental implications of a broad array of human activities associated with life in an industrialized society. They do so in part using perspectives informed by systems thinking.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SST512 - Coping with Climate Change (Campus)**

#### **Description**

In this online workshop, students learn how to prepare a climate change mitigation and adaptation plan for a given human organization or human community somewhere in the United States. They do so in part with the help of EN-ROADS, a computer-based interactive climate change simulation. In the process, students also explore the causes and consequences of global climate change worldwide, as well as viable options for mitigating or adapting to its effects. They do so in part using perspectives informed by systems thinking.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SST550A - Diagnosing the Challenge I (Campus)**

#### **Description**

In this online workshop, students learn how to confirm as such situations that are inconsistent with a sustainable society. Students then put that skill to work in the context of experiences of concern of professional interest to them. The results provide the points of departure for students' work in SST 550B.

#### **Academic Level**

Graduate

#### **Credits**

1

### **SST550B - Diagnosing the Challenge II (Campus)**

#### **Description**

In this online workshop, students learn how to reveal the complexity of situations that are inconsistent with a sustainable society using systems thinking. Students then put that skill to work in the context of the situations of professional interest to them from SST 550A. The results provide the points of departure for students' work in SST 550C.

#### **Academic Level**

Graduate

#### **Credits**

1

## University Programs

### **SST550C - Diagnosing the Challenge III (Campus)**

#### **Description**

In this online workshop, students learn how to confirm the scope of situations that are inconsistent with a sustainable society. Students then put that skill to work in the context of the situations of professional interest to them from SST 550B. The results provide the points of departure for students' work in SST 750A.

#### **Academic Level**

Graduate

#### **Credits**

1

### **SST610 - Environmental Compliance and Compliance Regimes (Campus)**

#### **Description**

In this skill-building online course, students learn how to spot facts that give rise to compliance issues for businesses and other private parties under U.S. environmental laws. Students also learn how to predict environmental law and policy outcomes and how to shape them adaptively at the federal level in the United States. They do so in part using perspectives informed by systems thinking. To acquire a global perspective on these tasks, students spend part of the course comparing how institutions and cultures shape what environmental law is and means in crucial countries around the world. This comparison focuses in part on the use of environmental law as a strategy for building a sustainable society.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SST611 - Building Sustainable Communities and Economies (Campus)**

#### **Description**

In this simulation-based online course, students learn how to use leverage points and win-win negotiation as crucial tools in efforts to build sustainable communities and economies worldwide. Students spend most of the course engaged in a series of role-playing simulations set at the local, national, and global levels. In Camelot, students play the role of citizens and officials trying to build a sustainable future for a U.S. city plagued by social, economic, and environmental problems. In Stratagem, they play the roles of government officials in a less developed country trying to chart a course of sustainable development for that country over a period of 60 years. In C-ROADS, students play the roles of diplomats trying to negotiate a global agreement to avert catastrophic global climate change. They do their work in these roles primarily using perspectives informed by systems thinking.

#### **Academic Level**

Graduate

#### **Credits**

3



## University Programs

### **SST612 - Sustainability Strategies for Business (Campus)**

#### **Description**

In this simulation-focused online course, student groups compete to design a sustainability-focused facility siting and management plan for a hypothetical business proposed for somewhere in the United States. They do so with the help of a qualitative version of the Triple Bottom Line Tool. This tool was designed to enhance and to communicate investment performance across a broad array of economic, environmental, and social impacts. In the process of developing their plans, students also explore a full range of options for how U.S. businesses large and small can contribute to the goal of building sustainable societies worldwide. They do so in part using perspectives informed by systems thinking.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SST650A - Prescribing a Response I (Campus)**

#### **Description**

In this online workshop, students learn how to envision sustainable alternatives to situations that are inconsistent with a sustainable society. Students then put that skill to work in the context of the situations of professional interest to them from SST 750A. The results provide the points of departure for students' work in SST 650B.

#### **Academic Level**

Graduate

#### **Credits**

1

### **SST650B - Prescribing a Response II (Campus)**

#### **Description**

In this online workshop, students learn how to reveal the complexity of sustainable alternatives to situations that are inconsistent with a sustainable society using systems thinking. Students then put that skill to work in the context of the situations of professional interest to them from SST 650A. The results provide the points of departure for students' work in SST 650C.

#### **Academic Level**

Graduate

#### **Credits**

1

### **SST650C - Prescribing a Response III (Campus)**

#### **Description**

In this online workshop, students learn how to envision ways of transforming situations that are inconsistent with a sustainable society into sustainable alternatives. Students then put that skill to work in the context of the situations of professional interest to them from SST 650B. The results provide the points of departure for students' work in SST 750B.

#### **Academic Level**

Graduate

#### **Credits**

1

## University Programs

### **SST750A - Capstone Summer Residency I (Campus)**

#### **Description**

In this week-long workshop on campus, students present, revise, and re-present versions of their work on the situations of professional interest to them from SST 550A, SST 550B, and SST 550C. The results are holistic diagnoses of the sustainability challenges posed by those situations. These results provide the points of departure for students' work in SST 650A.

#### **Academic Level**

Graduate

#### **Credits**

3

### **SST750B - Capstone Summer Residency II (Campus)**

#### **Description**

In this week-long workshop on campus, students present, revise, and re-present revised versions of their work on the sustainable alternatives from SST 650A, SST 650B, and SST 650C. These alternatives are counterpoints to the situations of professional interest to the students from SST 750A. The results are holistic prescriptions for sustainable responses to the sustainability challenges posed by those situations.

#### **Academic Level**

Graduate

#### **Credits**

3

## Taxation

### **TAX650 - Federal Taxation of Individuals (Online)**

#### **Description**

In this course, students will evaluate tax laws, codes and regulations for individuals with diverse financial situations. Students will use industry-relevant technology to prepare complex individual income tax returns that adhere to relevant tax regulations and codes. Students will provide advice to clients on tax positions to achieve desired outcomes and optimize tax advantage.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TAX655 - Federal Income Tax of Corporations and Partnerships (Campus, Online)**

#### **Description**

In this course, students will explore taxation regulations, legislature, and procedures specific to corporations and partnerships. Students will analyze the fiscal impact tax laws and incentives have on organizations. Students will prepare income tax returns for business entities that adhere to tax laws and codes. Students will recommend optimal tax planning strategies that improve the future tax consequences of corporations and partnerships.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **TAX660 - Tax Factors in Business Decisions (Online)**

#### **Description**

This course is an introduction to tax factors that are relevant in business and personal financial planning decisions. This includes regular and S corporations, partnerships, fiduciaries, tax shelters and tax research. This course is open only to non-accounting students. Background preparation: 6 credit hours in accounting or the equivalent.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

1 of the following:

MBA500 - Building Business Leaders (3)

MBA503 - Financial Reporting and Analysis (3)

### **TAX665 - Estate and Gift Taxation (Online)**

#### **Description**

This course deals with the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. After gaining knowledge of the relevant statutes, regulations and case law, the student will develop estate and gift planning strategies to address estate and gift planning aspects of business and life events.

#### **Academic Level**

Graduate

#### **Credits**

3

#### **Prerequisites**

Complete:

TAX650 - Federal Taxation of Individuals (3)

### **TAX670 - Tax Research Methodology (Online)**

#### **Description**

Explore the methods and techniques of federal tax research. Learn the rules and procedures for representing clients before the Internal Revenue Service.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **TAX700 - Special Topics in Taxation (Online)**

#### **Description**

In this course, students will explore the IRS audit and examination process as well as multijurisdictional and multinational tax issues. Students will describe the IRS tax audit and examination process and its impact on tax payers. Students will advise clients on the options in how to proceed with an audit appeal. Students will describe how multijurisdictional and multinational tax issues impact income taxes for business organizations.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TAX705 - Personal Finance and Advisory Services (Online)**

#### **Description**

In this course, students will explore the more specialized field of personal financial advisory services as they relate to tax planning. Students will analyze a client's current financial situation, needs, and goals. Students will analyze the tax implications related to gift, trust, and estate strategies. Students will advise clients on optimal financial strategies for retirement planning.

#### **Academic Level**

Graduate

#### **Credits**

3

## **Teach Eng Second or Other Lang**

### **TSL501 - Linguistics for Language Teaching (Campus)**

#### **Description**

This course provides a survey of topics in theoretical linguistics with a specific focus on the descriptive grammar of General American English (GAE) and the application of knowledge from theoretical linguistics to the instruction of English as a second or other language. Students learn the basics of GAE phonetics and phonology; including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of GAE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure, and transformational process.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TSL502 - Language Acquisition and Development (Campus)**

#### **Description**

This course explores contemporary knowledge about second language acquisition, including the influences of age, environment, and motivation; learning styles, and student language and interlanguage.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **TSL503 - Sociocultural Contexts of TESOL (Campus)**

#### **Description**

This course introduces key concepts from sociocultural theory, including the zone of proximal development, cultural-historical activity theory, and scaffolding, with a focus on their application in various TESOL contexts.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TSL504 - TESOL Methods and Materials (Campus)**

#### **Description**

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical responses, natural approach, language experience approach, literature-based approach, phonics, whole language, community language learning, Suggestopedia, Silent Way, cognitive academic language learning, content- and theme-based instruction and computer-assisted language learning. Students will write and demonstrate lesson plans using these methods, observe and report on simulated and authentic classrooms, and discuss the appropriateness of the methods in various learning environments.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TSL505 - Language Curriculum Design and Implementation (Campus)**

#### **Description**

This course equips students with the skills necessary to make informed decisions when designing and implementing English as a second or other language (ESOL) curriculum. Topics include curriculum, syllabus and lesson planning with emphasis upon observable performance objectives, lesson stages and principles of effective ESOL lesson construction; effective procedures for choosing, editing and managing ESOL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency levels.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TSL506 - Language Assessment Principles and Practice (Campus)**

#### **Description**

Students will learn to think clearly about keys to quality assessment. Students will develop a firm grasp of clear and appropriate learning targets, users and uses of assessment instruments, matching a learning target with an appropriate assessment method, and avoiding bias and distortion. We will examine content standards and how they relate to instruction and authentic assessment of second language listening, speaking, reading, and writing proficiency. Students will develop an understanding of the interrelatedness of language proficiency levels, assessment and instruction.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **TSL520 - Teaching Reading, Writing, and Vocabulary (Campus)**

#### **Description**

This course will expand students knowledge of reading, writing and vocabulary activities and techniques for various proficiency level. Students will gain a repertoire of lesson plans and ideas for teaching reading, writing and vocabulary. Students will also present a number of in-class lessons in addition to teaching lessons in a real ESL classroom setting.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TSL521 - Teaching Listening, Speaking, and Pronunciation (Campus)**

#### **Description**

This course will expand students' pedagogical knowledge of listening, speaking, and pronunciation activities and techniques for various proficiency levels. Students will develop a repertoire of lesson plans and ideas for teaching listening, speaking, and pronunciation skills. Students will learn and practice teaching (1) listening for meaning; (2) listening for language learning; (3) meaning-focused output; (4) speaking in a variety of genres; and (5) fluency development. Students will learn techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TSL522 - Language Policy and Advocacy in TESOL (Campus)**

#### **Description**

This course provides current and future TESOL professionals with the knowledge base needed to make decisions concerning English language learners in policy, program and curricular development, instruction and methodology, and assessment. Students will also learn about the current socio-political discourses surrounding the instruction of English language learners in North American educational contexts and develop a disposition towards cultural pluralism and multilingualism in their own practice. Additionally, students will develop the skills necessary to engage in evidence-based advocacy in their profession using findings from empirical research in TESOL.

#### **Academic Level**

Graduate

#### **Credits**

3

## University Programs

### **TSL523 - Teaching Practicum (Campus)**

#### **Description**

This course provides students with the opportunity to complete practice teaching assignments in educational settings. Students will apply previously studied principles, methods, and techniques to their specific practice teaching context. Students will add to their repertoire of lesson plans and ideas for teaching as well as participate in group discussions. This course will expand students' knowledge of teaching English and will explore activities and techniques for various proficiency levels. Participants will meet weekly to design, develop, and prepare for lessons, as well as discuss issues in observation, reflection, and classroom management. Students will identify an area of teaching that they wish to develop further and develop an action research plan.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TSL530 - Computer-Assisted Language Learning (Campus)**

#### **Description**

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other TESOL professionals in learning about the theory, pedagogy, and application of CALL.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TSL531 - Online Second Language Teaching Pedagogy (Campus)**

#### **Description**

This course introduces students to the pedagogical concepts conducive to effective second language teaching in online and hybrid instructional contexts. Topics include Universal Design for Learning (UDL), dialectical learning, Just-in-Time Teaching (JiTT), scaffolding, and professional development, reflective teaching, trans-classrooming, and teacher identity formation in the digital space. Additionally, students will learn how to leverage digital technology to effectively deliver task-based online language learning, including social media and Web 2.0, blended, mobile-assisted, and/or autonomous language learning, gamification, immersive and virtual reality environments, and learning management systems.

#### **Academic Level**

Graduate

#### **Credits**

3

### **TSL550 - Master's Thesis (Campus)**

#### **Description**

This course provides students with the opportunity to undertake an independent and sustained research project and write a research paper. Students are expected to demonstrate an ability to analyze, evaluate, and synthesize both primary and secondary source material to be used to support a viable thesis argument. Thesis may not be taken until the final term of study, except by permission of the Chair.

#### **Academic Level**

Graduate

#### **Credits**

3

# University Programs

## **TSL560 - English for Specific Purposes (Campus)**

### **Description**

This course presents the theory and practice of English for specific purposes, a student-centered approach to teaching English as a foreign and second language. It explores sub-disciplines of ESP and ESP's key concepts and techniques. Participants evaluate authentic materials in specific areas, such as academic learning, business, medicine, civil engineering, etc.; design ESP course; examine language teaching methodology through academic and occupational content, and develop assessment strategies for ESP courses.

### **Academic Level**

Graduate

### **Credits**

3

## **TSL561 - Content-Based Instruction (Campus)**

### **Description**

This course presents the theory and practice of content-based instruction (CBI), the approach of integrating language teaching with content instruction. It explores CBI models, the Six T's approach, and issues in CBI implementation. Participants design a CBI unit, evaluate and develop materials for CBI courses, and implement content-based assessment.

### **Academic Level**

Graduate

### **Credits**

3

## **TSL562 - Working with Newcomers (Campus)**

### **Description**

This course addresses the teaching of immigrants and refugees, providing a comprehensive overview of the practice. This course addresses a wide range of topics related to immigrants and refugees. It explores ways to support newcomers for success in the U.S. education system. Specific topics include the challenges and strengths of immigrant and refugee students; ways to welcome, integrate, and support immigrants and refugees in U.S. school communities; methods for English-language instruction, academic acculturation and school-to-home communication; guidelines and models of professional development related to newcomers for teachers and staff in whole school communities; and program administration

### **Academic Level**

Graduate

### **Credits**

3

## **TSL563 - Teaching Grammar (Campus)**

### **Description**

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants.

### **Academic Level**

Graduate

### **Credits**

3



## University Programs

### **TSL564 - Technology Integration in the Language Classroom (Campus)**

#### **Description**

This course presents the theory and practice of integrating technology resources to support language teaching and learning. It explores advantages and limitations of educational technology, its meaningful application and state and national instructional technology standards. Participants assess various technology forms, apply print, visual, media and digital literacies to enhance language teaching, and discuss social, ethical and legal issues of using technology in the classroom.

#### **Academic Level**

Graduate

#### **Credits**

3

## The Culinary Institute

### **TCI390 - Culinary Cooperative Education (Campus)**

#### **Description**

This is a guided cooperative education experience for integrating study and experience. Students are contracted to maintain employment for a minimum of 150 hours over a pre-determined length of time with specified starting and ending dates (usually a three- to four-month summer season) working at an approved food service operation.

#### **Additional information - Campus**

Offered every year.

#### **Academic Level**

Undergraduate

#### **Credits**

0 - 3

#### **Prerequisites**

Complete all of the following

Complete 1 of the following

Complete: TCI 111, TCI 114, and TCI 116

Please contact the Career and Professional Development Center to register

Must be enrolled in the Culinary program

## UX Design

### **UXD101 - Introduction to UX Design and Research Questions (Online)**

#### **Description**

In this course, learners will be introduced to Kenzie Academy's UX Design program certificate and the basics of UX Design including design tooling to use when identifying, designing, documenting, and generating abstract ideas in applying design thinking to solve a problem. Learners will formulate and articulate underlying research questions based on a user type and be able to sketch or digitally draw iterations of a user interface based upon independent and user research. Enrollment in the UX Design certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

2

# University Programs

## **UXD102 - Introduction to Research Interviews and Synthesizing Data (Online)**

### **Description**

In this course, learners will expand their independent research abilities by identifying user pain points, generating How Might We statements, and writing non-leading interview questions to synthesize data through conducting discovery interviews. Through the gathered feedback, learners will create Happy Path process flow charts adhering to best practices to identify and wireframe the key screens of an application. Enrollment in the UX Design certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

UXD101 - Introduction to UX Design and Research Questions (2)

## **UXD103 - Introduction to User Interface Principles (Online)**

### **Description**

In this course, learners use their developed research, synthesizing data, and gathering feedback knowledge to create a simple high-fidelity screen of an onboarding flow for user entry into a system using Figma with meaningful calls to action drawing users' attention. Learners design, create and integrate navigation points and sort lists into their high-fidelity mockups adhering to best practices. Through user interviews, learners think critically about feedback received and classify their findings for future iterations. Enrollment in the UX Design certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

UXD102 - Introduction to Research Interviews and Synthesizing Data (2)

## **UXD121 - Introduction to Visual Hierarchy and Layout Principles (Online)**

### **Description**

This is the first course in the second sequence in the UX Design Certificate program. In this course, learners identify and differentiate between varying degrees of visual hierarchy and continue practicing application design. Application design includes sampling and applying colors, manipulating text properties through applying typography hierarchy, and utilizing white space in order to establish organization and meaning in their design. Enrollment in the UX Design certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

UXD103 - Introduction to User Interface Principles (2)

# University Programs

## **UXD122 - Introduction to Prototyping (Online)**

### **Description**

In this course, learners conduct discovery user interviews to receive feedback on the application designed in the previous course. In discovery user interviews, learners share their work with target users and record feedback by practicing active listening. Learners iterate on their high-fidelity application designs to create a live prototype by implementing user feedback and newly introduced UI Design principles including components and iconography. Enrollment in the UX Design certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

UXD121 - Introduction to Visual Hierarchy and Layout Principles (2)

## **UXD123 - UX/UI Professional Presentations (Online)**

### **Description**

In this course, learners prepare to work in the industry as a UX Designer by analyzing a design brief, creating a project plan, working with stakeholders to build an application, and synthesizing stakeholder requirements into design features. Learners handoff annotated high-fidelity designs and a created style guide to a developer and answer their questions. Learners gather feedback through conducting A/B testing with users of their designed application and presenting their detailed design process to an audience. Enrollment in the UX Design certificate program required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

UXD122 - Introduction to Prototyping (2)

## **UXD201 - UX/UI Professional Development (Online)**

### **Description**

In this course, learners prepare to join the industry as UX Designers by creating a compelling resume, creating a profile on a freelancing website, identifying a specific area of focus, and polishing their case study to showcase their application designs to include within their portfolio. Learners continue applying practical UI Design principles by designing a mobile responsive application using object pins and constraints to scale at any viewpoint and easily convert it into a desktop application. Enrollment in the UX Design certificate program is required.

### **Academic Level**

Undergraduate

### **Credits**

2

### **Prerequisites**

Complete:

UXD123 - UX/UI Professional Presentations (2)

## University Programs

### **UXD202 - Applied UX/UI I (Online)**

#### **Description**

In this course, learners continue preparing to join the industry as UX Designers by working on a team and with stakeholders. On a team, learners practice how to give and receive peer reviews while working effectively within an Agile environment by utilizing collaboration workspaces. Teams practice de-escalation and conflict resolution techniques in order to remain productive and work better as a team. With stakeholders, learners take feedback and make appropriate changes to their designs. Learners are introduced to and taught how to read basic HTML and a CSS style sheet. Enrollment in the UX Design certificate program is required.

#### **Academic Level**

Undergraduate

#### **Credits**

2

#### **Prerequisites**

Complete:

UXD201 - UX/UI Professional Development (2)

### **UXD203 - Applied UX/UI II (Online)**

#### **Description**

In the capstone course of Kenzie Academy's UX Design Certificate program, learners articulate the necessary artifacts for acquiring a job in the industry and write a compelling cover letter. Learners focus on accessibility by designing in accordance with Web Content Accessibility Guidelines (WCAG). Learners prepare for their upcoming job search by practicing common UX Designer interview questions and whiteboard exercises within a mock interview. Enrollment in the UX Design certificate program required.

#### **Academic Level**

Undergraduate

#### **Credits**

2

#### **Prerequisites**

Complete:

UXD202 - Applied UX/UI I (2)

## Unmanned Aerial Systems

### **UAS107 - UAS Certification (Campus)**

#### **Description**

In this initial course you will be introduced to small unmanned aircraft (sUAS) ground and flight operations, federal regulations, crew resource management, risk management and mitigation, airspace requirements, and emergency procedures. This course will develop your understanding of safety and utility of sUAS operations when operating within the National Airspace System.

#### **Academic Level**

Undergraduate

#### **Credits**

4

## University Programs

### **UAS207 - UAS Operations (Campus)**

#### **Description**

In this course you will apply information and lessons from UAS 107 to practical applications focusing on commercial sUAS operations. You will practice and become proficient in sUAS mission planning, risk assessment, risk mitigation, standardization, and sUAS pilot and equipment requirements. This course will further develop your flight planning, mission planning while implementing your flight skills and overall understanding of safety and utility when operating within the National Airspace System.

#### **Academic Level**

Undergraduate

#### **Credits**

4

### **UAS307 - Advanced UAS Operations and Mission Planning (Campus)**

#### **Description**

In this course you will apply information and lessons from UAS 207 to advanced and technical commercial sUAS operations. This advanced training course will focus on developing the following pilot skills and knowledge base and preparing you for a career in sUAS operations. This course will challenge your current flight planning, mission planning, and practical flying skills by introducing advanced weather, flight, and operational challenges. The goal of this course is to hone your aeronautical decision-making abilities in order to maximize operational safety and utility when operating within the National Airspace System.

#### **Academic Level**

Undergraduate

#### **Credits**

4

#### **Prerequisites**

Complete:

UAS207 - UAS Operations (4)

## Wellness

### **WEL100 - Athlete Wellness (Campus)**

#### **Description**

This class will use myPlaybook which is a collection of online lessons that use evidence-based strategies to promote the health and well-being of student-athletes. Specific strategies include social norms, behavioral expectancies, behavioral intentions, as well as bystander, decision making, stress management, goal setting, and harm prevention skills.

#### **Academic Level**

Undergraduate

#### **Credits**

1

## University Programs

### **WEL101 - Athletic Participation (Campus)**

#### **Description**

This course is for participation in varsity athletics.

#### **Academic Level**

Undergraduate

#### **Credits**

1

## Workplace Conflict Management

### **WCM510 - Negotiation/Advocacy in the Workplace (Online)**

#### **Description**

This course introduces the processes and practice of negotiating and advocating effectively in settings where continuation and strengthening of the relationship matter. Course content will include the uses, strengths, and weaknesses of distributive and integrative bargaining; the sources and uses of power in negotiation; and gender and cultural influences on negotiation style and practice.

#### **Academic Level**

Graduate

#### **Credits**

3

### **WCM610 - Introduction to Organizational Conflict Management (Online)**

#### **Description**

This survey course introduces the analysis, interpretation, and management of conflict in contemporary organizational settings. Using interdisciplinary lenses, the course explores systemic, interpersonal, and other causes of conflict; conflict's influence on workplace communication and decision-making; and the relationship between conflict, leadership, and career advancement.

#### **Academic Level**

Graduate

#### **Credits**

3

### **WCM620 - Managing Difficult Conversations at Work (Online)**

#### **Description**

The art and practice of dialogue building is the act of engaging conflict effectively and transforming difficult conversations into better decisions, healthier work relationships, and stronger organizations. This course examines approaches for de-escalating conflict conversations, choosing if and when to intervene, tapping the creative potential in conflict, and creating workplace environments that foster constructive conflict engagement.

#### **Academic Level**

Graduate

#### **Credits**

3