

# ACADEMIC CATALOG

## SPRING 2022 Campus Programs



Southern  
New Hampshire  
University

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# Welcome

## Message from the President



It gives me great pleasure to present to you the Southern New Hampshire University catalogs. A university catalog offers a comprehensive overview of the variety of programs and classes offered both on campus and online. These catalogs contain 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 over 200 programs, from certificates to doctoral level degrees including business, education, liberal arts, social sciences and STEM. Recognized by U.S. News and World Report, Forbes and Fast Company, SNHU is committed to providing 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 blend traditional on campus courses with wholly online courses or take a mix in one of our hybrid courses. With a number of centers besides the main campus, you can access courses in a place most convenient to home or work and at a competitive cost.

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

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

Sincerely,  
Paul J. LeBlanc  
President

## 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.

## The Purpose of a University 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.

The online academic catalog contains the most current information and pertains to all students for the referenced academic year. Sections of the online academic catalog may be printed as needed. Archived versions of academic catalogs (PDF format) are also available.

Students have the responsibility to become familiar with academic catalog content as they pursue their educational goals. The academic catalog should be used as a guide in conjunction with the student's program evaluation and academic advisor in ensuring that the necessary requirements are met for graduation.

This publication is certified as true and correct in content and policy (academic) as of the date of publication. The university reserves the right to change any part of the academic catalog and to make any changes retroactive for students currently enrolled.

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
- Consumer Information [page](#)

## University Directory

### Main Campus

2500 North River Road  
Manchester, NH 03106  
603-668-2211

### Southern New Hampshire University - Millyard Offices

33 South Commercial St.  
Manchester, NH 03101  
888-327-SNHU

### Nashua Campus (Airport)

Nashua Airport at Boire Field  
93 Perimeter Road  
Nashua, NH 03063

### SNHU Vermont

463 Mountain View Drive  
Colchester, VT 05446  
1-802-489-5080

## Campus Programs

<b>Admission</b>				
<b>Locations</b>	<b>Address</b>	<b>Email</b>	<b>Phone Number</b>	<b>Fax</b>
Campus	2500 North River Road Manchester, NH 03106	admission@snhu.edu	603.645.9611	603.645.9693
College of Online and Continuing Education	33 South Commercial St. Manchester, NH 03101*	moreinfo@snhu.edu	888.327.SNHU	
*All admissions related transcript evaluation requests to be mailed to this address.				

## Campus Programs

<b>Trustees of the University</b>			
<b>Name</b>	<b>Title</b>	<b>Organization</b>	<b>City/State</b>
Mark A. Ouellette '77	Chairman of the Board of Trustees	Consultant, Pitney Bowes	Stamford, CT
Paul J. LeBlanc (Dr.)	University President and CEO	Southern New Hampshire University	Manchester, NH
Ralph Richard Banks	Professor	Stanford Law School	Stanford, CA
Howard Brodsky	Chairman and CEO	CCA Global Partners	Manchester, NH
Maribel Duran '16	Secretary to the Board Managing Director and Chief of Staff for the Leadership Division	The Aspen Institute	Washington, DC
Janiece Y. Evans-Page	CEO	Tides Network	San Francisco, CA
Matthew Greenfield	Managing Partner	Rethink Education	White Plains, NY
Lisa Guertin	President	Anthem Blue Cross Blue Shield	Manchester, NH
Andre Hawaux '92	Retired, EVP and COO	Dick's Sporting Goods	Westport, CT
Winifred Lerner	Co-Chief Executive Officer, North America	Finsbury Glover Hering	New York, NY
MaryEllen C. McGuire (Dr.)	President	Postsecondary National Policy Institute	Washington, DC
Lisa Marsh Ryerson	President	AARP Foundation	Washington, D.C
Arthur W. Sullivan	Principal Owner	Brady Sullivan Properties	Manchester, NH
Melanie Whelan	Managing Director	Summit Partners	New York, NY
Edward Wolak '74	President and CEO	The Wolak Group	Falmouth, ME

## Campus Programs

<b>Representatives to the Board</b>			
<b>Name</b>	<b>Title</b>	<b>Organization</b>	<b>City/State</b>
Michael Hendery (Dr.)	SNHUPEA Representative Professor, School of Arts, Science and Education	Southern New Hampshire University	Manchester, NH
John Ristaino '82	Alumni Representative Vice President of Financial Development	The Granite YMCA	Manchester, NH
Ryan Barrett '22	SGA Student Observer	Southern New Hampshire University	Manchester, NH

<b>Trustee Emeriti</b>			
<b>Name</b>	<b>Title</b>	<b>Organization</b>	<b>City/State</b>
Richard Courtemanche '73	Retired Executive Consultant - IBM	IBM	Hampton, NH
John Miles	Retired	Southern New Hampshire University Chester College of New England	Bedford, NH
Raymond Truncellito, C.L.U.	Retired	Truncellito Life Insurance Planning	Manchester, NH

<b>University Leadership</b>		
<b>Name</b>	<b>Title</b>	<b>Credential(s)</b>
Paul J. LeBlanc (Dr.)	University President and Chief Executive Officer	B.A., Framingham State College M.A., Boston College Ph.D., University of Massachusetts
Kimberly Bogle Jubinvile (Dr.)	Senior Vice President and University Chief Academic Officer	B.S., Skidmore College M.S., Florida State University Ph.D., Florida State University
Donald Brezinski	Senior Vice President and University Chief of Staff	B.A., Boston College M.A., American University
Alana Burns	Chief Marketing Officer	B.S., Rensselaer Polytechnic Institute M.B.A., Marymount University
R. Yvette Clark	Senior Vice President and General Counsel	B.A., Yale University J.D., University of Texas School of Law

## Campus Programs

Thomas Dionisio	Executive Vice President, Technology and Transformation	B.S., Southern New Hampshire University  M.S. Brandeis University
Adrian Haugabrook (Dr.)	Executive Vice President and Managing Director, Horizon Group	B.S., University of West Georgia  M.S. Georgia Southwestern State University  Ed.D., University of Massachusetts Boston
Jada Keye Hebra	Senior Vice President and Chief Diversity & Inclusion Officer	B.A., Vassar College  M.S., Columbia University
John Jibilian	Executive Vice President and Chief Digital Officer	B.A., Stanford University M.B.A., New York University
Kirk D. Kolenbrander (Dr.)	Executive Vice President, School of Engineering, Technology and Aeronautics	B.A., Central College  Ph.D., University of Illinois at Urbana-Champaign
Kenneth Lee	Executive Vice President, Chief Financial Officer, and Treasurer, Finance and Administration	B.A., Harvard University  M.B.A., Harvard University
Amelia Manning	Chief Operating Officer	B.A., St. Michael's College M.A., University of New Hampshire
Libby May	Senior Vice President, External Affairs and Communications	B.A., Ohio Wesleyan University Graduate Certificate, University of Virginia
Susan Nathan	Chief Experience Officer	B.A., Brown University Fellowship Certification, Institute for Educational Leadership
Sarah Normand	Senior Vice President and Executive Director, Workforce Partnerships	B.A., University of New Hampshire  M.S., Southern New Hampshire University
Chrystina Russell (Dr.)	Senior Vice President for Global Engagement	B.A., University of Michigan  M.S., Mercy College  Advanced Certificate, Baruch College  Ph.D., City University of New York Graduate Center
Danielle Stanton	Executive Vice President and Chief Human Resources Officer	B.A., Notre Dame College M.S., Villanova University

## Campus Programs

Travis Willard	Chief Product Officer	B.A., Mercer University M.B.A., Mercer University
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### Administration Emeriti

Name	Title	Organization
Richard A. Gustafson	President Emeritus	Southern New Hampshire University

### Faculty Emeriti

Name	Title	Credential(s)	Year
Robert Begiebing	Professor emeritus of English	B.A., Norwich University M.A., Boston College Ph.D., University of New Hampshire	1977
Pamela Cohen	Professor emeritus of mathematics	B.A., Boston College, M.A., Teachers College, Columbia University	1984
Robert R. Craven	Professor emeritus of English and humanities	B.A., M.A., City College of New York Ph.D., University of Rhode Island Diploma (Art History), University of New Hampshire	1977
Eleanor Dunfey-Freiberger	University professor emeritus of ethics and engagement	B.A., Emmanuel College M.A., University of San Francisco	1984
Robert H. Fleeson	Professor emeritus of English	B.A., Yale University M.A., University of New Hampshire	1967
James Freiburger	Professor emeritus of organizational leadership	B.S., Loras College M.S., University of Notre Dame C.A.S. University of Vermont Ph.D., University of Connecticut	1988
Betsy Gunzelmann	Professor emeritus of psychology	B.A., M.Ed., Salem State College Ed.D., Boston University	1996
Carolyn Hollman	Professor emeritus of English and education	A.B., University of Michigan M.A., University of New Hampshire Ed.D., Vanderbilt University	

### Campus Programs

Ernest H.S. Holm	Professor emeritus of government	A.B., Dartmouth College M.A., Boston University M.A.T., University of New Hampshire Ph.D., Tufts University	
Burton S. Kaliski	Professor emeritus of business education	B.B.A., City College of New York, Baruch School M.S., State University of New York at Albany Ed.D., New York University	
G. David Miller	Professor emeritus, community economic development	B.A., Brown University M.S.W., University of Michigan M.A., Northeastern University	
Paul Schneiderman	Professor emeritus of finance	B.B.A., M.B.A., University of Massachusetts M.A., Ph.D., Clark University	1976
Robert Seidman	Professor emeritus of information technology	B.S., Rutgers University M.S., Ph.D., Syracuse University	1981
Don W. Sieker	Professor emeritus of English	A.B., M.A., San Francisco State University Ph.D., University of California	
Christopher Toy	Professor emeritus of mathematics	B.A., M.A., San Francisco State University	1971
Charles Wilbert	Professor emeritus of English	B.A., University of Pennsylvania M.A., Ohio University Athens	
Susan Youngs	Professor emeritus of English	B.A. Luther College M.A. Washington State University Ph.D., University of Wisconsin	

## Campus Programs

<b>Full-Time Faculty: School of Arts, Science and Education</b>			
<b>Name</b>	<b>Title</b>	<b>Credential(s)</b>	<b>Year</b>
Charles Andrews	Associate professor of humanities and fine arts	B.A., Emory University M.A., Ph.D., Indiana University	2013
Andrea Bard	Associate professor of communication	B.S., Northern Michigan University M.A., Emerson College	2008
Paul A. Barresi	Professor of political science and environmental law	B.S., Cornell University J.D., The George Washington University National Law Center M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts University Ph.D., Boston University	2001
Chelsi Beauregard	Assistant professor of biology	B.S. Marist College Ph.D., Uniformed Services of the Health Sciences	2020
Kiki Berk	Associate professor of philosophy	M.A., Ph.D., Vrije University, Amsterdam	2013
Crystal Bickford	Associate professor of English	B.A., M.A., University of Massachusetts, Dartmouth Ph.D., Indiana University, Pennsylvania	2010
Jon Boroshok	Instructor of communication	B.S., Communications, Emerson College M.B.A., Northeastern University	2011
Ed Brilliant	Game artist and instructor	B.F.A., Montserrat College of Art	2013
Christine Caples	Assistant professor of mathematics	B.S., Fairfield University M.S., University of Iowa	2017
David Carrigg	Instructor/Programmer of game	B.S., Clarkson University	2016
Jennifer Carrobis	Associate professor of elementary education	B.S., The Pennsylvania State University M.B.A., Fordham University	2016
Francis N. Catano	Professor of sociology	B.A., St. Anselm College M.A., Northeastern University Ph.D., Walden University	2005
Christina Clamp	Professor of sociology	B.A., St. Anselm College M.A., Northeastern University Ph.D., Walden University	2005

### Campus Programs

Aaron Collins	Assistant professor of chemistry	B.S., University of Connecticut M.A., Ph.D., Washington University	2015
Richard Cook	Instructor of music	B.A., M.A., University of New Hampshire	2008
Susan E. Cook	Associate professor of English	B.A., M.A., Boston College Ph.D., University of California, Santa Barbara	2011
Joseph F. Corbin, III	Professor of environmental studies	B.A., West Virginia University M.S., Ph.D., Washington State University	2009
Vincent Corbo	Assistant professor of psychology	B.S., Universite du Quebec a Montreal M.S., Ph.D. McGill University	2016
Patrick Cullen	Professor of justice studies	B.S., Cornell University J.D., Boston College Law School	2006
Allison M. Cummings	Professor of English	B.A., Reed College M.A., Ph.D., University of Wisconsin, Madison	2002
Jon Dearborn	Instructor of game programming	B.A., State University of New York, Potsdam M.S., University of New Hampshire	2018
Merrill DeGraff	Assistant professor of education	B.A., San Diego State University M.S., Concordia University Ed.D, Columbia University	2019
Bradfield Dittrich	Assistant professor of English	B.A., St. Mary's College M.A., Salisbury University Ph.D., University of New Hampshire	2017
Tracy Dow	Assistant professor of graphic design	B.A., Notre Dame College M.B.A., Plymouth State University	2008

Katie Duryea	Assistant professor of biology	B.A., Cornell University Ph.D., Dartmouth College	2019
Elizabeth Feingold	Assistant professor of education	B.A., Kirkland/Hamilton College M.A., Keene State College	2018

### Campus Programs

Margaret Ford	Associate professor of education	B.S. Columbia International University M.Ed., Ph.D., University of South Carolina	2012
Melanie Fraser	Assistant professor of mathematics	B.A. Middlebury College M.A. Ph.D., Dartmouth College	2019
Peter Frost	Professor of psychology	B.A., Framingham State College M.A., Ph.D., Baylor University	2001
Adam Gilbert	Associate professor of mathematics	B.A., Merrimack College M.S., Ph.D., University of Rhode Island	2014
Michele Goldsmith	Professor of science	B.A., State University of New York at Plattsburgh M.S., Bucknell University M.A., Ph.D., State University of New York at Stony Brook	2008
David Gray	Assistant professor of mathematics	B.A., New England College M.Ed., Plymouth State College M.S., Ph.D., University of New Hampshire	2018
Christopher Healow	Assistant professor of philosophy	B.A., The University of Montana M.A., Western Michigan University	2017
Michael Hendery	Assistant professor of psychology	B.A., Ithaca College M.A., St. Michael's College Psy.D., George Washington University	2010
Sarah Howe	Assistant professor of English	B.A., University of Saint Joseph M.A., Trinity College Ph.D., University of Arizona	2013
Jeanne Hughes	Associate professor of English	B.A., M.A.T., University of New Hampshire Ed.D., Rivier University	2014
David Humphreys	Assistant professor of communication	B.A., University of Massachusetts, Amherst M.F.A., Emerson College	2015
William Jamieson	Assistant professor of mathematics	B.A., M.S., Ph.D., University of Rhode Island	2016
Pamela Jordan	Associate professor of politics and global affairs	B.A., Mount Holyoke College M.A., University Michigan Ph.D., University of Toronto	2015

### Campus Programs

Jay F. Kosegarten	Associate professor of psychology	B.A., Connecticut College M.A., Ph.D., Long Island University	2011
Richard Ludlow	Associate professor of physics	B.A., Ph.D., University of New Hampshire	2017
Robert MacAuslan	Assistant professor of sociology	B.A., Plymouth State University M.A., University of Massachusetts, Lowell Ph.D., Washington State University	2015
Hamed Majidzadeh	Assistant professor of chemistry	B.S., Zanjan University M.S. Tehran Azad University Ph.D., Auburn University	2919
John McCannon	Associate professor of history	B.A., Yale University M.A., Ph.D., University of Chicago	2011
David Moloney	Assistant professor of English	B.A. University of Massachusetts, Lowell M.F.A., Southern New Hampshire University	
Rita Naughton	Assistant professor of TESOL	B.A., M.A., University of Massachusetts, Lowell Ph.D., Biola University	2012
Kenneth Nivison	Professor of history	B.A., St. Anselm College M.A., Ph.D., The Catholic University of America	2009
Ann Nordmeyer	Assistant professor of psychology	B.A., Smith College Ph.D., Stanford University	2016

Benjamin Nugent	Associate professor of English	B.A., Reed College M.F.A., Iowa Writers' Workshop	2011
Justina Oliveira	Assistant professor of psychology	B.A., University of Minnesota M.S., Baruch College Ph.D., City University of New York	2015
Rosemary Orlando	Professor of TESOL	B.A., Providence College M.Ed., Rhode Island College Ed.D., Argosy University	1994

### Campus Programs

Megan Paddack	Associate professor of mathematics	B.A., Plattsburgh State University of New York M.A., Ph.D., University of New Hampshire	2009
Elise N. Pepin	Professor of psychology	B.A., Brandeis University M.A., M.S.T., Ph.D., University of New Hampshire	2007
Cara Procek	Associate professor of education	B.A., M.Ed., C.A.G.S., University of New Hampshire Ed.D., Northeastern University	2011
Jenna Reis	Assistant professor of mathematics	B.A., Emmanuel College M.S., Ph.D., University of Rhode Island	2018
Vanessa Rocco	Associate professor of art history	B. A. American University M.S., Ph.D., City University of New York	2012
Audrey P. Rogers	Professor of education	B.A. Tufts University M.Ed., University of Massachusetts, Lowell M.A., University of New Hampshire Ed.D., Rivier University	2007
Colin Root	Associate professor of humanities and fine arts	B.A., Ball State University M.F.A., Ph.D., Boston University	2013
Megan Sawyer	Associate professor of mathematics	M.A., Smith College M.S., Ph.D., North Carolina State University	2013
Lleij Schwartz	Assistant professor of TESOL	B.A., M.A.T., University of New Hampshire	2015
Lisa Speropolous	Assistant professor of justice studies	B.A., Ph.D., University of New Hampshire M.S., Northeastern University	2017
David W. Swain	Professor of English	B.A., Eastern Nazarene College M.A., Pennsylvania State University Ph.D., University of Massachusetts	2007
Marlyn Tadros	Associate professor of web design and new media	B.A., M.A., Ph.D., Cairo University, Egypt	2017
Louis Tamaro	Lecturer of game art	B.F.A. Montserrat College of Art	2018

### Campus Programs

Colleen Tapley	Associate professor of special education	B.A., M.Ed., Ed.D., Rivier University	2016
Harry Umen	Professor of communication	B.F.A., Temple University M.F.A., Indiana University, Bloomington	2002
Deborah S. Varat	Professor of art history	B.A., University of Rochester M.A., Ph.D., Boston University	2004
Mary Westwater	Associate professor of education	B.A. Jersey City State College M.Ed., William Paterson College	2009
Linda Whitmore	Assistant professor of education	B.S. University of New Hampshire M.S., Southern New Hampshire University	2017
Craig Wiggin	Assistant professor of justice studies	A.S., B.S., St. Anselm College M.Ed., Plymouth State University	2016
Kristina Wright	Associate professor of English	B.A., University of North Carolina, Charlotte M.A., Ph.D., Tufts University	2013
Kate York	Associate professor of science	B.S., M.Ed., Ph.D., University of New Hampshire	2010

Campus Programs

<b>Full-Time Faculty: School of Business</b>			
<b>Name</b>	<b>Title</b>	<b>Credential(s)</b>	<b>Year</b>
Innocentus Alhamis	Assistant professor of management science	M.A. International University Ph.D., Southern New Hampshire University	2018
Micheline G. Anstey	Associate professor of marketing	B.A., St. Anselm College M.B.A., New Hampshire College	2005
C. Bulent Aybar	Professor of international business	B.S., The Middle East Technical University M.A., University of Istanbul M.A., Ph.D., Ohio State University	1998
Michael Baker	Assistant professor of accounting	B.A., University of Oklahoma M.B.A., Southern New Hampshire University Ph.D., Southern New Hampshire University	2014
Shauna Beaudin	Assistant professor of information technology	B.A., M.B.A., Southern New Hampshire University	2014
Christine Blais	Assistant professor of organizational leadership	B.S., Plymouth State University M.S., Southern New Hampshire University D.A., Franklin Pierce University	2015
Doug Blais	Professor of sport management	B.S., M.B.A., New Hampshire College Ph.D., University of Connecticut	1996
Steven O. Booth	Professor of business law	B.S., Franklin Pierce College J.D., Ohio Northern University	2003
Bryan Bouchard	Assistant professor of accounting	B.S., M.B.A., M.S., Southern New Hampshire University	2013
Charlotte Broaden	Professor of international business and organizational leadership	B.A., Marquette University M.S., D.B.A., Southern New Hampshire University	2006
Leslie Campbell	Assistant professor of organizational leadership	B.A., Assumption College M.B.A., Rivier University Ph.D., Franklin Pierce University	2017
Tej S. Dhakar	Professor of management science	B.S., Indian Institute of Technology M.B.A., University of Delhi Ph.D., University of Alabama	1995

### Campus Programs

David L. Doyon	Assistant professor of accounting	B.S., University of Southern Maine M.B.A., Southern New Hampshire University	2001
Aysun Ficici	Professor of international business	B.A., University of Massachusetts at Lowell M.A., Harvard University M.B.A., New Hampshire College M.S., M.B.E., Southern New Hampshire University D.B.A., Southern New Hampshire University	2007
Steven Gallaher	Associate professor of finance and economics	B.S., M.B.A., Ph.D., University of Texas at Austin	2008
Megan Gassman	Assistant professor of business	B.S., M.S., Ph.D., Southern New Hampshire University	2017
Lisa Gerrish	Assistant professor of accounting	B.S., University of Massachusetts, Amherst M.B.A., Rollins College	2013

### Campus Programs

Jeremy Glines	Instructor of accountancy and taxation	B.S., University of New Hampshire M.S., Southern New Hampshire University	2016
Mahboubul Hassan	Professor of finance and economics	B.A., M.A., M.B.A., University of Dhaka M.A.P.E., Boston University D.B.A., Nova Southeastern University	1985
Mark Hecox	Professor of sport management	B.S., M.B.A., University of Miami D.B.A., Southern New Hampshire University	2004
Elizabeth Henley	Associate professor of information technology	B.A., M.A., Southern New Hampshire University Ed.D., Walden University	2014
Kostas Karadakis	Associate professor of sport management	B.S., University of Ottawa M.B.A., Liverpool John Moores University Ph.D., University of Florida	2012
Sophia Koustas	Assistant professor of organizational leadership	B.A., University of New Hampshire M.S., Southern New Hampshire University Ph.D. Northcentral University	2016
Lundy Lewis	Professor of information technology	B.A., B.S., University of South Carolina M.S., Rensselaer Polytechnic Institute Ph.D., University of Georgia	2003
Bo Liu	Lecturer of finance and economics	LL.B., Peking University M.S., Southern New Hampshire University M.A., Georgia State University	2017
Susan N. Losapio	Professor of organizational leadership	B.S., Plymouth State College M.S., Antioch University New England Ph.D., Walden University	2003
Andrew Lynch	Professor of marketing	B.S., M.S., Southeast Missouri State University Ph.D., Southern Illinois University	2007
Lowell C. Matthews	Associate professor of organizational leadership	B.S., University of Delaware M.B.A., Roosevelt University D.B.A., Argosy University	2012

### Campus Programs

Kimberly Monk	Professor of hospitality business	B.S., Florida International University M.B.A., New Hampshire College C.A.G.S., Plymouth State College, Ed.D., Argosy University CHE	1999
Daniel Murphy	Assistant professor of accountancy and taxation	B.S., Boston College M.B.A., Southern New Hampshire University	2016
Karina H. Pasternak	Instructor of culinary arts	A.A.S., B.A.S., Southern New Hampshire University	2011
Kishore Pochampally	Professor of management science	B.E., National Institute of Technology M.S., Ph.D., Northeastern University	2006
Greg Randolph	Associate professor of economics	B.A., Grove City College M.A., Ph.D., West Virginia University	2007
Burt C. Reynolds	Professor of organizational leadership	B.S., M.B.A., Golden Gate University Ed. D., Boston University	2008
Stefan Ryll	Associate professor of culinary arts	A.S., Metha Bohnert Culinary Academy, Germany B.A.S., M.S., Southern New Hampshire University C.E.C.	2008
Leila Samii	Assistant professor of marketing	B.A., M.S., Ph.D., Southern New Hampshire University	2016

### Campus Programs

Elizabeth Sheehan	Professor of sport management	B.A., Mount Saint Mary's College M.S., Ph.D., University of Massachusetts, Amherst	2005
Dawn Sime	Assistant professor of organizational leadership	B.S., University of San Francisco M.S., United States International University Ph.D., Alliant International University	2016
Kevin Snyder	Associate professor of sport management	B.S., Virginia Polytech Institute State University M.B.A., University of Oregon Ph.D., University of Massachusetts, Amherst	2012
Michael T. Tasto	Professor of economics	B.S., St. John's University M.A., Ph.D., Georgia State University	2007
Susan A. Torrey	Professor of hospitality business	A.S., Endicott College B.S., M.S., Lesley University CHE	1999
Gary P. Tripp	Associate professor of finance and economics	B.S., B.A., Nichols College M.A., Penn State University Ph.D., Clark University	1996
Micheline West	Associate professor of accounting	B.S., M.B.A., Southern New Hampshire University	2014

Campus Programs

<b>Full-Time Faculty: School of Engineering, Technology and Aeronautics</b>			
<b>Name</b>	<b>Title</b>	<b>Credential(s)</b>	<b>Year</b>
Barbara Bancroft	Associate professor of computer science	B.S. Edinboro University M.B.A. Western Governors University Ph.D., Case Western Reserve University	2020
Arana Fireheart	Assistant professor of information technology	B.S. The City College of CUNY M.S. Worcester Polytechnical Institute	2019
Jennifer Gorczyca	Associate professor of mechanical engineering	B.S., M.S., D.Eng., University of Massachusetts, Lowell	2018
David Guo	Assistant professor of aeronautical engineering	B.S., M.S., Beijing Institute of Technology, China Ph.D., Old Dominion University	2017
Bo Kim	Professor of computer science	B.S., M.S., Chungnam National University M.S., Ph.D., University of Massachusetts, Lowell	2017
Jennifer McInnis	Assistant professor of mechanical engineering	A.S., B.S., Daniel Webster College M.S., Ph.D. (pending) Worcester Polytechnic Institute	2017
Reza Moghimi	Assistant professor of electrical engineering	B.S., Telecommunication College; Tehran, Iran M.S., D.Sc., George Washington University	2017
Peter Rosner	Assistant professor of aeronautical engineering	B.S., M.S., Polytechnic Institute of New York	2017
Mohammad Sadraey	Associate professor of aeronautical engineering	B.S., Tabriz University, Iran M.Sc., RMIT, Melbourne, Australia Ph.D., Postdoc, University of Kansas	2017
Nathaniel St. Jean	Assistant professor of construction management	B.S., MArch., Wentworth Institute of Technology	2017
Peter Wyman	Assistant professor of aviation management	B.S., University of Maine M.B.A., Golden Gate University	2017

# Campus Programs

<b>Full-Time Faculty: Shapiro Library</b>			
<b>Name</b>	<b>Title</b>	<b>Credential(s)</b>	<b>Year</b>
Joshua Becker	Information Literacy and Assessment Librarian, Associate professor	B.A., University of Massachusetts, Amherst M.A., University Illinois, Urbana M.A.T., Boston University	2015
Heather Blicher	E-learning librarian and assistant professor	B.A., Virginia Wesleyan College MLIS, Florida State University	2018
Shana Chartier	Reference and instructional librarian, Assistant professor	B.A., University of New Hampshire M.S., Simmons College	2016
Christopher Cooper	Digital Initiatives librarian, Associate professor	B.A., Bates College M.A., University of Massachusetts, Amherst M.S.L.I.S., Syracuse University	2005
Karin Heffernan	Reference and Instruction Librarian, Associate professor	B.A., Middlebury College M.L.I.S., University of Rhode Island	2015
Anaya Jones	Assistant professor and eLearning Librarian	B.A. Drexel University M.S. Mary Baldwin University	2018
Trisha Prevett	Head of reference librarian and associate professor	B.A., Merrimack College M.L.I.S., University of Rhode Island	2014
Brian Ryckman	E-Learning librarian, Assistant professor	B.A., Western Michigan University M.L.I.S., Wayne State University	2015

## Campus Programs

### Department Chairs 2021-2022

School of Business			
Michael Baker	Accounting and Taxation	Webster 219B	603-626-9100 x3319
Micheline West	Accounting and Taxation	Webster 217	603-644-3147
Megan Gassman	Business Core & Business Administration and Management	Webster 116G	603-626-9100 x3309
Elizabeth Henley	Business Administration and Management	Webster 218B	603-626-9100 x2794
Greg Randolph	Finance and Economics	Webster 220D	603-626-9100 x3315
Mark Hecox	Sports Management	Webster 201D	603-626-9100 x2318
Andrew Lynch	Sport, Marketing and Hospitality	Webster 220C	603-626-9100 x3357

School of Arts, Sciences and Education			
Kate York	Biological Science	Frost 206	603-644-3105
Tracy Dow	Communication and Media Arts	Frost 309	603-626-9100 x2471
Sara Howe	English	Frost 343	603-626-9100 x2557
Aaron Collins	Environmental and Physical Sciences	Frost 340	603-626-9100 x2555
Cara Procek	Graduate Programs Education	Belknap 105K	603-626-9100 x2293
Colin Root	Humanities	Frost 219	603-626-9100 x2084
Craig Wiggin	Justice Studies	Frost 107	603-626-9100 x3076
Megan Sawyer	Mathematics	Frost 213	603-626-9100 x2316
Mike Hendery	Psychology	Frost 337	603-626-9100 x2535
Robert MacAuslan	Social Sciences	Frost 208	603-626-9100 x2556
Audrey Rogers	Undergraduate Programs Education	Belknap 105G	603-626-9100 x2492

School of Engineering, Technology and Aeronautics			
Bo Kim	Computer Science	IDE 302	603-626-9458
Jen McInnis	Engineering	IDE 109	603-626-9465

### School of Arts, Sciences, and Education

Dean: Kenneth Nivison, PhD

Robert Frost Hall

603.645.2799

Fax: 603.645.9779

### Vision

We Learn for Tomorrow

## Campus Programs

### Mission

Our students will leave the School of Arts, Sciences and Education ready to face a continually changing world to the benefit of their communities, as well as to that of their personal success both in leading creative, generous, and purposeful lives, and in undertaking meaningful work. To this end, we pursue activities that expand and enhance student learning through inquiry, curiosity, creativity, connection, and application. Likewise, we prioritize developmental opportunities that concertedly deepen faculty expertise about learning and pedagogy. Through this work, we aspire to attain a regional reputation for our faculty's expertise in inclusive, campus-based learning, which will ensure that our school, our faculty, and the liberal arts and sciences will continue to thrive while also maintaining alignment with and underpinning the University College and SNHU mission.

By connecting the humanities, sciences, fine arts, mathematics, and technology, students engage creative energies and develop problem-solving capacities. We hope to pique your curiosity and creativity in classes, in projects, through research, and through the many other activities connected with the School of Arts, Sciences and Education. We look forward to helping provide you with a broad and rewarding educational experience at Southern New Hampshire University that prepares you for an enriched life and a successful career.

### Communications & Media Arts

The Department of Communication, Media Arts and Technology offers several majors, including Communication, Graphic Design and Media Arts, Game Art and Development, and Game Programming and Development. All majors emphasize the development of critical-thinking skills necessary for analyzing problems, creating solutions, and making responsible decisions in a professional context. Students are encouraged to participate in project-based learning, experiential learning opportunities, including internships, where many of our students receive hands-on training with real-world clients. The majors all combine theory and practical skills with a thorough grounding in the liberal arts.

### Education

The Education program committed to creating a better tomorrow by preparing students and supporting professional educators today to be knowledgeable, reflective leaders, responsive to the needs of a diverse society. Education programs are supported by a three-part conceptual framework:

- *Theory into Practice*: Education faculty are committed to preparing students who turn theory into practice through application of learned strategies and innovative technologies. We recognize the complex dynamics of the human experience and will strive to be sensitive and responsive to the social, emotional, physical, and intellectual needs of those we serve.
- *Reflective Practitioners*: Education faculty are committed to developing reflective practitioners who are self-aware, intellectually curious, and dedicated to the improvement of practice through continuous professional growth. We aspire to model respect for diversity, critical thinking, and service to community.
- *Leadership and Professionalism*: Education faculty are committed to developing students' leadership and professionalism. We serve the community and promote innovative advocacy through collaboration and a shared vision of success with our community partners.

Education graduates possess the breadth and depth of academic knowledge and the dedication to excellence that they need in order to meet the changing needs of children, families, communities, students, schools, and educational policies. In partnership with local schools and communities, and in collaboration with colleagues from across the university, we are committed to interdisciplinary collaboration and meaningful engagement to provide rich opportunities for our students on their journey toward becoming professional educators and/or in education-related careers. Our programs provide a foundation for a rewarding career and a lifelong commitment to the learning sciences. Together, students, faculty and staff share a passion for making a difference in the education field.

Education students at SNHU whose goal is classroom teaching may choose a licensure program. All licensure programs are approved by the New Hampshire Department of Education and when all requirements are met lead to a New Hampshire teaching certification.

### Requirements for NH Teacher Licensure (Certification)

#### Teacher Licensure Program

The quality of elementary and secondary schools depends on the character and caliber of our teachers; therefore, the State of New Hampshire has set requirements for teacher certification. SNHU has designed the Teacher Certification Program (TCP) to ensure that its graduates meet the academic, professional, and personal standards that the state has set for teacher certification. Students usually apply to the Teacher Certification Program in the first semester of their sophomore year, or for transfer students their first semester. Applicants will be considered for acceptance to the TCP program based on the following criteria:

- Achievement and maintenance of a cumulative GPA of 3.0
- Passing Praxis Core Academic Skills scores or approved equivalent
- Faculty recommendations

## Campus Programs

Only education courses with a grade of "C-" or better may be used toward NH teacher certification requirements. Any 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.

### Education Programming Disclosure Information

Professional licensure, certification, endorsement, and salary benefit requirements for educators vary from state to state and district to district. Southern New Hampshire University (SNHU) cannot guarantee licensure, certification, endorsement, or salary benefits. It is the students' responsibility to understand and comply with requirements in the state where they intend to work as an administrator or teacher. Students seeking licensure in states other than New Hampshire are solely responsible for determining whether they are eligible for licensure, and before beginning the program, confirming the precise requirements that must be satisfied to be licensed in that state. Students specifically seeking a New Hampshire certificate must meet all of the requirements, policies, and protocols included in the program approval(s) granted to Southern New Hampshire University by the State Department of Education under the auspices of the SNHU Education Department and Certification Officer.

### Field Experiences

Education faculty believe that the theories and methods discussed in the college classroom are best understood in concert with practical experiences. The New Hampshire Department of Education requires that students participate in relevant and varied field experiences. Therefore, participation in applied learning situations is a required component of many ECE, DEV, EDU and SPED courses.

Southern New Hampshire University, Education Department, has a legal and ethical responsibility to ensure that all candidates in our programs which include placements in preK-12 schools pose no threat to children. Therefore, SNHU education candidates must meet the State of New Hampshire and SNHU Education Department criminal background and fingerprint requirements pursuant to RSA 189:13-a and the Adam Walsh Act. Compliance with these policies is required to remain a qualified candidate for educator certification.

All students taking courses offered by the Education Department where a Field Experience is required, must submit to a criminal history records check per NH RSA 189:13-a and the Adam Walsh Act as a prerequisite of participation. This process must be initiated through SNHU's Education Department. If you are a currently licensed teacher in New Hampshire, this requirement still applies if you are participating in a field experience outside of the district in which you are employed. ***"Field Experience" is considered to occur when a candidate is working with children (whether supervised or not) and is required as part of a course.*** Results of the criminal history records check will be reviewed by the Criminal Records Coordinator and shared with the Certification Officer if prior convictions are reported.

### Student Teaching/Internship

Student teaching provides a valuable learning experience for the pre-service teacher through an internship under the direct supervision of certified mentors. During two full semesters of student teaching, the student teacher has multiple opportunities to assume the role of the teacher and participate in all facets of teaching. All licensure degrees leading to initial teacher certification culminate in this two full semesters of student teaching. Students apply to the student teaching program one year prior to beginning their placement, generally during their junior year. In this application process, students are again evaluated to confirm that they have maintained the requirements of the Teacher Certification Program and that they have completed all fieldwork and course requirements. Students must pass the PRAXIS CORE prior to being considered for a student teaching placement.

## English

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

Course offerings include topical thematic studies (such as Pop Fiction, War Literature, and Crime Fiction), in-depth examinations of major periods and authors, and more specialized upper-level courses such as Literary Theory, Gender and Text, and the Black Literary Tradition. The English major opens students to the

transformative power of literature, while the Creative Writing and English major provides students with extensive opportunities to develop and hone writing skills in a variety of genre, even as they engage in general study of literature.

## Humanities

The Humanities Department encompasses programs and courses in art history, music, philosophy, and history, along with the relationship between these disciplines and the humanistic legacy. The Department offers a BA in History and several minors, including Art History, Philosophy, Music, Comparative Race Studies, Visual Literacy, and American Studies, as well as serving the General Education "Commons" program. The study of the Humanities helps students develop their powers of critical thinking, speaking, writing, and creativity, equipping them for contemporary workplace where such skills are highly desirable to employers. Ultimately, these courses instill a lifelong passion about the world in which we live and the capacity for intellectual and personal growth.

## **Campus Programs**

The Humanities Department offers the History Major, which is designed to be both comprehensive and flexible when compared to undergraduate programs throughout the country. Students receive a broad foundation in historical analysis, and complete requirements in several subfields: American history, European History, and Comparative/World History. All history majors complete a required research course toward the end of their program. Study abroad and internship opportunities are available and are strongly encouraged.

## **Institute for Language Education/ Intensive English Program**

The Institute for Language Education offers the M.A. TESOL degree, which 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; additional 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.

The program also oversees the minor in World Languages and Culture, which encourages students 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 while preparing them for an ever-changing and increasingly interconnected world.

## **Justice Studies**

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.

## **Mathematics**

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. A 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.

## **Psychology**

The Psychology program at SNHU stands out from those at other four-year institutions of higher education in that we put students in a position to start engaging in professional activities while they learn. Students are encouraged to participate in field experiences at mental health clinics and social service agencies, publish in psychological journals and books, present professional papers, administer psychological tests, simulate therapy sessions and/or lead student organizations. Our program includes faculty who have won state and university teaching awards, written books, and published articles in peer-reviewed journals.

We offer specific concentration areas including child/adolescent development, forensic psychology and mental health. Students also enjoy a variety of extracurricular opportunities. We have a Psychology Student Association and an honors association, Psi Chi. Alumni have attended graduate school or worked directly after graduation in such areas such as mental health clinics, social service agencies, management positions, and human resources.

## **Biological Sciences**

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

## Campus Programs

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.

The department also offers minors in Public Health, Nutrition, Biology and Culture, and Bioinformatics.

## Environmental and Physical Sciences

The BS in Environmental Science prepares 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. 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.

## Social Sciences

The Social Science Department is home to two majors: Sociology, and Politics and Global Affairs. The department and majors are interdisciplinary; while each stand alone, they share many courses including the capstone course that all seniors take. The department's focus is on experiential learning, including service, internships, and learning projects. Diversity, globalization, and sustainability are timely and practical themes across each major.

Students in these majors can look forward to careers in public policy and service, as teachers, in law and sustainable community development across a host of positions in the public and private sectors.

## Master of Fine Arts (MFA)

Mountainview Low-Residency MFA in Fiction and Nonfiction

A two-year, low-residency writing program in fiction and nonfiction, the Mountainview MFA is a highly individualized course of graduate study leading to a terminal degree of 60 credits. With faculty and students working together in a non-hierarchical atmosphere, the program aims to help students produce beautiful and meaningful work.

### Our Two-Year Program

Our two-year program includes mentored courses that allow you to write from home and participate in a supportive writing community, both online and during twice-yearly residency programs. Our weeklong summer and winter residencies take place at the Mountain View Grand Resort in Whitefield, NH. Students study with mentoring faculty, attend lectures, readings and classes with nationally known visiting writers, hone their work, read publicly and meet with agents and editors.

During the two years, students work on their creative thesis, a book-length manuscript of publishable quality. They turn in monthly submissions to their mentors and receive feedback in the form of thorough, detailed editorial letters, marginalia and phone calls.

Each residency, students meet with their individual faculty mentors to develop reading lists and writing plans for the coming semester. Students read approximately two books a month, focusing their attention on craft analysis. Every part of the curriculum is designed to help the writer build his/her skills and better understand the writing craft.

Students complete two winter and two summer residencies, four five-month correspondence semesters, and one brief graduation residency. During the first two semesters, students often experiment with different projects and are assigned brief analytical essays on craft from an individualized reading list. During the third semester, students work to complete a draft of their creative thesis manuscript and write a roughly 15-page close-reading essay on one particular work. During the fourth semester, students usually concentrate on revision of the creative thesis.

### Application Guidelines

Applications for the Mountainview MFA program will be reviewed on a rolling basis. Because we accept only 15 -17 new students per residency, we encourage candidates to apply early. Depending upon availability, we may consider candidates after an application deadline.

### How to apply:

## Campus Programs

1. Submit the [Mountainview MFA Application Form](#) with the \$40 application fee.
2. Submit an official transcript from the college or university that conferred your bachelor's degree.
3. Submit an 800-1000-word personal statement describing your writing experience and the nature of your commitment to writing. Please include your assessment of why you are a good candidate for the program. We are always interested in learning about a candidate's academic, personal and professional experiences.
4. Submit a 20- to 30-page, double-spaced writing sample, using 12 pt. font, in fiction or nonfiction. Your writing sample may consist of a novel excerpt, a story, or multiple stories, if fiction, or a memoir excerpt, a creative essay, or multiple creative essays, if nonfiction.
5. Submit two letters of recommendation from people capable of assessing your ability to work independently and your preparation to succeed in an MFA program.

### **Submit documents to:**

Mountainview MFA Admissions  
School of Arts, Sciences and Education  
Southern New Hampshire University  
2500 North River Road Manchester, NH 03106  
You may also submit documents electronically to [mfa@snhu.edu](mailto:mfa@snhu.edu).

## School of Business

**Interim Dean: Michael Tasto, PhD**  
**Webster Hall**  
**603.644.3153**  
**Fax: 603.644.3150**

### Mission

The school develops and implements high-quality, innovative, leading-edge, competency-based business curricula that meet the changing needs of students, business, government and society. Our faculty brings both theoretical and practical knowledge into the learning environment, engages in scholarly activities and provides service to the community.

The school values its students, faculty and staff by establishing and maintaining a supportive environment that enables creativity, innovation, open communication and mutual respect. The school recognizes that its student populations are diverse and have a wide range of education needs, requiring that it use different delivery mechanisms and locations and that the faculty is responsible for the academic quality, integrity and consistency of all School of Business offerings.

### Core Values, Vision, and Mission

#### Our Core Values

##### Integrity.

*Maintain honest practices, steadfast partnerships, ethical leadership, & a focus on teaching how to act with sound moral character.*

##### Transformative learning.

*Provide opportunities to grow through traditional & non-traditional experiences (and even to see failure as a road to learning).*

##### Experimentation.

Design and deliver programs to quickly adapt to the latest industry practices.

##### Collaboration.

*Actively seek diverse perspectives & share information for the purpose of inclusivity, continuous learning, & process improvement.*

#### Our Vision

*Provide students with high quality, transformative learning experiences that enable them to succeed.*

#### Our Mission

Why does the School of Business exist?

- *The School of Business transforms the lives of students.*
- *Our success is defined by our students' success.*

How does the School of Business transform lives?

- *We provide real-world, integrated, & experiential learning opportunities while mentoring students.*

What does the School of Business accomplish?

- *We develop lasting relationships while nurturing life-long learners.*
- *We foster critical-thinking, resilience, and ethical decision making.*

## Campus Programs

# School of Engineering, Technology & Aeronautics

**Dean: Kirk D. Kolenbrander, PhD**  
**Innovation and Design Education Building**  
**603.665.7344**

*SETA prepares students to succeed in today's innovative organizations.*

The School of Engineering, Technology, and Aeronautics (SETA) provides an environment for students to learn, discover, and explore their disciplines and then apply what they have learned. The hands-on curriculum prepares students for solving complex problems, working in teams, and communicating with various audiences. We expect our graduates to shape not only their own futures but the future of global communities.

Our vitality and strength come from a faculty who have joined us from all over the world to share a wealth of theoretical knowledge, industry experience, and a deep commitment to student success. Faculty are dedicated to teaching and curricular innovation, as well as engaged in research, scholarship, and industry relationships that benefit the students.

SETA offers associate degrees in computer science and construction management, and bachelor's degrees in electrical engineering, mechanical engineering, and aeronautical engineering; computer science (with an optional concentration in machine learning) and information technologies; and construction management. SETA students can also gain unmanned aircraft systems remote pilot certification to fly drones. In partnership with the School of Business, a bachelor's degree in business administration with a concentration in aviation management is offered.

**Aviation.** SNHU is a partner school in the Federal Aviation Administration's Unmanned Aircraft Systems – Collegiate Training Initiative (UAS-CTI). SNHU prepares students for careers in unmanned aircraft systems through a curriculum that includes hands-on flight practice, maintenance, uses, applications, privacy concerns, safety, and federal policies.

**Computer Science.** Our associate's and bachelor's programs meet the high demand for graduates with technical abilities, business expertise, and practical skills to help any organization leverage new technologies to innovate practices, products, and processes. The Computer Science program is designed around the concept of active learning, using real-world projects to apply basic concepts and theories in computer science. In parallel with traditional computer science and mathematics courses, students begin programming in the very first day of class and finish their first year implementing a major team-based software development project. The Information Technologies program provides students 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. Informed by the Association for Computing Machinery (ACM) framework for Computer Science and Information Technologies baccalaureate degree programs, these degrees 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.

**Construction Management.** Students in the associate's and bachelor's programs learn not only the mathematics, science, and technical disciplines in the construction profession but also study the legal, business, and project management principles necessary for success in the construction industry and related fields. This SETA major provides opportunities for hands-on assignments and projects, so that students can apply their knowledge. Our graduates are well-prepared for careers in supervising construction projects, estimating and cost control, scheduling, and project management.

**Engineering.** Our ABET-accredited engineering programs provide robust technical content combined with skills training in teamwork, innovative design projects, ethics, and professional reporting and presentations. The curriculum was founded on the CDIO (Conceive, Design, Implement, Operate) philosophy, so students engage in hands-on learning to practice and solve design and development problems. Freshmen students begin coursework right away in the first of a design course series during which they learn all aspects of developing problem statements, conceptualizing solutions, creating detailed designs, fabricating, testing, and integrating their project deliverable, and documenting project steps. Students also have the opportunity to gain in-depth knowledge in multiple concentrations, such as robotics, unmanned aerial systems, materials science, and telecommunications.

## Campus Programs

# Financial Aid Eligibility and Enrollment Criteria

### Financial Aid Eligibility and Enrollment Criteria

As mandated by the U.S. Department of Education, only courses that are required for completion of a student's program may be included when determining a student's enrollment status for financial aid purposes. In addition, federal student aid regulations permit only one retake of a previously-passed course when determining a student's enrollment status for financial aid purposes.

If you register for a course that does not apply toward your current degree program (i.e. a course that falls into the 'other' category on your program evaluation), the credits associated with it may compromise your ability to receive financial aid, Veteran Affairs (VA) benefits or Tuition Assistance (TA) benefits.

If you are enrolled in less than the average estimates below, then your aid will be adjusted accordingly (including possible cancellation). Non-credit classes are not eligible for financial aid. It is your responsibility to notify Student Financial Services of any change to your enrollment status.

**Financial aid is initially awarded based on the following average enrollments:**

<b>Online (COCE) Undergraduate Students</b>	Half time per trimester
<b>College for America (CfA) Undergraduate Students (6 month term)</b>	Full time per term
<b>College for America (CfA) Undergraduate Students (16 week trimester)</b>	Half time per trimester
<b>University College (UC) Undergraduate Students</b>	Full time per semester
<b>Advantage Undergraduate Students</b>	Full time per term
<b>Online (COCE) Graduate Students</b>	Half time per term
<b>University College (UC) +1 and School of Business Graduate Students</b>	Full time per trimester
<b>University College (UC) Master of Fine Arts (MFA) Students</b>	Full time per term
<b>University College (UC) M.ED Graduate Students</b>	Half time per semester
<b>University College (UC) ED.D Graduate Students</b>	Full time per term
<b>Other University College (UC) Graduate Students</b>	Full time per trimester

*\*If your program type is not listed, please contact your advisor for enrollment status criteria*

<b>Online (COCE) Undergraduate Students</b>	
<i>Each trimester includes two 8-week terms</i>	
<b>Full Time</b>	12 or more credits per trimester
<b>Three Quarter Time</b>	9-11 credits per trimester
<b>Half Time</b>	6-8 credits per trimester
<b>Less Than Half Time</b>	5 or less credits per trimester

<b>College for America (CfA) Undergraduate Students (6 month term)</b>	
<b>Full Time</b>	24 or more competencies per term
<b>Three Quarter Time</b>	18-23 competencies per term
<b>Half Time</b>	12-17 competencies per term
<b>Less Than Half Time</b>	11 or less competencies per term

## Campus Programs

<b>College for America (CfA) Undergraduate Students (16 week trimester)</b>	
<b>Full Time</b>	12 or more competencies per trimester
<b>Three Quarter Time</b>	9-11 competencies per trimester
<b>Half Time</b>	6-8 competencies per trimester
<b>Less Than Half Time</b>	5 or less competencies per trimester

<b>University College (UC) Undergraduate Students</b>	
<b>Full Time</b>	12 or more credits per semester
<b>Three Quarter Time</b>	9-11 credits per semester
<b>Half Time</b>	6-8 credits per semester
<b>Less Than Half Time</b>	5 or less credits per semester

<b>Advantage Undergraduate Students</b>	
<b>Full Time</b>	12 or more credits per term
<b>Three Quarter Time</b>	9-11 credits per term
<b>Half Time</b>	6-8 credits per term
<b>Less Than Half Time</b>	5 or less credits per term

<b>Online (COCE) Graduate Students</b>	
<b>Full Time</b>	6 or more credits per term
<b>Three Quarter Time</b>	N/A
<b>Half Time</b>	3-5 credits per term
<b>Less Than Half Time</b>	2 or less credits per term

<b>University College (UC) +1 and School of Business Graduate Students</b>	
<b>Full Time</b>	9 or more credits per trimester
<b>Three Quarter Time</b>	N/A
<b>Half Time</b>	5-8 credits per trimester
<b>Less Than Half Time</b>	4 or less credits per trimester

<b>University College (UC) Master of Fine Arts (MFA) Students</b>	
<b>Full Time</b>	12 or more credits per term
<b>Three Quarter Time</b>	N/A
<b>Half Time</b>	6-8 credits per term
<b>Less Than Half Time</b>	5 or less credits per term

## Campus Programs

<b>University College (UC) M.ED Graduate Students</b>	
<b>Full Time</b>	6 or more credits per semester
<b>Three Quarter Time</b>	N/A
<b>Half Time</b>	3-5 credits per semester
<b>Less Than Half Time</b>	2 or less credits per semester

<b>University College (UC) ED.D Graduate Students</b>	
<i>Students enrolled in their dissertation are considered full time at 1 credit per term</i>	
<b>Full Time</b>	6 or more credits per term
<b>Three Quarter Time</b>	N/A
<b>Half Time</b>	3-5 credits per term
<b>Less Than Half Time</b>	2 or less credits per term

<b>Other University College (UC) Graduate Students</b>	
<b>Full Time</b>	6 or more credits per trimester
<b>Three Quarter Time</b>	N/A
<b>Half Time</b>	3 credits per trimester
<b>Less Than Half Time</b>	2 or less credits per trimester

## 2017-2018 UC General Education Program

# Campus Programs

## UC General Education Approved Courses

updated 04/11/2019

FOUNDATION	FENG	ENG 120 ENG 200
	FSNH	SNHU 101 or SNHU 202 (1 credit) SNHU 303 (1 credit) SNHU 404 (1 credit)
	FMAT	Mathematics (choice of one): MAT 101 (for Culinary majors ONLY); MAT 106 or MAT 206 (for Early Childhood Education, Elementary Education, Middle School Mathematics Education, Music Education, and Special Education majors ONLY); MAT 130, MAT 135, MAT 140, MAT-160, MAT 210, MAT 211, MAT 225, MAT 230, MAT 238, MAT 240, MAT 241, MAT 275, MAT 299
EXPLORATION	<b>1. Fine Arts and Humanities:</b>	
	A	FAS 226, FAS 260, FAS 270, FAS 301, FAS 302, FAS 320, FAS 326, FAS 335, FAS 342, FAS 345, FAS 370, FAS 380, HUM 201, HUM 202, MUS 223
	B	HON 201, HON 202, LIT 229, LIT 231, LIT 233, LIT 235, LIT 237, LIT 239, LIT 241, LIT 243, LIT 300, LIT 306, LIT 307, LIT 309, LIT 310, LIT 311, LIT 312, LIT 313, LIT 314, LIT 315, LIT 317, LIT 318, LIT 319, LIT 323, LIT 325, LIT 327, LIT 328, LIT 330, LIT 335, LIT 345, LIT 350, LIT 450, LIT 451, LIT 452
	C	HIS 101, HIS 102, HIS 103, HIS 104, HIS 109, HIS 110, HIS 220, HIS 222, HIS 223, HIS 235, HIS 238, HIS 240, HIS 241, HIS 242, HIS 245, HIS 249, HIS 254, HIS 259, HIS 260, HIS 264, HIS 270, HIS 301, HIS 308, HIS 309, HIS 314, HIS 319, HIS 321, HIS 330, HIS 338, HIS 357, HIS 374, HON 201, HON 202
	D	HON 201, HON 202, PHL 111, PHL 210, PHL 212, PHL-220, PHL 222, PHL 230, PHL 316, PHL 363
	<b>2. Social and Behavioral Sciences:</b>	
	A	ATH 111, ATH 200; SOC 112, SOC 213, SOC 317, SOC 320, SOC 324, SOC 328, SOC 330, SOC 333/SPT 333
	B	ECO 101, ECO 201, ECO 202, ECO 375
	C	ENV 100, ENV 322, ENV 372, ENV 445, POL 210, POL 211, POL 348
	D	PSY 108, PSY 211, PSY 216, PSY 257
	<b>3. Science, Technology, and Mathematics:</b>	
	A	BIO 101, BIO 210, BIO 215, BIO 302, BIO 340, CHM 101, ENV 100, ENV 219, ENV 372, ENV 445, GEO 200, PHY 101, SCI 212, SCI 215, SCI 218, SCI 219, SCI 220, SCI 251, SCI 252
	B	GAM 207, IT 100, IT 135, IT 205, IT 209, IT 210, IT 270
	C	MAT 106 or MAT 206 (for Early Childhood Education, Elementary Education, Middle School Mathematics Education, Music Education, and Special Education majors ONLY), MAT 130, MAT 135, MAT 140, MAT-160, MAT 210, MAT 211, MAT 225, MAT 230, MAT 238, MAT 240, MAT 260, MAT 275, MAT 299, PHL 214
	<b>4. General Education Electives:</b>	
	EGED	All of the above Exploration courses, plus: COM 126, COM 130, COM 212, COM 220, COM 320, DEV 260, EDU 232, EDU 245, EDU 255, ENG 220, ENG 350, HOS 220, INT 113, LAR 111, LAR 112, LAS 111, LAS 112, LFR 111, LFR 112, LMN 111, LMN 112, LMN 211, LSP 111, LSP 112, MKT 113, MKT 265, MKT 270, MKT 337, MKT 345, MKT 350
INTEGRATION CLUSTERS	<b>Choose three courses from a minimum of two disciplines from any one cluster</b>	
	IAME	1. America: ECO 201, ECO 375, EDU 232, FAS 301, FAS 370, HIS 308, HIS 245, HIS 254, HIS 270, HIS 330, HIS 338, HIS 357, JUS 101, POL 210, SNHU 490
	IDIV	2. Diversity: ECO 101, FAS 302, FAS 380, HIS 254, LIT 328, LIT 330, LIT 350, PHL 230, SOC 112, SOC 320, SOC 328, SOC 330, SNHU 490
	IESH	3. Environmental Sustainability and Human Societies: BIO 340, ENV 100, ENV 322, ENV 372, ENV 445, GEO 200, HIS 270, LIT 231, POL 348, SCI 219, SNHU 490
	IETH	4. Ethics: ECO 101, ENV 219/SCI 219, HIS 249, JUS 309, JUS 395, LIT 345, PHL 212, PHL 316, PHL 363, SPT 333/SOC 333, SCI 218, SNHU 490
	IGCU	5. Global Culture: COM 220, COM 320, FAS 260, HIS 260, HIS 264, HIS 301, HIS 235, HIS 238, HOS 220, LIT 229, LAR 111, LAR 112, LAS 111, LAS 112, LFR 111, LFR 112, LMN 111, LMN 112, LSP 111 or LSP 112, MUS 223, PHL 230, SNHU 490, SPT 465
	IGSO	6. Global Society: ATH 111, ATH 200, COM 220, ECO 322, ECO 360, GEO 200, HIS 249, INT 113, INT 221, INT 316, JUS 305, PHL 230, SNHU 490, SOC 112, SOC 213
	IIRO	7. I, Robot: EDU 255, GAM 205, GAM 207, GAM 210, GAM 450, IT 135, IT 209, IT 450, MAT 260, PHL 214, PSY 300, PSY 305, SNHU 490
	IPOC	8. Popular Culture: COM 126, COM 130, COM 320, FAS 223/MUS 223, FAS 270, FAS 301, FAS 320, FAS 326, FAS 345, GAM 205, GAM 210, IT 205, IT 270, MKT 265, SNHU 490
	IWAP	9. War and Peace: ATH 111, ECO 322, ENV 219, FAS 342, HIS 223, HIS 240, HIS 241, HIS 242, HIS 249, HIS 330, LIT 318, LIT 345, PHL 230, POL 211, SCI 219, SNHU 490
	IWEL	10. Wellness: BIO 210, BIO 215, FIN 250, PHL 212, PSY 211, SCI 215, SNHU 490, SOC 317, SPT 333/SOC 333

## Campus Programs

### Special Programs

#### Air Force Reserve Officer Training Corps (ROTC)

Students may enroll in Air Force ROTC courses at the University of Massachusetts-Lowell. The Air Force ROTC program is a leadership program that qualifies men and women for a commission as a Second Lieutenant in the United States Air Force. Air Force ROTC is designed to run concurrent with a student's degree curriculum. Students do not enter active duty until after they graduate from college, with a four year undergraduate degree. The environment is designed to promote military structure and culture. It is not a club or activity but rather, a bona fide academic program, through which scholarships and stipends are available. It is a four year program but accelerated two and three year programs may be available as well. Details, including information on how to enroll in Air Force ROTC classes, can be obtained by viewing [www.uml.edu](http://www.uml.edu) (search AFROTC) or by calling Air Force ROTC Detachment 345, UMass Lowell, at 978-934-2252 or via email [afrotc345@uml.edu](mailto:afrotc345@uml.edu). For general Air Force ROTC information, please visit [www.afrotc.com](http://www.afrotc.com).

#### The Chandler Center for Community Engagement

The Chandler Center envisions a campus where all students are civically engaged and committed to social action. Our mission is to develop a culture of active citizenship by creating leadership and educational experiences for students focused on civic engagement. Student leadership is at the core of the Center's management with students coordinating the majority of the initiatives with guidance from professional staff.

The Center supports curricular engagement through service-learning. Service-Learning is a teaching pedagogy that combines classroom instruction with meaningful service. Service-learning operates on a continuum with many students engaged in weekly and ongoing service while other students spend much of their time working on projects and initiatives for community partners that take place behind the scenes. Service-learning provides opportunities for students to develop critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal and social responsibility. The Center is available to assist faculty interested in exploring or further developing service-learning curricula. In addition, the Center provides an infrastructure to support the logistics related to student site placement, reporting, transportation and more.

The Center's co-curricular opportunities vary in commitment and scope. They focus on direct service as well as advocacy and awareness. Weekly "one time" service experiences encourage students to identify a community need and do what they can to meet that need. These are designed as stand-alone service projects offered at varying times to reach a large population of students. Longer term opportunities are available through the Community Service Work Study Program, Alternative Breaks, or by taking on a leadership role in the Center. Awareness and advocacy efforts are part of the planning of each of our initiatives, but are also the driving force behind our two annual awareness weeks: Hunger and Homelessness Week and Human Rights Awareness Week. In an effort to meet community needs and pique student interest, our programs and services are continually evolving.

Thanks to the commitment of students, staff and faculty to the Center's mission, Southern New Hampshire University has been named to The President's Higher Education Community Service Honor Roll and awarded the prestigious Carnegie Classification for Community Engagement.

In November 2019 the Center was dedicated to Laurie Chandler, '89MBA who generously established the Chandler Community Engagement Fund. This fund will provide increased opportunities for student involvement in community engagement work for generations.

#### The University Honors Program

The mission of the Honors Program at Southern New Hampshire University is to inspire students to change the world by offering highly motivated students a self-directed experience that allows them to discover, develop, expand and execute their passions. The Honors Program curriculum is adaptable to the needs of each individual student and will work with all full-time undergraduate programs offered at SNHU. The curriculum provides a framework so that students can make sense of their academic journey in the program. The framework helps students to develop a sense of critical consciousness where they realize their potential to change the world despite their current or past limitations.

The Honors Program curriculum makes up 25 percent of the student's course work consisting of eleven courses and modules.

## Campus Programs

The courses are [FYS-101 Honors First Year Seminar](#), [ENG-120 College Composition I](#), [ENG-200 Sophomore Seminar](#), [HON-201 Interdisciplinary Studies I](#), [HON-202 Interdisciplinary Studies II](#), and [HON-401 Independent Honors Thesis](#). Honors modules are designed to allow students the opportunity to explore areas related to their honors thesis. Modules are selected courses from the student's major that connects to their thesis.

A special feature of the program is the completion of the honors thesis in the last year, HON-401. Students take this course for 1.5 credits in the fall and 1.5 credits in the spring. Working alongside a faculty mentor, students conduct research related to an area of interest. Before starting their research, students must have their research proposal approved by the Honors Advisory Board. Students use the work completed in their modules to support their thesis. Students in the program are also offered opportunities to expand their research by attending conferences and workshops. The honors thesis is intended to be a real change the world project that the student will research and execute.

Students usually enter the program at the beginning of their freshman year, but transfer students may also be accepted if they have fewer than 60 transfer credits. Current Southern New Hampshire University freshmen and sophomores will similarly be considered for entrance into the next year's class on a space-available basis. If a student transfers into SNHU and is not able to take any the honors specific courses they can be replaced with honors modules. There is no replacement for HON-401 Independent Honors Thesis.

Once accepted into the program, students must maintain a 3.0 GPA in every semester as well as grades of "B" or better in all Honors courses. Students in the Honors Program will be involved in an active community built on the three pillars of the program: service, social, and academic enrichment, which are provided through events and activities organized by the Honors Program staff and student run Honors Council. The academic achievement of Honors Program students is documented on their diploma and transcript. The program further encourages a dynamic peer learning environment by maintaining a comfortable Honors Suite and holding regular honors events.

For information and instructions on how to apply, contact the Honors Program Director, Dr. Lowell C. Matthews, at 603.626.9100 x2008 or at [l.matthews@snhu.edu](mailto:l.matthews@snhu.edu).

### 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 day 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 host institution of those courses.

### NHCUC Participating Colleges and Universities:

- Colby-Sawyer College
- Franklin Pierce University
- Granite State College
- Hellenic American University
- Keene State College
- New England College, including the Institute of Art & Design
- Plymouth State University
- Rivier University
- St. Anselm College
- University of NH - Durham
- University of NH - Manchester

### 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; ROTC students must have a minimum 2.00 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 host institutions under the program are recorded on SNHU transcripts and grades are computed into the SNHU GPA.

## Campus Programs

### Student Costs:

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

### First Year Seminar

First-Year Seminar (FYS-101) is a three-credit course designed to challenge and support first-year students and transfer students carrying twelve (12) or fewer college credits, as they explore positions and values relevant not only to college, but also to informed citizenship in a diverse society. First-Year Seminar is required of all students as part of the General Education Program's Foundation category.

PCC-201 is designed to help students develop an action plan with specific goals towards a post collegiate life. Students will 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.

### E-Portfolio

Students utilize Anthology™ Portfolio (formerly Chalk & Wire™), to develop an electronic document that demonstrates learning and active participation in the college environment.

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

### SNHU Study Abroad

The mission of the Southern New Hampshire University Study Abroad Program is to promote cultural exchange and learning while providing students with the leadership competencies needed to thrive in an interconnected world. Through over 15 international partner institutions, SNHU students can take courses at all levels and in numerous majors, along with options for experiential education, internships or service learning.

Semester, summer, and academic year long study abroad programs are open to all eligible University College students with expansion to Global Campus slated for 2022. All students in the study abroad program are required to be in good academic and social standing. From working with migrant and refugees populations in Greece to studying sustainable conservation and tourism in Ecuador, and cycling to class along the canals of Copenhagen, the Study Abroad Program offers flexible and affordable international experience for everyone!

For students interested in shorter term study abroad opportunities of 1-2 weeks, we offer Faculty- Led Programs combining coursework with educational international excursions. For more information regarding the SNHU Study Abroad Program including Faculty- Led Programs and domestic study away programs (National Student Exchange), contact [studyabroad@snhu.edu](mailto:studyabroad@snhu.edu) and visit our blog site: [www.snhusie.com/destinations](http://www.snhusie.com/destinations) to start planning your application.

## Student Handbook

The Student Handbook is a critical document for SNHU students, as it contains many of the institution's policies, expectations, and student rights and responsibilities, as well as important federal compliance information regarding the use of substances. The handbook includes information on the discipline system, expectations, and university conduct policies.

Students may access the handbook by going to [my.snhu.edu](http://my.snhu.edu), or 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 the handbook, familiarize themselves with the content, and seek clarification of information that is not clear to them.

Questions regarding a program or policy can be addressed to the Office of Student Affairs by calling 603.645.9608.

## **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.

# Policies

## About SNHU

### Academic Program Improvement

SNHU builds programs and courses based on real-world competencies that are grounded both in the academic canon of knowledge and the expertise of practitioners in the field. Student achievement in relation to these competencies are measured through outcomes at both the program and course level. Based on the data and feedback obtained regarding student achievement of program outcomes, SNHU modifies and improves programs and courses through an ongoing iterative process.

### Accreditations, State Authorization and Program Approvals

#### Regional Accreditation:

##### New England Commission of Higher Education

Southern New Hampshire University is accredited by the New England Commission of Higher Education (NECHE). All Programs offered by SNHU are encompassed by this regional accreditation.

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

Individuals may also contact:  
New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100  
Burlington, MA 01803-4514  
(781) 425-7785  
[info@neche.org](mailto:info@neche.org)

The New England Commission of Higher Education is the regional accreditation agency for colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The New England Commission of Higher Education (NECHE) is recognized by the U.S. 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 U.S. students attending institutions accredited by the Commission.

#### 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.

#### Programmatic Accreditations:

In addition to the 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. [View a list of our accredited business programs.](#)

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

The B.S. in Health Information Management program is accredited 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 Street NW, Suite 750, Washington DC 20001, 202-887-6791.

##### 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).

## Campus Programs

### **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 and the baccalaureate degree in Aeronautical 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](#)

### **Assessment:**

Southern New Hampshire University programs complete a comprehensive review on a 3-5 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 institutions credentialing requirements.

### **State Authorizations:**

As an institution that has students residing across the United States, Southern New Hampshire University (SNHU), is required to obtain state approval to operate (state authorization) based on the activities it conducts in a state.

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.

While in other states SNHU has SARA approval to operate. SARA, the State Authorization Reciprocity Agreement, is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering 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: <http://nc-sara.org/content/basic-questions-about-sara#what>.

### **Indiana**

This institution is authorized by The Indiana Commission for Higher Education/ Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206, 317-232-1033.

## Campus Programs

State	Status
<a href="#">Alabama</a>	SARA
<a href="#">Alaska</a>	SARA
<a href="#">Arizona</a>	SARA & APPROVAL TO OPERATE
<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
<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 & APPROVAL TO OPERATE
<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

## Campus Programs

<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
U.S. Territories:	
<a href="#">Guam</a>	EXEMPT
<a href="#">Puerto Rico</a>	SARA
<a href="#">U.S. Virgin Islands</a>	SARA

## Required Written Arrangements

The office of Academic Quality, Accreditation & Support at Southern New Hampshire University maintains a list of written arrangements.

Please email [accreditation@snhu.edu](mailto:accreditation@snhu.edu) with any questions.

## Academic Calendars

### Academic Calendar

#### 2021-2022 Academic Calendars

16 Week A Term	Term Starts	Term Ends
2021 Fall - 21FADAY	August 30, 2021	December 19, 2021
2022 Spring - 22SPDAY	January 3, 2022	April 24, 2022
2022 Summer - 22SUDAY	May 2, 2022	August 21, 2022

8 Week A Term	Term Starts	Term Ends
2021 Fall - 21DY01	August 30, 2021	October 24, 2021
2021 Fall - 21DY02	October 25, 2021	December 19, 2021
2022 Spring - 22DY03	January 3, 2022	February 27, 2022
2022 Spring - 22DY04	February 28, 2022	April 24, 2022
2022 Summer - 22DY05	May 2, 2022	June 26, 2022
2022 Summer - 22DY06	June 27, 2022	August 21, 2022

MFA Term	Term Starts	Term Ends
2021 Fall - 21SIX01	June 19, 2021	November 20, 2021
2022 Spring - 22SIX02	January 8, 2022	June 11, 2022

EL Term	Term Starts	Term Ends
21EL1	September 20, 2021	December 5, 2021
22EL2	January 3, 2022	March 20, 2022
22EL3	March 28, 2022	June 12, 2022
22EL4	June 13, 2022	August 28, 2022

## Academic Program Policies

### 22 Credit Maximum for Students Enrolled in Business Degree in Three Programs

Students in a Degree in Three program may take a maximum of 22 credit hours per semester. The student would be charged an overload fee at the 22.5 or above credit hour, in the semester.

## Campus Programs

### Academic Requirements for Sport Management Programs

Students in Sport Management Programs (Majors, Concentrations, and Minors) must earn a minimum of a “C” grade in all required program courses.

Students in the BS in Sport Management must in addition:

- Achieve a minimum cumulative GPA of 2.5
- Complete an internship of at least 300 hours

There is an application process for any University College undergraduate who wished to change their major to a Bachelor of Science in Sport Management.

### Degree in 5

Whenever they consider it advantageous, prior to matriculation or until the completion of 45 program-applicable credit hours, students may opt for the “Degree in Five” program. Under this program, the student plans to take four courses per semester and graduate in five years.

The fifth year at SNHU is offered tuition-free. Students staying on campus need to pay for room and board.

Students electing to enter the program after their first semester need to understand that depending on the way their courses fell, they might drop down to part-time status for their final semester. Students are expected to work closely with their advisors; responsibility for the successful completion of degree requirements belongs to the student.

### English as a Second Language Program

The English as a Second Language (ESL) Program, more formally known as the Intensive English Program (IEP), is a full-time program with eighteen hours of language instruction and guidance per week. Upon entry, students are tested and assigned to one of seven levels of instruction. Typically, completion of one level of instruction requires one semester of instruction that is composed of two 7.5 week terms. At the end of each semester, students are given the TOEFL exam, along with other tests, and are evaluated as to their progress and readiness for movement to a higher level of ESL instruction or for undergraduate/graduate coursework. Mandatory individual student-teacher conferences are scheduled at the end of each 7.5 week term. ESL students can earn three credits per semester (with a maximum of six credits), but for graduate students this credit is added onto the degree requirements.

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

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

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

#### Requirements for Completion

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

#### Admissions Procedures

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

#### Transitional Bridge Program

This program consists of ENG 070, ENG 071, ENG 072, ENG 073. This series of four integrated courses prepares international students for the academic tasks required in American university undergraduate coursework.

## Campus Programs

- Only students who have applied and been accepted conditionally into undergraduate school may enroll in the ENG 070-73 series.
- The ENG 070-73 series, if required, must be taken during the first term of undergraduate school.

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

### Foreign Languages

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

## 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 students who have achieved standards of academic excellence during the semester's work. As of June 1, 2013, full-time students who have earned a minimum grade-point average of 3.700 and above for the semesters are named to the President's List. Students who have earned a minimum grade-point average of 3.500 to 3.699 for the semesters are named to the Dean's List. Full-time status is achieved by earning 12 credits; undergraduate day students must earn 12 credits in fall or spring semester, and COCE students must earn 12 credits in either EW1 & EW2, EW3 & EW4, or EW5 & EW6.

#### Alpha Chi Honor Society

Alpha Chi Epsilon Chapter, is the National Honor Society for liberal arts majors at Southern New Hampshire University. Alpha Chi recognizes high scholastic achievement, service, and character. It emphasizes the needs of students by providing opportunities for academic scholarships, for participation in national and regional conferences and for a higher initial grade in civil service jobs. Membership in Alpha Chi is open to liberal arts majors who have completed at least one half of the work required for a baccalaureate degree, who rank in the top 10 percent of their class and who have earned cumulative grade-point-averages of 3.85 or above.

#### Alpha Phi Sigma Honor Society (Nu Iota Chapter)

In the spring of 2012 Southern New Hampshire University chartered a chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society. Alpha Phi Sigma was founded in 1942 and since then has grown to more than three-hundred and sixty campuses across the nation. Alpha Phi Sigma is a certified member of the Association of College Honor Societies and affiliated with The Academy of Criminal Justice Sciences. Alpha Phi Sigma's mission is to promote analytical thinking, rigorous scholarship and lifelong learning; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice professions and to sustain in the public mind the benefit and necessity of education and professional training.

Southern New Hampshire University's Alpha Phi Sigma Nu Iota chapter grants membership to undergraduate students and professionals of sound scholarship and character who support this mission. SNHU students are required to have a cumulative and major GPA of 3.2 or higher in the following degree areas: AS, JST, BS, JST, BS, JST and the following concentrations: PLE, CCR, THS, LLP. University College students are required to participate in one or more face to face activities as part of their membership. Membership is for life. Students honor and promote academic excellence, service, leadership and unity.

#### Chi Alpha Sigma

The mission of the Southern New Hampshire University chapter of Chi Alpha Sigma is to recognize exceptional student athletes who excel academically and athletically. The group will provide a positive leadership experience that is consistent with the educational philosophy, values and beliefs of the university. The group will support opportunities for advancement and post graduate scholarships.

The Southern New Hampshire University chapter of Chi Alpha Sigma looks to be a well-respected group of student athletes who foster a culture of strong academia.

Membership is open to all SNHU student athletes who receive a varsity letter in their sport, achieve junior academic standing or higher after their fifth full time semester, and earn a 3.4 or higher cumulative grade point average. There will be no discrimination against race, religion, political views, nationality, disabilities, sex, etc. in accordance with SNHU policies.

Membership is an honor bestowed upon selected student-athletes. A college or university must be a four year institution and a member of the NCAA, NAIA or NCCAA.

## Campus Programs

Selection for membership is by an athletic department designee in consultation with the individual's head coach and is based on outstanding scholarship, earned athletic letter winner, and excellent character and citizenship.

### Delta Mu Delta Honor Society

Founded in 1913, Delta Mu Delta is an international business honor society that recognizes and encourages academic excellence of undergraduate and graduate students. The Southern New Hampshire University chapter, Gamma Nu, was installed in 1978. Its purpose is to promote and recognize students for their scholastic achievement in business and is the highest international recognition a student can earn.

Membership is extended to business students of good character, who have completed more than half of their program of study, have achieved a cumulative grade-point average of 3.6 and reside in the top 20 percent of their respective class.

### Order of Omega

Southern New Hampshire University became a member of Order of Omega in May of 2009, in the fiftieth year of this national organization, joining hundreds of other Universities and colleges around the nation. Order of Omega is an honor society exclusively for Greek Letter Organizations, so to become a member of this group one must be actively involved in a fraternity or sorority. The purpose of this organization is to recognize fraternity men and women who have displayed a strong sense of leadership in their Greek activities and have a strong character and academic standing, to encourage them to continue their success and to inspire others to do the same.

Eligibility:

- Junior or Senior Standing must be a full-time undergraduate student.
- Actively participating and in good standing with one of the following organization: Kappa Delta Phi,
- Kappa Delta Phi, NAS, Phi Delta Beta, Phi Delta Psi, Phi Delta Theta or Phi Omega Psi
- Maintain a cumulative grade point average (GPA) above the all Greek GPA.
- Membership will be based on character, leadership in the Greek Community as a whole, philanthropy and brother and sister values.

Those who meet the minimum GPA requirement of a 3.0 will be notified via mail and will be sent an application form. Applicants will be judged by faculty and staff who have a connection to the Greek Community, a maximum of fifteen applicants will be chosen a year. Applicants who are accepted into membership must pay an initiation fee which will include the Order of Omega Pin and Certificate.

### Pi Lambda Theta

Founded in 1910, Pi Lambda Theta (PLT) is the most selective honor society for educators. Pi Lambda Theta recognizes the academic achievement and outstanding disposition of graduating education students. The accomplishments of exemplary education students are honored through this induction. Candidates' development of knowledge, skills, professionalism, and leadership are promoted and supported through their membership in Pi Lambda Theta, a member of Phi Delta Kappa International.

At SNHU, there is a direct honors program where PLT extends membership to graduating students who have been identified by School of Arts, Sciences, and Education faculty as having satisfied the eligibility requirements. Graduate students must have achieved a GPA of 3.9 or above; undergraduate students must have earned a 3.5 or above. All candidates must have demonstrated exceptional disposition through their education program.

### Pi Mu Epsilon

Pi Mu Epsilon is a non-secret honor society at Southern New Hampshire University whose purpose is the promotion and recognition of scholarly activity in the mathematical sciences among SNHU students. Pi Mu Epsilon accomplishes its goals by promoting and recognizing scholarly activity among students through an active, vibrant Chapter that:

- Elects Members on an honorary basis according to their proficiency in mathematics;
- Engages in activities designed to promote the mathematical and scholarly development of its Members; and
- Takes other measures designed to further the purposes of PME.

This Chapter of Pi Mu Epsilon derives its existence from a Charter granted in accordance with the Constitution of the Society by virtue of the powers conveyed in the Act of Incorporation.

Honorary Nature of the Society.

Membership in the Society shall be honorary and shall be conferred as a reward for scholarly achievement in mathematics. All Members of the Society shall consider themselves pledged to use their influence to see that the standards of the Society are maintained.

## Campus Programs

### Minimum Qualifications for Membership.

The Chapter may elect to Membership only individuals who are full time faculty or students attending the university campus of SNHU unless an exception is explicitly granted by the President of the Society. Members are elected impartially and solely on the basis of merit.

1. Students who are candidates for undergraduate degrees at SNHU and who have met the following requirements:
  - Completed at least the equivalent of two semesters of calculus and two additional courses in mathematics, at or above the calculus level, all of which lead to the fulfillment of the requirements for a major in the mathematical sciences.
  - Have maintained the equivalent of a grade point average of at least 3.0 on a 4 point scale in all courses that lead to the fulfillment of the requirements for an undergraduate degree.
1. Members of the faculty at SNHU UC in mathematics or related subjects.

### **Psi Chi Honor Society**

Psi Chi is the International Honor Society in Psychology, founded in 1929. The purpose of Psi Chi is to encourage, stimulate and maintain excellence in scholarship and advance the science of psychology. Membership is open only to undergraduate students who are making the study of psychology a major interest. Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

All undergraduate psychology majors/minors must:

- be enrolled as a major or minor in a psychology program or a program of psychological nature;
- have completed a total of 45 earned credits (including institutional and transfer);
- have completed at least 9 credits in psychology courses (including institutional and transfer);
- have a minimum cum GPA of 3.2;
- have a minimum 3.2 GPA average for psychology courses.

### **Sigma Gamma Tau**

Sigma Gamma Tau is the honor society for Aerospace/Aeronautical Engineering. It seeks to identify and recognize achievement and excellence in the Aerospace/Aeronautical field. Sigma Gamma Tau's collegiate chapters elect annually to membership those students, alumni, and professionals who, by conscientious attention to their studies or professional duties, uphold this high standard for the betterment of their profession.

#### Purpose

The objectives of Sigma Gamma Tau, as stated in the preamble of the Society's national constitution, are: "to recognize and honor those individuals in the field of Aeronautics and Astronautics who have, through scholarship, integrity, and outstanding achievement, been a credit to their profession. The society seeks to foster a high standard of ethics and professional practice and create a spirit of loyalty and fellowship, particularly among students of Aerospace Engineering."

#### History

Sigma Gamma Tau was founded on the campus of Purdue University in West Lafayette, Indiana, on February 28, 1953, "to offer appropriate recognition to persons of superior scholarship, outstanding character, and professional achievement in the field of Aeronautical Engineering." The new society was formed by the merger of two existing societies, Tau Omega, founded in 1927 at the University of Oklahoma, and Gamma Alpha Rho, founded in 1945 at Rensselaer Polytechnic Institute. The name of the society was selected by combining the Greek letter Sigma, indicating sum, with Gamma and Tau from the initial letters of the parent organizations. Since its modest beginnings in 1953, the society has grown from 14 to 50 collegiate chapters and from 1,900 to 14,864 initiated members.

#### Membership

Distinguished scholarship or eminent professional attainment in Aerospace/Aeronautical Engineering is the primary eligibility requirement for Sigma Gamma Tau. Undergraduate students enrolled in an accredited Aerospace curriculum must have completed at least five quarters or three semesters of work toward the bachelor's degree. Those in the upper one-third of the senior class, upper one-quarter of the junior class, or upper one-fifth of the sophomore class with grade averages equivalent to a B (85%) are eligible.

Graduate students must be in good academic standing and have met similar requirements. After the scholastic requisite is fulfilled, selection is then based on a high moral character and a strong interest in Aeronautics and/or Astronautics. By recognizing this group of young Aerospace engineers, Sigma Gamma Tau seeks to identify those from which the future advances in the profession are most likely to come. Membership is also extended to those individuals in the Aerospace industry who have made significant contributions to the profession.

### **Sigma Tau Delta Honor Society**

Sigma Tau Delta is the International English Honor Society. SNHU established its own chapter, Alpha Pi Psi, in the fall of 2008 for the University College and Alpha Phi Beta, in the spring of 2015 for the College of Online and Continuing Education. The Honor Society provides eligible English Language and Literature and Creative Writing majors and minors

## Campus Programs

with opportunities to attend and present at conferences, publish undergraduate work, participate in field trips, and gain valuable networking opportunities.

Undergraduate inductees have completed at least three semesters at SNHU, have completed more than two (2) literature courses beyond the General Education requirements, and have maintained a minimum 3.3 GPA. Graduate inductees have completed at least six (6) semester hours at SNHU and have maintained a minimum 3.3 GPA.

### NBEA Award of Merit

The National Business Education Association Award of Merit is presented to the outstanding graduating senior in business/marketing teacher education. This award is presented at the discretion of the business education program faculty.

## Academic Renewal

### Undergraduate Level

After an absence of at least one year, an undergraduate student who has been academically unsuccessful in the past may change programs and apply for academic renewal. This will remove the negative impact to their cumulative GPA for grades lower than "C". Additionally the student is required to complete a minimum of 30 credits at Southern New Hampshire University after renewal is granted.

### Graduate Level

After changing to another graduate program and successfully completing the first 9 credit hours with a grade of "B-" or above in each course, a graduate student who has been academically unsuccessful in the past 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:

- will only be granted once per academic level at the undergraduate and/or graduate level at SNHU
- cannot be reversed
- must be approved by the Scholastic Standing Committee
- will impact transcripts, cumulative GPA, and credit toward graduation:
  - 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:
      - appear on the transcript in the new format
      - be eliminated from the student's cumulative GPA
      - not earn credit toward graduation
    - undergraduate courses with a final grade of "C" or better and graduate courses with a final grade of "B-" or better will:
      - courses will continue to:
        - appear on the transcript
        - be included in the student's cumulative GPA
        - earn credit toward graduation
  - does not apply to courses that were part of a previously conferred degree or certificate
  - applies to every program affected by the renewal; the student is no longer eligible to return to the program(s) for which academic renewal was granted:
    - Change in concentration is not considered a program change for academic renewal purposes.
    - Academic renewal does not nullify policies restricting the age of coursework or time limits on program completion

NOTE: Academic Renewal **may** have a negative impact on the calculations utilized by financial aid to determine Satisfactory Academic Progress for Title IV purposes.

## Amendment of Degree Requirements

The courses required for a specific degree are outlined in the university catalog. Any change in program course requirements must be approved by the student's program coordinator/department chair and school/associate dean. A completed and approved [Petition to Amend Degree Requirements](#) form must be received by the Office of the University Registrar before the change will become effective.

## Ceremonial and Latin Honors

Academic Honors, Associate and Baccalaureate Degrees

The university acknowledges outstanding academic performance through Ceremonial Honors and Latin Honors. Ceremonial

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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 whereas Latin Honors are. Ceremonial and Latin Honors apply only to undergraduate degree recipients.

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. For commencement purposes, honors are assessed as of the first business day after the petitioning deadline of March 1 for the Spring ceremony and October 1 for the Fall ceremony and are based on GPA and institutional credits completed at that time. Students who are still completing course work as of the petitioning deadline are eligible for Ceremonial Honors but not Latin Honors. Latin Honors are assessed and awarded only upon completion of all course work for the degree. During commencement students are recognized for either Ceremonial or Latin Honors, not both.

This policy applies only to Associates and Bachelors degrees completed through non-direct assessment programs.

See criteria for Ceremonial and Latin Honors below.

### Criteria for Ceremonial Honors

Minimum Institutional Credits Completed	Cumulative GPA	Associate Degree	Baccalaureate Degree
Associate's = 15 Bachelor's = 30	3.500 - 3.699	Honors	Cum Laude
Associate's = 15 Bachelor's = 30	3.700 - 3.849	High Honors	Magna Cum Laude
Associate's = 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	Baccalaureate Degree
Associate's = 30 Bachelor's = 60	3.500 - 3.699	Honors	Cum Laude
Associate's = 30 Bachelor's = 60	3.700 - 3.849	High Honors	Magna Cum Laude
Associate's = 30 Bachelor's = 60	3.850 - 4.000	Highest Honors	Summa Cum Laude

## 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 cancelled due to low enrollment, scheduling issues, or government order.

Individual class sessions can be cancelled, 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 cancelled, students should check with school administrative staff. Cancelled classes and courses can be rescheduled at the option of the university or instructor but are 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 cancelled 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 e-mail, telephone and the web.

SNHU uses this notification system to send alerts about:

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

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

# Campus Programs

## 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 fifteen weeks for one semester or trimester hour of credit, or ten to twelve 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.

### Unit of Credit

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

## 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](#) that 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.

## Scholastic Standing

### Undergraduate Scholastic Standing:

Undergraduate students must maintain a cumulative grade point average (GPA) of 2.0 or higher to be in good academic standing. At the end of each semester and at any other time deemed appropriate, the Undergraduate Scholastic Standing Committee will review the records of all students whose cumulative or term GPA is below 2.0.

Students with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 are either placed on Scholastic Warning or Academic Suspension at the committee's discretion.

- Scholastic Warning:
  - If a student on Scholastic Warning is unable to achieve the minimum 2.0 term GPA the following semester, they are placed on Academic Suspension.
  - If a student on Scholastic Warning is able to achieve the minimum 2.0 term GPA the following semester, but their cumulative GPA is still below a 2.0, they are placed on Continued Scholastic Warning to allow them the opportunity to improve their cumulative GPA.
  - If a student on Continued Scholastic Warning is unable to achieve the minimum 2.0 term GPA by the end of the next semester, they are placed on Academic Suspension.
- Academic Suspension:
  - If a student is placed on Academic Suspension, they may appeal the decision to the committee.
  - If a student's appeal is accepted, but they are unable to achieve the minimum 2.0 term GPA by the end of the next semester, they are dismissed from undergraduate programs at the university.
  - Students who do not meet the standards due to extenuating circumstances will be reviewed on a case-by-case basis.
- Academic Dismissal:
  - Students who are readmitted following an Academic Suspension but do not maintain a minimum term GPA of a 2.0 will be dismissed from undergraduate programs at the university. Academic dismissal is considered final and no appeals are accepted.
- **Good Academic Standing:** Students who meet the required cumulative GPA of 2.0 or above are returned to good scholastic standing.

The committee will review students with extenuating circumstances on a case-by-case basis. VA benefits will be terminated when a student is placed on Academic Suspension or Academic Dismissal.

# Campus Programs

## Graduate Scholastic Standing:

Graduate students must maintain a cumulative GPA of 3.0 or higher to be in good academic standing.

- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 3.0 are placed on Scholastic Warning.
- **Continued Scholastic Warning:** Students on Scholastic Warning who do not achieve a cumulative GPA of 3.0 the following semester are placed on Continued Scholastic Warning. Students on Continued Scholastic Warning from a previous semester who achieve at least a 3.0 term GPA for the current semester but do not achieve a cumulative GPA of 3.0 remain on Continued Scholastic Warning 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:** Students on Continued Scholastic Warning from a previous semester who do not meet a minimum term GPA of 3.0 for the current semester are placed on Academic Suspension. Students who do not meet these standards due to extenuating circumstances but who are making substantial progress towards the demonstration of the standard will be reviewed on a case-by-case basis.
- **Academic Dismissal:** Students who are readmitted following an Academic Suspension but do not maintain a minimum term GPA of 3.0 will be dismissed from graduate programs at the university. Academic dismissal is considered final and no appeals will be accepted.
- **Academic Program Dismissal:**
  - MFA 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 are dismissed from the program
- **Good Academic Standing:** Students who meet the required cumulative GPA of 3.0 or above are returned to good scholastic standing.

## Scholastic Standing Committee:

The Scholastic Standing Committee is responsible for considering student appeals for readmission after academic suspension and requests for academic renewal.

The Committee has the authority to:

- Readmit a student who was academically suspended if the student's academic performance and appeal provide a compelling case to the committee.
- Uphold the academic suspension or dismiss a student from graduate programs at the university.
- Grant or deny academic renewal.

## Readmission after Academic Suspension:

- Students who have been academically suspended may appeal, in writing, to the appropriate Scholastic Standing Committee; students must wait a period of one semester before returning to the university and may appeal during that semester off. Students who have been suspended and successfully appeal are readmitted on continued scholastic warning and must meet all scholastic standing requirements. This means that students who do not maintain a 2.0 term GPA for undergraduate programs or 3.0 term GPA for graduate programs will be dismissed from undergraduate or graduate programs at the university as applicable and will not be considered for readmission. Academic Dismissal is considered final and appeals are not accepted.
- Students who are readmitted may have registration restrictions 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 (2.0 or above for undergraduate; 3.0 or above for graduate) for good standing prior to graduation.

# Admissions

## Academic Articulation Agreements

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. Please email [accreditation@snhu.edu](mailto:accreditation@snhu.edu) with any questions.

## 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

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an equivalent degree from a comparable international post-secondary institution are eligible to apply to the university. The decision to admit an applicant to a program is based on a combination of criteria according to the requirements of the specific graduate program.

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

### Application

ALL graduate programs require the following:

- Completed application: Students are encouraged to apply online at [www.snhu.edu](http://www.snhu.edu).
- 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.
- Application fee: \$40 (\$100 for the EdD in Educational Leadership). All application fees are non-refundable.
- Resume/Curriculum Vitae (Doctoral programs only).
- Official transcripts for a conferred degree (bachelor's degree for master's programs; master's degree for doctoral programs). All transcripts are to be submitted from the original institutions.
- International Students must meet the Admissions Requirements for International Students.

Applications are reviewed on a rolling basis unless otherwise noted.

The following programs require application materials in addition to those listed for all graduate programs (above):

### Business Administration (MBA)/ MS Business Disciplines

(excluding MS in Professional Accountancy - Plus One)

1. Application Deadline: Three (3) months prior to program start (and beyond that on a case-by-case basis).
2. Minimum GPA: 2.75.
3. Completed Bachelor's degree.

### Educational Leadership (EdD)\*

1. Interview
2. Two (2) Letter of Recommendation.
3. Minimum GPA: 2.75.
4. Personal Statement/Statement of Purpose.
5. Completed Master's degree.

### Educational Studies (MEd)\*

1. Minimum GPA: 2.75
2. Completed bachelor's degree.

### Fiction/Non-Fiction (MFA)\* (Requires face-to-face learning component).

1. Application Deadline: April 15th, October 15th.
2. Minimum GPA: 3.0
3. 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.
4. 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.
5. Twenty (20) pages of manuscript double-spaced and numbered in the genre (fiction/nonfiction) the applicant plans to study.

### Educator Practices (MEd) or Advanced Graduate Study (Graduate Certificate)\*

1. Minimum GPA 2.75
2. All applicants must have a teaching certificate, evidence of teaching experience, or access to a teaching situation.
3. External Critique of Professional Educational Activities.
4. Successful completion of ProFile Seminar (first credit of 36 credits required for MEd or 31 credits required for CAGS).

### International Business (PhD)

1. Application Deadline: April 1st.
2. Interview required.
3. Three (3) letters of recommendation.
4. Minimum GPA: 3.5
5. Personal Statement/Statement of Purpose.
6. Completed master's degree (preferably in business or international business).
7. Graduate Management Admission Test (GRE or GMAT) scores are recommended for scholarship consideration.

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**Master of Education (MEd)** (excluding Educational Studies (MEd) and Educator Practices (MEd)\*)

**Acceptance decisions are made on a rolling basis throughout the year. This is a cohort program with one start date in May. Applications must be received one month prior to the start of the first term/semester.**

1. Minimum GPA: 2.75 (or equivalent) for admission
2. Essay
3. Resume
4. Interview with School of Arts, Sciences, and Education and the public school partner district
5. 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

### **Professional Accountancy - Plus One (MS)**

1. Application Deadline: Three (3) months prior to program start (and beyond that on a case-by-case basis). September only start.
2. Interview with Accounting department.
3. Resume
4. Minimum GPA: 3.0
5. Completed Bachelor's degree in Accounting.

### **Teaching English as a Foreign Language (MS)**

1. Application Deadline: Three (3) months prior to program start (and beyond that on a case-by-case basis).
2. Minimum GPA: 2.75
3. Completed bachelor's degree.

\*Indicates program is NOT available for international students. Please see [Admission Requirements, International Students](#) policy for additional admission requirements.

\*\*Open only to students who completed their Undergraduate degree at SNHU (with the exception of the Marketing concentration, which is open to graduates from other institutions).

### **Non-Degree Students**

Students who have earned baccalaureate degrees are permitted to undertake 3-5 graduate courses (9-15 credits) at Southern New Hampshire University. Non-degree seeking students must file an application with the Graduate Admission office or International Programs (international students) and supply transcripts and other pertinent information in accordance with general graduate admission policies. Non-degree seeking students must declare a program if wishing to continue graduate studies after completing their graduate credits.

### **Time Limitation**

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

### **Initial Enrollment**

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

### **Internships**

Internships for graduate credit are available in selected programs to full-time and part-time graduate students who have completed at least 18 graduate credits. Internships must be started and completed within a single academic term. Each candidate looking to undertake an internship should consult their Academic Advisor.

## **Admission Requirements, International Students**

International students must meet all SNHU admission requirements for Undergraduate Admission ([campus/online](#)) or Graduate Admission ([campus/online](#)). **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.

## Campus 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 U.S. 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 must be sent to SNHU directly from the administering organization or released by the test provider to SNHU.

Proficiency requirements are as follows:

### Direct to program placement:

- TOEFL score of 79 and greater with a minimum of 15 on each section.
- IELTS score of 6.5 and greater with a minimum of 5.5 on each section.
- PTE score of 58 or greater
- Duolingo score of 105 or higher
- Successful completion of appropriate level at an English Pathway Partner based on terms of current agreement.

Additional English language requirements for on *campus only* pathways:

### Direct to program, placement into ENG 099i followed by ENG 120 (campus studies only)

- TOEFL score of 71 to 78
- IELTS score of 6.0 (sub-scores  $\geq 5.5$ )
- PTE score 54 to 57
- Duolingo score of 100
- Successful completion of SNHU's English bridge program
- Successful completion of SNHU's ESL program with a qualifying score

### English Bridge (Undergraduate Language Studies - campus studies only)

Students with the following scores will be assigned to the undergraduate bridge program (ULS) with some English and some academic course work. Students entering undergraduate programs via ESL will be required to complete the English Bridge program unless their English proficiency score meet direct to program requirements:

- TOEFL 61-70
- IELTS 6 (sub-scores  $\leq 5.0$ )
- PTE 49-53
- Duolingo 95
- Successful completion of SNHU's ESL program
- Successful completion of appropriate level at an English Pathway Partner based on terms of current agreement.

### English as a Second Language

Campus students with the scores that do not meet SNHU's current English requirements may apply for consideration for

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admittance into their academic program via the English as a Second Language (ESL) 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 must be sent to SNHU directly from the evaluating organization. Copies will not be accepted.

### Online Admission Language Requirement:

- TOEFL: 79 iBT with a minimum of 15 on each section
- IELTS: 6.5 with a minimum of 5.5 on each section
- PTE: 58
- Duolingo: 105

### In-person Admission Requirement\*\*:

- TOEFL score of 71 or greater
- IELTS score of 6.0 or greater
- PTE score of 54 or greater
- Duolingo of 100 or greater
- Successful completion of SNHU's ESL program
- Successful completion of appropriate level at an English Pathway Partner based on terms of current agreement.

SNHU does not consider TOIEC or EF SET English proficiency exams for admission consideration.

### Doctorate Admission Requirements:

- Official diploma and transcripts showing proof of graduation and completed bachelor and master degrees. Degrees earned outside of the US must be evaluated by a NACES or AICE approved evaluator.
- 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.

### Campus English as a Second Language Admission Requirements for non-degree seeking applicants:

- No academic documents are required for ESL-only admission.

SNHU uses a number of factors and criteria when evaluating an applicant for admissions to the campus ESL 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:

1. Proof of U.S. Citizenship as demonstrated by an approved government-issued document
2. Proof of a full academic year of high school in the U.S. with passing grade in one year of standard English (not including ESL or developmental coursework)
3. Proof of a full year of post-secondary education in the U.S. with a minimum of 24 transferrable semester hours or equivalent at the baccalaureate level taught in English (not including ESL or developmental coursework)

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4. 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 in-person programs must submit the following documentation to receive an I20:

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

## Admission Requirements, Undergraduate

### First-Year Admission

Candidates for admission to Southern New Hampshire University are evaluated individually on the basis of academic credentials and personal characteristics. Students may apply online via the Common Application at [commonapp.org](https://commonapp.org).

The following items are required to be submitted for consideration:

- A completed application, including essay.
- Official high school transcript (or alternative credential, see list below) including at least first quarter senior year grades, unless the student has applied 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.

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)
- A state authorized high school equivalent certificate such as the High School Equivalency Test (HiSET) or the Test Assessing Secondary Completion (TASC)
- Home-schooled documentation (Check Home-school Admission Policy)

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

### First-Year Admission Criteria

When reviewing applicants, primary emphasis is placed on a student's academic record as demonstrated by the quality and level of college preparatory course work and achievement attained. Most successful candidates admitted to SNHU present a program of study consisting of 16 college preparatory courses, including:

- four years of English
- three or more years of mathematics including Algebra I, Geometry and Algebra II
- two or more years of laboratory sciences
- two or more years of social sciences

### Test Optional

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Students are not required to submit copies of their SAT or ACT scores to be considered for general admission to the university. The admission committee continues to place the strongest emphasis on a student's academic preparation in high school as the best predictor of success at the college level; however, please note that home-schooled students and students completing their high school diploma through an unrecognized, unaccredited program are required to submit copies of their SAT or ACT scores to complete their applications.

### Early Action

The early action option is for undergraduate day first-year applicants who wish to receive the earliest possible response regarding their admission to Southern New Hampshire University. Evaluation of early action applicants is based on academic work through the junior year of high school. To be considered for early action, a student's completed application file must be received prior to the November 15 deadline. Early action applicants will be notified of our admission decision within 30 days or will be requested to submit additional information before a decision is reached. Early action, unlike "early decision," does not require an early commitment to enroll or restrict the student from applying to other colleges or universities.

### Rolling Admission

Many students apply under the rolling admission plan, in which applications are reviewed throughout the year. The priority deadline for the rolling admission plan for first-year applicants is February 1. Candidates for first-year admission should apply no later than May 15 for the fall term and Nov. 15 for the spring term. Transfer applicants are encouraged to apply by May 15 for the fall term and by Nov. 15 for the spring term. Applicants can usually expect to receive an admission decision within 30 days from receipt of their completed application.

### Admission of Home-schooled Students

The following admission criteria apply specifically to home-schooled students. A complete application for a home-schooled student requires the following:

- SAT or ACT scores (These may be reported directly by the College Board. Our College Board Code is #3649.)
- One recommendation from the primary educator
- One recommendation from a coach, community leader, or supervisor

If the home school program is not accredited, the student must meet all state regulations put forth by their home state and the state of New Hampshire, and should submit a portfolio including course descriptions, an annotated reading list, and graded work for review. These same requirements may be applied to a student from an unrecognized, unaccredited high school program.

### Veteran Admission (Undergraduate)

U.S. Military Veteran students, including family members utilizing military benefits, are encouraged to apply to the University College at Southern New Hampshire University (SNHU). SNHU is proud to participate in the Yellow Ribbon Program, a provision of the new Post-9/11 that is meant to bridge the gap between these benefits and SNHU's on-campus tuition and fees. Veteran students in University College have access to the DeColfmaeker Veterans Lounge and other veteran-specific resources on campus.

Students utilizing a family member's military benefits should follow the traditional admission process according to their student type as defined by the University (freshman or transfer). When veterans apply to the traditional undergraduate day program at SNHU, they should apply through the Office of Transfer Admission and will be assigned to an admission specialist who is trained to meet the specific needs of military veterans, as well as a military benefits manager who will reach out promptly upon acceptance to the University to review the benefits process with the student. Military experience is actively considered in the admission process – veterans are not reviewed for admission based solely on previous academic records.

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

- A completed University College transfer [application](#)
- Official college transcripts from every institution attended
  - A list of your current college courses in progress (if applicable)
- Official high school transcript or high school attestation form (if twelve or more college credits have been completed after high school)
- The Joint Services Transcript
  - Complete the [Military Transcript Request Form](#) to have SNHU request this on your behalf
- VA application for benefits (available online at [www.va.gov](http://www.va.gov))

## Campus Programs

The Yellow Ribbon program is designed to fully cover direct costs of tuition and fees; therefore, veteran students utilizing Yellow Ribbon benefits or any similar benefits that cover the cost of tuition and fees are not eligible for SNHU academic merit scholarships and grants.

### Personal Interviews and Campus Visits (Undergraduate)

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

### Special Academic Programs Admission (Undergraduate)

#### Engineering and Computer Science Majors

Undergraduate day students applying for admission to any of the three Engineering programs or the Computer Science program are required to complete four years of mathematics through Algebra II. Students are encouraged to have also completed Pre-calculus in preparation for the rigor of these majors. If a student has not completed Pre-calculus, they are encouraged to have a conversation with academic advising about the timeline for completion of their program.

### The University Honors Program Applicants

Undergraduate day students applying for admission to The University Honors Program need to submit all of the items required for freshman admission. In order to be considered for The University Honors Program, an additional application form and interview are required (see application for topic). The director of The University Honors Program will review the applicant's credentials for admission into the program. For more information on the University Honors Program, contact the Office of First-Year Admission.

### Transfer Admission (Undergraduate)

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

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

- A completed application (available online at <http://www.snhu.edu/admission/campus-undergraduate-admission/transfer-and-readmits>)
- Official transcripts from all colleges or universities previously attended
  - A list of your current college courses in progress (if applicable)
- [High School Attestation Form](#)
- An official, final high school transcript will be required of some applicants, including but not limited to all applicants with less than 12 completed college credits at the time of application

### Transfer Credit Evaluation Process

Official transfer credit evaluations are mailed with a transfer student's letter of acceptance. The credit evaluation lists all courses that transfer into the student's degree program so that the student knows exactly the courses needed to complete his or her associate/ bachelor's degree.

### International Transfer Credit Evaluation for Domestic Day Students

Students who wish to receive transfer credit for college-level coursework from an international institution outside of the United States or Canada may submit an official transcript to the Office of Transfer Admission for evaluation. Once the transcript is reviewed, the Office of Transfer Admission will determine if it is necessary to use a credential evaluation service. Some students may be required to have their transcripts evaluated by an educational credential evaluation service that is recognized by the National Association of Credential Evaluation Services (NACES) or the Association of International Credentials Evaluators (AICES). Students may also use the services of the American Association of Collegiate Registrars and Admissions Officers International Education Services (AACRAO), or the Credentials Evaluation Service of the

## Campus Programs

Commission on Graduates of Foreign Nursing Schools (CGFNS). Students may use only one evaluation service. Multiple evaluations for transfer credit will not be accepted. Students must have official copies of the evaluations sent directly to the Office of Transfer Admission from the credential evaluation service.

### Internal Transfer (Undergraduate)

Students currently enrolled in any of the Southern New Hampshire University College of Online and Continuing Education and/or College for America programs who wish to enroll in University College must file an [Internal Transfer Application](#) with the Office of Transfer Admission. The Internal Transfer Application form is available at each Center, or can be requested by contacting the Office of Transfer Admission at 603.645.9687 or [transfer@snhu.edu](mailto:transfer@snhu.edu). Students will be evaluated on their academic performance in their current programs. Being admitted to the College of Online and Continuing Education and/or College for America at Southern New Hampshire University does not guarantee acceptance to an undergraduate day program on campus.

Current undergraduate day students on-campus who wish to transfer to the Southern New Hampshire University College of Online and Continuing Education and/or College for America program must file an [internal transfer form](#) from the Academic Advising Office.

## Admission Statuses

### Admission

An admission decision is considered official upon delivery of an acceptance letter on SNHU admission letterhead. The director can rescind an admission decision if any of the information submitted in the application process is found to be inaccurate, without submission of an official, final transcript from any previous institution attended, including from high school (if required) and four-year institutions, or if the student's qualifications change significantly (for example, if a student's disciplinary or criminal background changes after admission is offered).

### Unconditional Acceptance

A student who is accepted unconditionally to University College has been admitted to enroll at the university with no additional conditions other than academic expectations of University College students.

### Acceptance, Evaluation Pending (UG)

An undergraduate student whose status is accepted with evaluation pending (AEP) may submit transfer credits for review and approval through the end of the second semester at SNHU. At the end of the second semester, the student is automatically transitioned from AEP status to ACCEPTED status with all transfer credit that has been approved at that time.

### Acceptance, Evaluation Pending (GR)

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 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.

### Provisional Acceptance, Graduate

A student whose undergraduate GPA is below the GPA required for full acceptance and who does not hold a post-graduate degree may be provisionally accepted in certain programs.

Refer to the [Provisional Acceptance](#) policy for details.

### Academic Success Coaching (ASC) Acceptance

Select students demonstrating the need for additional academic support, at the discretion of the Office of Admission or the Wolak Learning Center, may be automatically admitted into the Academic Success Coaching program at SNHU. The ASC program provides students with a full year of personalized academic support tailored to fit their academic needs. Students admitted under the ASC Acceptance pathway are still unconditionally admitted to the university, but under the caveat they will participate in ASC their first year. Success or failure within the ASC program does not impact the student's standing, nor is successfully completing the program a requirement to remain enrolled.

### Conditional Acceptance (Domestic)

A domestic student who is accepted conditionally is approved for enrollment for the first semester only. The student may have a limit set on the number of credits they may enroll in in the first semester, and most conditionally admitted students are required to enroll in Learning Strategies Seminar (LSS 100), an SNHU course designed to support a successful transition to the university. All conditionally admitted students must achieve a minimum GPA of 2.0 in the first semester to remain at the institution and to be considered unconditionally admitted to the university.

## Campus Programs

### International Provisional Acceptance

Graduate international applicants who do not meet requirements for full acceptance into a graduate program may be eligible for provisional acceptance. Provisional acceptance may be extended to students with a conferred bachelor's degree with a GPA below 2.75 but 2.0 or above. An undergraduate international applicant may be considered for provisional acceptance to University College with a GPA between 2.0 and 2.5. UG provisionally admitted students are required to participate in Academic Success Coaching. Not all programs permit provisional acceptance.

### Conditional Acceptance (International)

An international student who is accepted into ESL and an academic program will receive a conditional acceptance to the academic program until the English proficiency requirement is satisfied. The student's status will change to unconditional acceptance when the requirement is met.

### International Acceptance, Evaluation Pending (UG)

An international undergraduate student whose status is accepted with evaluation pending (AEP) must submit a signed attestation of degree completion for the equivalency of a US high school degree and attest to the accuracy of the submitted unofficial transcripts. If the student is completing their high school degree, the signed attestation will acknowledge the degree must be earned prior to enrolling at SNHU as a term of the admission offer. An official transcript showing degree conferral must be provided to SNHU by the end of the first term at SNHU or the student will be unable to continue in their degree program. The official copy must include appropriate authentication or verification based on the institution's country and SNHU's requirements. Until the official transcript is received, the student will not be able to register for a second semester of study. Extremely extenuating circumstances will be reviewed in a case by case situation if necessary and may require additional documentation to satisfy this requirement. Discrepancies between the unofficial and official documents may be grounds for dismissal from SNHU. No transfer credits or course waivers will be processed, or scholarships disbursed based on unofficial transcripts. Not all applicants are eligible for AEP consideration.

### International Acceptance, Evaluation Pending (GR)

An international graduate student whose status is accepted with evaluation pending (AEP) must submit a signed attestation of degree completion and conferral of the equivalency of a US bachelor's degree and attest to the accuracy of the submitted unofficial transcripts. If the student is completing their undergraduate degree, the signed attestation will acknowledge the degree must be earned prior to enrolling at SNHU as a term of their admission offer. An official transcript showing the equivalent of a US conferred bachelor's degree must be provided to SNHU by the end of the first term at SNHU or the student will be unable to continue in their program. The official copy must include appropriate authentication or verification based on the institution's country and SNHU's requirements. Until the official transcript is received, the student will not be able to register for a second semester of study. Extremely extenuating circumstances will be reviewed in a case by case situation if necessary and may require additional documentation to satisfy this requirement. Discrepancies between the unofficial and official documents may be grounds for dismissal from SNHU. No transfer credits or course waivers will be processed, or scholarships disbursed based on unofficial transcripts. Not all applicants are eligible for AEP consideration.

### Denial

A denied student is not accepted to the University. A denial decision is only made for the term for which a student applies, and a student who is denied may reapply for a future semester, provided that circumstances for the student have changed (for example, a semester of coursework elsewhere). Denial decisions can be appealed by sending a letter to the director of the admission office making the decision.

### Non-matriculated

University College at SNHU allows students who have not previously taken any courses at SNHU, to explore our daytime course offerings without matriculating. Such students enroll on a part-time basis in undergraduate day classes. As non-matriculated students, they may enroll for up to six credit hours (2 classes) in a semester, not to exceed nine credit hours (3 classes) per academic year or more than twelve credit hours (4 classes) in total. Enrollment is on a space-available basis. International study abroad students may take up to a year of full time studies as outlined in the exchange agreement and are not limited to the six credit hour policy.

## 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.

## Campus Programs

Students must fulfill course prerequisite requirements. Enrollment is on a space-available basis.

Non-degree seeking students are not eligible for federal financial aid at SNHU. All non-degree seeking students follow the College of Online and Continuing Education (COCE) Refund Policy ([campus/online](#)).

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. 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 [Enrolling in Nursing Courses as Non-degree Seeking Students](#) policy.

Non-Degree Seeking Students are not eligible to enroll in cohort-based courses or in Clinical Mental Health Counseling courses with the prefix MHC or COU.

## Provisional Acceptance

### Provisional Acceptance to Graduate Programs

Students who do not meet requirements for full acceptance into a graduate program may be eligible for provisional acceptance. Provisional acceptance may be extended to students with a conferred bachelor's degree with a GPA below 2.75 but 2.0 or above. Not all programs permit provisional acceptance.

- Provisionally accepted UC graduate students who earn a 3.0 cumulative GPA at the end of their second semester will be removed from provisional status.
- Provisionally accepted UC graduate students with a cumulative GPA less than 3.0 at the end of their second semester with a term GPA of 3.0 or above, may remain enrolled for additional term(s) until their cumulative GPA reaches a minimum of 3.0, at which point they will be removed from provisional status.
- Provisionally accepted UC graduate students who do not earn a 3.0 cumulative OR term GPA at the end of their second semester will be denied full acceptance in their program, withdrawn from the university, and will not be allowed to request enrollment in another graduate program.

## Readmission

Students who previously took courses as a University College student at Southern New Hampshire University and who wish to enroll for a future term must complete the [Readmission/Reactivation Form](#) with the Office of Transfer Admission. The form can be requested by contacting the Office of Transfer Admission at 603.645.9687. If a student has completed college courses after leaving SNHU, final, official transcripts must be submitted along with the Readmission Form. Please note: a prior acceptance does not guarantee reactivation or readmission into University College. If a student left the university and was not in "Good Academic Standing", "Good Disciplinary Standing" or if there is a financial hold on the student's account, they must also meet all other requirements given at the time of suspension before an admission decision will be determined.

## Readmission for Military Students

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

The University will promptly readmit service members who seek readmission to a program that was interrupted due to a uniformed service obligation.

### Eligibility

A student is eligible for readmission under this policy if, during an absence, the student performs uniformed service, voluntary or involuntary, in the Armed Forces, including the National Guard or Reserve, active duty, active duty for training or full-time National Guard (under federal authority). The cumulative length of all absences for uniformed service (service time only) must not exceed five (5) years.

### Notification

## Campus Programs

A student must provide oral or written notice of a uniformed service obligation to Academic Advising as far in advance as possible, unless precluded by military necessity. Such notice does not need to indicate when the student will return to the university.

The student must also give oral or written notice of his/her intent to return to SNHU within three (3) years after the completion of the period of service. Immediately upon the student's return to school, the student must provide notice that he/she may be entitled to the tuition and enrollment benefits outlined in this policy. The returning student may be required to provide supporting documentation.

Notification under this section must be provided, by the student, to [advising@snhu.edu](mailto:advising@snhu.edu).

### **Tuition and Fees**

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.

### **Readmission Requirements**

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 prior to the military service obligation. If the exact program no longer exists, the student will be admitted to the program that is most similar, 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

### **Absence and Withdrawal Due to Military Service**

#### **Attendance**

If a student needs to miss more than 20% of a course due to military-related absences, that student must withdraw from the course in question. If a student's military-related absences amount to 20% or less of the class, the student may ask the School's Dean's office for a special accommodation which may allow them to remain in the course. The School's Dean's office will collaborate with the instructor to establish makeup work expectations and deadlines. The student, the Department Chair or Equivalent, the School's Dean's office, and the instructor must all agree and adhere to the established arrangement in order to be exempt from associated class attendance requirements as outlined in the syllabus. Said arrangement must adhere to the [UC Incomplete Grade policy](#). All work must be completed within 30 days of the semester's end-date.

#### **Withdrawal**

Enrolled active-duty personnel, Guardsmen, or Reservists may withdraw from a class (es) if military duties preclude his/her ability to satisfactorily complete required coursework or participate in class by completing the Student Initiated Course Withdrawal Form. Similarly, students may request a leave of absence from the University by completing a Withdrawal-Internal Transfer-Leave of Absence Form. To receive a full tuition refund (sent to the original payer), and have the course registration deleted from the transcript (not issued a final grade of "W"), students must attach a copy of their military orders to the appropriate form listed above.

Please refer to the [Readmission for Military Students](#) policy for additional information.

### **Academic Year**

An academic year extends from September 1st through August 31st of the following year.

### **Attendance, Graduate**

It is the responsibility of each student to attend all of the scheduled class meetings in a given course. Documented

## Campus Programs

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

### Attendance, Intensive English Program

As an academic unit within the School of Arts, Sciences, and Education, University College, the Intensive English Program subscribes to the [Undergraduate Attendance](#) policy.

As the UC attendance policy defines "excessive absence" as not attending at least 10% scheduled classes of a particular course, **for students enrolled in the Intensive English Program, this means missing 9 or more classes during the period of one 7.5 week term will be considered excessive.** As enrollment in the Intensive English Program consists of 3 courses per day, this equals a total of 3 full days of absence during one term. Upon accruing 9 absences (3 full days of class), the student shall receive a warning letter from the department. This letter shall inform the student of the consequences of further absenteeism. If a student accumulates 12 absences, he or she will be required to meet with the Chair of the Intensive English Program. After 12 absences, if a student continues to not attend class, 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.

Students are expected to attend all classes, arrive on time, remain for the entire class period, and to report to class fully prepared with textbooks, assignments, and other required materials. Arriving late for class is not tolerated. Being late for class 3 times will equal 1 absence. When absent, a student is responsible for the work covered in class that day and 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 shall be handled under the University's [Religious Observance](#) policy.

Again, it is reiterated that religious observance does not necessarily excuse a student from the assigned work for that day.

If an individual student's absences negatively impacts his or her language development to the point where he or she receives failing grades in all of his or her courses, that student will not advance to the next level of the program at the end of the semester. Furthermore, if a student accumulates more than 18 absences within one semester, the Intensive English Program Coordinator may elect to have the student administratively withdrawn from the program. Additionally, if a student accumulates more than 18 absences in one semester, he or she will be ineligible to receive the department's recommendation to leave the Intensive English program. Finally, if within the period of 2 semesters, a student has failed their classes and remained in the same level of the program due to excessive absences, they will be asked to leave the University.

If a student is experiencing extenuating circumstances that prevent regular class attendance, defined by the University as "the death of an immediate family member, military deployment, serious documented medical issues, and other such extraordinary situations," he or she is encouraged to contact International Student Services, as soon as possible, to request an administrative leave of absence.

### Attendance, Undergraduate

Southern New Hampshire University subscribes to the belief that an assumption of responsibility is at the center of learning and accomplishment. Each student is expected to arrange a class schedule that minimizes conflicts with other commitments. This includes personal obligations, participation in athletics or other university sanctioned events, and the like. Therefore, the responsibility of attendance belongs to the student.

Attendance is required in all courses. Being absent and/or late for class may impact a student's grade, and in the case of excessive absences, may result in failure or the instructor withdrawing the student from the course. Missing more than 10 percent of the scheduled class time may be considered excessive. Students are responsible for all missed work, assignments, etc. The instructor's policies on attendance and making up work must be included in the syllabus.

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

## Campus Programs

### Change of Program or Major and Second Major

#### Change of Program between COCE, UC, and CfA

Students may not concurrently enroll in courses that overlap term dates between University College (UC) and College of Online and Continuing Education (COCE), unless the class (term) start and end dates fall entirely within the UC semester start and end date. Students enrolled in College for America (CfA) programs are not permitted to be concurrently enrolled in either UC or COCE courses and vice versa. For more information, please consult with your academic advisor.

#### Change of Degree- Associate to Bachelor

When students change from an Associate degree program to a Bachelor degree program, the courses completed as part of the Associate degree will be counted toward the Bachelor degree program.

#### Change of Program (GR) or Major (UG)

Students who wish to change their major or program must submit a [Program Modification Form](#) (online) or [Program Change Request Form](#) (campus) to their academic advisor. The advisor will work with students to explain the impact of changing majors. All changes will take effect at the end of the current term.

#### Adding a Second Major

An undergraduate student may elect to earn a second major by completing the degree requirements of both majors. No more than 2 courses in the secondary major may overlap with the primary major. The student's diploma will show the primary major as the conferred degree; the transcript will reflect both majors.

#### Financial Aid Enrollment Status Criteria

As mandated by the U.S. Department of Education policy, only courses required for a student's degree can be used in determining enrollment status for financial aid purposes. In addition, federal student aid regulations permit only one repetition of a previously passed course in determining enrollment status for financial aid purposes.

### Concurrent Program Enrollments

#### Enrollment in Multiple Programs Simultaneously

An undergraduate or graduate student, with the exception of those enrolled in a CfA 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.

#### Special Academic Options

##### Double Degrees

A student with a SNHU undergraduate degree seeking to earn an additional degree of the same level must complete at least 30 additional credits in residence, while satisfying all other requirements of the new degree. No more than 2 courses in the new major may overlap with the major(s) of the previous degree(s). Double degrees may be pursued concurrently; however, the courses satisfying institutional credit requirements cannot be shared between the two credentials.

##### Second Degrees

A student who wishes to earn a second master's degree through Southern New Hampshire University is required to take a minimum of 7 graduate courses beyond the first degree. All other requirements in the second degree program also must be satisfied. Students considering this option should meet with an advisor to determine specific additional requirements.

International students seeking a second degree also must obtain a new visa eligibility certificate (I-20 or DS-2019). This requires a new statement of financial responsibility and admission into the second degree. Students should contact International Admissions for more details and specific requirements.

### Course Add and Drop

Students who wish to change their schedules must do so during add/drop period beginning with registration and ending at the end of the fifth class day. Students who miss the first two sessions of a class may be dropped by that instructor without prior notice. The Office of the University Registrar is notified of students dropped by an instructor. Nonattendance in class does not constitute a drop or a withdrawal.

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 signatures of their advisor and the Director of First-Year Seminar.

## Campus Programs

Unless students are dropped by an instructor or officially drop or withdraw from a class, they must receive a grade; nonattendance results in a failing grade.

### Financial Aid Enrollment Status Criteria

As mandated by the U.S. Department of Education policy, only courses required for a student's degree can be used in determining undergraduate enrollment status for financial aid purposes. In addition, federal student aid regulations permit only one repetition of a previously passed course in determining enrollment status for financial aid purposes.

### 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 Load and Restrictions, International Students

International students in F-1 and J-1 student status must be enrolled full time to maintain lawful presence in the U.S. 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.

### Credit Load

#### Credit Load

Credit load is determined by total semester credits.

Graduate students in residency or in dissertation status are considered full-time.

Based on either full-time, three-quarter time, or half-time course 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.

UC undergraduates can take a Global Campus class only if the student is registered full-time (twelve credits) in UC DAY courses that count toward the student's degree AND the Global Campus class (term) start and end dates fall entirely within the UC semester start and end dates.

### Undergraduates & Master of Fine Arts program

*Full Time	12 credits
Three-Quarter Time	9 – 11.99 credits
Half-Time	6 – 8.99 credits
Less than Half-Time	Under 6 credits

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

### School of Business residential graduate & School of Arts, Sciences, and Education on-campus programs

Full Time	9 credits
Three-Quarter Time	7 – 8.99 credits
Half-Time	5 – 6.99 credits
Less than Half-Time	Under 5 credits

### Master of Education in Educator Practices, Master of Science in English as a Foreign Language, & Doctoral programs

## Campus Programs

Full Time	6 credits
Three-Quarter Time	4.5 – 5.99 credits
Half-Time	3 – 4.49 credits
Less than Half-Time	Under 3 credits

### Financial Aid Enrollment Status Criteria

As mandated by the U.S. Department of Education policy, only courses required for a student's degree can be used in determining the student's enrollment status for financial aid purposes. In addition, federal student aid regulations permit only one repetition of a previously passed course in determining undergraduate enrollment status for financial aid purposes.

Refer to the [Financial Aid Enrollment Status Criteria](#) policy for additional information.

### 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.

### Criminal Background Check

All students taking courses offered by the School of Arts, Sciences, and Education where a Field Experience is required, must submit to a criminal history records check per NH RSA 189:13-a and the Adam Walsh Act as a prerequisite of participation. This process must be initiated through SNHU's School of Arts, Sciences, and Education. If you are a currently licensed teacher in New Hampshire, this requirement still applies if you are participating in a field experience outside of the district in which you are employed. ***A "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.*** Results of the criminal history records check will be reviewed by the Criminal Records Coordinator and shared with the Certification Officer if prior convictions are reported.

### Dissertation Status

Doctoral candidates registered for INT-890, INT-889, DOC-950, EDU-943, EDU-944, EDU-945, or EDU-950 (for a minimum of 1 credit) are considered to be full-time for purposes of enrollment reporting and financial aid eligibility.

### Enrollment Statuses

#### Matriculated

Students are considered enrolled full time in University College who were conditionally or unconditionally admitted, and then enrolled in an academic program (a standard major or Exploratory Studies).

#### Part-time matriculated

Students are considered enrolled part time in University College who were conditionally or unconditionally admitted, and then enrolled in an academic program (a standard major or Exploratory Studies) and in a maximum of 11 credits per semester (fall/spring). These students are charged the rate of 25% of the full-time semester rate per course.

### Freshman Course Requirements

Students with 63 or more credits who have not completed the **Foundations English and Math requirements** will not be allowed to register without completing the required freshman courses.

Transfer students must complete missing freshman and prerequisite courses within their first 30 credit hours at Southern New Hampshire University.

## Campus Programs

SNHU expects every graduate to be proficient in writing correct, coherent English. All entering freshmen are encouraged to participate in self-guided activities and self-place into either **ENG 099** or **ENG 120/ENG 122**. Students who do not participate in self-placement will be placed into either **ENG 099** or **ENG 120/ENG 122** at the discretion of the writing program. Students taking ENG 099 must pass a Basic Writing Competency Examination given at the end of the course.

SNHU expects every graduate to develop the skills necessary to work with quantitative information. All entering freshmen are encouraged to participate in self-guided activities and self-place into either MAT 050 (for students with weak algebra skills) or a 100-200 level Mathematics course.

The three credits received for ENG 099 or MAT 050 count towards a student's GPA, but they **do not count towards the 120 credits required for graduation**. Students who take these courses will have to take additional courses to complete their degrees.

University College students may enroll in COCE sections of ENG 099, ENG 120, ENG 121, or ENG 200 only with the permission of the Dean of the School of Arts, Sciences, and Education. University College students are not permitted to enroll in ENG 122 or ENG 123, which are restricted to COCE students.

## 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, 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 only 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.

## Leave of Absence

Students may request an administrative leave of absence for the following semester in writing by obtaining the appropriate form via mySNHU or from the Academic Advising Office. If a student is below the age of 18, written parental consent must be received.

Normally, an administrative leave of absence is granted for no more than one semester. Students who do not return as scheduled to the university following their one-semester leave of absence will be considered withdrawn from the university. If a student uses federal financial aid to fund college coursework at another institution while on a leave of absence from SNHU, it can have implications that should be discussed with Student Financial Services. Under extenuating circumstances only, an undergraduate day student may apply for an administrative leave of absence from the university during the *current* semester; if granted, the student would be withdrawn from all current courses. The student must be in good academic/disciplinary standing. "Extenuating circumstances" include the death of an immediate family member, military deployment, serious documented medical issues, and other such extraordinary situations. Depending on the reason for the leave of absence, supporting documentation may be required.

Merely ceasing to attend classes does not constitute an official leave of absence, academically or financially. Failure to obtain an approved leave of absence will result in the automatic recording of "F" grades for all courses being taken by the student. Students who take a leave of absence from the university after the eighth week of the semester will receive either a "WP" or "WF" from each of their instructors. A request to take a leave of absence will not be granted after the 13th week of the semester has begun. Appeals for exemption from the policy should begin in the Academic Advising Office.

The official date of the leave of absence is the last date of class attendance. This date will be used in determining any refund. A leave of absence may have an impact on financial aid and/or billing charges, especially for students who have received federal Title IV loans.

It is recommended that students considering an administrative leave of absence meet with Student Financial Services (if medically able) to ensure that they understand the responsibilities associated with their federal loans while on an administrative leave of absence. **Leave of absence disputes will not be considered after 30 days from the end of the semester during which the student withdrew.**

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

## Religious Observance

Southern New Hampshire University recognizes the important role that religious holy days can play in the lives of its

## Campus Programs

students. Observance of religious holy days may cause students to be unable to participate whether the class meets face to face or online. Such non-participation, when preceded by proper notification of teachers, will not carry any penalty or sanction. Students are expected to make alternate arrangements with their instructors regarding scheduled tests, assignments due or other course work and activity. Teachers are expected to be supportive of and sensitive to individual religious practices by being willing to work out alternatives to scheduled course work. In all instances, however, excused non-participation does not mean excused from meeting course standards and expectations. Should a dispute occur the usual appeal process will be followed: the program coordinator/department chair, the school dean and finally, the Provost, Senior Vice President of Academic Affairs.

### Transfer Among SNHU Colleges

Students in any of Southern New Hampshire University's programs may wish to transfer to the same program, or different, at another one of SNHU's units: COCE – College of Online and Continuing Education (including College for America programs) or UC – University College. Transfer procedures are described in a basic way here, but students are advised to work with their respective academic advising and admissions offices to confirm relevant details. Students may be enrolled only in one SNHU college at a time. Additionally, students must be in "good academic standing," as defined by the Scholastic Standing Policy.

#### COCE or CfA Student Transferring to the UC

Students currently enrolled in any of the Southern New Hampshire University College of Online and Continuing Education (COCE) or College for America (CfA) programs who wish to enroll in University College must file an Internal Transfer Application with the office of Transfer Admissions. Students will be evaluated on their academic performance in their current programs. Enrollment in a SNHU COCE or CfA program does not guarantee acceptance to a University College program.

#### UC Student Transferring to COCE

Students currently enrolled in University College undergraduate program who wish to transfer to a COCE program must file an Internal Transfer Application, and it must be filed with the Academic Advising Office on the Manchester Campus.

#### UC or COCE Student Transferring to CFA Program

Students currently enrolled in a University College (UC), or College of Online and Continuing Education (COCE) undergraduate program, who wish to transfer to a CFA program, must file an Internal Transfer Application with their respective academic advising office. For more details on CfA program eligibility, please review the Admission Requirements, Undergraduate policy.

#### International Student Transferring to COCE or UC

All international students who wish to begin or change programs must obtain appropriate forms and begin the process in the Office of International Student Services (ISS).

Failure to file an Internal Transfer form with the appropriate office may prevent the student from registering for classes, being billed correctly for tuition and fees, or graduating in a timely manner.

### 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 only enroll in a 500 or 600-level graduate course provided following eligibility requirements have been met:

- 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
  - Note: Campus students must maintain a full-time undergraduate course load (12 credits) and will be charged the prevailing graduate level tuition rates when exceeding semester credit limitations.
- 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 only be awarded 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.

Online undergraduate Nursing students seeking to enroll in a graduate level course as an undergraduate student must follow the Accelerated Pathway for MSN. Please refer to [RN to BSN Nursing Admission and Academic Requirements](#) policy.

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\*Campus students enrolled in Degree in Three programs may apply after having completed a minimum of 60 program credits.

### Unearned F

#### Unearned F Policy (Financial Aid and Military Students)

While Southern New Hampshire University does not measure student participation in courses past day 7 of the term, participation in courses and completion of assignments are two critical components to student success. Students who use financial aid or any type of military benefits and fail all courses in a term will be reviewed for participation. Students who cease participation in graded activities before the midpoint of the term will be classified as receiving an “unearned F” and a recalculation of their Financial Aid and 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 within the course. This recalculation may result in a balance owing and could place future financial aid, military benefits funding and registration at risk.

### Withdrawal from Class

Students may withdraw from courses at any time during the first 60 percent of the semester with the course grade of “W.” The completed withdrawal from class form must contain the signatures of the instructor, the student and the student’s advisor. Merely ceasing to attend classes does not constitute an official withdrawal either academically or financially. Withdrawal from class forms may be obtained from Campus Student Financial Services.

Withdrawals after 60 percent of the semester will only be allowed when:

- Withdrawal is student-initiated for conditions beyond the students’ control (e.g., illness documented by a physician’s letter). The course grade under these conditions will be “W.” Documentation must be provided by the student and approved by the appropriate advisor and school dean.
- Instructor-initiated withdrawals are only available for undergraduate day courses. An instructor may initiate a course withdrawal in unusual or extraordinary circumstances, not as a means to prevent low grades. The instructor initiating the withdrawal must assign a course grade of “WP” (withdraw passing) or “WF” (grades failing). Instructor-initiated withdrawals must be approved by the school dean. VPAA/Provost Office approval must be obtained for withdrawals that are initiated on or after the 13th week of the undergraduate day school semester.

In all cases, the date of withdrawal is the date the completed form is received by the Office of the University Registrar. Withdrawal from class does not reduce account charges. Credit hours for courses from which a student withdraws are included in his or her total number of credit hours. Withdrawal from a class may have an impact on financial aid and/or billing charges, especially for students who have received federal Title IV loans. Withdrawal disputes must be submitted in writing within 30 days after the end of the semester during which the student withdrew.

The exception to this policy is in the case of enrollment in SNHU-101 and SNHU-202. No student is allowed to drop or withdraw from SNHU-101 or SNHU-202 except in the case of extenuating circumstances supported by documentation. Students missing the first two sessions of SNHU-101 or SNHU-202 will not be dropped by the instructor. Students seeking to withdraw from either SNHU-101 or SNHU-202 must complete a Student-Initiated Course Withdrawal from SNHU-101/202 form that contains the signatures of their advisor and the coordinator of general education.

### 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.

## Financial Aid and Resources

# Campus 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 U.S. 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
- Register with Selective Service (if you are a male born on or after January 1, 1960, are between the ages of 18 and 26, and not currently in the armed forces)
- Have a high school diploma or equivalent
- Maintain satisfactory academic progress

### Dependency Status Criteria

The U.S. Department of Education considers the following students to be independent of their parents for purposes of awarding federal financial aid for the 2020-2021 school year (July 1, 2020 through June 30, 2021):

- Students who were born before January 1, 1997
- Students who are married
- Students who are veterans of the U.S. Armed Forces\*
- Students who have children, or will have, 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 a graduate/professional student in 2020-2021
- 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, 2019

*\*Please answer “no” to the dependency status question for veteran status if you (1) have never engaged in active duty in the U.S. 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 U.S. 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 U.S. 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 Finance Service’s 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 Penalties for Drug Convictions

The Higher Education Opportunity Act (HEOA) states that a federal or state drug conviction can disqualify a student for federal financial aid. In accordance with a HEOA provision, a student whose eligibility has been suspended may regain eligibility if the student satisfactorily completes a drug rehabilitation program that is approved by the U.S. Secretary of Education.

### Federal Financial Aid Application

#### Free Application for Federal Student Aid

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 Grant 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 [fafsa.ed.gov](https://fafsa.ed.gov), with the SNHU federal school code of 002580.

### FAFSA Follow-Up

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

## Campus Programs

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 database matches, including but not limited to, Social Security Administration, Selective Service, National Student Loan Data System, and Department of Homeland Security. If the 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 e-mail of the documentation requirements.

Failure to submit requested documents within thirty (30) days may result in a delay or cancellation of a financial aid award. If during the process, data is found to be incorrect, the data may be corrected and the award 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 award financial aid or (2) to cancel all aid that has previously been awarded, with all fraudulent information forwarded to the Office of 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 on October 1st. 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.

## **Awarding 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 of 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, as well as with parent enrollment.

For student's attending less than half-time, the COA cannot include allowances for miscellaneous expenses. In addition, the financial award may not exceed the COA for the academic year.

### **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 Federal Direct Subsidized Loans and Federal Pell Grant, as well as Federal Supplemental Educational Opportunity Grant. As the COA cannot be exceeded for the academic year, the Financial Need also cannot be exceeded within the academic year.

### **Financial Aid Award Package**

Once the COA, EFC, and Financial Need is determined, the student will receive the notification of a financial aid award package electronically. After the student reviews the package, the award 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 package, the student may receive additional outside resources to assist with educational expenses. This additional assistance may include, but is not limited to, employer reimbursement,

## Campus Programs

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 award 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, he/she will receive notification of the change.

### Use of Aid

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

## 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 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.

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.

## Educational Loans

### Federal Direct Loans

Federal 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 U.S. 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 U.S. Department of Education pays the interest on a Direct Subsidized Loan while the student is in school at least half-time, for the first six months after the student leaves school (referred to as a grace period\*), and during a period of deferment (a postponement of loan payments).

**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 loans begins 6 months after a student is no longer maintaining a minimum enrollment status of half-time.

**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 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 PLUS loan counseling prior to receiving the PLUS loan.

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 150% Direct Subsidized Loan Limit

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Beginning on July 1, 2013, a new provision was added to the Direct Loan statutory requirements (see HEA section 455(q)). The provision put in place limits the period of eligibility for a first-time borrower\* to receive Direct Subsidized loans only up to 150 percent of the length of the borrower's published educational program. Once the student reaches 150 percent used, the provision also causes the student to lose the interest subsidy on the disbursed Direct Subsidized loans.

Borrowers with existing balances at the time the provision was put in place will not be effected by this provision, only first-time borrowers on or after July 1, 2013 are subject.

\*A first time borrower for the purposes of the Subsidized Loan Limit (SULA) is defined as a student who either (1) never received Federal Direct Loans and receives a disbursement after July 1, 2013, or (2) does not have a balance with any Direct Loan holders, returns to school and receives federal funding after July 1, 2013.

### 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 Subsidized Direct Loans.

### Private Student Loans

A private student loan is from a private lender that may be used to pay up to COA, less any federal financial aid received. 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 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 help 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, the recreation center and in 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 U.S. 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. In addition, per regulations, a student may only retake a course one time after previously passing the course, when determining the student's enrollment status.

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 project or discussion, for online forums. The student must participate in any given class in order to receive disbursement. This will be reviewed on a weekly basis up to the end of a term.

### College for America Students

As required by federal student aid rules, only competencies required for a student's degree can be used in determining

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undergraduate enrollment status for financial aid purposes. In addition, a repetition of a previously passed competency may only be considered once when determining enrollment status for financial aid purposes.

### Grants

#### Grants

##### Need Based Grants

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

##### Sibling Grant

The Southern New Hampshire University Sibling Grant consists of \$2,500 per academic year when two undergraduate day students attend Southern New Hampshire University concurrently on a full-time basis from one family. The \$2,500 is disbursed evenly between both students, equaling \$1,250 per year. The Sibling Grant is only available for undergraduate day students at SNHU.

#### Federal Grants

##### Pell Grants

Federal Pell Grants are awarded on a sliding scale up to \$6,345 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 U.S. 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, their parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001. Additional, eligibility requires the student to be under 24 years old, or enrolled in college at least half-time 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 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 the student is not Pell Grant eligible.

##### 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 on their award letter if they qualify.

### Loan Counseling and Federal Student Loan Repayment Options

#### Entrance Loan Counseling

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

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### Financial Awareness Counseling

Unlike Entrance Loan 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 [studentloans.gov](http://studentloans.gov).

### Exit Loan Counseling Requirements

Similar to Entrance Loan Counseling, Exit Loan 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 Loan requirements, student will be reminded of their obligations to repay, along with other information on deferment, forbearance, avoiding default, as well as how to make finances a priority.

### Direct Loan Exit Counseling:

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

### Perkins Loan Exit Counseling:

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

### Federal Direct Student Loan Repayment Options

Repayment Plan	Eligible Loans	Monthly Payment and Time Frame	Eligibility and Other Information
Standard Repayment Plan	<ul style="list-style-type: none"><li>• Direct Subsidized Loans and Unsubsidized loans</li><li>• Subsidized and Unsubsidized Federal Stafford Loans</li><li>• All PLUS loans</li><li>• All Consolidation Loans (Direct or FFEL)</li></ul>	Payments are a fixed amount that ensures your loans are paid off within 10 years (within 10 to 30 years for Consolidation Loans)	<p>All borrowers are eligible for this plan.</p> <p>You'll usually pay less over time than under other plans.</p> <p>Is not a good option for those seeking Public Service Loan Forgiveness (PSLF)</p> <p>Standard Repayment Plan for Consolidation Loans is not a qualifying repayment plan for PSLF.</p>

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Graduated Repayment Plan	<ul style="list-style-type: none"> <li>• Direct Subsidized and Unsubsidized Loans</li> <li>• Subsidized and Unsubsidized Federal Stafford Loans</li> <li>• All PLUS Loans</li> <li>• All Consolidation Loans (Direct or FFEL)</li> </ul>	<p>Payments are lower at first then increase, usually every two years, and are for an amount that will ensure your loans are paid off within 10 years (within 10 to 30 years for Consolidation Loans)</p>	<p>All borrowers are eligible for this plan.</p> <p>You'll pay more over time than under the 10-year Standard Plan.</p> <p>Generally not a qualifying repayment plan for PSLF.</p>
Extended Repayment Plan	<ul style="list-style-type: none"> <li>• Direct Subsidized and Unsubsidized Loans</li> <li>• Subsidized and Unsubsidized Federal Stafford Loans</li> <li>• All PLUS Loans</li> <li>• All Consolidation Loans (Direct or FFEL)</li> </ul>	<p>Payments may be fixed or graduated, and will ensure that your loans are paid off within 25 years</p>	<p>If you're a Direct Loan borrower, you must have more than \$30,000 in outstanding Direct Loans.</p> <p>If you're an FFEL borrower, you must have more than \$30,000 in outstanding FFEL Program Loans.</p> <p>Your monthly payments will be lower than under the 10 - year Standard Plan or the Graduated Repayment Plan.</p> <p>Not a qualifying repayment plan for PSLF.</p>
Revised Pay As You Earn Repayment Plan (REPAYE)	<ul style="list-style-type: none"> <li>• Direct Subsidized and Unsubsidized Loans</li> <li>• Direct PLUS loans made to students</li> <li>• Direct Consolidation Loans that do not include PLUS loans (Direct or FFEL) made to parents</li> </ul>	<p>Your monthly payments will be 10% of discretionary income.</p> <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 are 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.</p>	<p>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.</p> <p>You must have a high debt relative to your income.</p> <p>Your monthly payment will never be more than a 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>

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<p>Income-Based Repayment Plan (IBR)</p>	<ul style="list-style-type: none"> <li>• Direct Subsidized and Unsubsidized Loans</li> <li>• Subsidized and Unsubsidized Federal Stafford Loans</li> <li>• All PLUS Loans made to students</li> <li>• Consolidation Loans (Direct or FFEL) that do not include Direct or FFEL PLUS Loans made to parents</li> </ul>	<p>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.</p> <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>You may have to pay income tax on any amount that is forgiven.</p>	<p>You must have high debt relative to your income.</p> <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>
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## Campus Programs

Income-Contingent Repayment Plan (ICR)	<ul style="list-style-type: none"> <li>• Direct Subsidized and Unsubsidized Loans</li> <li>• Direct PLUS Loans made to students</li> <li>• Direct Consolidation Loans</li> </ul>	<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>Payments are recalculated each year and are based on your updated income, family size, and the total amount of your Direct Loans.</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 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>Any Direct Loan borrower with an eligible loan type may choose this plan.</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>
Income-Sensitive Repayment Plan	<ul style="list-style-type: none"> <li>• Subsidized and Unsubsidized Federal Stafford Loans</li> <li>• FFEL PLUS Loans</li> <li>• FFEL Consolidation Loans</li> </ul>	<p>Your monthly payment is based on annual income, but your loan will be paid in full within 15 years.</p>	<p>You'll pay more over time than under the 10-year Standard Plan.</p> <p>The formula for determining the monthly payment amount can vary from lender to lender.</p> <p>Available only for FFEL Program loans, which are not eligible for PSLF.</p>

### Loan Repayment Responsibility

It is the responsibility of the student borrower to repay student loans. This includes 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 your finances with the student's respective economic condition.

### Prepayment of Student Loans

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There are no penalties to 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)

The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. The student access section of NSLDS will offer the student a centralized and integrated view of Direct Student Loans and grants. This will allow the students to access and inquire information regarding their loans and/or grant data. Students may access their financial aid history at [nslds.ed.gov](https://nslds.ed.gov). It will be necessary to have your FSA ID in order to access the site.

### 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 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. Some circumstances may be: financial difficulty, address updates, and name update. Students can view their loan servicer on the National Student Loan Data System (NSLDS) at [NSLDS.ed.gov](https://nslds.ed.gov).

### Federal Student Aid Repayment Estimator

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: [www.studentaid.gov/repayment-estimator](https://www.studentaid.gov/repayment-estimator).

### 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 be granted 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.ed.gov/sa/repay-loans> to learn more about the payment plans, payment deferment, and payment forbearance options that are available to you.

## Military Benefits

### Active Duty Military

First time students using tuition assistance must present a tuition assistance form prior to registration 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 prior to the term start 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 a tuition assistance form is not provided, your account will be placed on financial hold. This will prevent future registration and you will be responsible for the unpaid balance.

### Veterans' Benefits

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Southern New Hampshire University is approved for the education of veterans and the dependents of veterans. Questions regarding benefits for veterans should be directed to the Military Financial and Benefits Services Office. Each new veteran should submit:

1. an application for admission
2. a registration form for the next term
3. an official high school transcript or an official copy of GED test scores
4. all copies of official university transcripts, if any
5. a copy of their certificate of eligibility and any service school data
6. the necessary Veterans Administration paperwork

Veterans enrolling under the G.I. Bill® for the first time may experience a delay of up to two months before they receive their first checks. Veterans should contact the Veterans Affairs Office at 1.888.442.4551 if no payment has been received by the seventh week of a term.

If a veteran student is transferring directly from another school where he or she had been using VA benefits, the student should ensure that the other school promptly notifies the VA of his or her effective date of termination. The student is also required to file Form 22-1995 with the Veteran Affairs Office.

Students requesting Veterans' Educational Assistance are required to have all previous postsecondary educational experience evaluated for possible transfer credits in order to be eligible for benefits. Students must notify the registrar of any past university credits that are transferable to Southern New Hampshire University.

New veteran students should matriculate immediately and select their degree programs. Because of VA regulations pertaining to certifications, a non-matriculated student will not be certified for educational benefits after two terms of attendance. Veteran students who take courses that are not applicable to or not required for their chosen degrees will not be certified by the VA for those courses. In order to maintain full-time status, veterans may take courses outside their majors only in the last term before graduating.

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

### 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.

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

### Return of Title IV Funds

Return of Title IV funds requirements applies 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.

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The payment period is the academic period established for which financial aid is awarded and disbursed. This may not always align with the registration and billing period 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 for which we are responsible for.

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

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct PLUS Loan
4. Federal Pell Grant \*
5. Iraq and Afghanistan Service Grant\*
6. Federal Supplemental Education Opportunity Grant (FSEOG)\*

\*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 has aid returned due to the result of a Return to Title IV calculation but may have 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 students in writing if the student is eligible for any Direct Loan post-withdrawal disbursement eligibility. 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, there are some programs that 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

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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 (8 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 only applicable 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

A term start date is September 7 and the end date is December 23. There is a 5 day break for Thanksgiving. The total days for the term is 103 days. 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
- Unofficially withdraws during a payment period (student stops attending without providing notification to the university); or
- Ceases attendance during a payment period.

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.

## Scholarship Opportunities

### Academic Scholarships

#### Presidential Scholarship

Students selected for a Presidential Scholarship will be notified at the time of admission and may receive additional types of financial assistance based on financial need. Individual scholarship amounts vary and are awarded based on a cumulative grade point average (GPA) of a 3.5 or higher (on a 4.0 scale). The Presidential Scholarship is renewable based on the maintenance of a minimum 3.0 cumulative grade point average. Failure to maintain the required GPA will result in the loss of scholarship funds.

#### Quill Scholarship

Students selected for a Quill Scholarship will be notified at the time admission and may receive additional types of financial assistance based on financial need. Individual scholarship amounts vary and are awarded based on a cumulative grade point average between 3.0-3.49 (on a 4.0 scale). These scholarships are renewable each year based on the maintenance of a 2.5 cumulative grade- point average (GPA). Failure to maintain the required GPA will result in the loss of scholarship

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funds.

### **Penmen Scholarship**

Students selected for a Penmen Scholarship will be notified at the time of admission and may receive additional types of financial assistance based on financial need. Scholarship amounts vary and are awarded based on a cumulative grade-point average (GPA) between 2.5-2.99 (on a 4.0 scale). These scholarships are renewable each year based on the maintenance of a 2.0 college grade-point average (GPA). Failure to maintain the required GPA will result in the loss of scholarship funds.

### **Additional Scholarships**

#### **Academy of Finance Scholarship**

The University awards annual \$1,000 scholarships to students who submit a certificate of completion from the Academy of Finance as a part of their application.

#### **Alumni Family Scholarship**

The Alumni Family Scholarship, in the amount of \$1,000 per year, is awarded to students whose parent (biological or step), sibling or grandparent graduated from the university with any associate, bachelor's or master's degree program. The student must be enrolled in the full-time undergraduate day program.

#### **DECA Scholarship**

The Office of Admission will award a limited number of \$1,000 scholarships to DECA participants. The DECA advisor must submit a letter of recommendation to demonstrate proof of participation. Students must be enrolled in the full-time undergraduate day program to be eligible. Additionally, SNHU sponsors several scholarships at the state leadership conference each spring. SNHU honors the highest single scholarship amount that a student has received through participation in DECA. Students must provide a copy of their scholarship certificate to the Office of Student Financial Services.

#### **Freshman Articulation Scholarship**

SNHU continues to establish and renew articulation scholarship agreements with select New Hampshire high schools. Qualified seniors with a minimum cumulative grade point average of a 2.5 (on a 4.0 scale) from partner high schools may receive an additional \$3,000 admission articulation scholarship. Seniors must also submit a completed application prior to the Feb. 1 deadline for this scholarship program. Information regarding the specifics of this program can be obtained by contacting the Office of Admission at 603-645-9611.

#### **Future Business Leaders of America (FBLA) Scholarship**

The Office of Admission will award a limited number of \$1,000 scholarships to FBLA participants. The FBLA advisor must submit a letter of recommendation to demonstrate proof of participation. Students must be enrolled in the full-time undergraduate day program to be eligible. Additionally, SNHU sponsors several scholarships at the state leadership conference each spring. SNHU honors the highest single scholarship amount that a student has received through participation in FBLA. Students must provide a copy of their scholarship certificate to Student Financial Services.

#### **Phi Theta Kappa Transfer Scholarship**

An unlimited number of \$2,000 scholarships for full-time undergraduate day students are awarded to Phi Theta Kappa members. Online students are eligible for a 10% discount on tuition rates. A 3.0 cumulative grade point average of all college work is required for the scholarship to be renewed. Failure to maintain the required GPA will result in the permanent loss of scholarship funds. This scholarship may be combined with other academic scholarships that a student may receive from SNHU. The PTK Scholarship cannot be combined with other college honor program scholarships.

#### **Kappa Beta Delta Transfer Scholarship**

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An unlimited number of \$2,000 scholarships for full-time undergraduate day students are awarded to Kappa Beta Delta Business Honors Society members. A 3.0 cumulative grade point average of all college work is required for the scholarship to be renewed. Failure to maintain the required GPA will result in the permanent loss of scholarship funds. This scholarship may be combined with other academic scholarships that a student may receive from SNHU. The KBD Scholarship cannot be combined with other college honors program scholarships.

### Honors Program Scholarship

SNHU awards a \$2,000 scholarship to students accepted into either the University Honors Program or the Bradley Honors Program in Business Administration. The scholarship renews annually provided the student stays enrolled in the program.

### 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.

### Sibling Grant

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

### 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 University College (on-campus) and COCE Manchester Center applicants who best represent those values.

### Named and Endowed Scholarships

#### 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.

#### 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.

#### James D. Walter Memorial Scholarship

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

#### 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.

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

This scholarship was created in memory of Marty J. Bradley, a former SNHU professor and the first 3 Year Business Honors Program Director. This scholarship will be awarded to full-time students entering their second or third year in the 3 Year

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Business Honors 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 3 Year Honors Program, and who demonstrate 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.

### **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

### **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.

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

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

### **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

### **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.

### **William Trueheart Scholarship**

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.

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### **Hospitality Scholarship Fund**

Scholarships are awarded to students majoring in Culinary Arts or Hospitality Management who show financial need.

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

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

### **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.

### **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, be enrolled full-time 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.

### **Educational Continuum Scholarship**

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

### **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.

### **Gertrude C. Shapiro Scholarship**

Established as a gift to the university by former New Hampshire College President, Gertrude C. Shapiro, this scholarship assists women from the state of Maine as they pursue full-time undergraduate day studies at Southern New Hampshire University. It is based on financial need and academic criteria.

### **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 U.S. citizens enrolled in the undergraduate school. Preference of consideration will be given to students who have graduated from a Christian High School or were active in a Christian Church as evidenced by a letter of recommendation from his/her minister of the church. In a year when there are no deserving needy students fitting these specific guidelines, the awards may be presented to other U.S. students enrolled in the undergraduate program.

### **Kappa Chi Scholarship**

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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**

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

### **Michael DeBlasi Scholarship Fund**

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

### **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.

### **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.

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

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

### **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.

### **Women Associates Scholarship**

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

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### **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 Administration, Hotel Management, Travel and Tourism, Restaurant Management, or the Culinary Arts, and must qualify for credit-bearing internships outside of New England, either nationally or internationally.

### **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 full-time 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.

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

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

Preference will be given to students with demonstrated financial need in the following order: students from Vietnam or Cambodia, students from Southeast Asia or China, then lastly from other foreign countries.

### **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.

### **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.

### **Li Xu Scholarship Fund**

This fund was established in memory of SNHU student Li Xu (aka Oscar). This scholarship is awarded to International and U.S. 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.

### **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.

### **School of Business Faculty Scholarship**

This scholarship was created by the School of Business Faculty and is intended for full-time undergraduate or graduate business major students on the Manchester Campus. Undergraduate students must have completed eight courses with a minimum GPA of 3.0. Graduate students must have completed two academic terms and two courses with a minimum GPA of 3.5. The objective of the scholarship is to provide financial assistance to students who are projected to have a positive influence in their communities and on the School of Business after graduation.

### **Finlay Family Scholarship**

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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.

### 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.

### The Walter Zimmermann Scholarship

Established by former Southern New Hampshire University faculty, Walter Zimmermann. This scholarship supports students who are enrolled full-time in the University College division 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.

## Standards for Satisfactory Academic Progress (SAP)

In order to remain eligible for FSA funds, students must make Satisfactory Academic Progress (SAP) by meeting both a qualitative and quantitative standard 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% of all the credits he or she has attempted at Southern New Hampshire University during the entire period of enrollment.

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

### Credit Hour Completion (PACE):

As a credit hour school, each academic program is defined by a set number of credits required for completion. In order to complete the program within the maximum timeframe, 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.
- With the exception of remedial and non-degree courses, all grades earned 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 timeframe 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 the student who is at 110% of max timeframe and cannot complete his/her program within 180 credits, all federal financial aid must stop.

\*For the purposes of determining SAP, calculating Grade Point Average (GPA) will follow the method used by SNHU to calculate academic GPA, specifically with reference to repeating of the same course to improve a grade. The first course grade will not be computed into the total grade-point average. Instead, the most recent grade will be used. Multiple course

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attempts do, however, count towards the number of credits attempted used to calculate a student's completion rate.

**\*\*Successful completion is defined as the assignment of a passing grade to the courses attempted and equates to the number of credits earned. Failure, withdrawal, incomplete, or other designations to the courses attempted are not considered successful completion.**

### **Repeated coursework:**

For the purposes of determining SAP, GPA calculations will follow the method used by SNHU when calculating academic GPA. Specifically, in reference to student's repeating the same course to improve a grade. The first course grade will not be computed into the total GPA. Instead, the most recent grade will be used. Multiple course attempts do, however, count towards the number of credits attempted, which is used to calculate a student's completion rate.

### **Withdrawals:**

For the purposes of SAP calculation, withdrawals are considered to be credits attempted but not earned.

### **Incompletes:**

For the purposes of SAP calculation, incomplete credits are considered to be credits attempted but not earned. With an incomplete grade, when the grade is updated with an actual grade, the student will not have SAP re-run, the actual grade will be picked up with the students next run. 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, transfer credits are considered to be credits attempted and completed toward the completion of the student's program and counted toward the max time frame.

### **Review of Satisfactory Academic Progress:**

Due to compliance rules, individual student records must be reviewed within one (1) year of the last run. For University day programs, the student is usually reviewed 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 starts during the year.

The review that is completed is for programs of study that are longer than one academic year and must include all terms of the student's attendance, including summer terms if applicable.

- For Undergraduate day programs where the student started the program in the Fall semester, students are reviewed at the end of the Spring semester
- For Undergraduate day programs where the student started the program in the Spring semester, students are reviewed at the end of the Fall semester
- For University day students who switch from an online program, there may be schedules that do not align with the end of the Spring semester, when the SAP run would have occurred. In this case, the student would have SAP run after whatever University day semester was closest to the annual run, without going over the one year mark.
- Graduate programs are reviewed at the end of the Summer term; except for:
  - Doctorate in Educational Leadership (EdD) is reviewed at the end of the EL3 term; and
  - Master of Fine Arts (MFA) is reviewed at the end of the SIX02 term.

### **Enforcement:**

Financial Aid Suspension: Failure to meet either the qualitative or quantitative standard will result in the student being placed on financial aid suspension until the next evaluation period. Students on SAP suspension will not be allowed to receive financial aid.

### **Financial Aid SAP Appeal:**

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

- Reason(s) why the student failed to maintain SAP.
- What has/will change that will allow the student to make SAP at the next evaluation period?
- As appropriate, 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:**

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Students with an approved appeal who are placed on SAP probation will have their status reviewed after each payment period following their successful appeal. Students who are not meeting the requirements will be returned to suspension and all aid current and future terms must be canceled immediately, regardless of current enrollment. Students meeting SAP requirements after successful completion of an academic plan will not be reviewed again until the next annual SAP review. Students who are suspended as part of this process may appeal this decision.

## 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 your (and your family's) own commitment to meet your educational costs. Federal, state, and institutional student financial aid is a privilege, which creates both rights and responsibilities.

### Responsibilities

- Complete and submit application materials to the appropriate agencies within required or recommended time frames.
- Read all materials sent to you from Southern New Hampshire University and other agencies awarding you aid. Read, understand, and keep copies of all forms you sign.
- Know and comply with the rules governing the aid you receive. These rules include but are not limited to: you must not be in default on any prior educational loan, and you 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, W-2's, and any additional information if requested to by Southern New Hampshire University.
- Comply with the provisions of any promissory note and all other agreements you sign including repaying your 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 you have been awarded.
- 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 your status: marital, academic, enrollment, residential, or name changes.
- Keep your local and permanent addresses current with the University Registrar and loan servicers.
- Understand SNHU's withdrawal policy and how it affects return of financial aid.
- Complete mandatory loan exit counseling upon ceasing to be enrolled at least half-time or more if you have borrowed from the Federal Direct Loan program.
- Perform and complete satisfactory work assignments accepted through the Federal Work Study program (if applicable).

### Rights

- Have all records and data submitted with your application for financial aid treated as confidential information, as prescribed by the Family Education Rights and Privacy Act (FERPA).
- Have an explanation of the award process including the understanding the financial aid programs offered, the cost of attending, the criteria used in the awarding process, 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.
- Be notified of changes in your 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 you accept.

## Grades and Credits

### Audit a Course

An undergraduate day student wishing to audit a course must sign up for that course as an audit prior to the end of the add/drop period. Once the add/drop period has passed, no student may change any of his or her courses to an audit status. Additionally, a student may not convert back to graded status after registering to audit. Tuition is charged at the prevailing rate.

### Awarding of Credit by Examination

Southern New Hampshire University accepts the results of nationally accredited testing programs or institutionally developed examinations to satisfy the prerequisites of certain courses or degree requirements. Before deciding on a testing program, the student should review his or her program evaluation with an advisor to determine if testing is a

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practical alternative.

### 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 Associates 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 his/her 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.*

### Grade Change

An instructor may make a grade change within fourteen (14) business days after the semester grade due date under the following circumstances:

- The instructor has made an error in calculating the grade;
- The instructor is replacing an Incomplete grade with a letter grade;
- The instructor inadvertently did not post (or miss-posted) a grade in the Grade Center; or
- The result of a successful grade dispute.

Once final grades are posted, the instructor may not make grade changes in cases of students handing in late work, unless a request for an Incomplete grade was filed before the grade due date, in accordance with the Incomplete Grade Policy. No grade changes will be accepted after the student's degree has been conferred.

#### Instructor Grade Change Process

To make a grade change, the instructor must complete the Grade Change Request through the Service Portal on mySNHU. The request will be automatically routed to the Office of the University Registrar.

Any grade changes made after the fourteen (14) business day deadline will be denied by the Office of the University Registrar. In the case of extenuating circumstances, the VPAA may approve a late grade change.

### Grade Dispute

#### Purpose of Policy

The purpose of this policy is to provide students protection against receiving an unfair final grade, while at the same time respecting the academic responsibility of instructors. Instructors are responsible for all grade changes. Concerns about incompletes, make-ups and grades should be directed to them. A grade dispute shall be confined to charges of unfair action toward an individual student and may not involve challenging an instructor's judgement in assessing the quality of a student's work.

#### Grounds for Dispute

In a grade dispute, only the following will be considered legitimate grounds for dispute:

- The instructor made an error in calculating the grade;
- The instructor assigned the grade based on factors other than the student's performance in the course;
- The instructor failed to notify the student in a clear manner as to the basis of the grade determination;
- The grade awarded departed substantially from the instructor's previously announced standards.

The grade dispute process does not cover instances in which students have been assigned grades based on academic dishonesty. Those instances are covered by the University College Academic Honesty Policy.

A University College student has 7 business days after grades are due to contact an instructor regarding a disputed grade. The expectation is that the student and instructor resolve the grade disagreement informally in a collegial manner, but the

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instructors are under no obligation to change grades they consider accurate. Instructors have 7 business days after being contacted by a student to submit a grade-change request if warranted.

If the grade dispute cannot be resolved informally with the instructor, then the student may choose to submit a Grade Dispute Form to the appropriate Dean's Office. This form must identify the grounds for the dispute. The Dean's Office must notify the Registrar's Office immediately that a grade is being disputed. This notice would place any potential graduate into pending status and potentially delay degree conferral.

Any grade change requests made after 14 business days following the posting of grades will not be accepted by the Office of the University Registrar. In the case of extenuating circumstances, instructors may request a late grade change by contacting the CAO/VPAA.

### Grade Scale and GPA

#### Grading System - Undergraduate

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

Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	0-59	0.00

#### Grading System - Graduate

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

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

- Academic Renewal - Grades prefaced by "R" denote academic renewal
- Audit - AU
- Course Waived - WV
- Credit - CR
- Incomplete - I
- Incomplete/Fail - IF
- In Progress Passing - IP
- In Progress Transfer - IPT
- Mastery - MA\*
- Non-course work - NC
- Non-graded - NG
- Passing - P (equivalent to C or better at the undergraduate level, B or better at the graduate level)

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- Satisfactory - S (equivalent to C or better at the undergraduate level, B or better at the graduate level)
- Transfer Credit - T
- Unearned F - UF
- Unsatisfactory - U
- Withdrawal - W
- Withdrawal Pass - WP
- Withdrawal Fail - WF

\*Note: "MA" grades are issued for College for America competency-based programs once individual competencies and equivalencies are mastered. "MA" is equivalent to an "A" grade on a traditional grade scale. There are no quality points associated with MA grades, therefore there is no GPA for students in College for America programs.

### Grade Point Average

The grade-point average (GPA) is determined by dividing the sum of the quality points (QP) by the sum of the attempted credit hours (CR). An example of a student's grades and grade-point average is as follows:

ENG-120	3 Credits x A(4)=	12 QP
MAT-240	3 Credits x B(3)=	9 QP
MKT-113	3 Credits x C(2)=	6 QP
PSY-108	3 Credits x D(1)=	3 QP
IT-145	3 Credits x F(0)=	0 QP
	15 Credits	30 QP

30 QP divided by 15 CR = 2.00 GPA

### Incomplete Grades

#### Purpose of Policy

In the case of extenuating circumstances the instructor may agree to give a student a final grade of *incomplete*, if the instructor determines the student may reasonably complete the work required within the 30 day incomplete grade completion time limit. 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.

#### Guidelines

In allowing a grade of *Incomplete* the instructor should observe the following guidelines:

- The circumstances that have compelled the student to request the *incomplete* must be exceptional, such as illness, natural disaster or some other emergency, beyond the student's control.
- The student requesting the *Incomplete* must have successfully completed the majority of his or her course work in the course.
- The student must submit the outstanding course work to the instructor within 30 days of the end of the term.

#### Incomplete Grade Process

If the instructor agrees to assign the student a grade of Incomplete, the instructor must take the following steps:

1. Prior to the grade due date, the instructor must complete the Incomplete Grade Request through the Service Portal on mySNHU which automatically routes to the registrar's office for processing.
2. On the Incomplete Grade Request, the instructor indicates an expiration date for the student to submit outstanding course work that is no more than 30 days from the last day of the end of term. The instructor will have an additional seven calendar days after the student expiration date to grade and submit the Grade Change Request.
3. Provided that the instructor receives the student's completed course work on or before the expiration date, the instructor submits the Grade Change Request that automatically routes to registrar's office authorizing the student's grade be changed from "I" to the alpha grade earned.
4. Extensions beyond 30 days must receive VPAA approval.

If the student fails to submit the outstanding course work by the expiration date or if the instructor has not submitted a Grade Change Request by the expiration date, the grade will automatically change from "I" to "IF." A grade of "IF" is calculated as an "F."

### IP Grade

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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 only earned 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.

## Transfer Credit

### Purpose of Policy

The purpose of this policy is to describe transfer and external credit policies and procedures for undergraduate and graduate students.

### General Information

Only official transcripts are considered for transfer credit. Official transcripts must be sent directly from the issuing institution. SNHU accepts secure electronic transcripts from issuing institutions or scanned documents sent directly from our international articulation partners. Credit considered for transfer must be from the issuing institution; transfer credit posted on another institution's transcript will not be accepted. 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 program 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.

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

### Cohort-Based Programs

Transfer credit is generally not accepted and requires an exception from the respective Academic Dean.

### Collegiate Transfer Credit Sources

Courses accepted for transfer credit must be at college level from a regionally or nationally accredited institution listed by the Council for Higher Education Accreditation (CHEA) or the Department of Education (DOE/DAPIP).

### Other Transfer Credit Sources

Students may be awarded credit for non-traditional learning through the following services (for more information on any of these services, students are encouraged to speak with their Academic Advisor or Admission Counselor):

1. Credit by Examination. Students may be awarded credit by passing examinations offered by College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Examination Program, the College Board Advanced Placement Examination (AP), the International Baccalaureate Diploma Programme (IBDP), ServSafe Certification exam, Series 7 - General Securities Representative Examination, NLN Nutrition Exam, New Hampshire Certified Management Program (CPMP), or Cambridge International Advanced-Level Examinations (A Level). For a complete list of the CLEP, AP, and DANTES exams that SNHU accepts, visit <https://www.snhu.edu/admission/transferring-credits/work-life-experience/testing-out>.
2. Prior Learning. Prior Learning Assessment (PLA) 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 program at SNHU.

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3. Evaluation of Non-Traditional Learning Experiences. For evaluating non-traditional learning experience, SNHU recognizes the services of American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS).
4. Industry-Recognized Certification. SNHU may also award credit for industry-recognized certification(s) that are not currently assessed for college credit by ACE/NCCRS and/or listed above upon departmental approval.
5. Credit for Courses in Other Postsecondary Settings. SNHU awards credit for some formal course work taken in non-accredited, postsecondary educational settings. These settings include postsecondary vocational and technical training, in-service training courses in the workplace, military service training programs and career-related workshops and seminars. In many cases, this type of training has been evaluated by ACE and criteria for awarding university credit is available in the various ACE guides in the Office of the University Registrar. Where there is no ACE criterion, SNHU may have to conduct an independent review of the training for the purpose of granting transfer credit. Students wishing to have their non-accredited, postsecondary course work evaluated should submit a letter requesting this evaluation, along with official transcripts or some original form of verification of successful completion of these courses, to the Office of the University Registrar. Students will be notified by the Office of the University Registrar if the experience warrants credit and, if so, the number of credits awarded and the requirements they satisfy.

### 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.

### International Transfer Credit

Students who wish to receive transfer credit for college-level coursework from an international institution outside of the United States or Canada must have their transcript(s) evaluated by an educational credential evaluation service that is recognized by the National Association of Credential Evaluation Services (NACES) or the Association of International Credentials Evaluators (AICES). Students may also use the services of the American Association of Collegiate Registrars and Admissions Officers International Education Services (AACRAO) or the Credentials Evaluation Service of the Commission on Graduates of Foreign Nursing Schools (CGFNS). The Office of the University Registrar holds the right to waive this stipulation for English-issued transcripts received from recognized foreign institutions the Office of the University Registrar deems appropriate to evaluate in-house.

**NOTE:** SNHU recognizes 3-year 180 ECTS credit bachelor's degrees (conferred after 2003, or year of [Bologna Process](#) adherence) from institutions in member countries that adhere to the Bologna Process as the equivalent of a 4-year 120 semester credit bachelor's degree from the United States. In order to validate equivalency, SNHU must receive official transcripts of the conferred degree along with a European Commission recognized [Diploma Supplement](#), both in English. *These international transcripts are excluded from the requirement of being evaluated by a recognized NACES or AICE international transcript evaluation agency.*

**NOTE:** Evaluations for on-campus international students are often conducted in-house by the International Admission Office staff.

Students may use only one evaluation service. Multiple evaluations for transfer credit will not be accepted. The official transcript evaluation must be sent directly from the credential evaluation service.

### Undergraduate Transfer Credit Requirements

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, such as in Information Technology or Accounting, 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. Regardless of the total number of transfer credits awarded, students must meet minimum institutional and program credit requirements and institutional residency credit requirements as appropriate. See the [Institutional Credit Requirement Policy](#).

### College for America (CfA)-Transfer Credit Requirements

#### • AA Programs

Students who completed a minimum of 30 credit hours through one of SNHU pre-approved Partner Programs are allowed to transfer in these credits as a block. The transfer block must demonstrate student command of General Education content areas.

The remaining 30 credit hours must be completed at CfA following the direct assessment approach as outlined in the AA

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program requirements.

### • BA Programs

Students enrolled in a CfA BA program with a completed Associate Degree (or the equivalent of 60 credit hours) are awarded a transfer block to fulfill the associate's degree portion of the BA program. The transfer block must demonstrate student command of General Education content areas. This allows the student to enroll directly into the BA program of their choice to complete the additional 60 credit hours that are needed.

**NOTE:** The transfer block portion of CfA programs may be accepted in any combination of courses and/or prior learning assessment (PLA) credit, in alignment with this policy. PLA credit is not permitted in CfA direct assessment portion of programs.

### Graduate Transfer Credit Requirements

Graduate courses accepted for transfer credit require a grade of "B" or higher and must have been completed within the last five (5) years. Some courses in certain subject areas, such as Accounting, may have a shorter expiration date to ensure that transfer credits meet present-day academic standards. Students should consult with their Admissions 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 or specialization: three (3) graduate-level credits;
- 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.

\*Students that are seeking transfer of nursing courses should review the [RN to BSN Nursing Admission and Academic Requirements](#) and [Graduate Nursing Admission and Academic Requirements](#) policies.

**NOTE:** Students must complete the minimum Institutional Credit Requirements for each credential.

### Doctoral Transfer Credit Requirements

No transfer credit will be applied to Doctoral programs.

### Transfer Evaluation Process

When a student applies to SNHU and official transcripts are received, the Admissions team compares and evaluates the SNHU course and the transfer course. The student then is sent a letter of acceptance along with transfer credit evaluation, listing all transfer credits accepted by the University and all courses remaining to be completed for a degree.

### 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 form 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's not granting transfer credit for that course. The following information is required by the Office of the University Registrar:

- Name of the institution
- Name and number of the course
- Anticipated completion date
- Course description
- Student's reason for taking the course elsewhere

Upon approval and once the course is completed, the student must arrange to have an official transcript sent to the Office of the University Registrar so that credit for the course may be applied toward degree completion.

**NOTE:** Nursing students may not transfer credit for nursing courses once they have enrolled at SNHU.

### Quarter Hour to Semester Hour Conversion

One (1) quarter hour is equivalent to .67 semester 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.

## Campus Programs

### Waiver Eligibility for PCC-201

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 via a Petition to Amend Degree Requirements submitted to the Office of the University Registrar.

## Graduation and Commencement

### 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, admissions and/or a 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 Degree rests with the President. The President at this moment delegates that authority to the University Chief Academic Officer.

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.
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, admissions and a 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 UCAO 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, admissions and/or a 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 admissions 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 Degree, would have resulted in a determination that the admission or the Degree should not have occurred. The basis for an academic record, admissions and/or a 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:

1. When information comes to light that places into question the validity of an academic record, admissions and/or a conferred degree, it shall be referred to the Vice President/University Registrar or Assistant Vice President of Academic Operations & Strategy.
2. Upon receipt of such information, the Vice President/University Registrar or Assistant Vice President of Academic Operations & Strategy 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 an academic record, admissions and/or a conferred degree.
3. The Vice President/University Registrar or Assistant Vice President of Academic Operations & Strategy will contact the University Academic Record and Degree Revocation Committee to complete a further investigation, which will

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be completed within five calendar days. After such investigation, a report of the findings and recommendation will be sent to the University Chief Academic Officer.

4. The University Chief Academic Officer will determine if there is sufficient information to determine to revoke an academic record, admissions and/or a conferred degree and if so, he/she will issue a Notice of Intent to Revoke to the student. If the University Chief Academic Officer determines that there is insufficient evidence to justify a revocation, no further action shall be taken.
5. The University Chief Academic Officer may direct the Vice President/University Registrar or Assistant Vice President of Academic Operations & Strategy to place an administrative hold on the issuance of any official transcript for a student to whom a Notice of Intent to Revoke has been sent.

Process, when Notice of Intent to Revoke, is issued:

1. The Notice shall be a written notice sent to the student informing the student that the University has clear and convincing evidence that justifies the revocation of the student's academic record, admissions or a conferred degree under this policy. 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 Notice shall state that if the student decides to contest the revocation, the student shall, within thirty calendar days of confirmed receipt of the Notice, make a written request to the University Chief Academic Officer for a hearing. 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. The Notice shall also state that if the student requests a hearing, the student shall prepare a written response to the Notice stating whether the student disputes the information set forth in the Notice and/or the University's conclusion that the academic record, admissions and/or a conferred degree should be revoked as well as the specific evidence and reasons upon which the student bases such dispute or conclusion.
2. The Notice shall be sent by certified mail, personal or overnight delivery, to the last known mailing or contact address for the student. If possible, the request for a hearing shall be sent to the University Chief Academic Officer via certified mail.
3. If the student does not request a hearing within thirty calendar days of confirmed receipt of the Notice, the University may revoke the academic record, admissions and/or a conferred degree without further proceedings.
4. If the student requests a hearing, the University Chief Academic Officer shall use reasonable efforts to schedule such hearing no sooner than thirty and no later than sixty calendar days after the student notifies the University of the request for a hearing. 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 student shall be entitled to review the evidence that supports the University's Notice and may request a copy of such evidence at cost.
6. 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.
7. 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.
8. If, after requesting the hearing, 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. The University Chief Academic Officer shall weigh the evidence presented and shall draw no inferences from the student's absence from the hearing.
9. If despite its 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 academic record, admissions and/or a conferred degree. The University shall schedule a hearing within sixty 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, admissions and/or a conferred degree under this policy.
10. 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 academic record, admissions and/or a conferred degree. If the University Chief Academic Officer finds that the evidence establishes that the academic record, admissions and/or a conferred degree should be revoked, s/he shall also consider whether the student should be permitted to complete the requirements for his or her academic program after some sanction is applied. Sanctions may include but are not limited to, a ban from enrollment for some period or a loss of catalog year rights.
11. 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 hearing.
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 instead of, or after, a hearing.
13. The University shall allow any affected student to petition the University to reopen the revocation decision, provided the student establish that he/she received notice after the 60-day timeframe discussed in Section 1 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, admissions and/or a conferred degree is revoked:

1. Ensure that all relevant records of the University relating to the student are promptly amended to reflect the

## Campus Programs

revocation.

2. 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. If despite its due diligence, the University is unable to provide this notice to the student due to an inability to contact or locate the student, the University shall place a hold on the student's records until it can provide such notice.
4. If at the time of the revocation the student is enrolled at the University, the University Chief Academic Officer shall promptly notify the University Student Conduct Officer of the revocation so that the Student Conduct Officer 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.

### Awarding Degrees in Cases of Death or Incapacity

An academic degree or certificate may be awarded to a student in the case of death or to a student who is permanently incapacitated to the point that continued academic progress is impossible even after reasonable accommodation 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 or permanent incapacitation.

### Commencement Participation

#### Petition for Degree Conferral

In order for degrees to be conferred and eligibility to participate in the commencement ceremony to be determined, students must Petition for Degree Conferral (commonly referred to as the Petition to Graduate). This link can be found under the Self Service section on the homepage of mySNHU. For full details on Degree and Certificate Conferral, click [here](#).

#### 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 only confirmed 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 via an Appeal for Commencement Participation ([campus students/online students](#)). This applies to both in person and virtual ceremonies.

#### 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 January 1 and May 31 will participate in a Spring Commencement ceremony.

To be eligible to participate in the Spring Commencement ceremony, campus students must complete the Petition for Degree Conferral by **December 1 (inclusive - 11 pm ET)** and online students (including direct assessment students and students in international locations) must complete the Petition for Degree Conferral by **March 1 (inclusive - 11 pm ET)**. All students must meet the following criteria:

- Campus students must anticipate all program requirements be complete and all grades be received and verified by the University Registrar by the end of the Spring term.
- Online students (including direct assessment students and students in international locations) must anticipate all program requirements be complete and all grades be received and verified by the University Registrar by April 30.

## Campus Programs

- Students must be in good academic standing with at least a 2.0 cumulative GPA (undergraduate) and a 3.0 cumulative GPA (graduate).
- Mountainview Low-residency Master of Fine Arts Students have special guidelines. See **Mountainview Low-residency Master of Fine Arts Students** below.
- Doctoral Candidates have special guidelines. See **Doctoral Candidates**, below.

### Appeals to Participate in Spring Commencement for Conferrals between January 1 and May 31- Students Who Filed the Petition for Degree Conferral Late

- Students who submit a Petition for Degree Conferral past the required Spring Commencement deadlines above and have an anticipated conferral degree date between January 1 and May 31 and also hope to participate in the Spring Commencement ceremony **may** be approved to participate in the ceremony. However, they will not be included in the commencement booklet, may not be eligible for ceremonial honors (including cords), and may not be eligible to receive the standard amount of ceremony tickets.
- See **Spring Appeals Process** below.

### Appeals to Participate in Spring Commencement for Conferrals between June 1 and July 1

- In rare circumstances, a student who has submitted a Petition for Conferral by the required Spring Commencement deadline but has an anticipated conferral degree date no later than July 1 may be allowed to participate in the Spring Commencement ceremony. To be considered, the student must have compelling circumstances for the request and be in good academic standing.
- See **Spring Appeals Process** below.

### Spring Appeals Process

Students who wish to file an Appeal for Commencement Participation should work with their academic advisors and forward the appeals to the Ceremonies and Events Office, which will make the final determination in consideration of space availability. Appeals must be submitted by April 1.

### Mountainview Low-residency Master of Fine Arts Students

The Mountainview Low-residency Master of Fine Arts Program holds separate ceremonies from the Spring and Fall University commencement ceremonies. Students will be contacted directly by the Fine Arts Academic Leadership with details about the ceremony.

### Doctoral Candidates

Doctoral hooding will only be included in the Spring Commencement ceremony.

All graduate requirements must be completed, including dissertation defense no later than **March 1st**. Exceptions may be requested by dean for students who are expected to meet all requirements including defense after March 1st if approved by the VPAA's office after consulting with the commencement office to see if commencement materials can be ordered. There is no guarantee that materials will be able to be ordered after the March 1st date.

### Eligibility to Participate in a Fall Commencement Ceremony:

Candidates who have an anticipated conferral degree date between June 1 and December 31 will participate in a Fall Commencement ceremony.

To be eligible to participate in a Fall Commencement ceremony, all students (including direct assessment and students in international locations) must complete the Petition for Degree Conferral by **October 1 (inclusive - 11 pm ET)**. All students must meet the following criteria:

- Students must anticipate all program requirements be complete and all grades be received and verified by the University Registrar by November 30.
- Students must be in good academic standing with at least a 2.0 cumulative GPA (undergraduate) and a 3.0 cumulative GPA (graduate).
- Mountainview Low-residency Master of Fine Arts Students have special guidelines. See **Mountainview Low-residency Master of Fine Arts Students** below.

## Campus Programs

- Doctoral Candidates have special guidelines. See **Doctoral Candidates**, below and in the Spring guidelines for full details.

### 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 **Fall Appeals Process** below.

### Appeals to Participate in Fall Commencement for Conferrals between June 1 and December 31- Students Who Filed the Petition for Degree Conferral Late

- Students who submit a Petition for Degree Conferral past the required Fall Commencement deadlines above and have an anticipated conferral degree date between June 1 and December 31 and also hope to participate in the Fall Commencement ceremony **may** be approved to participate in the ceremony. However, they will not be included in the commencement booklet, may not be eligible for ceremonial honors (including cords), and may not be eligible to receive the standard amount of ceremony tickets.
- See **Fall Appeals Process** below.

### Appeals to Participate in Fall Commencement for Conferrals between January 1 and February 1

- In rare circumstances, a student who has submitted a Petition for Conferral by the required deadline but has an anticipated conferral degree date no later than February 1 may be allowed to participate in the Fall Commencement ceremony. To be considered, the student must have compelling circumstances for the request and be in good academic standing.
- See **Fall Appeals Process** below.

### Fall Appeals Process

Students who wish to file an Appeal for Commencement Participation should work with their academic advisors and forward the appeals to the Ceremonies and Events Office, who will make the final determination in consideration of space availability. Appeals must be submitted by November 1.

### Mountainview Low-residency Master of Fine Arts Students

The Mountainview Low-residency Master of Fine Arts Program holds separate ceremonies from the Spring and Fall University commencement ceremonies. Students will be contacted directly by the Fine Arts Academic Leadership with details about the ceremony

### Doctoral Candidates

Doctoral hooding will only be included in the Spring Commencement ceremony.

## 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 Petition for Degree Conferral (commonly referred to as the Petition to Graduate). This link can be found under the Self Service section on the homepage of mySNHU.

### 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 only confirmed 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.

For full details on participation in commencement, click [here](#).

## Campus Programs

### Petition for Degree Conferral Deadlines:

#### Campus Student:

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	Spring Commencement Ceremony
<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 30	End of the Spring Term
<b>Conferral Posted Date:</b>	January 15	10 business days after Spring Commencement Ceremony

### 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 1st must submit their petition by January 1st.

Direct assessment students must petition for both eligible programs:

- Undergraduate Degree Program (ex. AA.GST)
- Competency Program (ex. AA.GST.CFA)

Failure to petition for both programs may result in a delay to the graduation process.

#### Graduation Fee:

Upon petition submission, a non-refundable Petition to Graduate fee will be applied to the student's account. Certificate students and non-degree seeking students are not eligible to participate in any ceremony and therefore will not be assessed a fee.

#### Conferral Dates:

Degrees are conferred 15 times per year: the first of every month and, the dates of the Spring and Mountainview Low-residency MFA commencement ceremonies.

#### 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 ten 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

## Campus Programs

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.  
*Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty service members and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty service members and their family members. Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.*
4. An overall undergraduate level GPA of 2.0 or higher; some programs require a higher GPA.

### Undergraduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours of institutional work taken at SNHU.
3. An overall undergraduate level GPA of 2.0 or higher.

**NOTE: It is the responsibility of the student to be familiar with program-specific requirements as these may supersede the university's minimum standards.**

### Graduate Students

Students must fulfill the following university requirements to be eligible for a graduate degree or certificate:

#### Ph.D. in International Business

1. Complete a minimum of 39 credit hours of required doctoral level courses, and possibly up to 15 credit hours of master's level international business courses as prerequisites for the doctoral level courses.
2. Complete and satisfactorily pass all written/oral comprehensive examinations.
3. Submit and receive approval of dissertation topic.
4. Finalize and receive approval of dissertation research.
5. Complete with a GPA of 3.0 or higher.
6. Complete the program within 8 years of their first day of their first term. Doctoral students who are enrolled in the PhD International Business program for more than eight (8) years (calculated by using the first term of enrollment) are dismissed from the program.

#### Ed.D. in Educational Leadership (on campus only)

1. Complete a minimum of 48 credit hours of required doctoral level courses with a GPA of 3.0 or higher.
2. Complete and satisfactorily pass all written/oral comprehensive examinations.
3. Complete Human Subjects Research training and submit certificate of completion.
4. Submit and receive approval of dissertation topic.
5. Complete dissertation research.
6. Successfully defend the dissertation proposal.
7. Submit the dissertation proposal and relevant documents to the University Institutional Review Board (IRB).
8. Successfully defend dissertation research.
9. Submit a final copy of the dissertation one month prior to graduation.

### 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.  
*Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty servicemembers and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.*
3. An overall graduate level GPA of 3.0 or higher.
4. No more than two grades of "C" or "C+" within the program's prescribed courses.
5. Completion within 8 years of the first day of the first term.

## Campus Programs

### Graduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours in residence.
3. An overall graduate level GPA of 3.0 or higher.
4. No more than one grade of "C" or "C+" within the certificate's prescribed courses.
5. Completion within 8 years of the first day of the first term.

**NOTE: It is the responsibility of the student to be familiar with program-specific requirements as these may supersede the university's minimum standards.**

### College for America Students

Students must fulfill the following requirements to be eligible for a certificate or an undergraduate degree:

#### Certificate:

- Mastery of 30 Competencies through the CFA program

#### Associates:

- Mastery of 60 Core Competencies through the CFA program

#### Bachelors:

- Satisfactory completion of all requirements for the CFA AA in General Studies degree OR approval to begin the BA program with the 60 Advanced Competencies
- Mastery of the 60 Advanced Competencies required by each degree through the CFA program

**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

Associate degree-seeking students must complete a minimum of 15 institutional credit hours with SNHU. Bachelor's degree-seeking students must complete 30 institutional credit hours from SNHU. Graduate degree-seeking students must complete a minimum of 24 institutional credit hours from SNHU. Institutional credit requirements cannot be fulfilled by developmental courses. Bachelor's degree candidates must complete a minimum of 12 institutional credit hours within the major beyond required school core courses. Associate degree candidates must complete a minimum of 9 institutional credit hours within the major. For a minor, an optional bachelor's degree component, students must complete a minimum of 9 credit hours of institutional credit, and for a certificate, students must complete a minimum of 12 credits. Approved international study and consortium courses are considered to be institutional credit.

Students may use the same institutional credit to fulfill requirements for their first certificate and degree of the same level. For additional certificates, students must complete a minimum of 9 additional institutional credits. For additional associate degrees, students must complete a minimum of 15 additional institutional credits. For additional bachelor degrees, students must complete a minimum of 30 additional institutional credits. For additional graduate degrees, students must complete a minimum of 21 additional institutional credits.

*NOTE: Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty service members and their adult family members (spouse and college-age children). Academic residency can be completed at any time while active-duty service members and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.*

## Non-Conferred Completer (NCC)

A "non-conferred completer" is a student that has completed all program requirements or is enrolled in courses that will complete their program requirements.

The Office of the University Registrar will notify students via SNHU email if they fall into one of these categories. Students intending to increase their remaining requirements to graduate (for example, adding a minor) must file a Program Modification Form ([campus, online](#)) within 5 business days of the notification email\*. If the student does not respond within 5 business days, a registration hold will be placed on the student's account on the 6th business day. The student will be removed from any courses they are registered for in future terms and will not be able to register for any future courses. The Office of the University Registrar will officially confer the student's credential in accordance with normal [petition to](#)

## Campus Programs

[graduate](#) deadlines. The graduation fee will be applied to the student's account. The student will not be able to obtain an official transcript or diploma until the account is settled.

If the student does not intend to increase their program requirements they should [Petition to Graduate](#) via [mySNHU](#) in accordance with official [Petition to Graduate](#) 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 course (or courses) out-of-pocket. The registration hold will remain in place on the student's account, so registration for these courses must be processed internally. Once the credential in question is officially conferred, the registration hold will be removed.

## Miscellaneous

### Class Cancellations

Please go [here](#) to view the Class Schedules, Locations, Cancellations and Modalities policy.

### 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 (associates, 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.

- **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 are comprised of discipline-specific (or interdisciplinary) coursework. At least 12 credit hours must be institutional credits completed at SNHU.
- **Associates Degree.** A degree granted for the successful completion of a pre-baccalaureate program of study equivalent to two years of full-time study. An associates degree includes the equivalent of a minimum of 60 credit hours drawn from general education courses, electives, and courses required for a specific major. At least 15 credit hours must be institutional credits completed at SNHU. Associates 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. At least 30 credit hours must be institutional credits completed at SNHU.
- **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. At least 12 credit hours must be institutional credits completed at SNHU. Successful completion of a competency-based program of study fulfills graduation requirements.
- **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. At least 24 credit hours must be institutional credits completed at SNHU.
- **Doctorate Degree.** A degree awarded for successful completion of a program of advanced study and scholarly work equivalent to at least 3-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 candidate can complete the work.

#### Academic Renewal

The purpose of Academic Renewal is to provide students who have been academically unsuccessful in the past with an academic fresh start in terms of cumulative GPA. Academic Renewal is only granted once at the undergraduate and/or graduate level, and students are not able to return to the program(s) for which it was granted. See academic catalog for policy requirements.

#### Additional Concentration

Additional 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.

#### Additional Minor

## Campus Programs

A student may elect to earn additional minors by completing both the program requirements associated with the primary minor and the requirements of additional minor(s).

No more than fifty percent of the courses that fulfill a student's additional minor requirements can also be applied to a student's primary major or primary minor requirements.

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

### Capstone

A capstone is a culminating experience in which students apply the knowledge, skills, and abilities of their degree program to a project or similar demonstration of competency. A capstone generally does not introduce new content for students to learn, but rather asks them to demonstrate that they can integrate their learning into a cohesive body of work.

### Commencement

The formal celebration for those who have completed or are near completing all requirements for their chosen program. Students may have already had their degrees conferred or may be completing final requirements and anticipate conferral at a later date. Participation in the Commencement ceremony does not mean that your degree is conferred (see below). There is only one annual Commencement ceremony weekend for SNHU, held in May, following the end of spring semester. Students may participate in one commencement ceremony for each degree conferred.

### Concentration

A concentration is a sequence of inter-related 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 nine credit hours.

For undergraduate programs only, the concentration is part of the major beginning with the 2013-2014 academic year. Beginning with this academic year, concentration courses will be combined with the major courses on the undergraduate degree audit so that they will automatically be considered to meet residency requirements.

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

### Conferral

The actual posting of a degree to your academic record (transcript). This is the SNHU's official seal of approval, indicating that all degree requirements are complete. Conferral can take place before or after the Commencement ceremony and conferrals take place once a month.

### Conferral Date

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 MFA commencement ceremonies.

### Course Numbering

001-099	Developmental coursework; does not count toward total hours needed for degree completion.
100-299	Lower division coursework; introductory level.
300-499	Upper division course work.
500-799	Graduate level course work.
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. Federal regulations define a credit hour under Section 600.2 and 600.24(f) of the Higher Education Opportunity Act as: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit or the equivalent amount of work over a different period of time; or

## Campus Programs

2. At least an equivalent amount of work as required in paragraph (1) 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."

### Credit Load

Students attending at a less than half-time credit load status: 1) student loans will not go into deferment, 2) eligibility for other benefits may be affected. Credit load is defined by academic level as well as degree program in some instances. See the academic catalog for credit load requirements.

### Double Major

A student may elect to earn a second major by completing both the degree requirements associated with a primary major and the requirements of a second major excluding associated school core courses. No more than two courses in the second major may overlap with the primary major. The student's diploma lists the primary major; the transcript reflects both majors.

### Dual Degrees

A student seeking to earn an additional degree of the same level must complete additional institutional credits and complete all other requirements of the new degree. Dual degrees may be pursued concurrently. Students seeking another associates degree must complete at least 15 additional institutional credit hours. Students seeking another bachelor's degree must complete at least 30 additional institutional credits; no more than two courses in the new major may overlap with the major(s) of the previous degree(s). Students seeking another master's degree must complete at least 21 additional institutional credits. Students will receive individual diplomas for each degree that they earn. For details on credit requirements for each additional degree, reference the Institutional Credits Requirements Policy.

### Elective Courses

An elective is a course that students choose from among various optional courses in a curriculum. Two types of electives exist. One is electives within a specific subject area, which fulfill the requirements of a major or program of study. The second type of electives is free electives, used to complete the number of credits required for a degree (commonly 60 for an associates, and 120 for a bachelor's). Students may choose any courses they wish 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 serve to identify essential knowledge requirements for the respective 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 associates degree must complete the equivalent of a minimum of 20\* credit hours of general education coursework to include one composition course, one science or 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 current catalog. To meet program of study completion requirements, students must meet certain GPA requirements:\*

- Associates degrees require a cumulative GPA of at least 2.0.
- Bachelor's degrees require a cumulative GPA of at least 2.0, but certain bachelor's degree programs require a higher GPA.
- Master's degrees require a cumulative GPA of at least 3.0.
- Doctorate degrees require a cumulative GPA of at least 3.0.
- Majors may have GPA or minimum grade requirements.
- Minors may have GPA or minimum grade requirements.
- Certificates, Undergraduate require a minimum of 2.0 GPA.
- Certificates, Graduate require a minimum of 3.0 GPA.

\* There are no quality points associated with competency based MA grades, therefore there is no GPA for students in competency based programs.

## Campus Programs

### Graduation

A term 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.

### 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.

### 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. The total number of credit hours required by a baccalaureate major is at least 42 credits (including school core) with most majors requiring more. Students pursuing a bachelor's degree must complete at least 12 credit hours of institutional credit at SNHU within the major that are in addition to school core courses within the major. Students pursuing an associates 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.

### 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 fifty percent 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.

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

### 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 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 academic catalog for policy requirements.

### School Core

The School of Business and the School of Arts, Sciences, and Education have core requirements as part of their programs. The School of Business Core is comprised of 10 courses designed to meet program accreditation standards. The School of Arts, Sciences, and Education Required Courses are three courses from arts and sciences disciplines that complement each major.

### Seminar

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

### Specialization

Used interchangeably with concentration or track. This term is being phased out in favor of the term concentration.

### College for America Programs Key Terms

- A **Competency** is a "can do" statement, such as "can define and use marketing terminology and concepts" or "can generate a variety of approaches to addressing a problem." At CfA you master Competencies by completing Projects.

## Campus Programs

- **Course Equivalency:** One credit equivalency is earned with the mastery of each competency, and these are mapped to course equivalencies.
- **Projects** are workplace relevant activities that enable you to demonstrate mastery of Competencies.
- **Mastery** lies at the heart of the College for America program. At CfA, you work on Projects that enable you to demonstrate what you know and can do. You either complete a Project by mastering a given set of Competencies, or you receive a 'Not Yet.'
- **Not Yet:** If you receive a 'Not Yet' from a Reviewer . . . Congratulations! A 'Not Yet' indicates that you are on your way to mastering the Competencies inside the Project. When you receive a 'Not Yet,' you also receive detailed and targeted feedback from the Reviewer, so you know what you need to do to master the Competencies in that Project. The Reviewer may recommend resources for you to review or offer encouraging and specific suggestions to help you move toward mastery. You can continue to submit the Project until you achieve mastery of all the Competencies. Feel free to ask the Reviewer for clarification on the feedback, the Rubric criteria, or talk to your Advisor/Coach if you have questions.
- **Kudos:** Each week you should complete academic activities and earn Kudos. Kudos are participation points that help keep you on track to reaching your goals. You earn Kudos for completing academic activities. See the student handbook for more details.

## Final Exam

If a student has three or more finals scheduled for the same day he/she 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 one week after midterm grades are submitted. The exam will be moved to a time which is agreed upon and documented on the Final Exam Conflict Form.

For documentation purposes the Final Exam Conflict Form should be completed and placed on record in the School Dean's Office where the student's major resides.

If a student is unable to reschedule with faculty members, the School Dean's Office will arrange for the rescheduling of the exam(s).

## General Education, Anti-Encroachment

Schools or Programs can dictate the MAT course in the Foundation section of the General Education program and any two (2) additional courses in the Exploration section of the General Education Program.

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

## 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

## **Campus Programs**

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 Schedules**

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, and government investigation or other similar matter that suspends the normal process regarding the retention and disposition of University records.

### **Associate**

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, electronic or machine readable records should undergo multiple overwrites, physical destruction, or degaussing. E-mails should be handled as any other record in terms of retention and disposal.

## Campus 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	Reports/scores on AP, CLEP, etc.
Diploma	
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	

## Campus Programs

<b>Student Academic Records</b>	
<b>Retention Period: 5 years from receipt</b>	
Record Type	Description
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	

## Campus Programs

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	
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	

## Campus Programs

<b>Student Academic Records</b>	
<b>Retention Period: 50 years after graduation or non-attendance</b>	
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.

<b>Student Academic Records</b>	
<b>Retention Period: Permanent</b>	
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, eg. by class, by course, totals, headcount, 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

## Campus Programs

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.**

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.

## Campus Programs

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 U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

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

### 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 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 603-629-4647 or by email to [registrar@snhu.edu](mailto:registrar@snhu.edu). 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:

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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 list. However, if a student has submitted an [Authorization to Prevent Disclosure of Directory Information](#) to the Office of the University of 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 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 [Credential Solutions](#) website.

## 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.

## 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 assure 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

### Disability Access Statement

Individuals with disabilities requiring accommodations may contact the Campus Accessibility Center at 603.644.3118 or [cac@snhu.edu](mailto:cac@snhu.edu).

### Non-Discrimination, Equal Access & Equal Opportunity

#### 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 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.

# Campus Programs

## 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](#).

- **University College - Campus Students** may file a report in one of two ways. First by filing a report in person with the Office of Public Safety or by filing an online [Incident Form](#). A staff member from the Office of Community Standards or Title IX Coordinator and Equity Officer will be in touch once a report is filed.

### Campus Students - Contact Information:

Public Safety

2500 North River Road, Manchester, NH 03106

603.645.9700

- **Global Campus - Online Students and College for America Students** may file an online [Student Dispute Form](#) through the Office of Dispute Resolution and Student Conduct.

### Online and College for America Students - Contact Information:

Dispute Resolution

2500 North River Road, Manchester, NH 03106

855-414-6142

### ● Contact Information for Employees:

Human Resources

2500 North River Road, Manchester, NH 03106

603.644.3146

Contact your Human Resources Business Partner or submit a [Complaint Notification Form](#).

- **Title IX - sexual misconduct, sex discrimination or sexual harassment inquiries should be addressed to:**

Title IX Coordinator/Equity Officer

The Green Center

2500 North River Road

Manchester, NH 03106

[titleix@snhu.edu](mailto:titleix@snhu.edu)

603.644.3188

## Sexual Misconduct

### 1. Introduction 1.1

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.

### 1.2

Reports of Sexual Harassment and any inquiries concerning this Policy should be directed to the University's Title IX

## Campus Programs

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

**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 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.

## Campus Programs

### 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

**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 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,

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- 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

**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

## Campus Programs

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 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.

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### 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 sober, reasonable person.

Under New Hampshire state Law, a person under thirteen years of age cannot Consent to any form of sexual contact. Individuals between the age of thirteen and sixteen cannot Consent to penetrative sexual activity. Individuals between the age of thirteen and sixteen cannot Consent to non-penetrative sexual activity with individuals who are more than five years older than they are. Individuals older than sixteen 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, constitutes 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

## Campus Programs

### 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:

<b>I.</b>	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;
<b>II.</b>	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;
<b>III.</b>	annual training for Investigators on issues of relevance to create an investigative report that fairly summarizes relevant evidence;
<b>IV.</b>	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;
<b>V.</b>	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 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 webpage, 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 member 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

<b>I. Students:</b>	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.
<b>II. Employees:</b>	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.

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### 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, preventative 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 in the area of the Manchester/Hooksett campus include the following:

<b>Elliot Hospital</b> <b>4 Elliot Way, Manchester, NH 03013</b> <b>(603) 669-5300</b>
<b>Catholic Medical Center (CMC)</b> <b>100 McGregor St, Manchester, NH 03102</b> <b>(603) 668-3545</b>
Sexual Assault and Domestic Violence resources in New Hampshire and the Manchester area include:
<b>New Hampshire Sexual Assault Hotline</b> <b>1-800-277-5570</b>
<b>New Hampshire Domestic Violence Hotline</b> <b>1-866-644-3574</b>

#### 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 is comprised of thirteen 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, socio-economic status, race, national origin, immigration status or religious or political affiliation.

Coalition member agencies serving the Manchester and Hooksett campus areas include:

<b>Crisis Center of Central New Hampshire (CCCNH)</b> <b>PO Box 1344, Concord, NH 03302-1344</b> <b>Crisis Line: 1-866-841-6229</b> <b>Office: 603-225-7376</b>
<b>YWCA Crisis Service</b> <b>72 Concord Street, Manchester, NH 03101</b> <b>Crisis Line: 603-668-2299</b> <b>Manchester Office: 603-625-5785</b> <a href="http://www.ywcanh.org">www.ywcanh.org</a>

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.

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### 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 <a href="http://www.healthynh.com">www.healthynh.com</a>	
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### 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 twenty-four 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 [webpage](#). 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 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.

## Campus Programs

### 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 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

## Campus Programs

### 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 life 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:

	<b>Hooksett Police Department</b> 15 Legends Dr. Hooksett, NH 03106 (603) 624-1560	
	<b>Manchester Police Department</b> 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.

## Campus Programs

### 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 U.S. Department of Education Office for Civil Rights.

U.S. Department of Education 8th Floor 5 Post Office Square Boston, MA 02109-3921 Telephone: (617) 289-0111 Facsimile: (617) 289-0150 <a href="mailto:OCR.Boston@ed.gov">Email: OCR.Boston@ed.gov</a>
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The Regional Office serving New Hampshire can be contacted at:

U.S. Department of Education 8th Floor 5 Post Office Square Boston, MA 02109-3921 Telephone: (617) 289-0111 Facsimile: (617) 289-0150 <a href="mailto:OCR.Boston@ed.gov">Email: OCR.Boston@ed.gov</a>
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### 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 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

<b>I.</b>	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 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.
<b>II.</b>	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 <a href="mailto:d.brezinski@snhu.edu">d.brezinski@snhu.edu</a> . 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.

### 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

## Campus Programs

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 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.

## Campus Programs

### 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 eighteen 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

## Campus Programs

### 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.

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:

<b>A.</b>	Referral to counseling, medical, and/or other healthcare services
<b>B.</b>	Referral to the Employee Assistance Program
<b>C.</b>	Referral to community-based service providers
<b>D.</b>	Student financial aid counseling
<b>E.</b>	Education to the community or community subgroup(s)
<b>F.</b>	Altering campus housing assignment(s)
<b>G.</b>	Altering work arrangements for employees or student-employees
<b>H.</b>	Safety planning
<b>I.</b>	Implementing contact limitations (restricted contact orders) between the Parties
<b>J.</b>	Academic support, extensions of deadlines, or other course/program-related adjustments
<b>K.</b>	Timely warnings
<b>L.</b>	Class schedule modifications, withdrawals,
<b>M.</b>	Leaves of absence
<b>N.</b>	Increased security and monitoring of certain areas of the campus
<b>O.</b>	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

## Campus Programs

<b>I. Emergency Removals</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>II. Administrative Leaves</b>	<p>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.</p>

## Campus Programs

### 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.

<b>I.</b>	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).
<b>II.</b>	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 Timeframe for Response & Grievance Process

The University will conduct a timely review of complaints processed under either grievance process. Absent extenuating circumstances, review and Resolution is 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 5 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:

<b>I.</b>	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.
<b>II.</b>	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.
<b>III.</b>	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.
<b>IV.</b>	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).
<b>V.</b>	The Title IX Coordinator works with the Complainant to ensure they are aware of the right to have an Advisor.

## Campus Programs

VI.	<p>The Title IX Coordinator works with the Complainant to determine whether the Complainant seeks supportive measures only, an Informal Resolution option (only after filing a Formal Complaint), or a formal investigation and grievance process.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;"><b>A.</b></td><td>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.</td></tr> <tr> <td style="text-align: center; vertical-align: top;"><b>B.</b></td><td>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.</td></tr> <tr> <td style="text-align: center; vertical-align: top;"><b>C.</b></td><td>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 seek 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.</td></tr> <tr> <td style="text-align: center; vertical-align: top;"><b>D.</b></td><td> <p>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,</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;"><b>1.</b></td><td>If it does, the Title IX Coordinator will initiate the formal investigation and grievance process.</td></tr> <tr> <td style="text-align: center; vertical-align: top;"><b>2.</b></td><td>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, 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.</td></tr> </table> </td></tr> </table>	<b>A.</b>	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>B.</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.	<b>C.</b>	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 seek 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.	<b>D.</b>	<p>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,</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;"><b>1.</b></td><td>If it does, the Title IX Coordinator will initiate the formal investigation and grievance process.</td></tr> <tr> <td style="text-align: center; vertical-align: top;"><b>2.</b></td><td>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, 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.</td></tr> </table>	<b>1.</b>	If it does, the Title IX Coordinator will initiate the formal investigation and grievance process.	<b>2.</b>	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, which resolution process is applicable, and will refer the matter accordingly. 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<b>A.</b>	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>B.</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.												
<b>C.</b>	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 seek 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.												
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† 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

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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)

<b>I.</b>	<p>The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><b>A.</b></td><td style="padding: 2px;">The conduct alleged in the Formal Complaint would not constitute Sexual Harassment as defined in the Policy hereinabove, even if proved; and/or</td></tr> <tr> <td style="text-align: center;"><b>B.</b></td><td style="padding: 2px;">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</td></tr> <tr> <td style="text-align: center;"><b>C.</b></td><td style="padding: 2px;">The conduct did not occur against a person in the United States.</td></tr> </table>	<b>A.</b>	The conduct alleged in the Formal Complaint would not constitute Sexual Harassment as defined in the Policy hereinabove, even if proved; and/or	<b>B.</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	<b>C.</b>	The conduct did not occur against a person in the United States.
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<b>C.</b>	The conduct did not occur against a person in the United States.						
<b>II.</b>	<p>The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><b>A.</b></td><td style="padding: 2px;">A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or</td></tr> <tr> <td style="text-align: center;"><b>B.</b></td><td style="padding: 2px;">The Respondent is no longer enrolled in or employed by the University; or</td></tr> <tr> <td style="text-align: center;"><b>C.</b></td><td style="padding: 2px;">Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.</td></tr> </table> <p>Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the Parties.</p> <p>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.</p>	<b>A.</b>	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>B.</b>	The Respondent is no longer enrolled in or employed by the University; or	<b>C.</b>	Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.
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<b>B.</b>	The Respondent is no longer enrolled in or employed by the University; or						
<b>C.</b>	Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.						

### 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).

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I.	<p><b>Who Can Serve as an Advisor</b></p> <p>The Advisor may be a friend, mentor, family member, attorney, or any other individual a Party chooses to advise, support, and/or consult with them throughout the Resolution process. The Parties may choose Advisors from inside or outside of the University community.</p> <p>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.</p> <p>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.</p> <p>Parties also have the right to choose not to have an Advisor in the initial stages of the Resolution process, prior to a hearing.</p>
II.	<p><b>Advisors in Hearings/The University-Appointed Advisor</b></p> <p>Under U.S. 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.</p> <p>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.</p>
III.	<p><b>Advisor's Role</b></p> <p>The Parties may be accompanied by their Advisor in all meetings and interviews at which the 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.</p> <p>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.</p>

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<b>IV.</b>	<p><b>Advisor Violations of University Policy</b></p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>V.</b>	<p><b>Sharing Information with the Advisor</b></p> <p>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.</p> <p>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.</p>
<b>VI.</b>	<p><b>Privacy of Records Shared with Advisor</b></p> <p>Advisors are expected to maintain the privacy of the records shared with them, except where their advisees provide express permission to share private information.</p>

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<b>VII.</b>	<p><b>Expectations of an Advisor</b></p> <p>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.</p> <p>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.</p>
<b>VIII.</b>	<p><b>Expectations of the Parties with Respect to Advisors</b></p> <p>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).</p> <p>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.</p>

§ "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.



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<b>III. Respondent Accepts Responsibility for Alleged Violations</b>	<p>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.</p> <p>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 The University policy and implements agreed-upon Sanctions and/or Remedies, in coordination with other appropriate administrator(s), as necessary.</p> <p>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.</p> <p>When a Resolution is accomplished, the appropriate Sanction or responsive actions are promptly implemented under the direction of the Title IX Coordinator.</p>
<b>IV. Negotiated Resolution</b>	<p>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.</p>

### 9.6 Grievance Process Pool

The Formal Grievance Process relies on the Grievance Process Pool ("the Pool") to carry out the process.

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<b>I. Pool Member Roles</b>																							
<b>A. Roles</b>	<p>Members of the Pool are trained, and can serve in in the following roles, at the direction of the Title IX Coordinator:</p> <table> <tr> <td><b>1)</b></td><td>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)</td></tr> <tr> <td><b>2)</b></td><td>To serve in a facilitation role in Informal Resolution under the direction of the Title IX Coordinator</td></tr> <tr> <td><b>3)</b></td><td>To investigate complaints</td></tr> <tr> <td><b>4)</b></td><td>To serve as a hearing facilitator (process administrator, no decision-making role)</td></tr> <tr> <td><b>5)</b></td><td>To serve as a Decision-Maker, either individually or as part of a panel, regarding the complaint</td></tr> <tr> <td><b>6)</b></td><td>To serve as an Appeal Decision-maker</td></tr> </table>	<b>1)</b>	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)	<b>2)</b>	To serve in a facilitation role in Informal Resolution under the direction of the Title IX Coordinator	<b>3)</b>	To investigate complaints	<b>4)</b>	To serve as a hearing facilitator (process administrator, no decision-making role)	<b>5)</b>	To serve as a Decision-Maker, either individually or as part of a panel, regarding the complaint	<b>6)</b>	To serve as an Appeal Decision-maker										
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<b>II. Pool Member Appointment</b>																							
<p>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.</p> <p>The University reserves the right to supplement the pool on an as-needed basis with individuals from external service providers, consultants, or other firms.</p>																							
<b>III. Pool Member Training</b>																							
<p>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:</p> <table> <tr> <td><b>A.</b></td><td>The scope of this Policy and associated procedures</td></tr> <tr> <td><b>B.</b></td><td>The scope of the University's programs and activities</td></tr> <tr> <td><b>C.</b></td><td>The definition of Sexual Harassment</td></tr> <tr> <td><b>D.</b></td><td>How to conduct an investigation and grievance process including hearings, appeals, and Informal Resolution processes, as applicable</td></tr> <tr> <td><b>E.</b></td><td>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</td></tr> <tr> <td><b>F.</b></td><td>Any technology to be used at a live hearing</td></tr> <tr> <td><b>G.</b></td><td>Issues of relevance of questions and evidence</td></tr> <tr> <td><b>H.</b></td><td>For those filling the Investigator role, Issues of relevance to create an investigation report that fairly summarizes relevant evidence</td></tr> <tr> <td><b>I.</b></td><td>Reporting, confidentiality, and privacy requirements</td></tr> <tr> <td><b>J.</b></td><td>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</td></tr> <tr> <td><b>K.</b></td><td>For Decision-Makers, how to determine appropriate Sanctions in reference Sexual Harassment findings.</td></tr> </table> <p>All Pool members are required to attend these trainings. The materials used to train all members of the Pool are publicly posted here: <a href="https://www.snhu.edu/consumer-information/title-ix-sexual-misconduct">https://www.snhu.edu/consumer-information/title-ix-sexual-misconduct</a></p>		<b>A.</b>	The scope of this Policy and associated procedures	<b>B.</b>	The scope of the University's programs and activities	<b>C.</b>	The definition of Sexual Harassment	<b>D.</b>	How to conduct an investigation and grievance process including hearings, appeals, and Informal Resolution processes, as applicable	<b>E.</b>	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	<b>F.</b>	Any technology to be used at a live hearing	<b>G.</b>	Issues of relevance of questions and evidence	<b>H.</b>	For those filling the Investigator role, Issues of relevance to create an investigation report that fairly summarizes relevant evidence	<b>I.</b>	Reporting, confidentiality, and privacy requirements	<b>J.</b>	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	<b>K.</b>	For Decision-Makers, how to determine appropriate Sanctions in reference Sexual Harassment findings.
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### 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:

<b>I.</b>	A meaningful summary of all of allegations,
<b>II.</b>	The identity of the involved Parties (if known),
<b>III.</b>	The specific conduct alleged to constitute Sexual Harassment,
<b>IV.</b>	The date and location of the alleged incident(s) (if known),
<b>V.</b>	A copy of the specific policies implicated (including this Policy),
<b>VI.</b>	The URL of the University’s public webpage with Title IX materials
<b>VII.</b>	A description of the applicable procedures,
<b>VIII.</b>	A statement of the potential Sanctions/responsive actions that could result,
<b>IX.</b>	A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
<b>X.</b>	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,
<b>XI.</b>	A statement about the University’s policy on Retaliation,
<b>XII.</b>	Information about the privacy of the process,
<b>XIII.</b>	Information on the right of Parties to have an Advisor of their choice, who may be, but is not required to be, an attorney,
<b>IX.</b>	A statement informing the Parties that the University’s Policy prohibits knowingly making false statements, including knowingly submitting false information during the Resolution process,
<b>XV.</b>	Detail on how the Party may request disability accommodations during the interview process,
<b>XVI.</b>	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
<b>XVII.</b>	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.

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### 9.9 Ensuring Impartiality

Any individual materially involved in the administration of the Resolution process may neither have 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 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.

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.

The 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):

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<b>I.</b>	Determine the identity and contact information of the Complainant
<b>II.</b>	In coordination with campus partners (e.g., the Title IX Coordinator), initiate or assist with any necessary supportive measures
<b>III.</b>	Identify all policies implicated by the alleged misconduct and notify the Complainant and Respondent of all of the specific policies implicated
<b>IV.</b>	Assist the Title IX Coordinator with conducting a prompt initial assessment to determine if the allegations indicate a potential policy violation
<b>V.</b>	Commence a thorough, reliable, and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for all witnesses and the Parties
<b>VI.</b>	Meet with the Complainant to finalize their interview/statement, if necessary
<b>VII.</b>	Prepare the initial Notice of Investigation and Allegation (NOIA). The NOIA may be amended with any additional or dismissed allegations
<b>VIII.</b>	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
<b>IX.</b>	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
<b>X.</b>	Make good faith efforts to notify the Parties of any meeting or interview involving the other Party, in advance when possible
<b>XI.</b>	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
<b>XII.</b>	Interview all available, relevant witnesses and conduct follow-up interviews as necessary
<b>XIII.</b>	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.
<b>IX.</b>	Complete the investigation promptly and without unreasonable deviation from the intended timeline
<b>XV.</b>	Provide regular status updates to the Parties throughout the investigation.
<b>XVI.</b>	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
<b>XVII.</b>	Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence. Appendices including relevant physical or documentary evidence will be included
<b>XVIII.</b>	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 ten (10) business Day review and comment period so that each Party may meaningfully respond to the evidence. The Parties may elect to waive the full ten 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).
<b>XIX.</b>	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
<b>XX.</b>	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
<b>XXI.</b>	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
<b>XXII.</b>	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 of at least ten copies. 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.

### 9.13 Role and Participation of Witnesses in the Investigation

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.

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### 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 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.

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### 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 only considered 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.

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### 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:

<b>I.</b>	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.
<b>II.</b>	The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities.
<b>III.</b>	Any technology that will be used to facilitate the hearing.
<b>IV.</b>	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.
<b>V.</b>	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.
<b>VI.</b>	Information on how the hearing will be recorded or transcribed and on access to the recording for the Parties after the hearing.
<b>VII.</b>	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.
<b>VIII.</b>	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.
<b>IX.</b>	A copy of all the materials provided to the Decision-maker(s) about the matter, unless they have been provided already.**
<b>X.</b>	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 60-90 business Day goal 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 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.

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### 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 re-opened 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 in 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.

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### 9.24 Joint Hearings

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 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, and/or 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.

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### 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 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 it deems 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.

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### 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:

<b>I.</b>	Identification of the allegations potentially constituting Sexual Harassment as defined in this Policy
<b>II.</b>	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;
<b>III.</b>	Findings of fact supporting the Final Determination;
<b>IV.</b>	Conclusions regarding the application of the University's Policy to the facts;
<b>V.</b>	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
<b>VI.</b>	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

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### I. Factors:

Factors that may be considered when determining a Sanction/responsive action may include, but are not limited to:

<b>A.</b>	The nature, severity of, and circumstances surrounding the violation(s)
<b>B.</b>	The Respondent's disciplinary history
<b>C.</b>	Previous allegations or allegations involving similar conduct
<b>D.</b>	The need for Sanctions/responsive actions to bring an end to the Sexual Misconduct, Sexual Harassment, and/or Retaliation
<b>E.</b>	The need for Sanctions/responsive actions to prevent the future recurrence of
<b>F.</b>	discrimination, harassment, and/or Retaliation
<b>G.</b>	The need to remedy the effects of the discrimination, harassment, and/or
<b>H.</b>	Retaliation on the Complainant and the community
<b>I.</b>	The impact on the Parties
<b>J.</b>	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:

<b>A.</b>	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>B.</b>	Reprimand At this increased standing, students understand a formal reprimand is in place.
<b>C.</b>	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.
<b>D.</b>	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 only be allowed 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 only be on campus during that time, and parking is restricted to Lots 1 or 12.
<b>E.</b>	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.
<b>F.</b>	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.
<b>G.</b>	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

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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:

#### 9.33 Withdrawal or Resignation While Charges Pending

<b>A.</b>	Warning - Verbal or Written
<b>B.</b>	Performance Improvement/Management Process
<b>C.</b>	Required Training or Education
<b>D.</b>	Probation
<b>E.</b>	Loss of Annual Pay Increase
<b>F.</b>	Loss of Oversight or Supervisory Responsibility
<b>G.</b>	Demotion
<b>H.</b>	Suspension with pay
<b>I.</b>	Suspension without pay
<b>J.</b>	Termination
<b>K.</b>	Other Actions: In addition to or in place of the above Sanctions, the University may assign any other Sanctions as deemed appropriate.

## Campus Programs

I.	<p><b>Students:</b></p> <p>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.</p> <p>Should a student decide to not 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.</p> <p>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.</p> <p>If the student Respondent only withdraws or takes a leave for 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.</p>
II.	<p><b>Employees:</b></p> <p>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.</p> <p>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.</p> <p>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 reflect that status.</p>

### 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 7 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.

## Campus Programs

<b>I. Grounds for Appeal</b>	
<p>Appeals are limited to the following grounds:</p>	
<b>A.</b>	Procedural irregularity that affected the outcome of the matter;
<b>B.</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
<b>C.</b>	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.
<p>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.</p> <p>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).</p> <p>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 7 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.</p> <p>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 7 business days, barring exigent circumstances.</p> <p>A Notice of Appeal Outcome will be sent to all Parties simultaneously including the decision on each approved 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.</p> <p>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' the University-issued email or otherwise approved account. Once mailed, emailed and/or received in-person, notice will be presumptively delivered.</p>	
<b>II. Sanctions Status During the Appeal</b>	
<p>Any Sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be reinstated, subject to the same supportive measure procedures above.</p> <p>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.</p>	

## Campus Programs

<b>III. Appeal Considerations</b>	
<b>A.</b>	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>B.</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.
<b>C.</b>	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).
<b>D.</b>	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.
<b>E.</b>	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.
<b>F.</b>	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).
<b>G.</b>	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).
<b>H.</b>	The results of a new hearing can be appealed, once, on any of the three available appeal grounds.
<b>I.</b>	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.

## Campus Programs

### 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 timeframe 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 only be lifted 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:

<b>I.</b>	Each Sexual Harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;						
<b>II.</b>	Any disciplinary Sanctions imposed on the Respondent;						
<b>III.</b>	Any Remedies provided to the Complainant designed to restore or preserve equal access to the University's education program or activity;						
<b>IV.</b>	Any appeal and the result therefrom;						
<b>V.</b>	Any Informal Resolution and the result therefrom;						
<b>VI.</b>	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						
<b>VII.</b>	Any actions, including any supportive measures, taken in response to a report or Formal Complaint of Sexual Harassment, including: <table><tr><td><b>A.</b></td><td>The basis for all conclusions that the response was not deliberately indifferent;</td></tr><tr><td><b>B.</b></td><td>Any measures designed to restore or preserve equal access to the University's education program or activity; and</td></tr><tr><td><b>C.</b></td><td>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.</td></tr></table>	<b>A.</b>	The basis for all conclusions that the response was not deliberately indifferent;	<b>B.</b>	Any measures designed to restore or preserve equal access to the University's education program or activity; and	<b>C.</b>	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.
<b>A.</b>	The basis for all conclusions that the response was not deliberately indifferent;						
<b>B.</b>	Any measures designed to restore or preserve equal access to the University's education program or activity; and						
<b>C.</b>	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

## Campus Programs

### 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:

<b>I. Advisors:</b>	Advisors may attend Investigatory meetings and hearings, but may only provide input and advice 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.
<b>II. Cross Examination:</b>	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.
<b>III. Admissibility of Statements:</b>	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.
<b>IV. Dismissal Requirements:</b>	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 complain 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

## Campus Programs

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  
ATIXA 2020 ONE POLICY, TWO PROCEDURES MODEL  
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### Student Academic Complaint

If a student in University College has a complaint about an instructor or course, then they should speak first to the instructor. 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 speak to the school Dean or Program Director. If the student wishes to pursue the matter further, then they should speak to the Provost, who will review the matter and make a final decision.

## Student Account and Fees

### Payment Information

#### Campus Student Financial Services

Campus Student Financial Services combines financial aid, billing, and student account services into one centralized location. You can visit Campus Student Financial Services online at <https://my.snhu.edu/Offices/SFS/Pages/default.aspx>, email questions to [sfscampus@snhu.edu](mailto:sfscampus@snhu.edu) or call 1-877-455-SNHU to speak with a Finance Counselor.

#### Deposits

##### Deposit Policy

Following acceptance to Southern New Hampshire University, undergraduate day 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.

#### Housing Security Deposit

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

## Campus Programs

### New Student Admission Deposit Refund Policy

Fall admission: The deposit is fully refundable up to May 1. After May 1, deposits are not refundable. Requests for refunds must be submitted in writing to the Director of Admission at [admission@snhu.edu](mailto:admission@snhu.edu).

Spring admission: Deposits are not refundable.

### Student Account Payment

Full payment of tuition and fees is required by the semester's payment due date. Fall semester charges are due by August 1. Spring semester charges are due by January 1. Tuition for graduate and doctoral students must be paid prior to the start of the term. Any student not paid in full by the semester's payment due date will be assessed a late payment fee and the student's class schedule may be dropped. Unresolved balances will be subject to the Credit and Collections Policy as outlined below. Textbooks and supplies are sold separately.

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

#### Payment in Full

1. Students may make payments online at [my.snhu.edu](http://my.snhu.edu)
2. Students may make payments through Campus Student Financial Services in person (cash, check, money order, debit/credit cards and wires accepted)
3. Students may make payments through the mail by sending payments to:

Southern New Hampshire University

Client 800100

PO Box 55008

Boston, MA 02205-5008

#### Payment Plan:

- Students may enroll in a payment plan through Tuition Management Services (TMS). Participation is defined as TMS having received the enrollment fee before the semester's payment due date.
- The university has partnered with Tuition Management Services (TMS) to offer a payment plan option to full-time day students. TMS is an independent payment plan company that is authorized by Southern New Hampshire University to make payment contracts and accept/process payments on the university's behalf. There is an enrollment fee to open a contract (see tuition and fee schedule). Please contact TMS directly to open a contract at 1-800-722-4867 or [www.afford.com](http://www.afford.com). Students will be responsible for making any necessary adjustments to the payment contract in order to settle the account in full with SNHU.
- Any account balance not contracted with TMS is due and payable immediately to SNHU.

#### Industry Sponsors

The university cooperates with many company tuition sponsorships and reimbursement plans. Students attending under these plans should provide Campus Student Financial Services the necessary authorization and inform the office how the tuition payment will be handled.

#### Active Duty Military

## Campus Programs

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

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

### Third Party Direct Billing

Students may authorize direct billing from the university to a third party. Students must first submit a voucher/letter or military tuition assistance form to Campus Student Financial Services. The voucher must include beginning and end dates of the academic term, courses covered, books, and other fees covered (if any) and maximum dollar value. Paperwork is due before the term start date. The third party will be billed at the beginning of the term covered by the voucher. Payment is due within 30 days of the billing. Any balance not covered by the third party is the student's responsibility. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.

### Credit and Collections Policy

All outstanding balances, are the student's responsibility to pay. Unpaid balances will be subject to further collection efforts as detailed below.

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)

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.
- 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.

### Printing on Campus (PenmenPrint)

Students who use on campus printing are provided with an allotment for printing. This service is called PenmenPrint. All active student accounts will receive two printing allotments a year of \$50 each, which will be distributed on January 1st and July 1st of each year. PenmenPrint accounts will stay active the same length of time that a student's email remains active.

### Refund Policy

#### University College

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

Student accounts will be adjusted within 30 days of the notification of withdrawal.

Tuition, on-campus room and meal plans are canceled/reduced based on the following schedule for standard day school students and is the same schedule for institutional merit and need awards:

- 100 percent refund before the first day of the term (includes fees).
- 90 percent refund from day 1 to day 10 of the term.
- 50 percent refund from day 11 to day 25 of the term.
- 25 percent refund from day 26 to day 52 of the term.
- No refund after day 52 of the term.

## Campus Programs

Note: The refund calculation is based on calendar days.

Fees: No refund after the first day of class.

Meal plan refunds are based on the remaining balance the student has at the time of the withdrawal date.

Example: If a withdrawal occurs on day 5 of a semester, then tuition, on-campus room and meal plan (if applicable) would be refunded by 90%. Each SNHU merit and need award would be reduced by 90% as well. A revised award letter is provided for notification of award reductions.

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

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 during the second through fourth week of the undergraduate term with the course grade of "W". Any withdrawals after the fourth week may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter), as determined and approved by COCE administration, and will be processed at no refund. Withdrawals are not permitted in the last week of class. This policy also applies to an undergraduate student taking a 16-week course.

The following policies apply to ALL students taking online or center-based face-to-face and hybrid courses.

#### Undergraduate Students:

Withdrawals from courses (all types, including online, hybrid, and face-to-face courses):

- During Week 1 (Drop period): No tuition fee charged or 100% refund if full payment is submitted
- During Week 2: 50% tuition fee charged or 50% refund if full payment is submitted
- After Week 2: 100% tuition fee charged or no refund if full payment is submitted.

For the purpose of withdrawals, all term weeks start on Monday and end on Sunday 11:59pm EST. Holidays during the week do not impact the Sunday 11:59PM deadline.

#### Graduate Students:

Withdrawals from courses (all types, including online, hybrid, and face-to-face courses):

- During Week 1 (Drop Period): No tuition fee charged or 100% refund if full payment is submitted
- During Week 2: 50% tuition fee charged or 50% refund if full payment is submitted
- After Week 2: 100% tuition fee charged or no refund if full payment is submitted

For the purpose of withdrawals, all term weeks start on Monday and end on Sunday 11:59 pm EST. Holidays during the week do not impact the Sunday 11:59PM deadline.

### College for America Program

#### Cancellation and Refund Policy

Students have 14 days from the start of the trimester to cancel enrollment and receive a full refund of any tuition paid for that trimester. 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 CFA, 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.

## 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.

## Campus Programs

However, if the student has attended to earn greater than 60% of the term, then s/he is considered to have earned 100% of his/her Tuition Assistance.

### Calculation Example:

A term start date is August 31 and the end date is October 25. The total days for the term is 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

### 2021-2022 Campus Tuition and Fees

For the overseas programs, please refer to the partner institutions' website for Tuition and Fees information.

#### Campus Undergraduate Programs

Tuition	Per Credit	Per Semester	Per Year
Undergraduate Programs Full-time (12 or more credits)		\$7,500	\$15,000
Undergraduate Programs Part-time (up to 12 credits)	\$625		
Select* Undergraduate Programs	\$320	\$4,800 (15 credits)	\$9,600 (30 credits)
Non-degree seeking, course work only	\$320		

\*Select Programs include: Communication, Construction Management Entrepreneurship, Game and Simulation Programming, Game Art and Interactive Design, and Graphic Design and Media Arts.

#### English as a Second Language (ESL)

Tuition	Per Credit	Per 8-week Term	Per Year
ESL Tuition		\$3,195	
UG Transitional Bridge Program Tuition		\$3,195	
<b>Room &amp; Board (All ESL students must live in university housing for at least two terms.)</b>	<b>Per Credit</b>	<b>Per 8 Week Term</b>	<b>Per Semester</b>
Room & Board: Fall and Spring		\$2,721	\$5,442
Room & Board: Summer		\$2,133	\$4,265
Fees	Per Occurrence	Per 8-week Term	Per Semester
New ESL Student Orientation	\$50		
ESL Program and Activity Fee		\$100	
Health Insurance- \$124/month, charged per 8-week term			

#### Campus Graduate Programs

## Campus Programs

<b>Tuition</b>	<b>Per Credit</b>	<b>Per 3-credit Course</b>	<b>Per Year</b>
Campus Graduate Degrees (includes 1 yr. program)	\$700	\$2,100	
<b>M.F.A. Program</b>	<b>Per Credit</b>	<b>Per Term</b>	<b>Summer/Winter</b>
Tuition		\$7,463	
Residency Summer/Winter			\$1,200
<b>ILE Tuition</b>	<b>Per Credit</b>	<b>Per 3-credit Course</b>	<b>Per Year</b>
M.S. TEFL Teach out	\$627	\$1,881	
M.S. TEFL New Students	\$700	\$2,100	
<b>FBGE Programs</b>	<b>Per Credit</b>	<b>Per Term</b>	<b>Per Year</b>
FBGE (M.Ed. & CAGS)	\$417		
FBGE (PDOG)	\$120		
<b>SOE Special Programs</b>	<b>Per Credit</b>	<b>Per 3-credit Course</b>	<b>Per Year</b>
Tuition		\$675	

### Doctoral Programs

<b>Doctoral of Education (Ed.D.)</b>	<b>Per Term</b>	<b>Other</b>	<b>Per Year</b>
Ed.D. Field-based		\$627 per credit	
Ed.D. Low-residency (Years 1-3)	\$5,333		\$16,000
Ed.D. Intensive Fees		\$1,600 summer term	
Ed.D. Low-residency Dissertation Colloquium	\$921		\$2,763
<b>Ed.D. Low-Residency (2017-2018 cohorts only)</b>	<b>Per Term</b>		<b>Per Year</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

### SHRM (Society for Human Resource Management)

	<b>Per Certificate</b>
Certification - Member	\$1,200
Certification - Non-Member	\$1,265

### Campus Student Fees

<b>Fees</b>	<b>One Time</b>	<b>Per Semester</b>	<b>Per Year</b>
Application Fee (Doctoral and International Students)	\$40		
New Student Orientation- Fall Start	\$180		
New Student Orientation- Spring Start	\$50		
New Graduate International Student Orientation Fee	\$180		
Student Activity Fee		\$165	
Activity Fee- Domestic (Manchester Graduate-Fall and Spring)		\$100	

## Campus Programs

International Support & Activity Fee (Manchester Graduate- Fall and Spring)		\$165	
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		
<b>Payment Plan Fees</b>		<b>Per Semester</b>	
Nelnet Payment Plan Enrollment Fee		\$25	
<b>Health Fees</b>	<b>Per Term</b>	<b>Per Semester</b>	<b>Annual</b>
Wellness Fee- Domestic		\$25	
Wellness Fee- ESL & TEFL	\$10		
Wellness Fee- All other International	\$25		
Health Insurance- Domestic Fall Start (12 months of coverage payable with Fall charges)			\$1,478
Health Insurance- International Fall start and graduating Domestic students (4 months of coverage payable with Fall charges)		\$494	
Health Insurance- Domestic and International Spring Start (8 months of coverage payable with Spring charges)		\$984	
Health Insurance- Summer only (4 months of coverage payable with Summer charges)		\$498	
<b>Parking Permit Fees (Manchester campus)</b> <b>*Other charges may apply</b>		<b>Weekly</b>	<b>Annual</b>
Parking Permit Fee- Resident without Annual Permit		\$10	
Parking Permit Fee- Resident Freshman			\$204.95
Parking Permit Fee- Resident Non-Freshman			\$104.95
Parking Permit Fee-Commuter Students			\$50
Parking Permit Fee- Special Programs			\$10
<b>Conditional Fees</b>			<b>Per Occurrence</b>
Graduation Fee			\$150
Dissertation Printing & Publication Fee			\$412
Transcript Rush Pick-up Fee- Transcript/Diploma			\$20

## Campus Programs

Transcript Domestic Federal Express (all 50 states)			\$30
Transcript International Federal Express			\$55
Replacement Diploma Fee			\$30

### Housing

<b>Monadnock</b>	<b>Per Semester</b>	<b>Annual</b>
Monadnock (Double)	\$4,500	\$9,000
<b>Windsor/Hampton/Washington/New Castle/Kingston Hall/Tuckerman Hall</b>	<b>Per Semester</b>	<b>Annual</b>
Windsor / Hampton / Washington / New Castle / Kingston Hall / Tuckerman Hall - SINGLE	\$4,500	\$9,000
Windsor / Hampton / Washington / New Castle / Kingston Hall / Tuckerman Hall - DOUBLE	\$4,000	\$8,000
Tuckerman Hall - TRIPLE, QUAD	\$4,000	\$8,000
Tuckerman Hall - DOUBLE WITH BATH, QUAD DOUBLE WITH BATH	\$4,500	\$9,000
<b>Conway/Lincoln/Monadnock</b>	<b>Per Semester</b>	<b>Annual</b>
Single Apartment Rooms	\$5,000	\$10,000

### Meals

<b>Dining Plans</b>	<b>Notes</b>	<b>Per Semester</b>	<b>Annual</b>
Plan 1- Platinum		\$2,100	\$4,200
Plan 2- Gold	Mandatory plan for first semester freshmen & new residents	\$1,900	\$3,800
Plan 3- Silver	Not available for first semester freshman or new residents	\$1,750	\$3,500
Plan 4- Traditional	Not available for first semester freshmen or new residents	\$1,390	\$2,780
Plan 5- Choice	Not available for first semester freshmen or new residents	\$1,190	\$2,380
Plan 6- Basic	Not available for first semester freshmen or new residents	\$915	\$1,830

## Withdrawal and Proration of Fees

### Withdrawal and Proration of Fees Policy (University College - Undergraduate and Graduate Students)

Students who withdraw from the university (see [Withdrawal from SNHU](#)) may be eligible to receive a refund according to the policy listed below that applies to their situations. This policy is applicable to both full-time and part-time day school students.

Students receiving Federal Title IV Financial Aid (Direct Loans, Plus, Federal Pell or FSEOG grants):

Students who withdraw before they have attended 60 percent of any particular academic term may need to have a portion of the federal financial aid canceled. These funds, if already disbursed would then be returned to the U.S. Department of Education. The percentage of federal financial aid "earned" is based on the amount of time a student attends in that term and is calculated using the Federal Return to Title IV funds formula provided by the U.S. Department of Education. If 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 they have attended 60 percent of an academic term, they have earned 100 percent of the aid awarded for that term and there is no cancellation of aid.

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

## Campus Programs

Student accounts will be adjusted within 30 days of the notification of withdrawal.

Tuition, fees, room and board are cancelled/reduced based on calendar days, according to the following schedule for day school students:

Tuition, room and board charges:

- 100 percent refund before the first day of the term (includes fees)\*.
- 90 percent refund from day 1 to day 10 of the term.
- 50 percent refund from day 11 to day 25 of the term.
- 25 percent 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.

\*Fees: No refund after the first day of class.

**Tuition & Refunds** (University College Undergraduate Summer Terms only)

Withdrawals from 8-week or 16-week course (all types, including face-to-face, hybrid, and online courses):

- During Week 1 (Drop period): No tuition is charged and 100% refund of any payment submitted
- During Week 2: 50% tuition is charged and 50% refund if full payment is submitted
- After Week 2: 100% tuition is charged and no refund of any payment submitted

For the purpose of withdrawals, all term weeks start on Monday and end on Sunday 11:59pm EST. Holidays during the week do not impact the Sunday 11:59PM deadline.

## Student Affairs

### 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 COVID-19, 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. Part-time students are required to provide proof of immunization against COVID-19. Appropriate medical or religious exemptions will be considered.

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.

Online student programs may require immunization records to be supplied if any components are held in-person.

These requirements may change per the Center for Disease Control and Prevention guidelines.

## Student Code of Conduct

### Academic Honesty Policy

Please go [here](#) to view the Academic Integrity Policy.

### 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

## Campus Programs

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 it 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 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

## Campus Programs

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.

## Copyright Policy

Please click [here](#) to review the SNHU Copyright Policy.

## Inclusivity & Non-Discrimination

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.

Accusations of discrimination on our campus may result in serious disciplinary action. Students are encouraged to report incidents that compromise the inclusivity and civility of our academic environments to their professors and / or to their School Dean, as follows.

- The School of Arts, Sciences, and Education: Belknap 100; 629-4675 (Education) -or- Frost 103; 645-9692 (Arts & Sciences)
- The School of Business: Webster 101; 644-3153
- The Dean of Student Success (Exploratory Studies students): Exeter 59; 645-9630

## Definitions of Types of Discrimination

### Harassment

- Intentional (though sometimes subtle) intimidation, aggression, and / or coercion based on discrimination against perceived differences.

### Bullying

- Intentional physical and or verbal aggression that involves an imbalance of power. Bullying may include teasing and insults intended to belittle, ostracize, and / or harm another, based on perceptions of inferiority or weakness.

### Hate Speech

- 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 subordinate identity) group.

### Bigotry

- Intolerance towards those perceived as different or holding different views, including the refusal to comply with preferred names and / or preferred pronouns.

**Incidents and Protocols:** Students who feel that their classrooms are not inclusive are encouraged to adhere to protocol for voicing their concerns, as follows:

**Student Complaints about Students:** If a student feels that another student has violated the classroom Inclusivity and Non-Discrimination Policy, the student should request a meeting with their professor.

The professor will:

1. Hear and discuss the student's complaint within seven days of receiving meeting request.

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2. Review with the student the definitions of types of discrimination (listed on this policy).
3. Develop, within seven days, an appropriate response to the complaint, using one or both of the following methods:
  1. Work with the student(s) to resolve the complaint. \*The professor may consult with their school Dean, the Vice President of Academic Affairs, the President's Commission for LGBTQ+ Advocacy and / or with SNHU's Chief Diversity Officer, in order to develop recommendations and / or educational resources relevant to the incident.
  2. Prepare a SNHUCares ticket, in order to advocate for further intervention and support. \*The SNHU Cares team will coordinate next steps and dictate follow up procedures with the student.

**Student Complaints about Faculty:** If a student feels a professor has violated the classroom Inclusivity and Non-Discrimination Policy, the student should request a meeting with their professor to discuss the incident. The student may request that others are present, including but not limited to other students, the Associate Dean, or the school Dean. If the student is uncomfortable discussing the matter directly, they may contact their school Dean or in the case the Dean is unavailable, the Associate Dean. \*Students who have not declared a major may request a meeting with the Dean of Student Success.

The Dean will:

1. Hear and discuss the student's complaint within seven days of receiving meeting request.
2. Review with the student the definitions of types of discrimination (listed on this policy).
3. Develop an appropriate response to the complaint, within seven days. \*The Dean may consult with the Vice President of Academic Affairs, the President's Commission for LGBTQ+ Advocacy and / or with SNHU's Chief Diversity Officer to inform an appropriate response to the complaint.
4. Meet as soon as possible with the student to discuss the response / recommendations as permitted by relevant laws and policies.

**Appeal Process:** Students who disagree with their professor's response / resolution to their complaints may submit appeals to their school Dean (or in the case the Dean is unavailable, to the Associate Dean) who will then follow the above protocol. Students who disagree with their Dean's response / resolution to their complaints may submit appeals to the Vice President of Academic Affairs (VPAA), located in ACC 107, 645-9695. Within seven days of receiving a student's appeal, the VPAA will involve the student's school Dean to support or revise the response, as follows:

- If the VPAA *supports* the response, the Dean is responsible for follow through on the recommended action within seven days.
- If the VPAA *revises* the response, the Dean is responsible for follow through on the revised action within seven days. \*The VPAA may consult with the President's Commission for LGBTQ+ Advocacy, SNHU's Chief Diversity Officer and / or with Human Resources, in order to develop recommendations and / or educational resources relevant to the incident.
- If the VPAA decides that the incident warrants more serious adjudication, the VPAA will consult with other institutional officers, as needed.

## Support Services

### ADA/504 Grievances

#### 1 Introduction

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 this policy providing for prompt and equitable resolution of complaints regarding any action prohibited by the ADA or Section 504.

#### 2 Definitions

Complaint	Disability discrimination concern handled informally through the appropriate department as outlined in the Informal Complaint Process
Grievance	Disability discrimination concern handled formally through the appropriate department as outlined in the Formal Grievance Process

#### 3 Policy

##### 3.1 Scope

It is the policy of Southern New Hampshire University to not discriminate on the basis of disability. This policy extends to all rights, privileges, programs, and activities including housing, employment, admissions, financial assistance, and

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educational and athletic programs. It is also the policy of the University to provide reasonable accommodations to persons with disabilities unless such accommodations would impose an undue burden or fundamental alteration to the program in question; or for employees, would unreasonably interfere with the performance of the position's essential functions.

### 3.2 Purpose

The purpose of this policy is to ensure that all complaints based on disability are thoroughly and fairly investigated by the authorized units of the University, which will conduct an adequate, reliable, and impartial investigation of all complaints, with due regard for the rights of all parties. The University will take steps to prevent the recurrence of any discrimination or harassment and to correct its discriminatory effects on the complainant and others, if appropriate. Retaliation against any individual who has filed a complaint, or who has cooperated in the investigation of such a complaint, is unlawful and in violation of University policy.

The University has adopted an internal grievance process providing for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) and by the Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended. Section 504 states, in part, that "no otherwise qualified individual with a disability...shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." Complaints can include physical, electronic, or programmatic barriers (such as an inoperative elevator, an inaccessible website, or a blocked access ramp), a refusal to make a reasonable accommodation, failure to follow an approved accommodation, the inadequacy of an accommodation that has been granted, etc.

### 4 Procedure

Any student, faculty, staff, or member of the public who believes he or she has been subject to discrimination on the basis of disability, by any party, may file a complaint or grievance under this procedure. Concerns can be handled through an *informal complaint process* or can be escalated to a more *formal grievance process*. Steps for both options are outlined below.

Southern New Hampshire University will make appropriate arrangements to ensure that persons with disabilities are provided reasonable accommodations, if needed, to participate in the grievance process. The complainant should contact the ADA/504 Compliance Coordinator by email at [adacompliance@snhu.edu](mailto:adacompliance@snhu.edu) or phone 603.645.9664 for such arrangements.

#### Informal Complaint Process

The University encourages the informal resolution of complaints and will assist any individual with that process. The University is also committed to the prompt investigation and resolution of concerns pertaining to the civil rights of individuals attending the University, employed by the University or participating in University functions, of which it is aware regardless of the filing of an actual grievance. Complaints can be resolved informally by:

- Online & Advantage students should contact:

Director, Online Accessibility Center

866.305.9430

[oac@snhu.edu](mailto:oac@snhu.edu)

- Campus students should contact:

Director, Campus Accessibility Center

603.644.3118

[cac@snhu.edu](mailto:cac@snhu.edu)

- Staff and Faculty of the University should contact their local HR Business Partner or request information from:

[Hr4u@snhu.edu](mailto:Hr4u@snhu.edu)

- Members of the public and those with questions should contact:

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ADA/504 Compliance Coordinator

[adacompliance@snhu.edu](mailto:adacompliance@snhu.edu)

Phone: 603.645.9664

- Students working in a paid capacity for the University should contact the appropriate department depending on the circumstances. Student-related complaints would be handled through the student channels listed above. Employment-related complaints would be handled through Human Resources.

### Formal Grievance Process

1. An individual dissatisfied with the informal resolution attempt or wishing to forego an informal resolution may follow the more formal grievance process. A formal grievance should be filed as soon as possible after the incident or informal resolution attempt and no more than 180 calendar days from date of the incident. A formal grievance must be filed in writing and should contain a statement of facts, as specific as possible, regarding the concern or action. Any person having an issue with completing the grievance form may contact the ADA/504 Compliance Coordinator by email at [adacompliance@snhu.edu](mailto:adacompliance@snhu.edu) or by phone at 603.645.9664 for assistance.

- **Online & Advantage:**

Students should file a grievance using the following form: [https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout\\_id=3](https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout_id=3)

- **Campus:**

Students should file a grievance using the following form: [https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout\\_id=55](https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout_id=55)

- **HR:**

Staff and Faculty should contact their local HR Business Partner or request information from [Hr4u@snhu.edu](mailto:Hr4u@snhu.edu)

- The formal grievance process for employees will differ from the steps below. Employees should refer to the Employee Handbook and Master Agreement for details on the employee grievance process. Contact Human Resources for more information.

- **Members of the public:**

- Members of the public may file a formal grievance by requesting a formal grievance form from the ADA/504 Compliance Coordinator by email at [adacompliance@snhu.edu](mailto:adacompliance@snhu.edu) or by phone at 603.645.9664.
- The formal grievance process for members of the public will be similar to the processes identified below and will be investigated by the appropriate reviewer depending on the nature of the grievance.
- Students working in a paid capacity for the University should contact the appropriate department depending on the circumstances. Student-related complaints would be handled through the student channels listed above. Employment-related complaints would be handled through Human Resources.

1. To be timely, a formal grievance must be filed within 180 calendar days of the date the incident.
2. Once a formal grievance form is received, the reviewer will investigate the matter set forth in the written grievance, as may be appropriate, within 20 working days following the opening of a grievance. These rules contemplate thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and submit evidence relevant to the grievance. In conducting an investigation, the reviewer may forward a copy of the grievance statement to the persons whose actions (or inactions) are the subject of the grievance and

## Campus Programs

may request a written response from appropriate individuals within the University. The reviewer may also interview witnesses, meet with concerned parties, receive oral or written statements, and make other appropriate inquiries.

3. The reviewer will issue a written determination as to the validity of the grievance and a description of the resolution, if any, and forward a copy to the complainant's SNHU email account, and respondent if applicable, no later than 20 working days after the grievance is received. The deadline may be extended for good cause.

### ● **Online:**

After completing the investigation, if no discrimination is found, the reviewer will forward a copy of the report and recommendation to the Senior Director of Dispute Resolution. If discrimination is found, the reviewer will forward a copy of the report and recommendation to the appropriate University officials as follows:

#### COCE:

- If the grievance arises out of an academic unit, the report will be forwarded to the Senior Director of Dispute Resolution as well as the Dean of the appropriate school or college, unless he or she is the subject of the grievance. In such cases, the report will be sent to the COCE Vice President of Academic Affairs (or designee).
- If the grievance arises from a non-academic unit, the report will be forwarded to the Senior Director of Dispute Resolution as well as the administrative head of the unit, unless he or she is the subject of the grievance. In such cases, the report will be forwarded to the COCE Associate Vice President of Student Experience (or designee).
- In all cases, formal written notification will be sent to the student's SNHU email account at the conclusion of the investigation.

#### CfA:

- If the grievance arises out of an academic unit, the report will be forwarded to the Senior Director of Dispute Resolution as well as the Director of Academic Operations, unless he or she is the subject of the grievance. In such cases, the report will be sent to the Executive Director of CBE Programs (or designee).
- If the grievance arises from a non-academic unit, the report will be forwarded to the Senior Director of Dispute Resolution as well as the Associate Vice President of Student Experience.
- In all cases, formal written notification will be sent to the student's SNHU email account at the conclusion of the investigation.

### ● **Campus:**

After completing the investigation, if no discrimination is found, the reviewer will forward a copy of the report and recommendation to the Director of Campus Accessibility Center. If discrimination is found, the reviewer will forward a copy of the report and recommendation to the appropriate University officials as follows:

- If the grievance arises out of an academic unit, the report will be forwarded to the Director of Campus Accessibility Center as well as the Dean of the appropriate school or college, unless he or she is the subject of the grievance. In such cases, the report will be sent to the Vice President of Academic Affairs (or designee).
  - If the grievance arises from a non-academic unit, the report will be forwarded to the Director of Campus Accessibility Center as well as the administrative head of the unit, unless he or she is the subject of the grievance. In such cases, the report will be forwarded to the supervisor of the administrative head of the division.
  - In all cases, formal written notification will be sent to the student's SNHU email account at the conclusion of the investigation.
1. Southern New Hampshire University will keep all files and records related to the grievances filed for seven years.
  2. The complainant, or respondent if applicable, may appeal the decision of the initial grievance within 10 working days to the ADA/504 Compliance Coordinator who will involve other University officials as deemed necessary. A link to the appeals form will be included in the formal written notification sent to the complainant, and respondent if applicable, at the conclusion of the formal investigation.

The appeal must specify the particular substantive and/or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the current resolution. In the written appeal, the appellant must explain why he or she believes the factual information considered was incomplete, the analysis of the facts was incorrect, and/or the appropriate standard or procedure was not applied, *and* how this should change the University's determination of the matter.

A copy of the ADA/504 Compliance Coordinator's written decision will be sent to the reviewer of the formal grievance, the Senior Director of Dispute Resolution (for Online and Advantage students) or Director of Campus Accessibility Center (for Campus students), and the complainant's SNHU email account, and respondent's if applicable, within 20 working days of the filing of the appeal. The decision of the ADA/504 Compliance Coordinator is final.

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1. The informal resolution option remains available at all stages of a grievance, up to and including appeal.

These rules will be construed to protect the substantive rights of interested persons, meet the appropriate due process standards, and assure that Southern New Hampshire University complies with the ADA and Section 504 and their implementing regulations. Any of the above time frames for the University may be extended if the University determines there are extenuating circumstances. Examples of extenuating circumstances include University holidays and absence or illness of witnesses or personnel. Under such circumstances, the complainant, and respondent if applicable, will be notified in writing as to the delay and a projected date for resolution.

### 5 List of Appendices

None

### 6 Related Policies

None

## Campus Accessibility Center

Please visit our website for information regarding our [Campus Accessibility Center](#).

# Programs

## Academic Affairs

### General Education

#### Description

The General Education program at Southern New Hampshire University provides students with the knowledge, skills, abilities, and cultural awareness necessary to succeed in their major fields of study and become leaders in their chosen professions and communities. Students who complete the General Education program will acquire necessary core skills to become independent thinkers who are able to make informed moral and ethical decisions. These core skills (such as information literacy, critical thinking, global knowledge and awareness, emotional intelligence, etc.) are identified as critical factors toward a student's ability to succeed in their academic and professional goals and are applicable to any major in any discipline. Students investigate relevant topics across the General Education curriculum through the perspective of humanistic, historical, social scientific, and empirical (science) based lenses. By asking our students to study these worldviews, we equip them with lifelong skills to make sense of the world and information around them and analyze interdisciplinary connections within different modes of thought. \*\* Please refer to your Program Evaluation or your Academic Advisor for specific course information. \*\*

#### Program 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

#### Requirements

Foundation Courses

18 Total Credits

- Complete all of the following
  - English (FENG)
    - Complete:
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
  - Mathematics (FMAT)
    - Complete all of the following
      - 1 of the following:
        - 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)
        - 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)
        - MAT275 - Calculus II: Integration & Series (3)
        - MAT299 - Mathematical Proof and Problem Solving (3)
      - NOTE: MAT 107 or MAT 108 (for School of Education students ONLY)
- First Year Experience
  - Complete all of the following

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### Humanities Foundation (FHUM)

- 1 of the following:
  - 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)
- Complete:
  - FYS101 - First Year Seminar (3)
  - PCC201 - Professional Communication and Career Planning (3)

### Exploration Courses

#### 21 Total Credits

- Complete all of the following
  - These requirements focus on students' development of knowledge of human cultures and the physical and natural world. This area requires students to explore courses in various disciplines.
  - Humanities (EFAH)
  - Complete 2 of the following
    - Group A
      - 1 of the following:
        - FAS226 - Digital Photography (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)
        - GST302 - Gender and Film (3)
        - GST380 - Women, Art and Society (3)
        - HUM199 - International Cultural Awareness II: General Culture (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)
        - MUS272 - Film Music (3)
        - MUS274 - Video Game Music (3)
        - MUS276 - Women and Music (3)
        - MUS278 - American Popular Music: 1920-the present (3)
        - MUS282 - Music of Latin America (3)
        - MUS284 - Music of Africa (3)
        - MUS286 - Music of Asia (3)
    - Group B
      - 1 of the following:
        - GST247 - Gender and Text (3)
        - HON201 - Interdisciplinary Studies I (3)
        - HON202 - Interdisciplinary Studies II (3)
        - HUM199 - International Cultural Awareness II: General Culture (3)
        - LIT229 - World Mythology (3)
        - LIT231 - Nature Writers (3)
        - LIT233 - Banned Books (3)
        - LIT235 - War Literature (3)
        - LIT237 - Young Adult Literature (3)
        - LIT239 - Literature and the Mind (3)
        - LIT241 - Crime Literature (3)
        - LIT243 - Pop Fiction (3)
        - LIT247 - Gender and Text (3)
        - LIT250 - Introduction to Literary Studies (3)
        - LIT300 - Literary Theory (3)
        - LIT318 - World Literature (3)
        - LIT319 - Shakespeare (3)

## Campus Programs

- LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
- LIT350 - The Black Literary Tradition (3)

### Group C

- 1 of 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)
  - HIS245 - United States History since 1945 (3)
  - HIS249 - The Common Good (3)
  - HIS254 - Civil Rights Movement (3)
  - HIS259 - Silk Roads and Samurai (3)
  - HIS260 - Modern China (3)
  - HIS264 - Modern Japan (3)
  - HIS270 - American Environmental History (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)
  - HIS338 - Young America (3)
  - HIS357 - American Slavery (3)
  - HON201 - Interdisciplinary Studies I (3)
  - HON202 - Interdisciplinary Studies II (3)
  - HUM199 - International Cultural Awareness II: General Culture (3)

### Group D

- 1 of the following:
  - HON201 - Interdisciplinary Studies I (3)
  - HON202 - Interdisciplinary Studies II (3)
  - HUM199 - International Cultural Awareness II: General Culture (3)
  - PHL111 - Introduction to Critical Thinking (3)
  - PHL210 - Introduction to Philosophy (3)
  - PHL212 - Introduction to Ethics (3)
  - PHL214 - Formal Logic (3)
  - PHL220 - Death and the Meaning of Life (3)
  - PHL222 - Happiness and the Good Life (3)
  - PHL230 - Religions of the World (3)
  - PHL305 - Animal Rights and Ethical Issues (3)
  - PHL316 - Business Ethics (3)
  - PHL323 - Ancient Philosophy (3)
  - PHL363 - Environmental Ethics (3)

### Social and Behavioral Sciences (ESBS)

- Complete 2 of the following

#### Group A

- Complete all of the following
  - 1 of the following:
    - ATH111 - Introduction to Cultural Anthropology (3)
    - JUS141 - Introduction to Social Justice (3)
    - SOC112 - Introduction to Sociology (3)
    - SOC199 - International Cultural Engagement III (3)
    - SOC213 - Sociology of Social Problems (3)
    - SOC214 - International Social Problems (3)
    - SOC317 - Sociology of the Family (3)
    - SOC320 - Sociology of Gender (3)
    - SOC324 - Sociology of Crime and Violence (3)
    - SPT333 - Sport, Society, and Ethics (3)
  - NOTE: Students may take only one of the following two courses, SOC 333 and SPT 333.

#### Group B

- Complete all of the following
  - 1 of the following:
    - ECO101 - Economics of Social Issues (3)

## Campus Programs

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- ECO375 - Economics of Professional Sports In the U.S. (3)

■ NOTE: Students may take only one of the following two courses, ECO 375 and SPT 375.

### Group C

- 1 of the following:
  - POL210 - American Politics (3)
  - POL211 - International Relations (3)
  - SST101 - Introduction to Sustainability (3)

### Group D

- 1 of the following:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)
  - PSY328 - Theories of Personality (3)
  - PSY335 - Assessment and Testing (3)

### Science, Technology, and Mathematics (ESTM)

#### o Complete 2 of the following

##### Group A

- 3 credit(s) from the following:
  - BIO101 - Principles of Biology (3)
  - BIO210 - Introduction to Anatomy and Physiology (3)
  - BIO215 - People, Places, and Plagues (3)
  - BIO302 - Field Ornithology (3)
  - BIO312 - Zoology (3)
  - BIO312L - Zoology Lab (1)
  - BIO314 - Introductory Botany (3)
  - BIO314L - Introductory Botany Lab (1)
  - BIO340 - Human Health and the Environment (3)
  - CHM101 - Fundamentals of Chemistry (3)
  - ENV219 - Environmental Issues (3)
  - GEO200 - World Geography (3)
  - PHL305 - Animal Rights and Ethical Issues (3)
  - PHY101 - Principles of Physics (3)
  - SCI215 - Contemporary Health (3)
  - SCI218 - Natural Resources (3)
  - SCI219 - Environmental Issues (3)
  - SCI220 - Energy and Society (3)
  - SCI251 - Natural Sciences I (3)
  - SCI252 - Natural Sciences II (3)

##### Group B

- 3 credit(s) from the following:
  - CIS100 - Intro to Information Systems and Technology (3)
  - CIS135 - Interactive Scripting for Business Applications (3)
  - CIS206 - Digital Music (3)
  - CIS209 - Introduction to Robotics Applications (3)
  - CIS211 - Business Info Systems Analysis & Design (3)
  - CIS213 - Humanoid Robots (3)
  - CIS214 - Technology and Art (3)
  - CIS255 - Applied Data Structure and Database (3)
  - CIS270 - Web Design & Construction (3)
  - CS113 - Introduction to Programming (3)
  - CS113L - Intro to Programming Lab (1)
  - EDU309 - Leadership in STEM Education (1 - 4)
  - EG230 - Engineering Fabrication and Testing (3)

##### Group C

- Complete all of the following
  - 1 of the following:
    - 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)
    - MAT160 - Introduction to Game Theory (3)
    - MAT215 - Introduction to Mathematical Modeling (3)
    - MAT222 - Introduction to Combinatorics (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)

## Campus Programs

- MAT239 - Mathematics for Computing (3)
  - MAT240 - Applied Statistics (3)
  - MAT241 - Modern Statistics with Software (3)
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT299 - Mathematical Proof and Problem Solving (3)
  - PHL214 - Formal Logic (3)
  - NOTE: MAT 107 and MAT 108 are for Early Childhood Education, Elementary Education, Middle School Mathematics Education, Music Education, and Special Education majors only.
- General Education Electives (EGED)
- Complete all of the following
    - 1 of the following:
      - CIS275 - Artificial Intelligence for Real-World Applications (3)
      - COM130 - Media Communication and Visual Literacy (3)
      - COM212 - Public Speaking (3)
      - COM220 - Intercultural Communication (3)
      - COM320 - Exploring World Cultures/Mass Media (3)
      - DEV260 - Culturally Responsive Citizen (3)
      - ECO322 - International Economics (3)
      - EDU255 - Robotics in K-12 Education (3)
      - ENG220 - Business Communication (3)
      - ENG350 - The English Language (3)
      - FIN250 - Personal Financial Planning (3)
      - GAM110 - Game Programming I (3)
      - GAM120 - Introduction to Game Development (3)
      - GST260 - Family and Culture (3)
      - HOS220 - Geography of Global Cultures (3)
      - INT221 - Global Financial System (3)
      - INT316 - Cultural & Political Environment of International Business (3)
      - LAN199 - International Cultural Awareness I: Language (3)
      - 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)
      - LMN111 - Elementary Mandarin Language/Culture I (3)
      - LMN112 - Elementary Mandarin Language/Culture II (3)
      - LMN211 - Intermediate Mandarin Language and Culture (3)
      - LSP111 - Beginning Spanish I (3)
      - LSP112 - Beginning Spanish II (3)
      - MKT205 - Applied Marketing Strategies (3)
      - MKT265 - Social Media & Marketing Communications (3)
      - MKT270 - Professional Selling (3)
      - MKT337 - Marketing Research (3)
      - MKT345 - Consumer Behavior (3)
      - PSY300 - Biopsychology (3)
      - PSY375 - Cognition (3)
      - SPT465 - Global Sport Business (3)
  - Students may choose courses from the above selection or from any other Exploration Courses.

### Culmination

#### 3 Total Credits

- Complete all of the following
  - A student must choose a Culmination Course that resides outside of the student's chosen major. A student must have completed at least 45 credits, including ENG 120, ENG 200, First Year Seminar, the Humanities Foundation course, and PCC 201 in order to be eligible for registering for a Culmination Course.
  - 3 credit(s) from the following:
    - BIO431 - Invasive Biology (3)
    - ENG300 - Brave New Words: Writing for a Better World (3)
    - ENG370 - Writing with Digital Media (3)
    - FAS301 - Film and American Culture (3)
    - FAS302 - Gender and Film (3)
    - FAS335 - Romanticism to Impressionism (3)
    - FAS342 - Modernism (3)
    - FAS345 - Contemporary Art (3)
    - FAS370 - American Art (3)

## Campus Programs

- FAS380 - Women, Art and Society (3)
- ENG326 - Genre Writing Workshop (3)
- GST380 - Women, Art and Society (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)
- HIS330 - Civil War and Reconstruction (3)
- HIS332 - Colonial New England (3)
- HIS338 - Young America (3)
- HIS357 - American Slavery (3)
- LIT318 - World Literature (3)
- LIT319 - Shakespeare (3)
- LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
- LIT350 - The Black Literary Tradition (3)
- LIT360 - Early British Literature (3)
- LIT361 - Modern and Contemporary British Literature (3)
- LIT362 - Early American Literature Through the Civil War (3)
- LIT363 - Modern American Literature (3)
- LIT390 - Genre Studies (3)
- LIT399 - Literature in the Digital Age (3)
- LIT455 - Seminar in Literary Studies (3)
- MUS372 - History and Aesthetics of Film Music (3)
- MUS374 - Game Music: Development, Design, and Evolution (3)
- MUS376 - Music, Gender and Society (3)
- PHL305 - Animal Rights and Ethical Issues (3)
- PHL316 - Business Ethics (3)
- PHL323 - Ancient Philosophy (3)
- PHL363 - Environmental Ethics (3)
- SNHU399 - Inquiry Scholars of SNHU (1 - 3)
- SOC310 - Sociology of Globalization (3)
- SOC317 - Sociology of the Family (3)
- SOC320 - Sociology of Gender (3)
- SOC324 - Sociology of Crime and Violence (3)
- SOC335 - Technology and Society (3)

Grand Total Credits: **42**

## Research (Minor)

### 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.

### Program 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.

## Campus Programs

### 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 - GIS and Field 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:
  - QSO250 - Business Analytics (3)
  - QSO260 - Descriptive Analytics (3)
  - QSO370 - Predictive Analytics (3)
  - QSO530 - Applied Statistics for Managers (3)
  - QSO511 - Business Analytics (3)
  - MAT238 - Inferential Statistics with Algebra (3)
  - MAT241 - Modern Statistics with Software (3)
  - MAT300 - Applied Statistics II: Regression Analysis (3)
  - PSY223 - Research I: Statistics for Psychology (3)
  - MKT365 - Social Media Marketing Analytics (3)
  - MAT434 - Statistical Learning and Classification (3)

Applications

- 3 credit(s) from the following:
  - RSC420 - Research Practicum (3)
  - SCS444 - Capstone Colloquium (3)
  - HIS401 - Making History: Capstone (3)
  - ENV440 - Senior Seminar (3)
  - JUS480 - Independent Study in Law and Justice (0 - 3)
  - PSY444 - Senior Seminar in Psychology (Capstone) (3)
  - PSY480 - Independent Study (3)
  - SNHU399 - Inquiry Scholars of SNHU (1 - 3)
  - HON401 - Independent Honors Thesis (1.5 - 3)
  - SPED499 - Internship (0 - 15)
  - EDU499 - Internship (0 - 15)
  - MKT345 - Consumer Behavior (3)
  - OL408 - Building Diverse and Inclusive Organizations (3)
  - SOC373 - Regional Sustainability Field Study (3)
  - SCI373 - Regional Sustainability Field Study (3)
  - INT315 - International Management (3)
  - INT410 - International Entrepreneurship (3)
  - QSO550 - Applied Business Research (4)
  - MAT480 - Independent Study (3)
- 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**

## School of Arts, Sciences, and Education

# Campus Programs

## Advanced Graduate Studies in Creative Writing (Post Master's Certificate)

### 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.

### Program 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

- Complete all of the following
  - 3 credit(s) from the following:
    - MFA614 - The Book Business (3)
  - Online offered courses include: ENG 670 and ENG 675

Grand Total Credits: **33**

## Campus Programs

### **Advanced Graduate Studies in Curriculum and Instruction (Certificate)**

#### **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.

#### **Program 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 (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 - Action Research in Curriculum and Instruction I (3)
  - CAGS740 - Action Research in Curriculum and Instruction II (3)

Grand Total Credits: **36**

## Campus Programs

### Advanced Graduate Studies in District Leadership (Certificate)

#### 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).

#### Program 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)
    - CAGS725 - Action Research I (3)
    - CAGS730 - Action Research II (3)
  - 12 credit(s) from the following:
    - CAGS698 - Action Research in District Leadership I (1 - 12)
  - 12 credit(s) from the following:
    - CAGS699 - Action Research in District Leadership II (1 - 12)

Grand Total Credits: **36**

## Campus Programs

### **Advanced Graduate Studies in Educational Leadership (Certificate)**

#### **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.

#### **Program 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 (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 - Action Research in Leadership I (3)
  - CAGS790 - Action Research in Leadership II (3)

Grand Total Credits: **36**

### **Advanced Graduate Studies in Leading and Learning in a Competency-Based System (Post Master's Certificate)**

#### **Description**

The CAGS Program is integrated with the M.Ed. Program. We differentiate by adding expectations with each course that speak to research and citation expectations for those learners. The CAGS Program is the culmination of three stackable blocks. The program goal is to not only support and guide teams through a process of gaining knowledge and skills in competency-based education but to also build a districts capacity to deliver the vision, mission and goals of the program in the district. The connection between CBE and leadership is an integral part of the CAGS.

# Campus Programs

## **Program 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**

Major Courses

36 Total Credits

- Complete:
  - CAGS534 - The Development of a Mission, Vision and Goals in a Competency-Based System (2)
  - CAGS521 - Assessing in a Competency-Based Classroom (Performance Assessment Essentials) in a Competency-Based System (3)
  - CAGS511 - Foundations of Competency-Based Education (3)
  - CAGS524 - Instructing in a Competency-Based Classroom (3)
  - CAGS518 - Foundations of Student Agency in a Competency-Based System (2)
  - CAGS750 - Action Research I in a Competency-Based System (2)
  - CAGS519 - Performance Assessment for Deeper Learning in a Competency-Based System (3)
  - CAGS517 - Facilitating Project-Based Learning in a Competency-Based System (2)
  - CAGS527 - Leadership for Learning in a Competency-Based System (2)
  - CAGS605 - Leading the Collaborative School in a Competency-Based System (2)
  - CAGS751 - Action Research II in a Competency-Based System (3)
  - CAGS671 - Leading Creativity and Innovation in a Competency-Based System (3)
  - CAGS681 - Teacher Support, Monitoring, and Accountability in a Competency-Based System (3)
  - CAGS752 - Action Research III in a Competency-Based System (3)

Grand Total Credits: **36**

## **Advanced Graduate Study (Graduate Certificate)**

### **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.

# Campus Programs

## Program 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

## 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**

# Campus Programs

## American Studies (Minor)

### 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)
    - HIS330 - Civil War and Reconstruction (3)
    - HIS332 - Colonial New England (3)
    - HIS338 - Young America (3)
    - HIS357 - American Slavery (3)
    - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
    - LIT350 - The Black Literary Tradition (3)
    - POL210 - American Politics (3)
    - POL306 - The American Legal Tradition (3)
  - HIS-319, LIT 312, LIT 314, LIT 315, LIT 450 offered online
  - NOTE: Maximum three (3) courses per subject.

Grand Total Credits: **15**

## Anthropology and Geography (Minor)

### 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.

### Program 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**

# Campus Programs

## Applied Mathematics (Minor)

### 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

9 Total Credits

- Complete all of the following
  - Complete:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT350 - Applied Linear Algebra (3)
  - Complete all of the following
    - 1 of the following:
      - MAT230 - Discrete Mathematics (3)
      - MAT240 - Applied Statistics (3)
      - MAT275 - Calculus II: Integration & Series (3)
    - MAT 243 offered online

Electives

6 Total Credits

- Complete all of the following
  - 6 credit(s) from subject(s): MAT within the range of course numbers 100 - 499
  - NOTE: Students may only take 1 course at the 100 level.

Grand Total Credits: **15**

## Campus Programs

### Art History (Minor)

#### 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

6 Total Credits

- Complete:
  - HUM201 - Humanities: Ancient to Renaissance (3)
  - HUM202 - Humanities: Renaissance to the Present (3)

Electives

9 Total Credits

- Complete all of the following
  - 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)
  - FAS 110, FAS 226, FAS 305 offered online.

Grand Total Credits: **15**

### Assessment and Instruction in a Competency-Based Model (Graduate Certificate)

#### 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.

# Campus Programs

## **Program 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**

## Campus Programs

### Behavioral Neuroscience (Minor)

#### 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**

# Campus Programs

## Bioinformatics (Minor)

### 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.

### Program 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**

# Campus Programs

## Biology and Culture (Minor)

### 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)

### 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.

### Program 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

- 42 credit(s) from: General Education

## Campus Programs

Must include:

- MAT241 - Modern Statistics with Software (3)
- MAT225 - Calculus I: Single-Variable Calculus (3)
- 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

15 Total Credits

- 15 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)
  - BIO340 - Human Health and the Environment (3)
  - BIO405 - Evolution (3)
  - BIO424 - Vertebrate Morphology (3)
  - BIO431 - Invasive Biology (3)
  - CHM211 - Organic Chemistry II (3)
  - CHM211L - Organic Chemistry II Lab (1)
  - PHY102 - Physics for Life Sciences (3)
  - PHY102L - Physics for Life Sciences Lab (1)

Free Electives

15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

## Campus Programs

### Biology (Minor)

#### 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.

#### Program 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.

#### 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**

### Communication (BA)

#### 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.

# Campus Programs

## Program 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

### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

### Arts and Sciences Courses

9 Total Credits

- Complete all of the following
  - Complete:
    - ENG220 - Business Communication (3)
  - 6 credit(s) from HIS within the 100 - 199 range or from the following courses:
    - GRA310 - Digital Graphic Design for the Web (3)
    - POL210 - American Politics (3)
    - PSY257 - Social Psychology (3)
    - SCI219 - Environmental Issues (3)
  - SOC 328 offered online
  - NOTE: Students may only take one (1) HIS course from the 100 level.

### Major Courses

33 Total Credits

- Complete:
  - COM130 - Media Communication and Visual Literacy (3)
  - COM212 - Public Speaking (3)
  - COM227 - Public Relations (3)
  - COM234 - Digital Toolbox (3)
  - COM235 - Multimedia Journalism (3)
  - COM244 - Digital Video Production: Level I (3)
  - COM310 - Social Media (3)
  - COM320 - Exploring World Cultures/Mass Media (3)
  - COM322 - Advanced Public Speaking (3)
  - COM410 - Applied Strategic Communication (3)
  - COM430 - Organizational Communications (3)

### Free Electives

36 Total Credits

- 36 credit(s).

Grand Total Credits: **120**

## Campus Programs

### Communication (Minor)

#### Description

A student may earn a minor in Communication by successfully completing the following courses:

#### Requirements

Minor Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - COM126 - Introduction to Mass Communication (3)
    - COM212 - Public Speaking (3)
  - 9 credit(s) from subject(s): COM

Grand Total Credits: **15**

### Comparative Race Studies (Minor)

#### 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

- Complete all of the following
  - 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)
    - 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)
  - Online offered course includes: HIS 314

Grand Total Credits: **15**

### Creative Writing and English (BA)

## Campus Programs

### **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.

### **Program 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

## Campus Programs

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

#### Arts and Sciences Courses

9 Total Credits

- Complete all of the following
  - Complete:
    - HUM201 - Humanities: Ancient to Renaissance (3)
    - HUM202 - Humanities: Renaissance to the Present (3)
  - 1 of the following:
    - COM212 - Public Speaking (3)
    - HIS114 - United States History II: 1865-Present (3)
    - PHL210 - Introduction to Philosophy (3)

#### Major Courses

30 Total Credits

- Complete all of the following
  - Complete:
    - LIT250 - Introduction to Literary Studies (3)
    - LIT300 - Literary Theory (3)
    - LIT390 - Genre Studies (3)
    - ENG226 - Introduction to Creative Writing (3)
    - ENG340 - Context of Writing: Writers/Publishing (3)
    - ENG350 - The English Language (3)
    - ENG370 - Writing with Digital Media (3)
    - ENG431 - Advanced Creative Writing (3)
  - Students who select a concentration must take ENG 431 in the concentration instead the major.
  - 3 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

#### Major Electives or choose a Concentration

9 Total Credits

- 3 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)
  - ENG338 - Writing for Film (3)

#### Free Electives

30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

## Campus Programs

### Creative Writing and English (BA) - 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

9 Total Credits

- Complete all of the following
  - Complete:
    - ENG329 - Fiction Writing Workshop (3)
  - Complete all of the following
    - Complete:
      - ENG326 - Genre Writing Workshop (3)
    - ENG 349 offered online
  - Complete all of the following
    - Complete:
      - ENG431 - Advanced Creative Writing (3)
    - ENG 359 offered online

Grand Total Credits: 9

### Creative Writing and English (BA) - 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

9 Total Credits

- Complete all of the following
  - Complete:
    - ENG330 - Nonfiction Writing Workshop (3)
  - Complete all of the following
    - Complete:
      - ENG431 - Advanced Creative Writing (3)
    - ENG 351 offered online
  - Complete all of the following
    - 3 credit(s) from subject(s): ENG within the range of course numbers 300 - 399
    - ENG 341 offered online

Grand Total Credits: 9

## Campus Programs

### Creative Writing (Minor)

#### 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)
  - Complete all of the following
    - 9 credit(s) from the following:
      - 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)
    - ENG-323 offered online
  - Complete all of the following
    - 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)
    - ENG-421 offered online

Grand Total Credits: **15**

## Campus Programs

### Crime and Criminology (Certificate)

#### 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.

#### Program 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**

# Campus Programs

## Digital Media Video Production (Minor)

### 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**

## Digital Studies (Minor)

### 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**

## Campus Programs

### Diversity and Globalization (Minor)

#### 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.

#### Program 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:
    - SOC303 - Sociology of Wealth and Poverty (3)
    - 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**

### Early Childhood and Special Education (MEd)

#### 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.

## Campus Programs

### **Program 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.

## Campus 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: Behavior Management (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)
  - 2 credit(s) from the following:
    - SPED616 - Intervention in Mathematics (2 - 4)
  - 2 credit(s) from the following:
    - SPED618 - Intervention in Literacy (2 - 4)
  - 2 credit(s) from the following:
    - SPED581 - Assessment in Special Education (2)
  - 3 credit(s) from the following:
    - SPED632 - Clinical Experience III (3 - 4)
  - 3 credit(s) from the following:
    - SPED680C - IEP Development (3)
  - 2 credit(s) from the following:
    - EDU633 - Clinical Experience IV -Social Studies & Leadership (2 - 6)
  - 2 credit(s) from the following:
    - EDU634 - Clinical Experience V: Science and Leadership (2)
  - 2 credit(s) from the following:
    - SPED633 - Clinical Experience VI: Special Education (2)

Grand Total Credits: **36**

### **Education (AA)**

#### **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.

## Campus Programs

### **Program 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.

# Campus Programs

## Requirements

### General Education Courses

39 Total Credits

- Complete all of the following
  - Foundation Courses
    - Complete all of the following
      - English
        - Complete:
          - ENG120 - College Composition I (3)
          - ENG200 - Sophomore Seminar (3)
      - Mathematics
        - Complete:
          - MAT107 - Mathematical Knowledge for Teaching I (3)
      - First Year Experience
        - Complete all of the following
          - First Year Seminar
            - Complete:
              - FYS101 - First Year Seminar (3)
          - Professional Communication and Career Planning
            - Complete:
              - PCC201 - Professional Communication and Career Planning (3)
      - Foundation Humanities
        - 3 credit(s) from the following type of course(s):  
Humanities Foundation (FHUM)
    - Exploration Courses
      - Complete all of the following
        - EFAH
          - 6 credit(s) from the following type of course(s):  
Humanities (EFAH)
        - ESBS
          - Complete:
            - DEV260 - Culturally Responsive Citizen (3)
        - ESTM
          - Complete all of the following
            - Complete:
              - MAT108 - Mathematical Knowledge for Teaching II (3)
            - 3 credit(s) from the following type of course(s):  
Science, Technology, and Mathematics (ESTM)
        - EGED
          - 3 credit(s) from the following type of course(s):  
General Education Electives (EGED)
      - Culmination Course
        - 3 credit(s) from the following type of course(s):  
Culmination (CLMN)

### 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**

# Campus Programs

## Education (BA)

### 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.

### Program 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: General Education

Major Courses  
58 Total Credits

- Complete all of the following
  - Complete:
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - SPED106 - Children with Exceptionalities (3)
    - DEV106 - Learner Development (3)
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
  - 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)

### 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 concentrations: 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. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. 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."

### Requirements

General Education Courses  
42 Total Credits

## Campus Programs

- 42 credit(s) from: General Education

Must include:

- DEV260 - Culturally Responsive Citizen (3)
- MAT107 - Mathematical Knowledge for Teaching I (3)
- MAT108 - Mathematical Knowledge for Teaching II (3)

Major Courses

36 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)
  - 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)

Free Electives or choose a Concentration

42 - 48 Total Credits

- Complete 1 of the following
  - Concentration is required for all students.  
Concentration in Early Childhood Education
  - Complete all of the following
    - 30 credit(s).  
Free Electives
    - 12 credit(s).  
Concentration in Early Childhood Education and Early Childhood Special Education
  - Complete all of the following
    - 42 credit(s).  
Free Electives
    - 6 credit(s).  
Concentration in Early Childhood Special Education
  - Complete all of the following
    - 36 credit(s).  
Free Electives
    - 6 credit(s).  
Concentration in Elementary Education
  - Complete all of the following
    - 27 credit(s).  
Free Electives
    - 15 credit(s).  
Concentration in Elementary Education and General Special Education
  - Complete all of the following
    - 42 credit(s).  
Free Electives
    - 6 credit(s).  
Concentration in English Education
  - Complete all of the following
    - 39 credit(s).  
Free Electives
    - 6 credit(s).  
Concentration in General Special Education
  - Complete all of the following
    - 33 credit(s).  
Free Electives
    - 9 credit(s).  
Concentration in Middle School Science Education
  - Complete all of the following
    - 42 credit(s).  
Free Electives
    - 6 credit(s).

## Campus Programs

### Concentration in Social Studies Education

- o Complete all of the following
  - 42 credit(s).
  - Free Electives
  - 6 credit(s).

Grand Total Credits: **120 - 126**

## Education for Licensure (BA) - Early Childhood Education (N-3) (Concentration)

### Description

The BA in Education for Licensure program with a concentration 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 concentration, 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 Concentration leads to teaching certification for birth through grade 3. The concentration provides students with a comprehensive understanding of child development, family systems, curriculum, instruction, and assessment. This concentration prepares educators with a solid foundation in developmental theory and teaching methods. Students examine traditional 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.

### Requirements

Concentration Courses

30 Total Credits

- Complete:
  - o DEV126 - Precursors of Academic Skills (3)
  - o EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)
  - o EDU223 - Language Acquisition in Early Childhood (3)
  - o EDU225 - Mathematics Instruction/Young Children (3)
  - o EDU261 - Emerging and Early Literacy: Grades K-4 (3)
  - o EDU289 - Experiential Learning (3)
  - o EDU345 - Teaching English Language Learners (3)
  - o EDU362 - Literacy in the Content Areas (3)
  - o EDU363 - Literacy Facilitation for All Learners (3)
  - o EDU470 - Science for Early Learners (3)

Grand Total Credits: **30**

## Campus Programs

### **Education for Licensure (BA) - Early Childhood Education and Early Childhood Special Education (N-3) (Concentration)**

#### **Description**

The BA in Education for Licensure with a concentration 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 concentration, 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. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. SNHU requires a passing score on the Praxis II: Education of Young Children Exam (5024) and the NH Foundations of Reading Exam for students seeking a recommendation for certification in Early Childhood Special Education, even if the exam is not otherwise required by the NH Department of 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.

#### **Requirements**

Select a Category

42 Total Credits

- 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)
  - 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)
  - SPED206 - Interventions in Early Childhood (3)
  - SPED250 - Special Education Assessment (3)
  - SPED333 - Collaboration in Special Education (3)
  - SPED389 - Experiential Learning (3)

Grand Total Credits: **42**

## Campus Programs

### Education for Licensure (BA) - Early Childhood Special Education (N-3) (Concentration)

#### Description

Make a positive impact on the lives of students with a BA in Education for Licensure with a concentration in Early Childhood Special Education. This concentration 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. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. SNHU requires a passing score on the Praxis II: Education of Young Children Exam (5024) and the NH Foundations of Reading Exam for students seeking a recommendation for certification in Early Childhood Special Education, even if the exam is not otherwise required by the NH Department of 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.

#### Requirements

Select a Category

36 Total Credits

- 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)

Grand Total Credits: **36**

## Campus Programs

### **Education for Licensure (BA) - Elementary Education (K-6 or K-8) (Concentration)**

#### **Description**

The BA in Education for Licensure program with a concentration 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.

#### **Requirements**

Concentration Courses

27 Total Credits

- 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)

Grand Total Credits: **27**

## Campus Programs

### Education for Licensure (BA) - Elementary Education and General Special Education (Concentration)

#### Description

This concentration 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 concentration are highly marketable candidates for both elementary education and special education teaching positions. The Elementary Education with Special Education Concentration 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. Additional Praxis II or equivalent testing is also required. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. SNHU requires a passing score on the Praxis II Elementary Education: Multiple Subjects Exam and the NH Foundations of Reading Exam for students seeking a recommendation for certification in General Special Education, even if the exam is not otherwise required by the NH Department of Education. 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.

#### Requirements

Select a Category  
42 Total Credits

- 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)
  - SPED389 - Experiential Learning (3)

Grand Total Credits: **42**

## Campus Programs

### Education for Licensure (BA) - English Education (Concentration)

#### Description

Turn your passion for English language arts into a rewarding teaching career with a BA in Education for Licensure program with a concentration in English Education from Southern New Hampshire University. This unique concentration 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 concentration 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 concentration meets the requirements of the State of New Hampshire to teach English in grades 5-12.

#### Requirements

Concentration Courses

39 Total Credits

- Complete all of the following
  - 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)
    - ENG-341 offered online
  - 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 Through the Civil War (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)

Grand Total Credits: **39**

## Campus Programs

### Education for Licensure (BA) - General Special Education (K-12) (Concentration)

#### Description

With a concentration in General Special Education, you'll learn the skills essential to working with exceptional students - one-on-one or in general, inclusion and resource classroom settings. In addition, the BA in Education for Licensure with a concentration in General Special Education gives you the knowledge, leadership skills and experience to make a difference in the classroom. This concentration prepares New Hampshire-based students for eligibility for teaching certification for grades K-12 in General Special Education. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. SNHU requires a passing score on the Praxis II Elementary Education: Multiple Subjects Exam and the NH Foundations of Reading Exam for students seeking a recommendation for certification in General Special Education, even if the exam is not otherwise required by the NH Department of 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."

#### Requirements

Select a Category

33 Total Credits

- 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)

Grand Total Credits: **33**

## Campus Programs

### Education for Licensure (BA) - Middle School Science Education (Concentration)

#### Description

The BA in Education for Licensure program with a concentration in Middle School Science Education leads to certification for middle-level science grades 5-8. The concentration provides students with strong scientific knowledge and a good sense of science learning that take place during the middle grades. Throughout this concentration, courses integrate knowledge of science, knowledge of teaching and scientific knowledge for teaching. The concentration 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 concentration 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 concentration, 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. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. 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.

#### Requirements

Concentration Courses

42 Total Credits

- 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)
    - ENV101 - Environmental Science (3)
    - PHY101 - Principles of Physics (3)
    - PHY103 - Earth System Science (3)
    - SCI251 - Natural Sciences I (3)
    - EDU231 - Content Area Methods (3)
    - EDU289 - Experiential Learning (3)
    - EDU483 - Advanced Educational Competencies (3)
  - 3 credit(s) from the following:
    - EDU499 - Internship (0 - 15)

Grand Total Credits: **42**

### Education for Licensure (BA) - Social Studies Education (Concentration)

## Campus Programs

### **Description**

No longer about memorization of dates, Social studies teaching engages the mind, encourages inquiry, and delves into life's deeper questions. Students completing the concentration 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 Education for Licensure program with a concentration 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 concentration 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. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. 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. "

## Campus Programs

### Requirements

Concentration Courses

42 Total Credits

- 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)
    - HIS401 - Making History: Capstone (3)
    - EDU489 - Field Experience (3)
  - 3 credit(s) from the following:
    - EDU499 - Internship (0 - 15)

Grand Total Credits: **42**

# Campus Programs

## Education Leadership (PhD)

### 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.

### Program 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.

### Requirements

Major Courses

54 Total Credits

- Complete all of the following
  - Leadership
    - Complete:
      - EDU901 - Foundations of Leadership (3)
      - EDU903 - Leadership and Progressive Policy (3)
      - 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)
  - 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**

## Campus Programs

### Education with BA Degree (Minor)

#### 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 Entrepreneurship (BA)

#### Description

The Bachelor of Arts in Educational Entrepreneurship program at Southern New Hampshire University is designed to give student EDUpreneurs flexible course requirements, a high number of electives, and identified opportunities for specialized programming with connection to other departments on campus. EDUpreneurs take a range of education courses, engage in a high number of experiential learning opportunities, with plenty of flexibility to develop an area of interest. In this program, students are encouraged to work with their advisor to declare a concentration, minor, or certificate in order to develop discrete career-ready knowledge and skills. This degree program gives students the ability to develop an entrepreneurial identity and passion leading to diverse and exciting career pathways in education and related fields. The Bachelor of Arts in Educational Entrepreneurship program at Southern New Hampshire University does not lead to licensure.

## Campus Programs

### **Requirements**

Select a Category

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- DEV260 - Culturally Responsive Citizen (3)

Major Courses

40 Total Credits

- Complete all of the following
  - Complete:
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU231 - Content Area Methods (3)
    - EDU289 - Experiential Learning (3)
    - MKT205 - Applied Marketing Strategies (3)
    - OL215 - Principles of Management (3)
    - OL320 - Entrepreneurship (3)
    - PSY108 - Introduction to Psychology (3)
    - PSY211 - Lifespan Development (3)
    - SPED106 - Children with Exceptionalities (3)
  - 9 credit(s) from the following:
    - EDU483 - Advanced Educational Competencies (3)

Free Electives

38 Total Credits

- Complete all of the following
  - 38 credit(s).
  - In this program, students are encouraged to work with their advisor to declare a concentration, minor, or certificate in order to develop discrete career-ready knowledge and skills.

Grand Total Credits: **120**

### **Educational Leadership (EdD)**

#### **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.

# Campus Programs

## **Program 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.

## **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**

# Campus Programs

## Educational Studies (MEd)

### 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.

### Program 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)

### 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).

# Campus Programs

## **Program 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 and 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:

## Campus 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) - 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.

### Concentration 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**

## Campus Programs

### **Educator Practices (MEd) - 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.

#### **Concentration 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) - 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.

#### **Concentration 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**

Arts and Sciences 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 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.

### **Program 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.

## Campus 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: Behavior Management (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)
  - 2 credit(s) from the following:
    - SPED616 - Intervention in Mathematics (2 - 4)
  - 2 credit(s) from the following:
    - SPED618 - Intervention in Literacy (2 - 4)
  - 2 credit(s) from the following:
    - SPED581 - Assessment in Special Education (2)
  - 3 credit(s) from the following:
    - SPED632 - Clinical Experience III (3 - 4)
  - 3 credit(s) from the following:
    - SPED680C - IEP Development (3)
  - 2 credit(s) from the following:
    - EDU633 - Clinical Experience IV -Social Studies & Leadership (2 - 6)
  - 2 credit(s) from the following:
    - EDU634 - Clinical Experience V: Science and Leadership (2)
  - 2 credit(s) from the following:
    - SPED633 - Clinical Experience VI: Special Education (2)

Grand Total Credits: **36**

### **Elementary Education with General Special Education (BA)**

## Campus 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.

### **Program 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

## Campus 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**

### **Elementary Education with General Special Education (BA)**

#### **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.

# Campus Programs

## Program 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

63 Total Credits

- Complete all of the following
  - 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)
  - 9 credit(s) from the following:
    - EDU487 - Student Teaching I and Seminar (3 - 9)
  - 12 credit(s) from the following:
    - EDU490 - Student Teaching II and Seminar (12 - 15)

Grand Total Credits: **123**

## **English (BA)**

### Description

Turn your passion for reading and writing into a career. Gain the communication and research skills needed in the workplace today. Learn to think critically and write effectively. Welcome to SNHU's BA in English language and literature program. The BA in English language and literature degree opens up several career possibilities beyond the traditional roles of writers and teachers. English language and literature majors also go on to become lawyers, politicians, marketing communication professionals, historians, museum curators, and nonprofit directors, just to name a few. Classes are generally small. The literature courses, for example, average about 20 students and the writing courses just about 15 students. This allows professors to keep the classes lively and highly interactive. You won't ever find yourself sitting in a huge auditorium, struggling to follow along with a lecture. In fact, some of the most unique learning opportunities might take place out of the classroom. Because of SNHU's ideal location in the heart of New England, the birthplace of American literature, professors often build in visits to historic literary sites such as Walden Pond to add depth to the subject matter. The program includes an extensive overview of American and British literature and a sampling of world literature. You'll also be required to take courses in linguistics, literary theory, and Shakespeare. Optional courses include The Black Literary Tradition, Multi-Ethnic Literature, and Genre Studies (novel, poetry, drama, non-fiction). Students will have the option of completing a senior thesis or taking a project-based course on digital archives.

# Campus Programs

## **Program 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: General Education

### Arts and Sciences Courses

12 Total Credits

- Complete all of the following
  - Complete:
    - HUM201 - Humanities: Ancient to Renaissance (3)
    - HUM202 - Humanities: Renaissance to the Present (3)
  - 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, e:
    - LIT250 - Introduction to Literary Studies (3)

### Major Courses

24 Total Credits

- Complete all of the following
  - Required Courses
    - Complete:
      - LIT250 - Introduction to Literary Studies (3)
      - ENG350 - The English Language (3)
      - LIT300 - Literary Theory (3)
      - LIT455 - Seminar in Literary Studies (3)
  - British Literature
    - 2 of the following:
      - LIT360 - Early British Literature (3)
      - LIT361 - Modern and Contemporary British Literature (3)
      - LIT362 - Early American Literature Through the Civil War (3)
      - LIT363 - Modern American Literature (3)
  - World/Ethnic/Black Literature
    - 1 of the following:
      - LIT318 - World Literature (3)
      - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
      - LIT350 - The Black Literary Tradition (3)
  - Capstone
    - 1 of the following:
      - LIT399 - Literature in the Digital Age (3)
      - LIT485 - Senior Thesis in Literature (3)

### Major Electives or choose a Concentration

9 Total Credits

- Complete all of the following
  - Complete:

## Campus Programs

- ENG401 - Profession of Writing (3)
- LIT319 - Shakespeare (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)
  - ENG338 - Writing for Film (3)
  - ENG370 - Writing with Digital Media (3)
  - LIT390 - Genre Studies (3)

Free Electives

33 Total Credits

- Complete all of the following
  - 33 credit(s).
  - Note: Students who declare a concentration in LIT or PWR will only be required to complete 30 credits of Free Electives.

Grand Total Credits: **120**

## English (BA) - 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.

### Concentration 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:
  - ENG370 - Writing with Digital Media (3)
  - ENG401 - Profession of Writing (3)
  - LIT319 - Shakespeare (3)
  - LIT390 - Genre Studies (3)

Grand Total Credits: **12**

## Campus Programs

### English (BA) - 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: Student's must be enrolled in the Bachelor of Arts in English in order to enroll in this Professional Writing concentration.

#### 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)
  - Complete all of the following
    - 1 of the following:
      - ENG370 - Writing with Digital Media (3)
      - COM445 offered online
  - 1 of the following:
    - ENG300 - Brave New Words: Writing for a Better World (3)
    - COM340 - Writing for Public Relations (3)
  - Complete all of the following
    - 1 of the following:
      - ENG401 - Profession of Writing (3)
      - COM343 offered online

Grand Total Credits: **12**

### English Language and Literature (Minor)

#### 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**

# Campus Programs

## Environmental Leadership, Social Entrepreneurship, and Sustainability (MA)

### 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.

### Program 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

### 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 Programs

### **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.

### **Program 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

## Campus Programs

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- MAT240 - Applied Statistics (3)
- PHY101 - Principles of Physics (3)
- GEO200 - World Geography (3)

#### Major Courses

36 Total Credits

- Complete:
  - BIO120 - General Biology I (3)
  - BIO120L - General Biology I Lab (1)
  - BIO315 - Ecological Principles and Field Methods (3)
  - CHM120 - General Chemistry I (3)
  - CHM120L - General Chemistry I Lab (1)
  - ENV101 - Environmental Science (3)
  - ENV111 - Environmental Science Compass (1)
  - ENV220 - GIS and Field Technologies (3)
  - ENV250 - Environmental Science Research Methods (3)
  - ENV280 - Hydrology and Watershed Management (3)
  - ENV440 - Senior Seminar (3)
  - HIS270 - American Environmental History (3)
  - PHL363 - Environmental Ethics (3)
  - PHY105 - Geology (3)

#### Major Electives or choose a Concentration

12 - 13 Total Credits

- Complete 1 of the following
  - 12 credit(s) from subject(s): BIO CHM, ENV, or SCI within the range of course numbers 200 - 399
  - 13 credit(s) from the following type of course(s):  
Wildlife and Conservation Biology (Concentration)

#### Free Electives

30 Total Credits

- 30 credit(s).

Grand Total Credits: **120 - 121**

## Campus Programs

### Environmental Science (BS) - 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**

# Campus Programs

## Ethics (Minor)

### 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)
    - ENV349 - Comparative Environmental Law and Sustainable Development (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)
    - POL349 - Comparative Environmental Law and Sustainable Development (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**

## Experience More: Communication

### Description

The Communication major prepares students for a wide variety of fields including marketing communications, social media, video production, journalism, podcasting, public relations, and other mass media fields. Students also have the opportunity to focus their studies through a variety of minors, internships, and diverse intercultural experiences. At the same time, students are able to develop competencies in particular areas that may be highlighted by capstone projects or portfolio work. Communication studio courses give students the hands-on experience necessary to excel in their chosen disciplines and future careers. Students pursuing this program will complete coursework through a structured pathway that will include face-to-face, online, and experiential learning opportunities.

### Program 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

## Campus Programs

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- PSY108 - Introduction to Psychology (3)

#### Major Courses

42 Total Credits

- Complete all of the following
  - Complete:
    - COM130 - Media Communication and Visual Literacy (3)
    - COM220 - Intercultural Communication (3)
    - COM199 - Communication Studio 1 (3)
    - COM212 - Public Speaking (3)
    - COM227 - Public Relations (3)
    - COM244 - Digital Video Production: Level I (3)
    - COM310 - Social Media (3)
    - COM299 - Communication Studio 2 (3)
    - COM322 - Advanced Public Speaking (3)
    - COM410 - Applied Strategic Communication (3)
  - 3 credit(s) from the following:
    - COM398 - Communication Studio 3-1 (3 - 6)
  - 3 credit(s) from the following:
    - COM399 - Communication Studio 3-2 (3 - 6)
  - 3 credit(s) from the following:
    - COM498 - Communication Capstone 1 (3 - 6)
  - 3 credit(s) from the following:
    - COM499 - Communication Capstone 2 (3 - 6)

#### Major Electives or choose a Concentration

12 Total Credits

- Complete all of the following
  - Complete:
    - PHL212 - Introduction to Ethics (3)
    - SOC112 - Introduction to Sociology (3)
    - MKT265 - Social Media & Marketing Communications (3)
  - Complete 1 of the following
    - 1 of the following:
      - COM234 - Digital Toolbox (3)
    - GRA200 offered Online

#### Free Electives

24 Total Credits

- 24 credit(s).

Grand Total Credits: **120**

### **Experience More: Game and Simulation Programming**

## Campus Programs

### **Description**

Southern New Hampshire University's Bachelor of Science in Game and Simulation Programming 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 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.

### **Program 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

## Campus Programs

### Requirements

General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- MAT225 - Calculus I: Single-Variable Calculus (3)
- PHY215 - Physics I (3)
- PHY215L - Physics I Lab (1)
- PSY108 - Introduction to Psychology (3)

Major Courses

48 Total Credits

- Complete:
  - GAD202 - 3D Modeling and Unwrapping (3)
  - GAM120 - Introduction to Game Development (3)
  - GDE150 - Game Design I: Systems and Mechanics (3)
  - GDE210 - Game Design and Production: Rapid Prototyping (3)
  - GAM360 - Introduction to Game Production (3)
  - GAM110 - Game Programming I (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)
  - 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)
  - COM212 - Public Speaking (3)
  - MAT350 - Applied Linear Algebra (3)

Major Electives

15 Total Credits

- 15 credit(s) from GAM within the 300 - 400 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)
  - IT340 - Network and Telecommunication Management (3)

Free Electives

15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

**Experience More: Game Art and Interactive Design**

## Campus Programs

### **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. Students pursuing this program will complete coursework through a structured pathway that will include face-to-face, online, and experiential learning opportunities.

### **Program 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

## Campus Programs

### Requirements

General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- COM212 - Public Speaking (3)

Minimum of 3 credits from courses numbered 200 to 499 from: BIO

Major Courses

45 Total Credits

- Complete:
  - GAD202 - 3D Modeling and Unwrapping (3)
  - GAM120 - Introduction to Game Development (3)
  - GDE150 - Game Design I: Systems and Mechanics (3)
  - GDE210 - Game Design and Production: Rapid Prototyping (3)
  - GAM360 - Introduction to Game Production (3)
  - FAS110 - Introductory Drawing (3)
  - GAD215 - Texturing for Games (3)
  - GAD105 - Concept Art and Color Theory (3)
  - GAD201 - Introduction to Digital Sculpting (3)
  - FAS310 - Illustration (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)

Major Electives

18 Total Credits

- 18 credit(s) from the following:
  - COM244 - Digital Video Production: Level I (3)
  - COM345 - Animation and Visual Effects (3)
  - GAM485 - Game Studio I (3)
  - GAM486 - Game Studio II (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**

### **Experience More: Graphic Design and Media Arts**

#### 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. Students pursuing this program will complete coursework through a structured pathway that will include face-to-face, online, and experiential learning opportunities.

## Campus Programs

### **Program 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

# Campus Programs

## Requirements

### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- SOC112 - Introduction to Sociology (3)
- PHL212 - Introduction to Ethics (3)
- PSY108 - Introduction to Psychology (3)
- COM212 - Public Speaking (3)

Minimum of 3 credits from courses numbered 400 to 404 from: IDS

### Major Courses

42 Total Credits

- Complete all of the following
  - Complete:
    - GRA280 - Design Thinking for Graphic Designers (3)
    - GRA101 - Basic Design and Color Theory (3)
    - GRA199 - Graphic Design Studio 1 (3)
    - GRA299 - Graphic Design Studio 2 (3)
    - GRA310 - Digital Graphic Design for the Web (3)
    - GRA470 - User Interface and Experience (3)
    - GRA330 - Designing with Data (3)
    - GRA340 - Typography (3)
    - GRA420 - Advanced Digital Imaging (3)
  - 3 credit(s) from the following:
    - GRA398 - Graphic Design Studio 3-1 (3 - 6)
  - 3 credit(s) from the following:
    - GRA399 - Graphic Design Studio 3-2 (3 - 6)
  - 3 credit(s) from the following:
    - GRA497 - Graphic Design Capstone 1 (3 - 6)
  - 3 credit(s) from the following:
    - GRA498 - Graphic Design Capstone 2 (3 - 6)
  - Complete all of the following
    - 1 of the following:
      - COM234 - Digital Toolbox (3)
    - GRA200 offered Online

### Major Electives

12 Total Credits

- Complete:
  - COM244 - Digital Video Production: Level I (3)
  - FAS226 - Digital Photography (3)
  - FAS320 - History of Design (3)
  - FAS326 - History of Photography (3)

### Free Electives

24 Total Credits

- 24 credit(s).

Grand Total Credits: **120**

# Campus Programs

## Fiction (MFA)

### 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 writing residencies held at the Mountain View Grand Resort in Whitefield, New Hampshire during four semesters of mentored correspondence study, the low-residency M.F.A. at Southern New Hampshire University is also convenient and affordable for working adults. Students study with 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.

### Program 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:
  - MFA501F - Summer Residency I Fiction (3)
  - MFA502F - Winter Residency I Fiction (3)
  - MFA503F - Summer Residency II Fiction (3)
  - MFA504F - Winter Residency II Fiction (3)
  - MFA510 - MFA Workshop: Fiction Writing I (12)
  - MFA511 - MFA Workshop: Fiction Writing II (12)
  - MFA512 - Graduate Fiction Workshop III (12)
  - MFA513 - Graduate Fiction Workshop IV (12)

Grand Total Credits: **60**

# Campus Programs

## Focus, Leading, Learning and Teaching in a Competency-Based School (Graduate Certificate)

### Description

Block I leads to a certificate in Leading, Learning and Teaching in a Competency-Based System. Learners will collaborate to build their knowledge and skills in competency-based education, foundations of student agency, instructing in a competency-based classroom and building a vision and mission for how the school or district will focus on a process to get them to a successful transition to CBE.

### Program 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

15 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)

Grand Total Credits: **15**

## Campus Programs

### Game Art and Development (Minor)

#### Description

A student may earn a minor in Game Art and Development by successfully completing the following courses:

#### Program 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

Minor Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - GRA201 - Intro to Digital Sculpting (3)
    - GRA202 - 3-D Modeling and Animation (3)
    - GRA212 - 3-D Character Animation (3)
    - GRA215 - Texturing for Games (3)
  - 1 of the following:
    - GRA311 - Environment Design (3)
    - GRA401 - Character Design (3)
    - GRA402 - Creature Design (3)

Grand Total Credits: **15**

### Game Programming and Development (Minor)

#### 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)
    - GAM230 - Scripting for Games (3)
  - 3 credit(s) from subject(s): GAM within the range of course numbers 300 - 499

Grand Total Credits: **15**

# Campus Programs

## Gender Studies (Minor)

### 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**

# Campus Programs

## Graphic Design and Media Arts (BA)

### Description

The mission of the SNHU Graphic Design program is to prepare learners 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 learners with a well-rounded, versatile interdisciplinary learning experience. Learners 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, learners will ground themselves in design etiquette and thinking to foster their creativity and help turn ideas into visual concepts. The degree provides learners 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 learners to enter the field.

### Program 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

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- FAS226 - Digital Photography (3)
- IT270 - Web Site Design (3)

#### Major Courses

42 Total Credits

- Complete:
  - COM234 - Digital Toolbox (3)
  - GRA101 - Basic Design and Color Theory (3)
  - GRA340 - Typography (3)
  - GRA280 - Design Thinking for Graphic Designers (3)
  - GRA290 - Professional Practices in Graphic Design (3)
  - COM232 - Desktop Publishing (3)
  - GRA420 - Advanced Digital Imaging (3)
  - GRA330 - Designing with Data (3)
  - GRA310 - Digital Graphic Design for the Web (3)
  - GRA370 - Packaging Design (3)
  - GRA432 - Advanced Desktop Publishing (3)
  - GRA405 - Personal Branding (3)
  - GRA470 - User Interface and Experience (3)
  - GRA410 - Advanced Digital Graphic Design for Web (3)

#### Free Electives

36 Total Credits

- 36 credit(s).

Grand Total Credits: **120**

# Campus Programs

## Graphic Design (Minor)

### Description

The Graphic Design and Media Arts minor combine 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

Prerequisite Courses

3 Total Credits

- Complete:
  - GRA220 - Introduction to Digital Imaging (3)

Minor Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - COM230 - Graphics and Layout in Print Media (3)
    - COM232 - Desktop Publishing (3)
    - GRA310 - Digital Graphic Design for the Web (3)
    - GRA470 - User Interface and Experience (3)
  - 3 credit(s) from subject(s): FAS within the range of course numbers 300 - 499

Grand Total Credits: **18**

## History (BA)

### 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 member of one's community. 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.

### Program 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: General Education

Arts and Sciences Courses

9 Total Credits

- Complete all of the following

## Campus Programs

- 3 credit(s) from subject(s): POL or PHL within the range of course numbers 200 - 399
- 3 credit(s) from subject(s): LIT within the range of course numbers 200 - 399
- 1 of the following:
  - FAS260 - History of Architecture (3)
  - FAS270 - Introduction to Film History (3)

### Major Courses

34 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)
  - HIS330 - Civil War and Reconstruction (3)
  - HIS332 - Colonial New England (3)
  - HIS338 - Young America (3)
  - HIS357 - American Slavery (3)

#### Europe

- Complete all of the following
  - 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)
    - HIS323 - Greco-Roman Thought and Culture (3)
  - HIS 374 offered online

#### Asia

- 1 of the following:
  - HIS259 - Silk Roads and Samurai (3)
  - HIS260 - Modern China (3)
  - HIS264 - Modern Japan (3)

#### Global and Comparative

- Complete all of the following
  - 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)
  - HIS 314 offered online

#### Electives

- 19 credit(s) from subject(s): HIS within the range of course numbers 200 - 399

#### Capstone

- Complete:
  - HIS401 - Making History: Capstone (3)

### Free Electives

36 Total Credits

- 36 credit(s).

Grand Total Credits: **121**

# Campus Programs

## History (Minor)

### 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

- Complete all of the following
  - Complete all of the following
    - 6 credit(s) from subject(s): HIS within the range of course numbers 100 - 299
    - Excluding courses: HIS100, HIS101, HIS102, HIS103, HIS104, HIS113, HIS114, HIS117, HIS118, and HIS200
  - Complete all of the following
    - 6 credit(s) from subject(s): HIS within the range of course numbers 200 - 399
    - Excluding courses: HIS200
  - 1 of the following:
    - HIS401 - Making History: Capstone (3)

Grand Total Credits: **15**

## Justice Studies (BS)

### 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.

### Program 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

- 42 credit(s) from: General Education
  - Must include:
    - PSY108 - Introduction to Psychology (3)
    - SOC112 - Introduction to Sociology (3)

Major Courses  
42 Total Credits

- Complete all of the following
  - Complete:

## Campus Programs

- 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)
  - SCS224 - Social Science Research Methods (3)
- Online offered course includes: PSY 222
- 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:
      - JUS325 - Law, Justice and Family (3)
      - JUS331 - Juvenile Justice System (3)
      - JUS376 - Criminal Procedure (3)
      - JUS395 - The Death Penalty (3)
      - JUS485 - Forensic Law (3)
      - BUS206 - Business Law I (3)
      - BUS307 - Business Law II (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)
  - 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)
      - JUS185 - American Kenpo (3)
      - JUS186 - Judo (3)
      - JUS187 - Brazilian Jiu-Jitsu (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)

## Campus Programs

- POL375 - Weapons of Mass Destruction (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) - Crime and Criminology (Concentration)

#### Requirements

Concentration Courses

12 Total Credits

Crime and Criminology

- 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**

### Justice Studies (BS) - Law and Legal Process (Concentration)

#### Requirements

Concentration Courses

12 Total Credits

Law and Legal Process

- 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**

## Campus Programs

### Justice Studies (BS) - Policing and Law Enforcement (Concentration)

#### Requirements

Concentration Courses

12 Total Credits

Policing and Law Enforcement

- 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) - Terrorism and Homeland Security (Concentration)

#### Requirements

Concentration Courses

12 Total Credits

Terrorism and Homeland Security

- 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)
    - JUS466 - Critical Infrastructure Protection, Border Security, and Cyber Protection (3)
    - JUS444 - Research Seminar: Terrorism and Homeland Security (3)
  - 1 of the following:
    - COM220 - Intercultural Communication (3)
    - POL211 - International Relations (3)
    - POL375 - Weapons of Mass Destruction (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**

### Justice Studies (Minor)

#### 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**

# Campus Programs

## Law and Legal Process (Certificate)

### 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.

### Program 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**

## Leadership in Public Service (Graduate Certificate)

### 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.

### Program 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**

# Campus Programs

## Leadership (MEd)

### 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.

### Program 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.

### Requirements

Major Courses  
27 Total Credits

- 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)

Major Electives or choose a Concentration  
9 Total Credits

- Complete all of the following
  - 9 credit(s) from subject(s): EDU
  - NOTE: Some concentration options may exceed 36 total program credits.

Grand Total Credits: **36**

## Campus Programs

### **Leadership (MEd) - Curriculum Administration (Concentration)**

#### **Description**

This program is designed for individuals who wish to become certified curriculum administrators in the State of New Hampshire. 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. Candidates must have five years of teaching experience as a certified educator before being recommended for licensure with the State of NH. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

#### **Concentration 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 curriculum administrator.

#### **Requirements**

Concentration Courses

9 Total Credits

- Complete:
  - EDU608 - Curriculum, Instruction, Data Continuum (3)
  - EDU739 - Practicum in Curriculum Administration I (3)
  - EDU740 - Practicum Curriculum Administration II (3)

Grand Total Credits: **9**

## Campus Programs

### **Leadership (MEd) - Curriculum Administrators and Principals (Concentration)**

#### **Description**

This program 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 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. Candidates must have five years of teaching experience as a certified educator before being recommended for licensure with the State of NH. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

#### **Concentration 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 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 and a curriculum administrator.

#### **Requirements**

Concentration Courses

19 Total Credits

- 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: **19**

## Campus Programs

### **Leadership (MEd) - School Administration (Concentration)**

#### **Description**

This program is designed for individuals who wish to become certified school principals in the State of New Hampshire. 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. Candidates must have five years of teaching experience as a certified educator before being recommended for licensure with the State of NH. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

#### **Concentration 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.

#### **Requirements**

Concentration Courses

9 Total Credits

- Complete:
  - EDU610 - Ethics and School Law (3)
  - EDU789 - Practicum in School Leadership I (3)
  - EDU790 - Practicum in School Leadership II (3)

Grand Total Credits: **9**

### **Leading and Learning in a Competency-Based System (MEd)**

#### **Description**

The M.Ed. Program is the culmination of three stackable blocks. The program goal is to not only support and guide teams through a process of gaining knowledge and skills in competency-based education but to also build a district's capacity to deliver the vision, mission and goals of the program in the district. The connection between CBE and leadership is an integral part of the M.Ed.

# Campus Programs

## Program 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

Major Courses

36 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)
  - EDPD671 - Leading Creativity and Innovation in a Competency-Based System (3)
  - EDPD681 - Teacher Support, Monitoring, and Accountability in a Competency-Based System (3)
  - EDPD752 - Action Research III in a Competency-Based System (3)

Grand Total Credits: **36**

# Campus Programs

## Liberal Arts (BA)

### Description

This is a degree aimed at a student population from abroad. It is a 3+1 program for students who are earning a major at their home institution and want simultaneously to earn a degree from the U.S. It is possible to do so at Southern New Hampshire University through a BA in Liberal Arts. The student enters the program with 90 credits from an approved institution abroad and adds 31 credits from SNHU to complete a 121-credit degree as a Liberal Arts major.

### Program Outcomes

1. Analyze artifacts representing various local, national, and/or global cultures
2. Practice the systematic study of social relations, human experiences, and patterns of change
3. Reason and solve quantitative and qualitative problems
4. Demonstrate proficiency of the conventions of Standard English including grammar, spelling, punctuation and mechanics
5. Employ oral presentation skills, including the use of appropriate verbal and nonverbal skills
6. Locate relevant information using multiple modes of inquiry
7. Identify a developing sense of self as a learner
8. Distinguish the practical and intellectual characteristics of a liberal arts discipline
9. Appraise the value of multiple perspectives in order to work in complex and diverse environments

### Requirements

#### Transfer Requirement

90 Total Credits

- Complete all of the following
  - NOTE: This program is only for international students who must have 90 approved university credits, 3.0 out of 4.0 GPA, and acceptable TOEFL and IELTS scores.
  - 90 credit(s).

#### Foundation Courses

0 Total Credits

- Complete:
  - ENG070 - Academic Writing and Research Skills (3)
  - ENG071 - Critical Reading Skills (3)
  - ENG072 - Grammar Workshop (3)
  - ENG099I - Fundamentals of Writing for International Students (3)

#### General Education Courses

18 Total Credits

- Complete all of the following
    - 18 credit(s) from: General Education
- Must include:
- ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)
  - One (1) General Education course must be from Mathematics (FMAT).
  - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
  - One (1) General Education course must be from Social and Behavioral Sciences (ESBS).
  - One (1) General Education course must be from Science, Technology, and Mathematics (ESTM).

#### Concentration Courses

12 Total Credits

- 12 credit(s) from the following type of course(s):  
An approved subject with a minimum of two (2) courses within in the range of course numbers 200 - 499

Grand Total Credits: **120**

# Campus Programs

## Mathematical Modeling (Minor)

### 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.

### Program 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 & 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)

### 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.

### Program 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

## Campus Programs

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- MAT225 - Calculus I: Single-Variable Calculus (3)
- MAT241 - Modern Statistics with Software (3)

#### Major Courses

15 Total Credits

- Complete:
  - MAT230 - Discrete Mathematics (3)
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT299 - Mathematical Proof and Problem Solving (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT350 - Applied Linear Algebra (3)

#### Major Electives or choose a Concentration

18 Total Credits

- Complete all of the following
  - Complete:
    - MAT330 - Differential Equations (3)
    - MAT415 - Abstract Algebra (3)
    - MAT470 - Real Analysis (3)
  - 9 credit(s) from the following:
    - MAT235 - Discrete Mathematics II (3)
    - MAT260 - Cryptology (3)
    - MAT300 - Applied Statistics II: Regression Analysis (3)
    - MAT310 - Number Theory (3)
    - MAT361 - Euclidean and Non-Euclidean Geometry (3)
    - MAT370 - Numerical Analysis (3)
    - MAT431 - Discrete-Time Mathematical Modeling (3)
    - MAT433 - Optimization Modeling (3)
    - MAT434 - Statistical Learning and Classification (3)
    - MAT450 - History of Math and Math Education (3)
    - MAT490 - Mathematics Internship (0 - 15)

#### Free Electives

45 Total Credits

- 45 credit(s).

Grand Total Credits: **120**

## Campus Programs

### Mathematics (BA) - Mathematical Modeling (Concentration)

#### Description

The Mathematical Modeling Concentration gives students mathematical skills and theory in both applied mathematics and statistics that will allow them to build meaningful and effective models in a variety of settings. Mathematical and statistical models can be used, for example, to predict populations of competing species, find optimal strategies to solve games, deblur images, inform targeted marketing campaigns, explain why donors might cut ties with non-profits, flag news stories as fake or disingenuous, or identify gerrymandered congressional districts. Students will become comfortable building and analyzing mathematical and statistical models, working collaboratively both inside and outside of their discipline, and working with industry-standard software.

#### Requirements

Concentration Courses  
18 Total Credits

- Complete:
  - MAT300 - Applied Statistics II: Regression Analysis (3)
  - MAT330 - Differential Equations (3)
  - MAT434 - Statistical Learning and Classification (3)
  - MAT435 - Mathematical Modeling: Construction and Validation (3)
  - MAT440 - BIG Problems in Mathematics (3)
  - CIS255 - Applied Data Structure and Database (3)

Grand Total Credits: **18**

### Mathematics (BA) - Middle School Mathematics Education (Concentration)

#### Description

The Middle School Mathematics Education Concentration gives students mathematical skills and theory related to teaching mathematics in grades 5 - 8. This concentration is meant to be used as a stepping stone towards NH teacher certification. Student will graduate with a bachelor's degree in mathematics and can then pursue a teaching certification through SNHU's approved certification program at the master's level. More information about certification requirements and the master program, Master of Education Secondary Education with STEM Education, can be found in the academic catalog under the School of Education.

#### Requirements

Concentration Courses  
18 Total Credits

- Complete:
  - MAT107 - Mathematical Knowledge for Teaching I (3)
  - MAT108 - Mathematical Knowledge for Teaching II (3)
  - MAT222 - Introduction to Combinatorics (3)
  - MAT361 - Euclidean and Non-Euclidean Geometry (3)
  - MAT415 - Abstract Algebra (3)
  - MAT450 - History of Math and Math Education (3)

Grand Total Credits: **18**

## Campus Programs

### Mathematics (BA) - Pure Mathematics (Concentration)

#### Description

The Pure Mathematics Concentration gives students the mathematical skills and theory to work with the conceptual aspects of mathematics that are studied for their intellectual challenge and are not associated with direct applications.

#### Requirements

Concentration Courses

18 Total Credits

- Complete all of the following
  - Complete:
    - MAT222 - Introduction to Combinatorics (3)
    - MAT361 - Euclidean and Non-Euclidean Geometry (3)
    - MAT415 - Abstract Algebra (3)
    - MAT470 - Real Analysis (3)
  - 6 credit(s) from the following:
    - MAT260 - Cryptology (3)
    - MAT330 - Differential Equations (3)
    - MAT450 - History of Math and Math Education (3)
    - MAT490 - Mathematics Internship (0 - 15)
    - CIS255 - Applied Data Structure and Database (3)

Grand Total Credits: **18**

### Mathematics (BA) - Secondary Mathematics Education (Concentration)

#### Concentration Outcomes

1.

#### Requirements

Concentration Courses

18 Total Credits

- Complete:
  - MAT222 - Introduction to Combinatorics (3)
  - MAT330 - Differential Equations (3)
  - MAT361 - Euclidean and Non-Euclidean Geometry (3)
  - MAT415 - Abstract Algebra (3)
  - MAT450 - History of Math and Math Education (3)
  - MAT470 - Real Analysis (3)

Grand Total Credits: **18**

# Campus Programs

## Mathematics (Minor)

### 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

12 Total Credits

- Complete all of the following
  - Complete:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT230 - Discrete Mathematics (3)
    - MAT299 - Mathematical Proof and Problem Solving (3)
  - 1 of the following:
    - MAT415 - Abstract Algebra (3)
    - MAT470 - Real Analysis (3)

Electives

3 Total Credits

- Complete all of the following
  - 3 credit(s) from subject(s): MAT
  - NOTE: MAT 101, MAT 106, MAT 130, MAT 140, MAT 206, MAT 360, MAT 362 are excluded from the elective options.

Grand Total Credits: **15**

## Music (Minor)

### Requirements

Minor Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - MUS211 - Music Theory and Aural Skills I (3)
    - MUS223 - Appreciation and History of Music (3)
  - 9 credit(s) from the following:
    - IT205 - Digital Music (3)
    - MUS130 - SNHU Choir (0 - 1)
    - MUS140 - Instrumental Music Ensemble (0 - 1)
    - MUS250 - Private Music Lessons (1)

Grand Total Credits: **15**

# Campus Programs

## Non-Fiction (MFA)

### 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 writing residencies held at the Mountain View Grand Resort in Whitefield, New Hampshire during four semesters of mentored correspondence study, the low-residency M.F.A. at Southern New Hampshire University is also convenient and affordable for working adults. Students study with 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.

### Program 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:
  - MFA501NF - Summer Residency I Nonfiction (3)
  - MFA502NF - Winter Residency I Nonfiction (3)
  - MFA503NF - Summer Residency II Nonfiction (3)
  - MFA504NF - Winter Residency II Nonfiction (3)
  - MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I (12)
  - MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II (12)
  - MFA522 - Graduate Nonfiction Workshop III (12)
  - MFA523 - Graduate Nonfiction Workshop IV (12)

Grand Total Credits: **60**

## Campus Programs

### Nutrition (Minor)

#### 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**

### Philosophy (Minor)

#### 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**

### Physics (BS)

#### 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.

# Campus Programs

## Program Outcomes

1. Apply appropriate mathematical tools and principles to the analysis of problems and topics in physics.
2. Apply appropriate mathematical tools and principles to the analysis of problems and topics in physics.
3. Draw and communicate defensible conclusions from scientifically rigorous and reliable experiments.
4. Draw and communicate defensible conclusions from scientifically rigorous and reliable experiments.
5. Cultivate a personal sense of curiosity and passion for science by continually asking questions, applying inquiry-driven approaches, and challenging assumptions.

## Requirements

### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- CHM101 - Fundamentals of Chemistry (3)
- MAT225 - Calculus I: Single-Variable Calculus (3)
- MAT275 - Calculus II: Integration & 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:
  - EG403 - Principles of Photonics (3)
  - 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**

# Campus Programs

## Policing and Law Enforcement (Certificate)

### 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.

### Program 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**

## Political Science (Minor)

### 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 all of the following
  - Complete:
    - MAT240 - Applied Statistics (3)
  - MAT 133 offered online

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**

# Campus Programs

## Politics and Global Affairs (BA)

### 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.

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- GEO200 - World Geography (3)
- SOC112 - Introduction to Sociology (3)
- MAT240 - Applied Statistics (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

9 Total Credits

- Complete:
  - POL210 - American Politics (3)
  - POL211 - International Relations (3)
  - SCS444 - Capstone Colloquium (3)

#### Major Electives

24 Total Credits

- 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)
    - POL410B - Seminar in Washington, D.C.: Politics Seminar (3)
    - POL413B - Semester in Washington, D.C.: Pre-Law Seminar (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**

# Campus Programs

## Professional Study (Graduate Certificate)

### 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.

### Program 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**

# Campus Programs

## Professional Study (Post Master's Graduate Certificate)

### 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.

### Program 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**

## Campus Programs

### Professional Writing (Minor)

#### 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 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**

### Psychology (BA)

#### 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.

#### Program 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

## Campus Programs

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- MAT240 - Applied Statistics (3)

#### Arts and Sciences Courses

9 Total Credits

- Complete all of the following
  - 3 credit(s) from subject(s): BIO CHM, PHY, or SCI
  - 6 credit(s) from subject(s): ATH BIO, CHM, COM, ENG, ENV, FAS, GAM, GEO, GRA, HIS, HUM, JUS, LIT, MAT, MUS, PHL, PHY, POL, PSY, SCI, SCS, or SOC

#### Major Courses

24 Total Credits

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
    - PSY223 - Research I: Statistics for Psychology (3)
    - PSY224 - Research II: Scientific Investigations (3)
  - 1 of the following:
    - PSY444 - Senior Seminar in Psychology (Capstone) (3)
  - Online offered course includes: PSY 491
  - 4 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)

#### Major Electives or choose a Concentration

12 Total Credits

- Complete all of the following
  - 12 credit(s) from subject(s): PSY within the range of course numbers 200 - 399
  - Excluding PSY 222 and PSY 260

#### Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

## Campus Programs

### Psychology (BA) - 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
  - Exception(s):
    - PSY211 - Lifespan Development (3)
  - NOTE: PSY 211 is required within the major courses section for students who choose the Child and Adolescent Development concentration.
  - Complete:
    - PSY321 - Child Development (3)
    - PSY322 - Adolescent Development (3)
  - 6 credit(s) from the following:
    - PSY201 - Educational Psychology (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)
  - PSY 230, SNHU 290, and SNHU 495 are offered online

Grand Total Credits: **12**

## Campus Programs

### Psychology (BA) - 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)
  - Complete all of the following
    - 2 of the following:
      - PSY315 - Counseling Process and Techniques (3)
      - SOC112 - Introduction to Sociology (3)
      - SOC324 - Sociology of Crime and Violence (3)
      - SOC326 - Sociology of Deviant Behavior (3)
    - SNHU 290, 495 offered online

Grand Total Credits: **12**

### Psychology (BA) - 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:
    - PSY291 - Experiential Learning (3)
    - PSY315 - Counseling Process and Techniques (3)
    - PSY335 - Assessment and Testing (3)
  - 3 credit(s) from the following:
    - PSY443 - Psychology Internship (0 - 15)

Grand Total Credits: **12**

# Campus Programs

## Psychology (Minor)

### Description

A student may earn a minor in Psychology by successfully completing a required number of courses in Psychology.

### Requirements

Minor Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - 3 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)
  - 3 credit(s) from subject(s): PSY

Grand Total Credits: **15**

## Public Health (Minor)

### 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**

# Campus Programs

## Public Relations (Minor)

### 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**

## Secondary Education (MEd)

### 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. Note that students will not be recommended for certification until they have met all testing requirements as required by the New Hampshire Department of Education which includes a passing score on the Praxis CORE (or its equivalent) and the relevant Praxis II Content Exam (or its equivalent).

### Program 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.

## Campus Programs

### **Requirements**

Select a Category

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**

### **Social Justice (Minor)**

#### **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**

# Campus Programs

## **Sociology (BA)**

### **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.

### **Program 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

## Campus Programs

### **Requirements**

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- ATH111 - Introduction to Cultural Anthropology (3)
- GEO200 - World Geography (3)
- MAT240 - Applied Statistics (3)

#### Arts and Sciences Courses

9 Total Credits

- Complete:
  - HIS301 - World History and Culture (3)
  - PHL230 - Religions of the World (3)
  - PSY355 - Theories of Social 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)
    - PSY108 - Introduction to Psychology (3)
  - 3 credit(s) from the following:
    - SOC291 - Experiential Learning (3)
    - SOC490 - Community Sociology Internship (0 - 15)

#### Major Electives

15 Total Credits

- 15 credit(s) from subject(s): SOC

#### Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

## **Sociology (Minor)**

### **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**

## Campus Programs

### Special Education (Minor)

#### 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)
    - SPED250 - Special Education Assessment (3)
    - SPED333 - Collaboration in Special Education (3)
    - SPED420 - Accessing Curriculum (3)
  - 3 credit(s) from the following:
    - SPED499 - Internship (0 - 15)

Grand Total Credits: **15**

### Statistical Modeling (Minor)

#### 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.

#### Program 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**

## Campus Programs

### Teaching English as a Foreign Language (MS)

#### Description

The M.S. TEFL degree at SNHU is designed for people teaching or intending to teach English in foreign school systems, language schools, corporations, etc., but is also appropriate for those who wish to teach in similar situations here in the United States. Opportunities for teaching English in other countries are numerous and increasing yearly as English continues to be the preferred language for many professions and a requirement in many foreign school systems, beginning as early as primary school. A master's degree in teaching English as a foreign language is the degree of choice for overseas employment. Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching learners of all ages. Twelve courses are required (including supervised practice teaching) for a total of 36 credits. The degree program is offered over four terms and can be completed within 12 months (full-time), though most students take longer (up to 18 months). Participants in the M.S. TEFL program have the opportunity to observe classes throughout the Greater Manchester area and in the year-round Intensive English Program offered by The Institute for Language Education.

#### Program 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 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).

## **Program 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
    - 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**

# Campus Programs

## Teaching of Composition (Graduate Certificate)

### Description

In this graduate certificate program, two students in UC's Mountainview Low-Residency MFA in Fiction and Nonfiction receive a semester of training in the teaching of composition, MFA-555, in the MFA program's fall semester, SIX01. In addition to receiving instruction in the teaching of composition, they observe and assist instructors in fall composition classes on campus, and tutor in the Writing Center. The students are not charged tuition beyond the regular Mountainview MFA tuition. In the spring semester, SIX02, each student teaches a spring section of ENG-120 or ENG-200 on campus, depending on the availability of sections. For teaching this class, the students will be paid at half the normal rate of an adjunct instructor. After the student has successfully completed teaching a section of ENG-120 or ENG 200, following the successful completion of MFA-555, the student will receive a Graduate Certificate in the Teaching of Composition. The student can then enter the UC SAS adjunct pool, teaching sections of ENG 120 and ENG 200 at the normal adjunct rate while still earning an MFA. Because this program requires regular trips to campus, it should be undertaken by Mountainview students who live within commuting distance of Manchester.

### Program Outcomes

1. Gain experience and training in the teaching of composition and rhetoric at the college level
2. Develop a portfolio of syllabi and assignments that can be applied to teaching composition and rhetoric

### Requirements

Certificate Courses

12 Total Credits

- Complete:
  - MFA555 - Writing Program TA Colloquium (6)
  - MFA557 - Teaching with Observation and Feedback (6)

Grand Total Credits: **12**

## Campus Programs

### **Terrorism and Homeland Security (Certificate)**

#### **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.

#### **Program 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**

## Campus Programs

### Transdisciplinary Competencies (Graduate Certificate)

#### 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.

#### Program 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**

# Campus Programs

## Visual Literacy (Minor)

### 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**

## Campus Programs

### World Language and Culture (Minor)

#### 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**

## School of Business

## Campus Programs

### Accounting and Finance (BS)

#### 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.

#### Program 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

- 42 credit(s) from: General Education

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

Business Core

30 Total Credits

- 30 credit(s) from: Business Core

Major Courses

30 Total Credits

- Complete all of the following
  - Complete:
    - ACC307 - Intermediate Accounting I (3)
    - ACC308 - Intermediate Accounting II (3)
    - ACC311 - Cost Accounting (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**

### Accounting (AS)

#### Description

Students pursuing Associate in Science Accounting will gain the fundamental skills needed for entry-level accounting positions in industry and government. Students acquire a foundation in fundamental accounting principles.

# Campus Programs

## **Program Outcomes**

1. Identify and apply the US and international rules and regulations for financial and tax accounting
2. Maintain basic financial records and financial statements for internal and external users in accordance with governing rules and regulations
3. Interpret and communicate the significance of accounting information to stakeholders
4. Apply the professional ethical framework to guide conduct and decision making in the field of accounting
5. Utilize relevant tools and technology to examine data to inform collaborative decision making in the field of accounting

## **Requirements**

### General Education Courses

24 Total Credits

- Complete all of the following
  - First Year Experience
    - Complete:
      - FYS101 - First Year Seminar (3)
  - English
    - Complete:
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
  - Mathematics
    - Complete:
      - MAT240 - Applied Statistics (3)
  - FHUM
    - 1 of the following:
      - 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)
  - EFAH
    - 3 credit(s) from the following type of course(s):  
General Education course from Fine Arts and Humanities
  - ESBS
    - Complete:
      - ECO201 - Microeconomics (3)
      - ECO202 - Macroeconomics (3)

### Major Courses

33 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - ACC307 - Intermediate Accounting I (3)
  - ACC308 - 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**

## Campus Programs

### **Accounting (BS)**

#### **Description**

The Accounting Program provides students with the educational prerequisites required for the certified public accountant examination, certified management accountant examination, certified internal auditor examination and a host of other professional titles related to accounting and taxation. Accounting students will receive general instruction in business and a thorough education in all areas of accounting, finance and taxation. Students majoring in accounting will be able to specialize in either the financial or managerial fields of accounting. An internship also is available in this program. Students will be able to take additional electives to supplement their knowledge or to further specialize their educations.

#### **Program Outcomes**

1. Analyze and apply the rules and regulations for financial accounting and reporting and how they are established in a global economy
2. Generate financial records and financial statements for internal and external users in accordance with applicable governing rules and regulations
3. Plan and prepare tax returns using knowledge of tax laws and regulations
4. Analyze, interpret and communicate accounting information to various internal and external stakeholders
5. Audit financial information and controls employing effective techniques and in accordance with professional standards
6. Apply professional ethics to guide conduct and decision-making in the field of accounting

## Campus Programs

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

#### Business Core

30 Total Credits

- 30 credit(s) from: Business Core

#### Major Courses

36 Total Credits

- Complete all of the following
  - Complete:
    - ACC307 - Intermediate Accounting I (3)
    - ACC308 - 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)
  - 6 credit(s) from the following:
    - ACC302 - Professional Communication in Accounting (2 - 3)
    - ACC315 - Accounting Information Systems (3)
    - ACC320 - Microsoft Excel for Accountants (2 - 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)
    - ACC492 - Accounting Co-op (6 - 12)

#### Free Electives

12 Total Credits

- 12 credit(s).

Grand Total Credits: **120**

# Campus Programs

## Accounting (Certificate)

### Description

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

### Requirements

Certificate Courses

18 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - ACC307 - Intermediate Accounting I (3)
  - ACC308 - Intermediate Accounting II (3)
  - ACC311 - Cost Accounting (3)
  - ACC330 - Federal Taxation I (3)

Grand Total Credits: **18**

## Accounting (Minor)

### Description

Students have the opportunity to explore areas of accounting including financial statement preparation, analysis, and reporting. Students will develop the analytical skills needed to assess and improve the performance of an organization.

### Requirements

Minor Courses

15 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - ACC307 - Intermediate Accounting I (3)
  - ACC308 - Intermediate Accounting II (3)
  - ACC311 - Cost Accounting (3)

Grand Total Credits: **15**

## Baking (Minor)

### Description

The Minor in Baking is a hands on curriculum that provides students opportunity to apply learned techniques through the production of baked goods and edible art.

### Requirements

Minor Courses

15 Total Credits

- Complete:
  - CUL135 - Baking Basics: Scratch Baking for the Non-Professional Baker (3)
  - CUL155 - The Art of Cake (3)
  - CUL245 - Alternative Baking (3)
  - CUL315 - Confectionery Art (3)
  - CUL365 - Introduction to Bread Baking (3)

Grand Total Credits: **15**

# Campus Programs

## Business Administration (AS)

### 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.

### Program 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

### Requirements

General Education Courses

24 Total Credits

- Complete all of the following
  - First Year Experience
    - Complete:
      - FYS101 - First Year Seminar (3)
  - English
    - Complete:
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
  - Mathematics
    - 1 of the following:
      - MAT240 - Applied Statistics (3)
  - FHUM
    - 3 credit(s) from the following type of course(s):  
General Education Foundation Humanities  
EFAH
    - 3 credit(s) from the following type of course(s):  
General Education course from Fine Arts and Humanities  
ESBS
    - 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**

## Campus Programs

### **Business Administration (BBA)**

#### **Description**

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive. As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to solve new problems. Students in the Business Administration Program will learn how to be leaders and managers in this ever-changing and hectic business environment. Southern New Hampshire University's Business Administration Program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. Core courses, enable students to become successful managers.

#### **Program Outcomes**

1. Interpret business & societal trends in historical, political, economic, financial, social, cultural, geopolitical, technological context for purpose of leading a business unit.
2. Apply cross-cultural awareness & sensitivity designed to facilitate the creation of shared values, attitudes, beliefs.
3. Apply social and emotional awareness for the purpose of fostering shared leadership, group process, organizational learning.
4. Integrate ethical principles & core personal values into business decision-making.
5. Employ change management theories & concepts in various organizational contexts.

## Campus Programs

### Requirements

#### Transfer Requirement

90 Total Credits

- Complete all of the following
  - This program is for international students only. Students must have an approved 90 university credits, equivalent 3.0 GPA (out of 4.0), and acceptable TOEFL and IELTS scores to enter this program.
  - 90 credit(s).

#### Foundation Courses

0 Total Credits

- Complete:
  - ENG070 - Academic Writing and Research Skills (3)
  - ENG071 - Critical Reading Skills (3)
  - ENG072 - Grammar Workshop (3)
  - ENG099I - Fundamentals of Writing for International Students (3)

#### General Education Courses

15 Total Credits

- Complete all of the following
    - 15 credit(s) from: General Education
- Must include:
- ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)
  - One (1) General Education course must be from Social and Behavioral Sciences (ESBS). ECO courses are excluded from this section.
  - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
  - One (1) General Education course must be from Science, Technology, and Mathematics (ESTM).

#### Major Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - BUS400 - Driving Business Opportunities (3)
  - 12 credit(s) from ACC ADV, BUS, CIS, ECO, ESPT, FIN, FMM, FMK, HOS, 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)
    - HCM340 - Healthcare Delivery Systems (3)
    - HCM345 - Healthcare Reimbursement (3)
    - IHP420 - Ethical and Legal Considerations of Healthcare (3)
    - IHP430 - Healthcare Quality Management (3)
  - Online offered courses include: HCM 202, HCM 210, HCM 220, HCM 301, HCM 305, HCM 315, HCM 325, HCM 341, HCM 400, HCM 415, HCM 440, IHP 315, IHP 340, IHP 355, IHP 435, IHP 450

Grand Total Credits: **120**

### **Business Administration (BS)**

## Campus Programs

### **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.

### **Program 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

## Campus Programs

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

#### Business Core

30 Total Credits

- 30 credit(s) from: Business Core

#### 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, FMM, FMK, HOS, 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)
    - HCM340 - Healthcare Delivery Systems (3)
    - HCM345 - Healthcare Reimbursement (3)
    - IHP420 - Ethical and Legal Considerations of Healthcare (3)
    - IHP430 - Healthcare Quality Management (3)

Minimum of 6 credits from courses numbered 300 to 499

- Online offered courses include: HCM 325, HCM 400, HCM 415, HCM 440, IHP 315, IHP 355, IHP 435, IHP 450
- Maximum of 6 credits in any one prefix.

#### Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

## Campus Programs

### **Business Administration (BS) - 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.

#### **Concentration 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:
    - ACC307 - Intermediate Accounting I (3)
    - ACC308 - Intermediate Accounting II (3)
    - ACC311 - Cost Accounting (3)
    - ACC345 - Financial Statement Analysis/ Business Valuation (3)
  - Complete 1 of the following
    - 3 credit(s) from the following:
      - ACC315 - Accounting Information Systems (3)
      - ACC320 - Microsoft Excel for Accountants (2 - 3)
    - ACC 309 offered online

Grand Total Credits: **15**

### **Business Administration (BS) - 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:
  - AT110 - Fundamentals of Air Traffic Control (3)
  - AV205 - Aircraft Operations I (3)
  - AV206 - Aircraft Operations II (3)
  - AM201 - Aviation Law (3)
  - AV306 - Human Factors of Flight (3)

Grand Total Credits: **15**

## Campus Programs

### **Business Administration (BS) - 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) - 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.

#### **Concentration 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:
  - OL215 - Principles of Management (3)
  - OL317 - Small Business Management (3)
  - OL320 - Entrepreneurship (3)
  - OL321 - Business Plan Preparation (3)
  - BUS307 - Business Law II (3)

Grand Total Credits: **15**

## Campus Programs

### **Business Administration (BS) - 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.

#### **Concentration 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**

## Campus Programs

### **Business Administration (BS) - 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.

#### **Concentration 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**

## Campus Programs

### **Business Administration (BS) - 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**

### **Business Administration (BS) - 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.

#### **Concentration 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

## Campus Programs

### **Requirements**

Concentration Courses

15 Total Credits

- Complete all of the following
  - Complete all of the following
    - Complete:
      - CIS255 - Applied Data Structure and Database (3)
    - DAD220 offered online
  - 1 of the following:
    - CIS315 - Information System Requirements and Design (3)
    - IT315 - Object Oriented Analysis and Design (3)
  - Complete all of the following
    - Complete:
      - CIS335 - Business Systems Applications (3)
    - MIS215 offered online
  - Complete all of the following
    - Complete:
      - CIS355 - Business Intelligence Applications (3)
    - MIS350 offered online
  - Complete all of the following
    - Complete:
      - CIS410 - Enterprise Systems (3)
    - MIS300 offered online

Grand Total Credits: **15**

### **Business Administration (BS) - 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.

#### **Concentration 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:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
    - MKT270 - Professional Selling (3)
  - Complete all of the following
    - 3 credit(s) from MKT or ADV within the 100 - 499 range or from the following courses:
      - FMM325 - Sustainability in Fashion (3)
      - FMM410 - Fashion Research and Forecasting (3)
    - FMM225 and FMM340 offered online

Grand Total Credits: **15**

## Campus Programs

### **Business Administration (BS) - 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) - Professional Sales (Concentration)**

#### **Requirements**

Concentration Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - MKT270 - Professional Selling (3)
    - MKT300 - Advanced Professional Selling (3)
    - QSO250 - Business Analytics (3)
    - CIS335 - Business Systems Applications (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**

## Campus Programs

### **Business Administration (BS) - 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.

#### **Concentration 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**

### **Business Administration (MBA)**

#### **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.

#### **Program 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

## Campus Programs

### **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

- 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 - 899

Grand Total Credits: **30**

### **Business Administration (MBA) - 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.

#### **Concentration 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**

## Campus Programs

### **Business Administration (MBA) - 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.

#### **Concentration 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) - 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.

#### **Concentration 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**

## Campus Programs

### **Business Administration (MBA) - 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.

#### **Concentration 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**

### **Business Administration (MBA) - 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**

## Campus Programs

### **Business Analytics (Minor)**

#### **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**

# Campus Programs

## Business Analytics (MS)

### 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.

### Program 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**

# Campus Programs

## Business Core

### Program 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**

## Computer Information Systems (BS)

### 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.

### Program 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: General Education
- Must include:
- ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

## Campus Programs

### Mathematics

- Complete 1 of the following
  - Complete:
    - MAT240 - Applied Statistics (3)
  - Complete:
    - MAT241 - Modern Statistics with Software (3)
- MAT 243 offered online

### Business Core

30 Total Credits

- 30 credit(s) from: Business Core

### Major Courses

24 Total Credits

- Complete all of the following
  - Complete all of the following
    - 1 of the following:
      - CS110 - Fundamentals of Programming (3)
      - CIS135 - Interactive Scripting for Business Applications (3)
    - IT140 offered online
  - 1 of the following:
    - IT145 - Foundation in Application Development (3)
    - QSO340 - Project Management (3)
  - Complete all of the following
    - Complete:
      - CIS255 - Applied Data Structure and Database (3)
    - DAD220 offered online
  - 1 of the following:
    - CIS315 - Information System Requirements and Design (3)
    - IT315 - Object Oriented Analysis and Design (3)
  - Complete all of the following
    - Complete:
      - CIS335 - Business Systems Applications (3)
    - MIS215 offered online
  - Complete all of the following
    - Complete:
      - CIS355 - Business Intelligence Applications (3)
    - MIS350 offered online
  - Complete all of the following
    - Complete:
      - CIS410 - Enterprise Systems (3)
    - MIS300 offered online
  - Complete all of the following
    - 1 of the following:
      - CIS435 - Capstone in Information Systems (3)
    - MIS490 offered online

### Major Electives or choose a Concentration

9 Total Credits

- Complete all of the following
  - 9 credit(s) from CIS CS, CYB, DAT, IT, MIS, or QSO within the 100 - 499 range or from the following courses:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT300 - Applied Statistics II: Regression Analysis (3)
    - MAT350 - Applied Linear Algebra (3)
  - Online offered course includes: SNHU 495

### Free Electives

15 Total Credits

## Campus Programs

- 15 credit(s).

Grand Total Credits: **120**

### Computer Information Systems (BS) - 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."

#### Concentration 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**

### Computer Information Systems (Minor)

#### 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.

#### Program 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**

## Campus Programs

### Culinary and Baking Arts (Minor)

#### Description

CBA.Minor is designed for the student pursuing a variety of majors and has an interest in culinary and baking arts. Five courses are required for completion and include an array of hands-on labs and discussions both in culinary and baking arts. Students are able to select courses from a variety of genres within the field, from developing fundamental skills and exploring various cuisines to creating artistic showpieces and learning the art of food presentation.

#### Requirements

Minor Courses  
15 Total Credits

- Complete all of the following
  - Complete:
    - CUL135 - Baking Basics: Scratch Baking for the Non-Professional Baker (3)
    - CUL170 - Cooking Basics: Making Your Food Taste Delicious (3)
  - 1 of the following:
    - CUL155 - The Art of Cake (3)
    - CUL245 - Alternative Baking (3)
    - CUL315 - Confectionery Art (3)
    - CUL365 - Introduction to Bread Baking (3)
  - 1 of the following:
    - 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)
  - 1 of the following:
    - CUL155 - The Art of Cake (3)
    - CUL210 - Cooking Healthy and Delicious (3)
    - CUL245 - Alternative Baking (3)
    - CUL260 - The Flavors of Global Cuisines (3)
    - CUL315 - Confectionery Art (3)
    - CUL350 - Mixology (3)
    - CUL360 - The Art of Food Presentation and Food Photography (3)
    - CUL365 - Introduction to Bread Baking (3)

Grand Total Credits: **15**

### Culinary Arts (Minor)

#### 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**

# Campus Programs

## Economics and Finance (BS)

### 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.

### Program Outcomes

1. Demonstrate knowledge of basic estimators and their properties.
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. Effectively communicate economic and financial issues and opportunities to stakeholders.
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

- 42 credit(s) from: General Education

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

#### Business Core

30 Total Credits

- 30 credit(s) from: Business Core

#### 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**

# Campus Programs

## Economics (Minor)

### 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**

# Campus Programs

## Entrepreneurship (Minor)

### 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.

### Program 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:
    - OL215 - Principles of Management (3)
    - OL317 - Small Business Management (3)
    - OL320 - Entrepreneurship (3)
    - OL321 - Business Plan Preparation (3)
  - 2 of the following:
    - 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)
    - BUS307 - Business Law II (3)
    - ACC215 - Fundamentals of Financial Accounting (3)
    - QSO250 - Business Analytics (3)

Grand Total Credits: **18**

# Campus Programs

## Esport (Minor)

### 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.

### Program 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)
    - GAM205 - Introduction to Games (3)
    - GAM210 - History of Digital Games (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**

## Experience More: Entrepreneurship

### Program 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

### Requirements

General Education Courses  
42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education Foundation
  - Complete all of the following
    - Mathematics
      - Complete:
        - MAT240 - Applied Statistics (3)
    - Culmination
      - Complete:

## Campus Programs

- PHL316 - Business Ethics (3)

### General Education Exploration

- Complete all of the following
  - EFAH
    - Complete:
      - PHL212 - Introduction to Ethics (3)
      - PHL220 - Death and the Meaning of Life (3)
  - ESBS
    - Complete:
      - ECO201 - Microeconomics (3)
      - ECO202 - Macroeconomics (3)
  - ESTM
    - Complete:
      - IT270 - Web Site Design (3)
      - SCI219 - Environmental Issues (3)
  - EGED
    - Complete:
      - MKT270 - Professional Selling (3)

### Business Core

30 Total Credits

- 30 credit(s) from: Business Core

### Major Courses

30 Total Credits

- Complete:
  - BUS307 - Business Law II (3)
  - FIN250 - Personal Financial Planning (3)
  - MKT225 - Digital Marketing (3)
  - MKT265 - Social Media & Marketing Communications (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 or choose a Concentration

9 Total Credits

- Complete:
  - SB101 - Business Tools I (3)
  - SB202 - Business Tools II (3)
  - SB303 - Business Tools III (3)

### Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **120**

# Campus Programs

## Finance (Minor)

### 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

12 Total Credits

- Complete:
  - ECO202 - Macroeconomics (3)
  - FIN320 - Principles of Finance (3)
  - FIN330 - Corporate Finance (3)
  - FIN340 - Fundamentals of Investments (3)

Electives

6 Total Credits

- 6 credit(s) from FIN within the 300 - 499 range or from the following courses:
  - ECO306 - Money and Banking (3)

Grand Total Credits: **18**

## Hospitality Business (Minor)

### Description

The minor is attractive to apply your degree plus the minor to gain accessibility to many leadership opportunities in the hospitality industry. The Tourism industry seeks a diversified work force with a variety of skills to manage lodging operations, ski resorts, restaurants and pubs, theme parks, country clubs and golf courses, event centers and many more.

### Requirements

Minor Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - HOS203 - Farm to Fork (3)
    - HOS220 - Geography of Global Cultures (3)
    - HOS315 - Introduction to Sustainable Hotel Operations (3)
  - 2 of the following:
    - HOS311 - Sustainable Tourism (3)
    - HOS327 - Food and Beverage Operations Management (3)
    - HOS340 - Special Events Management (3)
    - HOS420 - Hospitality Revenue Management (3)

Grand Total Credits: **15**

# Campus Programs

## Human Resource Management (Certificate)

### Description

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

### Requirements

Certificate Courses

18 Total Credits

- Complete:
  - BUS210 - Managing and Leading in Business (3)
  - OL211 - Human Resource Management (3)
  - OL318 - Employee and Labor Relations (3)
  - OL325 - Total Rewards (3)
  - OL342 - Organizational Behavior (3)
  - OL442 - Human Resource Strategy and Development (3)

Grand Total Credits: **18**

## Information Technology (MS)

### 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.

### Program 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

## Campus 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

- Complete all of the following
  - 9 credit(s) from subject(s): CIS DAT, IT, ISE, or QSO , except:
    - DAT500 - Data and Information Management (3)
    - IT500 - Information Technology (3)
    - IT505 - Core Technologies (3)
  - SNHU 690 offered online.

Grand Total Credits: **36**

### **Information Technology (MS) - 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.

#### **Concentration 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**

## Campus Programs

# Campus Programs

## International Business (Low Residency PhD)

### 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.

### Program 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 (3)
        - Complete:
          - DOC950 - Dissertation Status (1)

Grand Total Credits: **46**

# Campus Programs

## International Business (PhD)

### 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 9 credits of elective coursework. 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.

### Program 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 (3)
      - Complete:
        - DOC950 - Dissertation Status (1)

Grand Total Credits: **46**

## Campus Programs

### International Sport Management (Minor)

#### 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**

### Marketing (BS)

#### 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

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.

#### Program 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

## Campus Programs

### Requirements

#### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

#### Business Core

30 Total Credits

- 30 credit(s) from: Business Core

#### Major Courses

18 Total Credits

- Complete all of the following
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT270 - Professional Selling (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
  - 3 credit(s) from the following:
    - MKT490 - Marketing Internship (0 - 15)
  - 1 of the following:
    - MKT432 - Strategic Marketing Planning (Capstone) (3)
    - MKT515 - Distinctive Concepts in Marketing (3)

#### Major Electives

15 Total Credits

- Complete all of the following
  - 15 credit(s) from FMM or MKT within the 100 - 499 range or from the following courses:
    - ADV263 - Advertising Copy and Design (3)
    - QSO330 - Supply Chain Management (3)
  - NOTE: Students may also take ADV 340 through College of Online and Continuing Education or any internships from the subjects ADV, FMK, MKT, and RET.
  - NOTE: Students who are interested in pursuing a graduate program may take MKT 545 in place of either INT 433 or MKT 433.

#### Free Electives

15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

## Campus Programs

### Marketing (Minor)

#### 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

Prerequisite Courses

0 Total Credits

- Complete:
  - MAT240 - Applied Statistics (3)

Minor Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - MKT205 - Applied Marketing Strategies (3)
    - MKT270 - Professional Selling (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
  - 3 credit(s) from subject(s): MKT

Grand Total Credits: **15**

### Operations and Supply Chain Management (Minor)

#### 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**

# Campus Programs

## Professional Accountancy (MS)

### 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.

### 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**

## Campus Programs

### Professional Sales (Minor)

#### 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 (Minor)

#### 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**

## Campus Programs

### Social Media Marketing (Minor)

#### 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)
  - MKT265 - Social Media & Marketing Communications (3)
  - MKT355 - Social Media Marketing Strategy (3)
  - MKT410 - Digital Analytics (3)
  - MKT455 - Social Media Campaign (3)

Grand Total Credits: **15**

### Sport and Special Event Management (Minor)

#### Description

A student may earn a minor in Sport & Special Event Management by successfully completing the following courses:

#### Requirements

Minor Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - HOS340 - Special Events Management (3)
  - 12 credit(s) from the following:
    - HOS311 - Sustainable Tourism (3)
    - HOS401 - Convention Sales and Group Planning (3)
    - QSO340 - Project Management (3)
    - SPT310 - Sport Sponsorship (3)
    - SPT319 - Sport Sales and Promotions (3)
    - SPT401 - Sport Facilities Management (3)
    - SPT415 - Event Management and Marketing (3 - 6)
  - NOTE: Sport Management majors must take at least one (1) HOS elective. Hospitality majors must take SPT and QSO electives only.

Grand Total Credits: **15**

### Sport Management (BS)

## Campus 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 facilities management, and the interrelationship between sports and society.

### **Program 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

# Campus Programs

## Requirements

### General Education Courses

42 Total Credits

- 42 credit(s) from: General Education

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

### Business Core

30 Total Credits

- 30 credit(s) from: Business Core

### Major Courses

30 Total Credits

- Complete all of the following
  - Complete:
    - SPT208 - Sport Marketing (3)
    - SPT111 - Introduction to Sport Management (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)
  - Complete all of the following
    - 1 of the following:
      - SPT465 - Global Sport Business (3)
      - SPT565 - Internationalization of Sport Business (3)
    - NOTE: Students interested in pursuing the graduate program may take SPT 565 in place of SPT 465.
  - 6 credit(s) from the following:
    - SPT491 - Sport Management Internship (0 - 15)
  - 6 credit(s) from the following:
    - SPT307 - Sport Law (3)
    - SPT320 - Media/Public Relations in Sport (3)
    - SPT321 - Fitness Management (3)
    - SPT340 - Practicum in Sport Management (3 - 6)
    - ECO375 - Economics of Professional Sports In the U.S. (3)
    - SPT401 - Sport Facilities Management (3)
    - SPT402 - Sport Revenue (3)
    - SPT415 - Event Management and Marketing (3 - 6)
    - SPT425 - Sport Licensing/Strategic Alliances (3)
    - SPT525 - Sport Licensing and Strategic Alliances (3)
  - NOTE: Students interested in pursuing the graduate program may take SPT 525 in place of SPT 425.

### Free Electives

18 Total Credits

- 18 credit(s).

Grand Total Credits: **120**

## Campus Programs

### Sport Management (Minor)

#### 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**

### Wellness (Minor)

#### 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.

#### Program Outcomes

#### Requirements

Required Courses

15 Total Credits

- 15 credit(s) from within the 100 - 499 range or from the following courses:
  - BIO110 - Introduction to Public Health (3)
  - BIO303 - Principles of Nutrition (3)
  - CUL210 - Cooking Healthy and Delicious (3)
  - FIN250 - Personal Financial Planning (3)
  - JUS185 - American Kenpo (3)
  - JUS186 - Judo (3)
  - JUS187 - Brazilian Jiu-Jitsu (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)

Grand Total Credits: **15**

## School of Engineering, Technology, and Aeronautics

# Campus Programs

## Aeronautical Engineering (BS)

### 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>.

### Program Outcomes

1. An ability to apply knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret data.
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. An ability to function on multi-disciplinary teams.
5. An ability to identify, formulate, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for, and the ability to engage in life-long learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools needed for engineering practice.
12. A knowledge of aerodynamics, aerospace materials, structure, propulsion, flight mechanics, and stability and control.
13. Design competence that includes integration of aeronautical topics.
14. An ability to develop flight test plans and conduct in-flight experiments, as well as analyze, interpret, and report the resulting data.

### Requirements

General Education Courses

42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education

Must include:

- MAT225 - Calculus I: Single-Variable Calculus (3)
- EG110 - Engineering Ideas into Prototypes (3)
- EG498 - Capstone Design I (3)
- CHM120 - General Chemistry I (3)
- PHY215 - Physics I (3)
- MAT275 - Calculus II: Integration & Series (3)
- 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
  - Complete:
    - EG201 - Fluid Mechanics (3)
    - EG202 - Mechanics of Materials I (3)
    - EG203 - Dynamics (3)
    - EG209 - Thermodynamics I (3)
    - EG308 - Gas Dynamics (3)

## Campus Programs

- 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-.
- 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-.
- credit(s) from:

Must earn minimum grade of in all selected courses

Major Electives or choose a Concentration

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 and Concentration courses require a minimum grade of C-. Students must meet with their advisor before enrolling in major electives or choosing a concentration.

Free Electives

3 Total Credits

- 3 credit(s).

Grand Total Credits: **125**

## Campus Programs

### Air Force Studies (Minor)

#### 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 - The Foundations of the United States Air Force I (1)
  - AS102 - The Foundations of the United States Air Force 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)

#### 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 Science (AS)

#### 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.

# Campus Programs

## Program 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

## Requirements

### General Education Courses

24 Total Credits

- Complete all of the following
  - English
    - Complete:
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
  - Mathematics
    - Complete:
      - MAT225 - Calculus I: Single-Variable Calculus (3)
      - MAT230 - Discrete Mathematics (3)
  - First Year Seminar
    - Complete:
      - FYS101 - First Year Seminar (3)
  - Humanities
    - 3 credit(s) from the following:
      - 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)
  - CS -110 and PHY-215
    - Complete:
      - CS110 - Fundamentals of Programming (3)
      - PHY215 - Physics I (3)

### Major Courses

24 Total Credits

- Complete:
  - CS113 - Introduction to Programming (3)
  - CS113L - Intro to Programming Lab (1)
  - CS114 - Intro to Software Engineering (3)
  - CS114L - Introduction to Software Engineering Lab (1)
  - CS203 - Sophomore Software Engineering I (3)
  - CS204 - Sophomore Software Engineering II (3)
  - CS231 - Database Systems (3)
  - CS217 - Object Oriented Programming (3)
  - CS218 - Data Structure and Algorithms (3)
  - PHY215L - Physics I Lab (1)

### Major Electives

6 Total Credits

- 6 credit(s) from subject(s): CS

### Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **60**

# Campus Programs

## Computer Science (BS)

### 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 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.

### Program 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

- 42 credit(s) from: General Education

Must include:

- MAT225 - Calculus I: Single-Variable Calculus (3)
- CS203 - Sophomore Software Engineering I (3)
- CS204 - Sophomore Software Engineering II (3)
- MAT275 - Calculus II: Integration & Series (3)
- PHY215 - Physics I (3)
- SOC335 - Technology and Society (3)

Major Courses

51 Total Credits

- Complete all of the following
  - Complete:
    - CS113 - Introduction to Programming (3)
    - CS113L - Intro to Programming Lab (1)
    - CS114 - Intro to Software Engineering (3)
    - CS114L - Introduction to Software Engineering Lab (1)
    - CS217 - Object Oriented Programming (3)
    - CS218 - Data Structure and Algorithms (3)
    - CS219 - Computer Architecture I (3)
    - CS231 - Database Systems (3)
    - CS303 - Junior Software Engineering I (3)
    - CS304 - Junior Software Engineering II (3)
    - CS312 - Analysis of Algorithms (3)
    - CS317 - Computer Networks (3)
    - CS321 - Programming Language Concepts (3)
    - CS361 - Computer Software and Operating Systems (3)
    - MAT239 - Mathematics for Computing (3)
    - MAT350 - Applied Linear Algebra (3)

## Campus Programs

- PHY215L - Physics I Lab (1)

### Capstone

- o Complete 1 of the following
  - Complete:
    - CS413 - Software Engineering Project I (3)
    - CS414 - Software Engineering Project II (3)
  - 6 credit(s) from the following:
    - CS490 - Computer Science Internship (3 - 15)
- o NOTE: Computer Science major courses require a minimum grade of C-.

### Major Electives or choose a Concentration

12 Total Credits

- Complete all of the following
  - o 12 credit(s) from the following:
    - CS238 - UNIX Programming (3)
    - CS328 - Embedded Systems (3)
    - CS331 - Computer Security (3)
    - CS407 - Principles of Machine Learning (3)
    - CS411 - Artificial Intelligence (3)
    - EE301 - Digital Circuits (3)
    - EE301L - Digital Circuits Lab (1)
    - EG424 - Industrial Robots (3)
    - EG426 - Mobile Robots (3)
  - o NOTE: Computer Science major courses require a minimum grade of C-.

### Free Electives

15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

## Computer Science (BS) - Machine Learning (Concentration)

### Requirements

#### Concentration Courses

12 Total Credits

- Complete all of the following
  - o 1 of the following:
    - MAT240 - Applied Statistics (3)
    - MAT241 - Modern Statistics with Software (3)
  - o Complete:
    - CS407 - Principles of Machine Learning (3)
    - CS411 - Artificial Intelligence (3)
  - Electives
    - o 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**

# Campus Programs

## Construction Science (Minor)

### 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

Prerequisite Courses

0 Total Credits

- Complete:
  - CHM120 - General Chemistry I (3)

Minor Courses

16 - 17 Total Credits

- Complete all of the following
  - Complete:
    - CSM100 - Fundamentals of Construction Science and Management (3)
    - CSM215 - Specifications, Plans, and Building Codes (3)
    - CSM220 - Construction Surveying & Safety I (3)
    - CSM320 - Materials and Methods I: Standard Materials (4)
  - 1 of the following:
    - CSM270 - Sustainability and the Built Environment I: Introduction to Sustainable Practices (3)
    - CSM280 - Surveying (4)
    - CSM325 - Business of Construction (3)

Grand Total Credits: **16 - 17**

## Electrical Engineering (BS)

### 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.

### Program 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 judgements, 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

## Campus Programs

### General Education Courses

42 Total Credits

- Complete all of the following
  - 42 credit(s) from: General Education

Must include:

- MAT225 - Calculus I: Single-Variable Calculus (3)
- EG498 - Capstone Design I (3)
- EG110 - Engineering Ideas into Prototypes (3)
- CHM120 - General Chemistry I (3)
- PHY215 - Physics I (3)
- MAT275 - Calculus II: Integration & Series (3)
- 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
  - Complete:
    - CS113 - Introduction to Programming (3)
    - CS113L - Intro to Programming Lab (1)
    - CS114 - Intro to Software Engineering (3)
    - CS114L - Introduction to Software Engineering Lab (1)
    - CS219 - Computer Architecture I (3)
    - EE201 - Signals and Systems (3)
    - EE220 - Electromagnetics (3)
    - EE310 - Communication Systems (3)
    - EE318 - Electrical Circuits II (3)
    - EE318L - Electrical Circuits II Lab (1)
    - EE301 - Digital Circuits (3)
    - EE301L - Digital Circuits Lab (1)
    - EE330 - Analog Electronics (3)
    - EE330L - Analog Electronics (1)
    - EE305 - Electrical Machines (3)
    - EE306 - Electrical Power Systems (3)
  - NOTE: All Engineering Major courses require a minimum grade of C-.
  - Engineering Core
  - Complete all of the following
    - Complete:

- 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)
- PHY216 - Physics II (3)
- PHY216L - Physics II Lab (1)
- CHM120L - General Chemistry I Lab (1)
- PHY215L - Physics I Lab (1)

- NOTE: All Engineering Core courses require a minimum grade of C-.

### Major Electives or choose a Concentration

9 Total Credits

- Complete all of the following
  - 9 credit(s) from the following:
    - EG424 - Industrial Robots (3)
    - EG426 - Mobile Robots (3)
    - EG428 - Robotics: Project-Based Applications (3)
    - EG302 - Continuous and Discrete Systems (3)
    - EG415 - Digital Communication Systems (3)
    - EG403 - Principles of Photonics (3)
    - EG335 - Fundamentals of Systems Engineering (3)

## Campus Programs

- EG360 - Fundamentals of Unmanned Aerial Systems (3)
- EG450 - Conceptual Design of Unmanned Aerial Systems (3)
- NOTES: All Engineering Major Electives and Concentration courses require a minimum grade of C-. Students must meet with their advisor before enrolling in major electives or choosing a concentration.

Free Electives  
6 Total Credits

- 6 credit(s).

Grand Total Credits: **125**

## Experience More: Construction Management

### Description

The Bachelor of Science in Construction Science and 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. Students pursuing this program will complete coursework through a structured pathway that will include face-to-face, online, and experiential learning opportunities.

### Program 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

- Complete all of the following
  - 42 credit(s) from: General Education

Must include:

- CHM120 - General Chemistry I (3)
- CSM199 - The Built Environment (3)
- CSM235 - Sustainable Built Environments (3)
- CSM405 - Construction Management II (3)
- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- FAS260 - History of Architecture (3)
- MAT240 - Applied Statistics (3)
- Student may take MAT140 or Gen Ed elective

Business Core  
21 Total Credits

- 21 credit(s) from: Business Core

## Campus Programs

Must include:

- ACC201 - Financial Accounting (3)
- ACC202 - Managerial Accounting (3)
- BUS206 - Business Law I (3)
- BUS210 - Managing and Leading in Business (3)
- FIN320 - Principles of Finance (3)
- MKT205 - Applied Marketing Strategies (3)
- BUS225 - Critical Business Skills for Success (3)

Major Courses

45 Total Credits

- Complete all of the following
  - Complete:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - CSM200 - Construction Fundamentals I (3)
    - CSM205 - Construction Fundamentals II (3)
    - CSM220 - Construction Surveying & Safety I (3)
    - CSM225 - Construction Surveying & Safety II (3)
    - PHY150 - Introductory Physics: Mechanics (3)
    - CSM235L - Sustainable Built Environments Lab (1)
    - CSM250 - Building Systems (3)
    - CSM250L - Building Systems Lab (1)
    - CHM120L - General Chemistry I Lab (1)
    - CSM300 - Methods and Materials I (3)
    - CSM305 - Methods and Materials II (3)
    - CSM325 - Business of Construction (3)
    - CSM350 - Construction Processes I (3)
    - CSM355 - Construction Processes II (3)
    - CSM400 - Construction Management I (3)
    - CSM475 - Construction Law (3)
  - NOTE: Major Courses require a minimum grade of C-.

Major Electives

6 Total Credits

- Complete 1 of the following
  - Complete:
    - CSM450 - Structures of the Built Environment I (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**

## Information Technologies (BS)

# Campus Programs

## **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.

## **Program 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: General Education
  - Complete 1 of the following
    - Complete:
      - MAT241 - Modern Statistics with Software (3)
    - MAT243 offered online

Major Courses  
54 Total Credits

- Complete all of the following
  - Complete:
    - IT140 - Introduction to Scripting (3)
    - IT200 - Fundamentals of Information Technology (3)
  - 1 of the following:
    - IT201 - Computer Platform Technologies (3)
    - IT202 - Computer Operating Systems (3)
  - 1 of the following:
    - IT212 - Introduction to Computer Networks (3)
    - IT340 - Network and Telecommunication Management (3)
  - 1 of the following:
    - IT226 - Communication in STEM Professions (3)
    - IT385 - Information Technology Communications (3)
  - Complete all of the following
    - 1 of the following:
      - CS331 - Computer Security (3)
    - IT253 offered online
  - Complete all of the following
    - 1 of the following:
      - IT221 - Web-based Information Technology (3)
    - IT260 offered online

## Campus Programs

- Complete:
  - IT272 - Cross-Platform Technologies (3)
- 1 of the following:
  - CIS315 - Information System Requirements and Design (3)
  - IT304 - Systems Requirements and Implementation Planning (3)
- Complete:
  - IT313 - Risk Management and Mitigation in System Design (3)
- Complete all of the following
  - 1 of the following:
    - IT337 - User-Centered Systems Design and Evaluation (3)
    - IT331 and IT355 offered online
- Complete all of the following
  - 1 of the following:
    - CIS335 - Business Systems Applications (3)
    - IT485 - Information Technology Strategy and Management (3)
    - IT409 offered online
- Complete:
  - IT423 - Computing as a Service (3)
- Complete all of the following
  - 1 of the following:
    - CIS410 - Enterprise Systems (3)
    - IT482 offered online
- Complete all of the following
  - 1 of the following:
    - MAT239 - Mathematics for Computing (3)
    - MAT140 offered online
- Complete all of the following
  - 1 of the following:
    - CIS255 - Applied Data Structure and Database (3)
    - CS231 - Database Systems (3)
    - DAD220 offered online
- Complete all of the following
  - 1 of the following:
    - QSO340 - Project Management (3)
    - QSO345 offered online
- Complete all of the following
  - 1 of the following:
    - BUS210 - Managing and Leading in Business (3)
    - MGT200 offered online

Major Electives or choose a Concentration

15 Total Credits

- Complete all of the following
  - 12 credit(s) from subject(s): CIS CS, CYB, DAD, DAT, GAM, IT, or MIS within the range of course numbers 100 - 499
  - NOTE: Students may not take IT 100 for credit towards their Major Electives. Capstone
  - Complete all of the following
    - 3 credit(s) from the following:
      - IT490 - Information Technology Internship (0 - 15)
      - SNHU495I offered online

Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **120**

## Campus Programs

### Joint Military Studies (Minor)

#### 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 - The Foundations of the United States Air Force I (1)
    - AS102 - The Foundations of the United States Air Force 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:
    - JUS104 - Introduction to Homeland Security (3)
    - JUS129 - Introduction to Terrorism (3)
    - POL210 - American Politics (3)
    - POL211 - International Relations (3)
    - POL375 - Weapons of Mass Destruction (3)
    - LIT235 - War Literature (3)
    - HIS223 - Modern War & Society (3)
    - HIS235 - Modern Russia (3)
    - HIS241 - World War II (3)
    - HIS260 - Modern China (3)

Grand Total Credits: **18**

### Mechanical Engineering (BS)

#### 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. 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) and the American Society of Mechanical Engineers (ASME). The BS.MEG program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

# Campus Programs

## **Program Outcomes**

1. An ability to apply knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret data.
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. An ability to function on multi-disciplinary teams.
5. An ability to identify, formulate, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for, and the ability to engage in life-long learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools needed for engineering practice.
12. An ability to apply principles of engineering, basic science, and mathematics to model, analyze, design, and realize physical systems, components or processes.
13. An ability to work professionally in both thermo-fluid and electro-mechanical system area.

## **Requirements**

### General Education Courses

42 Total Credits

- Complete all of the following
    - 42 credit(s) from: General Education
- Must include:
- MAT225 - Calculus I: Single-Variable Calculus (3)
  - EG110 - Engineering Ideas into Prototypes (3)
  - EG498 - Capstone Design I (3)
  - CHM120 - General Chemistry I (3)
  - PHY215 - Physics I (3)
  - MAT275 - Calculus II: Integration & Series (3)
  - 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)
    - EG341 - Design of Machine Components (3)
    - EG410 - Heat Transfer (3)
  - 2 of the following:
    - EG318 - Thermodynamics II (3)
    - EG350 - Advanced Dynamics of Mechanical Systems (3)
    - EG420 - Design of Thermo-Fluid 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)

## Campus Programs

- 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 or choose a Concentration

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 and Concentration courses require a minimum grade of C-. Students must meet with their advisor before enrolling in major electives or choosing a concentration.

Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **123**

## Robotics (Minor)

### 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.

### Program 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 & 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**

# Campus Programs

## Unmanned Aerial Systems (Certificate)

### 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.

### Program Outcomes

1. Equip students with the essential skills to manage drone operations.
2. Effectively plan and execute 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**

# Courses

## Accounting

### **ACC201 - Financial Accounting**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ACC202 - Managerial Accounting**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC201 - Financial Accounting (3)

#### **Academic Level**

Undergraduate

### **ACC205 - Foundations of Accounting II**

#### **Description**

This course will continue to reinforce the concepts learned in Foundations of Accounting I and add selected topics from managerial accounting. Business majors will learn about cost types and their behaviors. They will also learn the principles to evaluate the financial impact of alternative business decisions.

#### **Credits**

2

#### **Requisites**

- Complete:
  - ACC215 - Fundamentals of Financial Accounting (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ACC215 - Fundamentals of Financial Accounting**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ACC225 - Foundations of QuickBooks**

#### **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**

Offered in the DY02 term only.

#### **Credits**

1

#### **Requisites**

- Complete:
  - ACC201 - Financial Accounting (3)

#### **Academic Level**

Undergraduate

### **ACC302 - Professional Communication in Accounting**

#### **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.

#### **Credits**

2 - 3

#### **Requisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - 30 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **ACC307 - Intermediate Accounting I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC201 - Financial Accounting (3)

#### **Academic Level**

Undergraduate

### **ACC308 - Intermediate Accounting II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC307 - Intermediate Accounting I (3)

#### **Academic Level**

Undergraduate

### **ACC311 - Cost Accounting**

#### **Description**

Examine the accounting concepts and practices used in the recording, classifying, and reporting of cost data. Analyze the behavior of costs and its use to management in the planning and control process. Examine budgeting, standard cost, job order and process, along with special problems in cost accounting.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC202 - Managerial Accounting (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ACC315 - Accounting Information Systems**

#### **Description**

The course introduces the student to the fundamentals of accounting information systems and how they function within organizations. Students will explore business processes and documentation of internal controls related to accounting systems, as well as features found in accounting applications and software. Students will learn how accounting information systems are used for data analysis and problem solving.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC202 - Managerial Accounting (3)

#### **Academic Level**

Undergraduate

### **ACC320 - Microsoft Excel for Accountants**

#### **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.

#### **Credits**

2 - 3

#### **Requisites**

- Complete:
  - ACC201 - Financial Accounting (3)

#### **Academic Level**

Undergraduate

### **ACC322 - Governmental and Non-Profit Accounting**

#### **Description**

This course covers the accounting principles and procedures applicable to governmental and nonprofit institutions.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC307 - Intermediate Accounting I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ACC330 - Federal Taxation I**

#### **Description**

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. Apply the appropriate tax laws as required by law in relation to the specific circumstances and tax liabilities of individuals. Prepare federal tax returns and communicate various tax return information to individuals.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ACC331 - Federal Taxation II**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC330 - Federal Taxation I (3)

#### **Academic Level**

Undergraduate

### **ACC340 - Controllershship**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC307 - Intermediate Accounting I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ACC345 - Financial Statement Analysis/ Business Valuation**

#### **Description**

Explore the theories, tools, and techniques used to perform fundamental valuations and analyze publicly traded companies. Evaluate a corporation's future prospects through the computation of free cash flows, interpretation of notes to financial statements, and the integration of information provided in various SEC filings.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC307 - Intermediate Accounting I (3)

#### **Academic Level**

Undergraduate

### **ACC350 - Volunteer Income Tax Assistance**

#### **Description**

The IRS mission, which is to provide America's taxpayers top quality service by helping them understand and meet their responsibilities as well as by applying the tax law with integrity and fairness to all, will be followed in this course. The course will entail becoming certified, by the IRS to work as a volunteer, setting up the Volunteer Income Tax Assistance Program site and then marketing the site to the general public. The certification includes passing an IRS test. The program would include you in the 93 million Americans who each year helps to make our world a better place to live by volunteering. This course will not entail the preparation of any complicated income tax returns; as such it does not require any prior extensive tax knowledge.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC330 - Federal Taxation I (3)

#### **Academic Level**

Undergraduate

### **ACC405 - Advanced Accounting**

#### **Description**

Explore advanced accounting concepts, including consolidations.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC308 - Intermediate Accounting II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ACC411 - Auditing Principles**

#### **Description**

Explore the various assurance services and professional and ethical standards required in auditing. Examine audit programs and procedures, including audit design, testing methods, and strategies for communicating auditing results. Evaluate internal controls employed by organizations to mitigate risk and maintain compliance.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC308 - Intermediate Accounting II (3)

#### **Academic Level**

Undergraduate

### **ACC421 - Auditing and Forensic Accounting**

#### **Description**

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

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC308 - Intermediate Accounting II (3)

#### **Academic Level**

Undergraduate

### **ACC430 - Data Analytics for Financial Professionals**

#### **Description**

Data has proliferated in business and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **ACC482 - VITA Mentorship**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC330 - Federal Taxation I (3)
  - ACC350 - Volunteer Income Tax Assistance (3)

#### **Academic Level**

Undergraduate

### **ACC485 - Accounting Leadership**

#### **Description**

Hands on class where the student will be an Accounting Lab leader working under the direction of the Accounting Lab Graduate Assistant.

#### **Credits**

0 - 15

#### **Requisites**

- Complete all of the following
  - Complete:
    - ACC308 - Intermediate Accounting II (3)
  - Please contact the Accountancy & Taxation Department Chair to register.

#### **Academic Level**

Undergraduate

### **ACC490 - Accounting Internship**

#### **Description**

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience.

#### **Credits**

0 - 15

#### **Requisites**

- Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

## Campus Programs

### **ACC492 - Accounting Co-op**

#### **Description**

Experiential learning opportunity where the student will work for a semester in an accounting job.

#### **Credits**

6 - 12

#### **Requisites**

- Please contact the Career and Professional Development Center to register.

#### **Academic Level**

Undergraduate

### **ACC515 - Accounting for Managers**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **ACC550 - Cost Accounting**

#### **Description**

This course provides a comprehensive study of the concepts, procedures, and practices of accounting systems that record, classify, and report cost data. These systems are designed to aid in the cost-effective operation of for-profit and non-profit organizations. This course focuses on cost behaviors, alternative cost systems, and accounting tools for planning and control. Additional topics studied would include relevant cost analysis for management decisions, cost/ revenue allocation methods, inventory management, and transfer pricing.

#### **Credits**

3

#### **Requisites**

- Placement in MS.PAC

#### **Academic Level**

Graduate

### **ACC640 - Auditing**

#### **Description**

This course is a study of the concepts and methods of professional auditing.

#### **Credits**

3

#### **Requisites**

- Placement in MS.PAC

#### **Academic Level**

Graduate

# Campus Programs

## **ACC645 - Advanced Auditing**

### **Description**

This course is designed to introduce the student who is familiar with financial auditing principles to advanced auditing topics including 1) beyond the financial audit, 2) when audits go wrong, and 3) behavioral and ethical concerns for auditors. The course utilizes a combination of case studies, student presentations, and reviews of current auditing research and professional materials to assist students in increasing their knowledge of auditing. This is a reading intensive course.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC640 - Auditing (3)

### **Academic Level**

Graduate

## **ACC660X - Controllership**

### **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.

### **Credits**

2

### **Requisites**

- Complete:
  - ACC550 - Cost Accounting (3)

### **Academic Level**

Graduate

## **ACC680X - International Accounting**

### **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.

### **Credits**

2

### **Academic Level**

Graduate

## **ACC685 - Governmental and Nonprofit Accounting**

### **Description**

This course examines the core principles and practices of nonprofit accounting.

### **Credits**

3

### **Academic Level**

Graduate

## Campus Programs

### **ACC696 - Situational Ethics in Accounting**

#### **Description**

This course deals with the application of academic research related to ethical decision making, identifying evolving ethical issues in the accounting and business environment, and evaluating and applying theories of ethics and justice. Students will be exposed to ethical situations affecting the accounting and business environments to gain a solid foundation on which to address possible circumstances they may face as accounting professionals.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC640 - Auditing (3)

#### **Academic Level**

Graduate

### **ACC700X - Seminar in Accounting Topics**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **ACC701 - Advanced Topics in Financial Reporting I**

#### **Description**

Course includes in-depth coverage of several important advanced accounting topics: Going Concerns assumptions, Fair Value Measurements

#### **Credits**

2

#### **Academic Level**

Graduate

### **ACC702 - Advanced Topics in Financial Reporting II**

#### **Description**

Course includes in-depth coverage of several important advanced accounting topics: Pensions and Post-Retirement Benefits, Asset Retirement Obligations, and Troubled Debt Restructuring

#### **Credits**

2

#### **Academic Level**

Graduate

## Campus Programs

### **ACC720 - Auditing and Attestation Review Course**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - ACC645 - Advanced Auditing (3)

#### **Academic Level**

Graduate

### **ACC730 - Financial Reporting Review Course**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - ACC680X - International Accounting (2)

#### **Academic Level**

Graduate

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## Advertising

### **ADV263 - Advertising Copy and Design**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Aerospace Studies

## Campus Programs

### **AS101 - The Foundations of the United States Air Force I**

#### **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.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **AS101L - Leadership Laboratory**

#### **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).

#### **Credits**

0

#### **Academic Level**

Undergraduate

## Campus Programs

### **AS102 - The Foundations of the United States Air Force II**

#### **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.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **AS102L - Leadership Laboratory**

#### **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).

#### **Credits**

0

#### **Academic Level**

Undergraduate

## Campus Programs

### **AS201 - The Evolution of USAF Air and Space Power I**

#### **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.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **AS201L - Leadership Laboratory**

#### **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).

#### **Credits**

0

#### **Academic Level**

Undergraduate

## Campus Programs

### **AS202 - The Evolution of USAF Air and Space Power II**

#### **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.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **AS202L - Leadership Laboratory**

#### **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).

#### **Credits**

0

#### **Academic Level**

Undergraduate

## Campus Programs

### **AS301 - The United States Air Force Leadership Studies I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **AS301L - Leadership Laboratory**

#### **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).

#### **Credits**

0

#### **Academic Level**

Undergraduate

## Campus Programs

### **AS302 - The United States Air Force Leadership Studies II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **AS302L - Leadership Laboratory**

#### **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).

#### **Credits**

0

#### **Academic Level**

Undergraduate

## Campus Programs

### **AS401 - National Security Affairs/Preparation for Active Duty I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **AS401L - Leadership Laboratory**

#### **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).

#### **Credits**

0

#### **Academic Level**

Undergraduate

## Campus Programs

### **AS402 - National Security Affairs/Preparation for Active Duty II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **AS402L - Leadership Laboratory**

#### **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).

#### **Credits**

0

#### **Academic Level**

Undergraduate

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## **Air Traffic Management**

## Campus Programs

### **AT110 - Fundamentals of Air Traffic Control**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **AT210 - Air Traffic Control Tower Operations**

#### **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).

#### **Credits**

3

#### **Requisites**

- Complete:
  - AT110 - Fundamentals of Air Traffic Control (3)

#### **Academic Level**

Undergraduate

### **AT210L - Air Traffic Control Tower Operating Lab**

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - AT210 - Air Traffic Control Tower Operations (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AT310 - Airspace and Air Traffic Systems Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - AT210 - Air Traffic Control Tower Operations (3)
  - 45 credit(s).
  - Concurrently enroll in:
    - AT310L - Air Space/Air Traffic Management Lab (1)

#### **Academic Level**

Undergraduate

### **AT310L - Air Space/Air Traffic Management Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - AT310 - Airspace and Air Traffic Systems Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AT315 - AT Management/Operating Environment**

#### **Description**

This course continues the exploration of the functions and responsibilities of the ATC specialist exploring the impacts of the specific operating environment, including terminal (VFR tower and TRACON), en route, and planned advanced automation environments. The student will practice the application of airspace and air traffic management skills, methods, and procedures to the terminal environment; the functional operating requirements of each environment (including representative airspace, traffic mix, equipment, and scenarios); and effective communication and coordination between positions/facilities and participating flight crews. Sustained emphasis is on maintaining a faithful cognitive model of the air traffic situation. Lab includes observation of "live traffic," and simulated radar presentations and automated functions. Lab included.

#### **Credits**

3

#### **Requisites**

- Complete:
  - AT310 - Airspace and Air Traffic Systems Management (3)

#### **Academic Level**

Undergraduate

### **AT315L - AT Management/Operating Environmental Lab**

#### **Description**

This course continues the exploration of the functions and responsibilities of the ATC specialist exploring the impacts of the specific operating environment, including terminal (VFR tower and TRACON), en route, and planned advanced automation environments. The student will practice the application of airspace and air traffic management skills, methods, and procedures to the terminal environment; the functional operating requirements of each environment (including representative airspace, traffic mix, equipment, and scenarios); and effective communication and coordination between positions/facilities and participating flight crews. Sustained emphasis is on maintaining a faithful cognitive model of the air traffic situation. Lab includes observation of "live traffic," and simulated radar presentations and automated functions.

#### **Additional Information**

There is a lab fee associated with this course.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - Concurrently enroll in:
    - AT315 - AT Management/Operating Environment (3)
  - Complete:
    - AT310 - Airspace and Air Traffic Systems Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AT410 - Sector Resource Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - AT315 - AT Management/Operating Environment (3)
  - AV306 - Human Factors of Flight (3)

#### **Academic Level**

Undergraduate

### **AT410L - Sector Resource Management Lab**

#### **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**

There is a lab fee associated with this course.

#### **Credits**

1

#### **Requisites**

- Complete:
  - AT410 - Sector Resource Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AT415 - AT Management/AS Mod/Pol/DM**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Concurrently enroll in:
    - AT415L - AT Management/AS Mod/Pol/DM Lab (1)
  - Complete or concurrently enroll in:
    - AM340 - Airport and Airspace Capacity Management (3)

#### **Academic Level**

Undergraduate

### **AT415L - AT Management/AS Mod/Pol/DM Lab**

#### **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).

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - Concurrently enroll in:
    - AT415 - AT Management/AS Mod/Pol/DM (3)
  - Complete or concurrently enroll in:
    - AM340 - Airport and Airspace Capacity Management (3)

#### **Academic Level**

Undergraduate

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## American Sign Language

## Campus Programs

### **LAS111 - Elementary American Sign Language I**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **LAS112 - Elementary American Sign Language II**

#### **Description**

This course is a continuation of Elementary American Sign Language I.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LAS111 - Elementary American Sign Language I (3)

#### **Academic Level**

Undergraduate

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## Anthropology

### **ATH111 - Introduction to Cultural Anthropology**

#### **Description**

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

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Arabic

## Campus Programs

### **LAR111 - Elementary Arabic and Culture I**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **LAR112 - Elementary Arabic and Culture II**

#### **Description**

This course is a continuation of LAR-111.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LAR111 - Elementary Arabic and Culture I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LAR211 - Intermediate Arabic Language and Culture**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LAR112 - Elementary Arabic and Culture II (3)

#### **Academic Level**

Undergraduate

### **LAR212 - Intermediate Arabic Language and Culture II**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - LAR211 - Intermediate Arabic Language and Culture (3)
  - Permission of instructor

#### **Academic Level**

Undergraduate

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## Aviation

## Campus Programs

### **AV201 - Aviation Meteorology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **AV205 - Aircraft Operations I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **AV206 - Aircraft Operations II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - AV205 - Aircraft Operations I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AV207 - Fundamentals of Instruction**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Placement in Aviation Operations and Management Program
  - Complete:
    - PLT101 - Private Pilot Ground (0 - 3)
    - PLT102 - Private Pilot Flight (0 - 3)

#### **Academic Level**

Undergraduate

### **AV220 - Advanced Aircraft and Navigation Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PLT305 - Commercial Pilot III (0 - 3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AV300 - Aviation Logistics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

### **AV306 - Human Factors of Flight**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **AV314 - Pilot Aerodynamic Fundamentals**

#### **Description**

This course covers traditional theories of flight and performance factors including airfoil shape, lift and drag, velocity, power and prop setting, thrust, long term and short term stability, control, high speed aerodynamic effect, principles of engine and turbine performance, capabilities and limitations, aircraft performance design, and load factors. AV 314 is an aviation core course required for Aviation Management concentrations in Airline Operations and General and Corporate Management. Note: This course does not suffice for EG314 Aerodynamics for engineering students.

#### **Credits**

3

#### **Requisites**

- Complete:
  - AV205 - Aircraft Operations I (3)
  - AV206 - Aircraft Operations II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AV380 - Aviation Flight Instructor Practicum**

#### **Description**

This course provides an opportunity for students who have completed the FAA Certified Flight Instructor Course to operate inside of and learn the dynamics of a flight school. In partnership with Air Direct Aviation Flight Academy, students will learn the mechanics of the commercial flight training business on-site and prepare themselves to operate as Certified Flight Instructors in an operational environment.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PLT201 - Fundamentals of Instruction (3)
  - PLT203 - Certified Flight Instructor II (0 - 3)
  - PLT305 - Commercial Pilot III (0 - 3)

#### **Academic Level**

Undergraduate

### **AV401 - Aerodynamics and Aircraft Performance**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PLT305 - Commercial Pilot III (0 - 3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AV410 - Aviation Safety**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Undergraduate

### **AV442 - Aviation Economics and Policy**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PLT305 - Commercial Pilot III (0 - 3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AV490 - Aviation Internship I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - Placement in Not Found
    - 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).

#### **Academic Level**

Undergraduate

### **AV491 - Aviation Internship II**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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).

#### **Academic Level**

Undergraduate

## Campus Programs

### **AV492 - Aviation Internship III**

#### **Description**

This AOM major 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. Department approval is required for aviation intern program enrollment.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Placement in Aviation Operations and Management program
  - Complete:
    - AV380 - Aviation Flight Instructor Practicum (3)

#### **Academic Level**

Undergraduate

### **AV493 - Aviation Internship IV**

#### **Description**

This AOM major 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. Department approval is required for aviation intern program enrollment.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Placement in Aviation Operations and Management program
  - Complete:
    - AV380 - Aviation Flight Instructor Practicum (3)

#### **Academic Level**

Undergraduate

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## Aviation Management

### **AM201 - Aviation Law**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **AM205 - Aircraft Operating Economics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - AV205 - Aircraft Operations I (3)

#### **Academic Level**

Undergraduate

### **AM215 - General Aviation Operations**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT100 - Introduction to Information Technology (3)
  - AM205 - Aircraft Operating Economics (3)

#### **Academic Level**

Undergraduate

### **AM220 - Airport Operations**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - AV205 - Aircraft Operations I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AM320 - Air Carrier Operation**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - AM205 - Aircraft Operating Economics (3)

#### **Academic Level**

Undergraduate

### **AM330 - Business & Corporate Aviation**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - AM205 - Aircraft Operating Economics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AM340 - Airport and Airspace Capacity Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)
  - Concurrently enroll in:
    - AM340L - Airport and Airspace Capacity Management (1)

#### **Academic Level**

Undergraduate

### **AM340L - Airport and Airspace Capacity Management**

#### **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.

#### **Credits**

1

#### **Requisites**

- 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)
  - Concurrently enroll in:
    - AM340 - Airport and Airspace Capacity Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **AM404 - Studies/International Aerospace**

#### **Description**

This is a research course designed to promote a greater awareness of international aerospace issues and the role of aerospace industries in promoting dialogue between nations. International aerospace law, worldwide air transportation growth and the economic factors which compel multi-national risk-sharing ventures in aerospace industries will be among the topics explored.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - AM201 - Aviation Law (3)
    - AM205 - Aircraft Operating Economics (3)
    - AV205 - Aircraft Operations I (3)
  - 1 of the following:
    - AM320 - Air Carrier Operation (3)
    - AM330 - Business & Corporate Aviation (3)
    - AM340 - Airport and Airspace Capacity Management (3)

#### **Academic Level**

Undergraduate

### **AM410 - Trends/Current Problems in Aviation Management**

#### **Description**

This is an honors seminar focusing on contemporary issues, problems, and trends in airline, corporate, and general aviation.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - Earned a minimum cumulative GPA of 3.0
    - 90 credit(s).
  - Permission of Instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **AM445 - Aviation Policy Seminar**

#### **Description**

Aviation policies are primarily established in Washington, D.C. through the enactment of legislation and the DOT/FAA's rulemaking authority. This course analyzes the process by which that policy is established and how various organizations and individuals can affect the final legislation or rule. The first part of the course involves classroom and research activity on a selected aviation policy issue. The second portion of the course is a seminar, held the first week in January in Washington, D.C. during which the students interact with the policy makers to gain a greater understanding of the policy making process. There are travel, hotel, and meal expenses associated with participation in the seminar.

#### **Credits**

3

#### **Requisites**

- 45 credit(s).

#### **Academic Level**

Undergraduate

### **AM460 - Airport Planning and Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - AM220 - Airport Operations (3)

#### **Academic Level**

Undergraduate

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## Biology

### **BIO101 - Principles of Biology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO110 - Introduction to Public Health**

#### **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**

Course offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO120 - General Biology I**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO120L - General Biology I Lab**

#### **Description**

Laboratory course to follow topics presented in BIO 120.

#### **Additional Information**

Offered every fall term.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - BIO120 - General Biology I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO121 - General Biology II**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO121L - General Biology II Lab**

#### **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**

Offered every spring term.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - BIO121 - General Biology II (3)

#### **Academic Level**

Undergraduate

### **BIO200 - Bioethics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO205 - Human Anatomy and Physiology I**

#### **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**

This course is accompanied by the lab course BIO 205L.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO120 - General Biology I (3)
  - BIO121 - General Biology II (3)

#### **Academic Level**

Undergraduate

### **BIO205L - Human Anatomy and Physiology I Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - BIO205 - Human Anatomy and Physiology I (3)

#### **Academic Level**

Undergraduate

### **BIO210 - Introduction to Anatomy and Physiology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO210L - Anatomy and Physiology Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - BIO210 - Introduction to Anatomy and Physiology (3)

#### **Academic Level**

Undergraduate

### **BIO211 - Human Anatomy and Physiology II**

#### **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**

This course is accompanied by the lab course BIO 211L.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO205 - Human Anatomy and Physiology I (3)
  - BIO205L - Human Anatomy and Physiology I Lab (1)

#### **Academic Level**

Undergraduate

### **BIO211L - Human Anatomy and Physiology II Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - BIO211 - Human Anatomy and Physiology II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO215 - People, Places, and Plagues**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO270 - Genetics**

#### **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**

Offered every Spring.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO120 - General Biology I (3)
  - BIO120L - General Biology I Lab (1)
  - CHM120 - General Chemistry I (3)
  - CHM120L - General Chemistry I Lab (1)

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO280 - The Microbial World**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO120 - General Biology I (3)
  - BIO120L - General Biology I Lab (1)
  - CHM120 - General Chemistry I (3)
  - CHM120L - General Chemistry I Lab (1)

#### **Academic Level**

Undergraduate

### **BIO280L - The Microbial World Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - BIO280 - The Microbial World (3)

#### **Academic Level**

Undergraduate

### **BIO302 - Field Ornithology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO303 - Principles of Nutrition**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO310 - Culinary Nutrition Science**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO312 - Zoology**

#### **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**

Offered every even year during the fall term only.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO120 - General Biology I (3)
  - BIO121 - General Biology II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO312L - Zoology Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete:
  - BIO120 - General Biology I (3)

#### **Academic Level**

Undergraduate

### **BIO314 - Introductory Botany**

#### **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**

Offered in the fall term of every odd year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO120 - General Biology I (3)
  - BIO121 - General Biology II (3)

#### **Academic Level**

Undergraduate

### **BIO314L - Introductory Botany Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - BIO120 - General Biology I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO315 - Ecological Principles and Field Methods**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENV101 - Environmental Science (3)
  - ENV219 - Environmental Issues (3)
  - SCI219 - Environmental Issues (3)

#### **Academic Level**

Undergraduate

### **BIO320 - Neuroscience**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO325 - Animal Behavior**

#### **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**

Offered every Spring.

#### **Credits**

3

#### **Requisites**

- 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

#### **Academic Level**

Undergraduate

### **BIO330 - Conservation Biology**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
    - SCI220 - Energy and Society (3)
  - Permission of instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO340 - Human Health and the Environment**

#### **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**

Offered every Spring.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO120 - General Biology I (3)
  - BIO120L - General Biology I Lab (1)

#### **Academic Level**

Undergraduate

### **BIO350 - Nutritional Baking Science**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO360 - Global Nutrition: Challenges and Opportunities**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO405 - Evolution**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BIO424 - Vertebrate Morphology**

#### **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**

Offered spring of odd years.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO121 - General Biology II (3)
  - BIO210 - Introduction to Anatomy and Physiology (3)

#### **Academic Level**

Undergraduate

### **BIO431 - Invasive Biology**

#### **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**

Offered spring of odd years.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO121 - General Biology II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO450 - Biology Capstone Projects I**

#### **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.

#### **Credits**

3 - 6

#### **Requisites**

- Complete:
  - BIO121 - General Biology II (3)

#### **Academic Level**

Undergraduate

### **BIO451 - Biology Capstone Projects II**

#### **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.

#### **Credits**

3 - 6

#### **Requisites**

- Complete:
  - BIO121 - General Biology II (3)

#### **Academic Level**

Undergraduate

### **BIO480 - Independent Study**

#### **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**

Course by arrangement only.

#### **Credits**

0 - 3

#### **Academic Level**

Undergraduate

## Campus Programs

### **BIO490 - Biology Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- 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.

#### **Academic Level**

Undergraduate

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## Business

### **BUS205 - Foundations of Business Law**

#### **Description**

Foundations of Business Law acquaints the business-oriented student with the principles of the law of contracts, agency, and business organizations. In addition, tort law, business ethics, and cyberlaw, will be considered. This course is intended to develop an awareness of, and a logical approach to, the legal factors that affect business decision.

#### **Credits**

2

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **BUS206 - Business Law I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **BUS210 - Managing and Leading in Business**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **BUS225 - Critical Business Skills for Success**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

### **BUS307 - Business Law II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BUS206 - Business Law I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **BUS400 - Driving Business Opportunities**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (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)
  - QSO321 - People, Planet, and Profit (3)

#### **Academic Level**

Undergraduate

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## Certificate Advanced Graduate Study

### **CAGS507 - Leadership for Learning**

#### **Description**

This course will focus on the knowledge, skills and abilities of a principal to be an instructional leader in his or her building. Students will study effective instructional practices, 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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS508 - Effective Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS511 - Foundations of Competency-Based Education**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS517 - Facilitating Project-Based Learning in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **CAGS518 - Foundations of Student Agency in a Competency-Based System**

#### **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 learner, 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.

#### **Credits**

2

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS519 - Performance Assessment for Deeper Learning in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS521 - Assessing in a Competency-Based Classroom (Performance Assessment Essentials) in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS524 - Instructing in a Competency-Based Classroom**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS527 - Leadership for Learning in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **CAGS534 - The Development of a Mission, Vision and Goals in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **CAGS550 - Educational Assessment**

#### **Description**

This course focuses on the forms and appropriate use of educational assessment. Students construct and administer an assessment tool to elementary/secondary students and then analyze the resultant data. Students examine the use of assessment at the individual, class, and school levels, particularly the New Hampshire statewide assessment and published norm-referenced tests used in the special education placement process. This course examines a variety of assessment techniques for evaluating and documenting student performance and toward desired outcomes.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS554 - The Development of a Mission, Vision and Goals**

#### **Description**

This course will focus on the knowledge, skills, abilities and dispositions principals 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 the students through and inclusive 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 vision, mission, and goals are articulated in a way that the school can meet the challenge of increasing student achievement in a personalized way.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS590 - Process and Communication Skills**

#### **Description**

This course will present principals with concepts, skills, and abilities that foster effective decisions and communication protocols. It will help principals decide which processes to use and when. It will also provide insight and opportunities for principals to select the best communication devices that are most effective for specific situations.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS604 - Leading the Collaborative School**

#### **Description**

This course requires the principle 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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS605 - Leading the Collaborative School in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS608 - The Curriculum, Instruction and Data Continuum**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS610 - School Law**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS656 - The Reflective Leader**

#### **Description**

This course will allow principals to develop the knowledge, skills, and abilities to reflecting on their behaviors and how to match appropriate leadership behaviors to successfully process and the implement new programs or goals. It will also allow principals to reflect on their current behaviors 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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS670 - Leading Creativity and Innovation**

#### **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

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS671 - Leading Creativity and Innovation in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS680 - Teacher Support, Monitoring and Accountability**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS681 - Teacher Support, Monitoring, and Accountability in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS698 - Action Research in District Leadership I**

#### **Description**

CAGS 698 provides students with the opportunity to be credited for work experiences completed in the field and through professional development opportunities and are validated through a process by the instructor of record.

#### **Credits**

1 - 12

#### **Requisites**

- Complete:
  - CAGS656 - The Reflective Leader (3)
  - CAGS670 - Leading Creativity and Innovation (3)

#### **Academic Level**

Graduate

### **CAGS699 - Action Research in District Leadership II**

#### **Description**

CAGS 699 provides students with the opportunity to be credited for work experiences completed in the field and through professional development opportunities and are validated through a process by the instructor of record.

#### **Credits**

1 - 12

#### **Requisites**

- Complete:
  - CAGS656 - The Reflective Leader (3)
  - CAGS670 - Leading Creativity and Innovation (3)
  - CAGS698 - Action Research in District Leadership I (1 - 12)

#### **Academic Level**

Graduate

### **CAGS725 - Action Research I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CAGS656 - The Reflective Leader (3)
  - CAGS670 - Leading Creativity and Innovation (3)
  - CAGS698 - Action Research in District Leadership I (1 - 12)
  - CAGS699 - Action Research in District Leadership II (1 - 12)

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS730 - Action Research II**

#### **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

#### **Credits**

3

#### **Requisites**

- Complete:
  - CAGS656 - The Reflective Leader (3)
  - CAGS670 - Leading Creativity and Innovation (3)
  - CAGS698 - Action Research in District Leadership I (1 - 12)
  - CAGS699 - Action Research in District Leadership II (1 - 12)
  - CAGS725 - Action Research I (3)

#### **Academic Level**

Graduate

### **CAGS739 - Action Research in Curriculum and Instruction I**

#### **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 Curriculum Instruction.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CAGS608 - The Curriculum, Instruction and Data Continuum (3)

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS740 - Action Research in Curriculum and Instruction II**

#### **Description**

Students are required to develop a deep action research project in the context of their own school or district and complete all required practicum hours and observations in order to successfully complete the course. 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 Curriculum Instruction.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CAGS608 - The Curriculum, Instruction and Data Continuum (3)
  - CAGS739 - Action Research in Curriculum and Instruction I (3)

#### **Academic Level**

Graduate

### **CAGS750 - Action Research I in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **CAGS751 - Action Research II in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **CAGS752 - Action Research III in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **CAGS789 - Action Research in Leadership I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CAGS610 - School Law (3)

#### **Academic Level**

Graduate

### **CAGS790 - Action Research in Leadership II**

#### **Description**

Students are required to develop a deep action research project in the context of their own school or district and complete all required practicum hours and observations in order to successfully complete the course. 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 CAGS 789 Action Research I.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CAGS610 - School Law (3)
  - CAGS789 - Action Research in Leadership I (3)

#### **Academic Level**

Graduate

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## Chemistry

## Campus Programs

### **CHM101 - Fundamentals of Chemistry**

#### **Description**

An introductory, general education course for the non-science major 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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CHM120 - General Chemistry I**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Concurrently enroll in:
  - CHM120L - General Chemistry I Lab (1)

#### **Academic Level**

Undergraduate

### **CHM120L - General Chemistry I Lab**

#### **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**

Offered every fall term.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - CHM120 - General Chemistry I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CHM121 - General Chemistry II**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CHM120 - General Chemistry I (3)
  - Concurrently enroll in:
    - CHM121L - General Chemistry II Lab (1)

#### **Academic Level**

Undergraduate

### **CHM121L - General Chemistry II Lab**

#### **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**

Offered every spring term.

#### **Credits**

1

#### **Requisites**

- Complete:
  - CHM121 - General Chemistry II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CHM200 - Environmental Chemistry**

#### **Description**

This course explores how the origin, reactivity, and fate of chemical compounds in both natural and polluted environments shapes the environmental impacts of a full range of agricultural, energy-related, manufacturing, waste disposal, and other human activities. By using the fundamental principles of chemistry as a lens through which to explore the environmental impacts of these activities, students acquire an in-depth understanding of how humanity is reshaping the chemical composition of the atmosphere, hydrosphere, and lithosphere, and greater insight into the many threats posed by these changes to both ecosystems and human health.

#### **Additional Information**

Offered every even year during the spring term only.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - ENV219 - Environmental Issues (3)
    - SCI219 - Environmental Issues (3)
    - ENV101 - Environmental Science (3)
  - Complete:
    - CHM101 - Fundamentals of Chemistry (3)

#### **Academic Level**

Undergraduate

### **CHM210 - Organic Chemistry**

#### **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**

Offered every even year during the fall term only.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CHM120 - General Chemistry I (3)
  - CHM121 - General Chemistry II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CHM210L - Organic Chemistry Laboratory**

#### **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.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - CHM210 - Organic Chemistry (3)

#### **Academic Level**

Undergraduate

### **CHM211 - Organic Chemistry II**

#### **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**

This course is included as part of the redesign of the Biology degree program.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CHM210 - Organic Chemistry (3)
  - Concurrently enroll in:
    - CHM211L - Organic Chemistry II Lab (1)

#### **Academic Level**

Undergraduate

### **CHM211L - Organic Chemistry II Lab**

#### **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**

This is a laboratory course that is included as part of the redesign of the Biology degree program.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - CHM211 - Organic Chemistry II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CHM309 - Biological Chemistry**

#### **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**

Offered every Fall.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO120 - General Biology I (3)
  - BIO121 - General Biology II (3)
  - CHM120 - General Chemistry I (3)
  - CHM121 - General Chemistry II (3)

#### **Academic Level**

Undergraduate

### **CHM309L - Biological Chemistry Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - CHM309 - Biological Chemistry (3)

#### **Academic Level**

Undergraduate

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## Communication

### **COM126 - Introduction to Mass Communication**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM128 - Language and Practice of Media Arts**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM130 - Media Communication and Visual Literacy**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM199 - Communication Studio 1**

#### **Description**

COM Studio 1 will introduce students to foundational practices within the Communication field, particularly focusing on project-based experiences.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - COM130 - Media Communication and Visual Literacy (3)
  - Complete 1 of the following
    - Placement in EXM.COM
    - Permission of the instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM212 - Public Speaking**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM220 - Intercultural Communication**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM227 - Public Relations**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM230 - Graphics and Layout in Print Media**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM232 - Desktop Publishing**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM234 - Digital Toolbox**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM235 - Multimedia Journalism**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **COM237 - Journalism Practicum**

#### **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.

#### **Credits**

1 - 6

#### **Academic Level**

Undergraduate

### **COM238 - Radio Practicum**

#### **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**

Course by arrangement only.

#### **Credits**

0 - 2

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM244 - Digital Video Production: Level I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **COM299 - Communication Studio 2**

#### **Description**

COM Studio 2 will reinforce foundational themes while allowing students to continue to explore various Communication fields through practice and experience.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - COM199 - Communication Studio 1 (3)
  - Complete 1 of the following
    - Placement in EXM.COM
    - Permission of the instructor

#### **Academic Level**

Undergraduate

### **COM310 - Social Media**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM320 - Exploring World Cultures/Mass Media**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Undergraduate

### **COM322 - Advanced Public Speaking**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - COM212 - Public Speaking (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM337 - Journalism Practicum II**

#### **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.

#### **Credits**

1 - 6

#### **Requisites**

- Complete:
  - COM237 - Journalism Practicum (1 - 6)

#### **Academic Level**

Undergraduate

### **COM340 - Writing for Public Relations**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM227 - Public Relations (3)

#### **Academic Level**

Undergraduate

### **COM344 - Digital Video Production: Level II**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM244 - Digital Video Production: Level I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM345 - Animation and Visual Effects**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GRA220 - Introduction to Digital Imaging (3)

#### **Academic Level**

Undergraduate

### **COM398 - Communication Studio 3-1**

#### **Description**

COM Studio 3 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.

#### **Credits**

3 - 6

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - COM299 - Communication Studio 2 (3)
  - Complete 1 of the following
    - Placement in EXM.COM
    - Permission of the instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM399 - Communication Studio 3-2**

#### **Description**

COM Studio 3 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.

#### **Credits**

3 - 6

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - COM398 - Communication Studio 3-1 (3 - 6)
  - Complete 1 of the following
    - Placement in EXM.COM
    - Permission of the instructor

#### **Academic Level**

Undergraduate

### **COM410 - Applied Strategic Communication**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM130 - Media Communication and Visual Literacy (3)
  - COM227 - Public Relations (3)

#### **Academic Level**

Undergraduate

### **COM430 - Organizational Communications**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM212 - Public Speaking (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM435 - Feature Writing**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM235 - Multimedia Journalism (3)

#### **Academic Level**

Undergraduate

### **COM452 - Public Relations Campaign Planning Seminar (Capstone)**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM227 - Public Relations (3)
  - COM340 - Writing for Public Relations (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM454 - Documentary Video Production**

#### **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**

Offered every other spring.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM244 - Digital Video Production: Level I (3)

#### **Academic Level**

Undergraduate

### **COM455 - Commercial Video Production**

#### **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**

Offered every other spring.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM244 - Digital Video Production: Level I (3)

#### **Academic Level**

Undergraduate

### **COM490 - Communication Internship**

#### **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.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

## Campus Programs

### **COM492 - Digital Media Internship**

#### **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**

Course offered as needed.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **COM498 - Communication Capstone 1**

#### **Description**

Communication Capstone 1 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.

#### **Credits**

3 - 6

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - COM399 - Communication Studio 3-2 (3 - 6)
  - Complete 1 of the following
    - Placement in EXM.COM
    - Permission of the instructor

#### **Academic Level**

Undergraduate

### **COM499 - Communication Capstone 2**

#### **Description**

Communication Capstone 2 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.

#### **Credits**

3 - 6

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - COM498 - Communication Capstone 1 (3 - 6)
  - Complete all of the following
    - Placement in EXM.COM
    - By instructor permission

#### **Academic Level**

Undergraduate

## Computer Information Systems

### **CIS100 - Intro to Information Systems and Technology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CIS135 - Interactive Scripting for Business Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CIS206 - Digital Music**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **CIS209 - Introduction to Robotics Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CIS211 - Business Info Systems Analysis & Design**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CIS213 - Humanoid Robots**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CIS214 - Technology and Art**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **CIS255 - Applied Data Structure and Database**

#### **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).

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CIS270 - Web Design & Construction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CIS275 - Artificial Intelligence for Real-World Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CIS315 - Information System Requirements and Design**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **CIS335 - Business Systems Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CIS355 - Business Intelligence Applications**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Undergraduate

### **CIS410 - Enterprise Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- 60 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **CIS435 - Capstone in Information Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CIS315 - Information System Requirements and Design (3)
  - CIS335 - Business Systems Applications (3)
  - CIS355 - Business Intelligence Applications (3)

#### **Academic Level**

Undergraduate

### **CIS490 - Computer Information Systems Internship**

#### **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**

Please contact the Career and Professional Development Center to register

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **CIS525 - Applied Data Structure and Database**

#### **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).

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **CIS530 - Design of Decision Support Systems**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Computer Science

### **CS110 - Fundamentals of Programming**

#### **Description**

This course introduces non-programming majors to the fundamental concepts of programming. The course assumes no prior programming experience. Students study the basics of programming including an introduction to variables, data types, looping, conditional logic, methods, and built-in collections. Students gain valuable problem solving skills and programming experience by writing simple computer applications using Python programming language.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CS113 - Introduction to Programming**

#### **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.

#### **Credits**

3

#### **Requisites**

- Concurrently enroll in:
  - CS113L - Intro to Programming Lab (1)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CS113L - Intro to Programming Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - CS113 - Introduction to Programming (3)

#### **Academic Level**

Undergraduate

### **CS114 - Intro to Software Engineering**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CS113 - Introduction to Programming (3)
  - Concurrently enroll in:
    - CS114L - Introduction to Software Engineering Lab (1)

#### **Academic Level**

Undergraduate

### **CS114L - Introduction to Software Engineering Lab**

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - CS114 - Intro to Software Engineering (3)

#### **Academic Level**

Undergraduate

# Campus Programs

## **CS203 - Sophomore Software Engineering I**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CS114 - Intro to Software Engineering (3)
  - CS114L - Introduction to Software Engineering Lab (1)

### **Academic Level**

Undergraduate

## **CS204 - Sophomore Software Engineering II**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CS203 - Sophomore Software Engineering I (3)

### **Academic Level**

Undergraduate

## **CS217 - Object Oriented Programming**

### **Description**

Students are individually responsible for the formal specification, design, implementation and proof of correctness of the abstract data type sets, bags, functions, sequences, stacks, queues, and strings. Special emphasis will be given to searching and sorting algorithms.

### **Credits**

3

### **Requisites**

- Complete:
  - CS113 - Introduction to Programming (3)
  - CS113L - Intro to Programming Lab (1)

### **Academic Level**

Undergraduate

# Campus Programs

## **CS218 - Data Structure and Algorithms**

### **Description**

Students are individually responsible for the design, formal specification, implementation, and proof of correctness of the abstract data types, trees and graphs. Special emphasis will be given to graph algorithms.

### **Credits**

3

### **Requisites**

- Complete:
  - CS217 - Object Oriented Programming (3)

### **Academic Level**

Undergraduate

## **CS219 - Computer Architecture I**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CS113 - Introduction to Programming (3)
  - CS113L - Intro to Programming Lab (1)

### **Academic Level**

Undergraduate

## **CS231 - Database Systems**

### **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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - CS110 - Fundamentals of Programming (3)
  - CS113 - Introduction to Programming (3)

### **Academic Level**

Undergraduate

# Campus Programs

## **CS238 - UNIX Programming**

### **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.

### **Credits**

3

### **Academic Level**

Undergraduate

## **CS303 - Junior Software Engineering I**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CS204 - Sophomore Software Engineering II (3)
  - CS217 - Object Oriented Programming (3)

### **Academic Level**

Undergraduate

## **CS304 - Junior Software Engineering II**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CS303 - Junior Software Engineering I (3)

### **Academic Level**

Undergraduate

# Campus Programs

## **CS312 - Analysis of Algorithms**

### **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - CS218 - Data Structure and Algorithms (3)
  - Concurrently enroll in:
    - MAT239 - Mathematics for Computing (3)

### **Academic Level**

Undergraduate

## **CS317 - Computer Networks**

### **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - CS219 - Computer Architecture I (3)
  - 1 of the following:
    - EG340 - Probability and Statistics for Engineers (3)
    - MAT239 - Mathematics for Computing (3)

### **Academic Level**

Undergraduate

## **CS321 - Programming Language Concepts**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CS114 - Intro to Software Engineering (3)

### **Academic Level**

Undergraduate

## Campus Programs

### **CS328 - Embedded Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CS219 - Computer Architecture I (3)

#### **Academic Level**

Undergraduate

### **CS331 - Computer Security**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - CS113 - Introduction to Programming (3)
  - IT140 - Introduction to Scripting (3)

#### **Academic Level**

Undergraduate

### **CS361 - Computer Software and Operating Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CS218 - Data Structure and Algorithms (3)
  - CS219 - Computer Architecture I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CS407 - Principles of Machine Learning**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CS218 - Data Structure and Algorithms (3)
  - MAT350 - Applied Linear Algebra (3)

#### **Academic Level**

Undergraduate

### **CS411 - Artificial Intelligence**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CS218 - Data Structure and Algorithms (3)

#### **Academic Level**

Undergraduate

### **CS413 - Software Engineering Project I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CS204 - Sophomore Software Engineering II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CS414 - Software Engineering Project II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CS413 - Software Engineering Project I (3)

#### **Academic Level**

Undergraduate

### **CS490 - Computer Science Internship**

#### **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.

#### **Credits**

3 - 15

#### **Requisites**

- Complete or concurrently enroll in:
  - CS304 - Junior Software Engineering II (3)

#### **Academic Level**

Undergraduate

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## Construction Management

### **CM100 - Fundamentals of Building Construction and Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **CM115 - Construction Plan Reading and Building Codes**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CM120 - Computer Graphics Applications for Construction**

#### **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**

This course requires the use of a personal laptop that meets the construction management laptop requirements. Downloading of software will be required.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CM200 - Statics for Building Construction**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - PHY215 - Physics I (3)
  - 1 of the following:
    - MAT224 - Calculus I: Single-Variable Calculus Part B (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CM230 - Construction Surveying**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CM120 - Computer Graphics Applications for Construction (3)

#### **Academic Level**

Undergraduate

### **CM250 - Heavy Construction Equipment**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CM120 - Computer Graphics Applications for Construction (3)

#### **Academic Level**

Undergraduate

### **CM275 - Introduction to Building Structures**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CM100 - Fundamentals of Building Construction and Management (3)
  - CM120 - Computer Graphics Applications for Construction (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CM280 - Passive Environmental Design Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CM100 - Fundamentals of Building Construction and Management (3)
  - CM120 - Computer Graphics Applications for Construction (3)

#### **Academic Level**

Undergraduate

### **CM320 - Construction Methods and Materials**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CHM101 - Fundamentals of Chemistry (3)
  - CM275 - Introduction to Building Structures (3)

#### **Academic Level**

Undergraduate

### **CM370 - Construction Estimating and Scheduling**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CM100 - Fundamentals of Building Construction and Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CM375 - Building Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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).

#### **Academic Level**

Undergraduate

### **CM380 - Construction Law and Contracts**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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).

#### **Academic Level**

Undergraduate

## Campus Programs

### **CM390 - Materials Testing and Quality Control**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CM320 - Construction Methods and Materials (3)

#### **Academic Level**

Undergraduate

### **CM400 - Construction Project Management & Safety**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CM370 - Construction Estimating and Scheduling (3)
  - 90 credit(s).

#### **Academic Level**

Undergraduate

### **CM410 - Advanced Estimating and Bid Analysis**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CM370 - Construction Estimating and Scheduling (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CM415 - Construction Planning and Scheduling**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CM370 - Construction Estimating and Scheduling (3)

#### **Academic Level**

Undergraduate

### **CM480 - Independent Study**

#### **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.

#### **Credits**

0 - 3

#### **Requisites**

- Prior approval of a CM faculty member is required.

#### **Academic Level**

Undergraduate

### **CM485 - Construction Business and Finance**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC201 - Financial Accounting (3)
  - CM400 - Construction Project Management & Safety (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CM490 - Construction Management Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Complete all of the following
  - Placement in Construction Management program
  - 75 credits
  - Please contact the Career and Professional Development Center to register.

#### **Academic Level**

Undergraduate

### **CM498 - Senior Capstone Project**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Permission of instructor

#### **Academic Level**

Undergraduate

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## Construction Science and Management

### **CSM100 - Fundamentals of Construction Science and Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **CSM199 - The Built Environment**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CSM200 - Construction Fundamentals I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Concurrently enroll in:
  - CSM205 - Construction Fundamentals II (3)

#### **Academic Level**

Undergraduate

### **CSM205 - Construction Fundamentals II**

#### **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**

Downloading of software will be required to successfully complete this course.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CSM199 - The Built Environment (3)
  - Concurrently enroll in:
    - CSM200 - Construction Fundamentals I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CSM215 - Specifications, Plans, and Building Codes**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CSM100 - Fundamentals of Construction Science and Management (3)

#### **Academic Level**

Undergraduate

### **CSM220 - Construction Surveying & Safety I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CSM205 - Construction Fundamentals II (3)

#### **Academic Level**

Undergraduate

### **CSM225 - Construction Surveying & Safety II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CSM205 - Construction Fundamentals II (3)
  - Concurrently enroll in:
    - CSM220 - Construction Surveying & Safety I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CSM235 - Sustainable Built Environments**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CSM235L - Sustainable Built Environments Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - CSM235 - Sustainable Built Environments (3)

#### **Academic Level**

Undergraduate

### **CSM250 - Building Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CSM205 - Construction Fundamentals II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CSM250L - Building Systems Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - CSM250 - Building Systems (3)

#### **Academic Level**

Undergraduate

### **CSM270 - Sustainability and the Built Environment I: Introduction to Sustainable Practices**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CSM100 - Fundamentals of Construction Science and Management (3)

#### **Academic Level**

Undergraduate

### **CSM280 - Surveying**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - CSM220 - Construction Surveying & Safety I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CSM300 - Methods and Materials I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CSM205 - Construction Fundamentals II (3)

#### **Academic Level**

Undergraduate

### **CSM305 - Methods and Materials II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CSM205 - Construction Fundamentals II (3)
  - Concurrently enroll in:
    - CSM300 - Methods and Materials I (3)

#### **Academic Level**

Undergraduate

### **CSM320 - Materials and Methods I: Standard Materials**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - CHM120 - General Chemistry I (3)
  - CSM215 - Specifications, Plans, and Building Codes (3)
  - CSM220 - Construction Surveying & Safety I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CSM325 - Business of Construction**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC201 - Financial Accounting (3)
  - CSM199 - The Built Environment (3)

#### **Academic Level**

Undergraduate

### **CSM330 - Materials and Methods II: Non-Structural Materials**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - CSM320 - Materials and Methods I: Standard Materials (4)

#### **Academic Level**

Undergraduate

### **CSM335 - Structures II: Statics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CSM325 - Business of Construction (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - PHY215 - Physics I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CSM340 - Building Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CSM325 - Business of Construction (3)
  - Complete or concurrently enroll in:
    - CSM330 - Materials and Methods II: Non-Structural Materials (4)

#### **Academic Level**

Undergraduate

### **CSM350 - Construction Processes I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CSM205 - Construction Fundamentals II (3)
  - CSM325 - Business of Construction (3)

#### **Academic Level**

Undergraduate

### **CSM355 - Construction Processes II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CSM205 - Construction Fundamentals II (3)
    - CSM325 - Business of Construction (3)
  - Concurrently enroll in:
    - CSM350 - Construction Processes I (3)

#### **Academic Level**

Undergraduate

# Campus Programs

## **CSM370 - Sustainability and the Built Environment II: Implementing Sustainable Practices**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CSM270 - Sustainability and the Built Environment I: Introduction to Sustainable Practices (3)

### **Academic Level**

Undergraduate

## **CSM375 - Passive Systems and Design Concepts**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CSM340 - Building Systems (3)
  - CSM370 - Sustainability and the Built Environment II: Implementing Sustainable Practices (3)
  - CSM400 - Construction Management I (3)

### **Academic Level**

Undergraduate

## **CSM400 - Construction Management I**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CSM355 - Construction Processes II (3)

### **Academic Level**

Undergraduate

# Campus Programs

## **CSM405 - Construction Management II**

### **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - CSM355 - Construction Processes II (3)
  - Concurrently enroll in:
    - CSM400 - Construction Management I (3)

### **Academic Level**

Undergraduate

## **CSM410 - Planning and Scheduling**

### **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - CSM340 - Building Systems (3)
  - Complete or concurrently enroll in:
    - CSM400 - Construction Management I (3)

### **Academic Level**

Undergraduate

## **CSM450 - Structures of the Built Environment I**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - CSM405 - Construction Management II (3)

### **Academic Level**

Undergraduate

## Campus Programs

### **CSM455 - Structures of the Built Environment II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CSM405 - Construction Management II (3)
  - Concurrently enroll in:
    - CSM450 - Structures of the Built Environment I (3)

#### **Academic Level**

Undergraduate

### **CSM460 - Sustainable Built Environments I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CSM405 - Construction Management II (3)

#### **Academic Level**

Undergraduate

### **CSM465 - Sustainable Built Environments II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CSM405 - Construction Management II (3)
  - Concurrently enroll in:
    - CSM460 - Sustainable Built Environments I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **CSM475 - Construction Law**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BUS206 - Business Law I (3)
  - CSM325 - Business of Construction (3)

#### **Academic Level**

Undergraduate

### **CSM498 - Senior Capstone**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CSM450 - Structures of the Built Environment I (3)

#### **Academic Level**

Undergraduate

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## Culinary

### **CUL135 - Baking Basics: Scratch Baking for the Non-Professional Baker**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **CUL155 - The Art of Cake**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CUL170 - Cooking Basics: Making Your Food Taste Delicious**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CUL210 - Cooking Healthy and Delicious**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CUL245 - Alternative Baking**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **CUL260 - The Flavors of Global Cuisines**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CUL270 - Culinary and Baking Capstone**

#### **Description**

This two-week, on-campus capstone gives students an opportunity to learn from each other as they bring back specific skills from their internships. Students will also demonstrate their mastery of foundational cooking and baking skills in live-kitchen demonstrations and exams.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CUL290 - Culinary Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Please contact the Career and Professional Development Center to register.

#### **Academic Level**

Undergraduate

### **CUL315 - Confectionery Art**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **CUL350 - Mixology**

#### **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.

#### **Credits**

3

#### **Requisites**

- Must be legal drinking age - 21 years

#### **Academic Level**

Undergraduate

### **CUL360 - The Art of Food Presentation and Food Photography**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **CUL365 - Introduction to Bread Baking**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Data Analytics

## Campus Programs

### **DAT500 - Data and Information Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **DAT510 - Foundations of Data**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Development

### **DEV106 - Learner Development**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **DEV126 - Precursors of Academic Skills**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete or concurrently enroll in:
  - DEV106 - Learner Development (3)

#### **Academic Level**

Undergraduate

### **DEV249 - Field Experience: Child Care Setting Young Children**

#### **Description**

This course is an opportunity for child development majors to actively participate in the various aspects of child care programming, including teaching and intervention. The course includes on-site experiences and seminars.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **DEV259 - Field Experience: Agency Setting Young Children**

#### **Description**

This course is an opportunity for child development majors to actively participate in a human-service organization that serves young children and families. The course includes on-site experiences and seminars.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **DEV260 - Culturally Responsive Citizen**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **DEV290 - Childhood Development Internship**

#### **Credits**

0 - 0

#### **Academic Level**

Undergraduate

### **DEV424 - Assessment, Observation & Intervention**

#### **Description**

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

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **DEV499 - Internship**

#### **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**

Course offered as needed.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

## Campus Programs

### **DEV536 - Developmentally Appropriate Practice**

#### **Description**

This course focuses on the development of pre-academic skills in young children, highlighting the critical role play has in a child's life. Play is a rich resource for developing self-regulation, promoting language, cognition, and social competence, a method of assessment and a tool for intervention. In this course, students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Doctoral

### **DOC950 - Dissertation Status**

#### **Credits**

1

#### **Requisites**

- Complete:
  - INT890 - Doctoral Colloquium (3)

#### **Academic Level**

Doctoral

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## Early Childhood Education

### **ECE609 - Theoretical Foundations in ECE**

#### **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.

#### **Credits**

2 - 3

#### **Academic Level**

Graduate

## Campus Programs

### **ECE611 - Classroom and Behavior Management in ECE**

#### **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.

#### **Credits**

2 - 3

#### **Academic Level**

Graduate

### **ECE620 - Early Childhood Mathematics**

#### **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**

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.

#### **Credits**

3 - 4

#### **Requisites**

- Must be enrolled into the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

## Campus Programs

### **ECE621 - Early Childhood Literacy**

#### **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**

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.

#### **Credits**

3 - 4

#### **Requisites**

- Must be enrolled into the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

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## Economics

### **ECO101 - Economics of Social Issues**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **ECO201 - Microeconomics**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - MAT107 - Mathematical Knowledge for Teaching I (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT240 - Applied Statistics (3)
  - MAT241 - Modern Statistics with Software (3)

#### **Academic Level**

Undergraduate

### **ECO202 - Macroeconomics**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - MAT107 - Mathematical Knowledge for Teaching I (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT240 - Applied Statistics (3)
  - MAT241 - Modern Statistics with Software (3)

#### **Academic Level**

Undergraduate

### **ECO205 - Foundations of Macroeconomics**

#### **Description**

Foundations of Macroeconomics 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.

#### **Credits**

2

#### **Requisites**

- Complete or concurrently enroll in:
  - ECO201 - Microeconomics (3)

#### **Academic Level**

Undergraduate

# Campus Programs

## **ECO301 - Managerial Economics**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - ACC202 - Managerial Accounting (3)
  - MAT240 - Applied Statistics (3)

### **Academic Level**

Undergraduate

## **ECO306 - Money and Banking**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

### **Academic Level**

Undergraduate

## Campus Programs

### **ECO314 - Labor Economics**

#### **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).

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Undergraduate

### **ECO322 - International Economics**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ECO330 - Public Finance**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

#### **Academic Level**

Undergraduate

### **ECO375 - Economics of Professional Sports In the U.S.**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ECO376 - Economics Lab**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FIN320 - Principles of Finance (3)

#### **Academic Level**

Undergraduate

### **ECO402 - Intermediate Macroeconometrics**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

### **ECO455 - Experiential International Economics**

#### **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**

An international trip and additional fees are associated with this course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **ECO490 - Economics Finance Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

### **ECO500 - Managerial Economics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)
  - MBA502 - Economics for Business (3)

#### **Academic Level**

Graduate

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## Education

### **EDU102 - Foundations of Education**

#### **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.

#### **Credits**

3

#### **Requisites**

- Concurrently enroll in:
  - EDU102L - Foundations of Education Lab (1)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU102L - Foundations of Education Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - EDU102 - Foundations of Education (3)

#### **Academic Level**

Undergraduate

### **EDU120 - Developing Mathematical Thinking**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **EDU203 - Professional Responsibility and Ethics in Teaching**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU208 - Assessment, Accountability and Teaching in the Classroom**

#### **Description**

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - EDU102 - Foundations of Education (3)
  - Placement in BA.ELE.SPED.ASP
  - Placement in BA.ELE.SPEDII

#### **Academic Level**

Undergraduate

### **EDU219 - Integrating Social Studies and the Arts in the Elementary School**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **EDU220 - Teaching in the Middle School**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU223 - Language Acquisition in Early Childhood**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **EDU225 - Mathematics Instruction/Young Children**

#### **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**

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.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU231 - Content Area Methods**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU236 - Peer Leadership Clinical I**

#### **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.

#### **Credits**

1.5

#### **Requisites**

- Acceptance in the Resident Assistant program.

#### **Academic Level**

Undergraduate

### **EDU250 - Examining Science Content**

#### **Description**

This course is designed for future educators who want to further understand the adult content knowledge that is the foundation of the science content and skills they will teach in the K-8 classroom. Emphasis will be on disciplinary core ideas, crosscutting concepts, and content resources. The issue of preparing for national testing in the science will also be addressed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **EDU255 - Robotics in K-12 Education**

#### **Description**

Students will gain an awareness of procedures involved in using robots to further the education of K-12 students. Students will be introduced to a variety of robots and gain an understanding of the robots' capabilities as well as how they can be used effectively in educational settings. The characteristics of each type of robot will be investigated allowing students to determine the "best practice" use of robots. Students will also become familiar with robot programming procedures. Students will consider ethics and the social responsibility of teachers using robots in the classroom.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU261 - Emerging and Early Literacy: Grades K-4**

#### **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.

#### **Credits**

3

#### **Requisites**

- Concurrently enroll in:
  - EDU225 - Mathematics Instruction/Young Children (3)

#### **Academic Level**

Undergraduate

### **EDU266 - Exploring Social Studies Content**

#### **Description**

This course is designed for future educators who want to further understand the social studies content and skills they will teach. Emphasis will be on the social studies themes, concepts, and core curriculum in the K-8 classroom. The issue of preparing for national testing in the social studies will also be addressed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **EDU289 - Experiential Learning**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU309 - Leadership in STEM Education**

#### **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.

#### **Credits**

1 - 4

#### **Requisites**

- Instructor permission required

#### **Academic Level**

Undergraduate

### **EDU323 - Clinical Experience I Elementary Education**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance in Teacher Certification Program

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU324 - The Inclusive Classroom**

#### **Description**

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct in-depth study of behavior theory and practical application in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each level discussing the best approaches depending upon the age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations and Common Core Standards. Students will leave this class with a good understanding of the progression and development of students with disabilities K-12 personally, socially physically, and academically.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - SPED106 - Children with Exceptionalities (3)
    - SPED210 - Early Childhood Issues/Disabilities (3)
  - Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU328 - Teaching in the High School**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Concurrently enroll in:
    - EDU338 - Teaching Writing in the Humanities (3)
  - TCP Acceptance

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU335 - Methods of Teaching Elementary Mathematics**

#### **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**

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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EDU225 - Mathematics Instruction/Young Children (3)
  - Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU338 - Teaching Writing in the Humanities**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - TCP Acceptance
  - Concurrently enroll in:
    - EDU328 - Teaching in the High School (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU345 - Teaching English Language Learners**

#### **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.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU353 - Clinical Experience II Elementary Education**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance in Teacher Certification Program

#### **Academic Level**

Undergraduate

### **EDU359 - Writing/Literature/Elementary**

#### **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.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU362 - Literacy in the Content Areas**

#### **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.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU363 - Literacy Facilitation for All Learners**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
  - Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU375 - Middle School Science Methods**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU376 - Mathematics Teaching Methods**

#### **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**

Offered every spring term.

#### **Credits**

3 - 6

#### **Requisites**

- Complete:
  - EDU220 - Teaching in the Middle School (3)

#### **Academic Level**

Undergraduate

### **EDU419A - Integrating Social Studies and the Arts In the Elementary School**

#### **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.

#### **Credits**

1.5

#### **Requisites**

- Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU425 - Literacy Strategies Secondary Education**

#### **Description**

This course focuses on the development of reading and writing strategies in support of the content areas in grades 5-12. Students will become familiar with effective practices used to support the development of literacy strategies for students on the secondary level.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Concurrently enroll in:
    - EDU487 - Student Teaching I and Seminar (3 - 9)
  - Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU435 - Learning with Technology**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU440 - Differentiating Instruction**

#### **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.

#### **Credits**

2 - 3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EDU490 - Student Teaching II and Seminar (12 - 15)
  - Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU440A - Differentiating Instruction**

#### **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.

#### **Credits**

1.5

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - EDU490 - Student Teaching II and Seminar (12 - 15)
  - Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU440B - Differentiating Instruction**

#### **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.

#### **Credits**

1.5

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - EDU490 - Student Teaching II and Seminar (12 - 15)
  - Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU470 - Science for Early Learners**

#### **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**

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.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification Program

#### **Academic Level**

Undergraduate

### **EDU481 - Clinical Experience IV Elementary Education**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance in Teacher Certification Program

#### **Academic Level**

Undergraduate

### **EDU483 - Advanced Educational Competencies**

#### **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.

#### **Credits**

3

#### **Requisites**

- 90 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU487 - Student Teaching I and Seminar**

#### **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**

Offered every fall term.

#### **Credits**

3 - 9

#### **Requisites**

- Must be enrolled in the Teacher Certification program and Student Teaching

#### **Academic Level**

Undergraduate

### **EDU489 - Field Experience**

#### **Description**

This course introduces future teachers to the profession through a variety of school- based experiences. Students have the opportunity to explore the nature of teaching and learning in K-12 classrooms through participation in approved field-based educational experiences such as visiting various programs, observing classrooms in action and working with practicing teachers. The course includes a weekly class meeting.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **EDU490 - Student Teaching II and Seminar**

#### **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.

#### **Credits**

12 - 15

#### **Requisites**

- Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU490A - Student Teaching**

#### **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.

#### **Credits**

6

#### **Requisites**

- Must be accepted into the Teacher Certification program

#### **Academic Level**

Undergraduate

### **EDU490B - Student Teaching**

#### **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.

#### **Credits**

6

#### **Requisites**

- Must be enrolled in the Teacher Certification Program.

#### **Academic Level**

Undergraduate

### **EDU491 - Advanced Field Experience**

#### **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 course work and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor. This course may be taken for three to twelve credits. This course is only available with permission from the Dean.

#### **Additional Information**

Course offered as needed.

#### **Credits**

3 - 12

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU497 - Ethics in Secondary Teaching**

#### **Description**

The purpose of this course is to prepare teacher candidates of secondary school certifications for the ethical decisions they will confront in their professional lives. Students will explore ethical best practice and decision-making regarding professional responsibility, caring for students, and promoting the well-being of the school and community.

#### **Additional Information**

Offered every spring term.

#### **Credits**

2

#### **Requisites**

- Complete all of the following
  - Concurrently enroll in:
    - EDU490 - Student Teaching II and Seminar (12 - 15)
  - TCP acceptance

#### **Academic Level**

Undergraduate

### **EDU498 - Seminar in Mathematics Education**

#### **Description**

This course is a one-credit course taken by Middle School Mathematics Education and Secondary Mathematics Education majors during the final semester of student teaching. Students will spend time reflecting pedagogical content knowledge learned in previous courses and during student teaching. The course will help students develop a deeper and more connected understanding of middle school and secondary mathematics content. Students will also spend time connecting their knowledge of mathematics education to national and state standards and policies regarding the mathematical education of students.

#### **Additional Information**

Offered every spring term.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - Complete:
    - EDU487 - Student Teaching I and Seminar (3 - 9)
  - TCP acceptance

#### **Academic Level**

Undergraduate

## Campus Programs

### **EDU499 - Internship**

#### **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**

Course offered as needed.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **EDU501 - Methods of Teaching Reading**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU503C - Methods of Teaching Elementary Math**

#### **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.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification Program

#### **Academic Level**

Graduate

### **EDU506 - Teaching English Learners**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU507 - Leadership for Learning**

#### **Description**

This course will focus on the knowledge, skills and abilities of a principal to be an instructional leader in his or her building. Students will study effective instructional practices, 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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU508 - Effective Management of Schools**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU513 - Growth Mindset**

#### **Description**

This course will focus on the difference between a Fixed and Growth Mindset. It will deepen the students' knowledge, skills and abilities of how a Growth Mindset culture in a school can focus student's attention on their effort as opposed to their perceived intelligence or ability as the only indicators of growth or success. The course will build a teachers experiences and ability to use key words, phrases, activities and feedback with and for students to build their willingness to persevere (grit) to accomplish tasks successfully and learn at higher levels. Teachers will develop a well-articulated plan to implement a Growth Mindset culture in their classrooms and in the school.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU520 - The Educator Researcher**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU521C - Exploring the Principles of Education**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU521NC - Exploring the Principles of Education**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU533C - Learning through Technology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU535C - Early Childhood Health and Science**

#### **Description**

This course applies developmental theory to the teaching of science literacy in the early grades. Students will focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lessons and unit plans that align with science literacy standards.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU537 - Social Studies/Arts for Young Children**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU538 - Literacy Acquisition for Young Children**

#### **Description**

This course focuses on the relationship between literacy environments and acquisition of language and literacy skills from birth-kindergarten. Young children's meaningful experiences with language, books, writing, and representational materials lay the necessary foundations for later literacy development. In this course students will investigate literacies' beginnings at home and in child care settings. The course provides information on how literacy skills are acquired and nurtured in all young children.

#### **Credits**

3

#### **Requisites**

- Must be accepted in the Teacher Certification Program

#### **Academic Level**

Graduate

### **EDU543 - Learning Theories and Instruction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU547 - Curriculum Development**

#### **Description**

This course is a comprehensive, practical basis for preparing school administrators and teachers to be knowledgeable, creative and effective curriculum designers. Readings will provide students information about the importance and relevance of good curriculum design. The primary focus of the course will be on the study and use of UBD (Understanding by Design). Students will develop a working model of a curriculum unit using the UBD framework.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU550 - Educational Assessment**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU552 - Assessment for and of Learning**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU554 - The Development of a Mission, Vision and Goals**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU571A - Student Teaching and Seminar**

#### **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.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification Program

#### **Academic Level**

Graduate

### **EDU571B - Student Teaching and Seminar**

#### **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.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in the Teacher Certification Program

#### **Academic Level**

Graduate

### **EDU582 - Educational Factors of Diversity**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU590 - Process and Communication Skills**

#### **Description**

This course will present aspiring principals with concepts, skills, and abilities that foster effective decisions and communication protocols. Students will discover how principals decide which processes to use and when. It will also provide insight and opportunities for students to learn how principals select the best communication devices that are most effective for specific situations.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU604 - Leading a Collaborative School**

#### **Description**

This course requires students to gain principals' 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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU608 - Curriculum, Instruction, Data Continuum**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU609 - Theoretical Foundations**

#### **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.

#### **Credits**

2 - 3

#### **Academic Level**

Graduate

### **EDU610 - Ethics and School Law**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU611 - Classroom and Behavior Management**

#### **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.

#### **Credits**

2 - 3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU613 - Initial STEM Clinical**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU616 - Clinical Experience I: Behavior Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Placement in MED.ELSP

#### **Academic Level**

Graduate

## Campus Programs

### **EDU620 - Instruction in Mathematics**

#### **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**

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.

#### **Credits**

3 - 4

#### **Requisites**

- Must be enrolled in the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

### **EDU621 - Instruction in Literacy**

#### **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**

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.

#### **Credits**

3 - 4

#### **Requisites**

- Must be enrolled in the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

## Campus Programs

### **EDU622 - Secondary Instructional Methods I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance into the Teacher Certification Program

#### **Academic Level**

Graduate

### **EDU623 - Professional Clinical Experience I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance into the Teacher Certification Program

#### **Academic Level**

Graduate

### **EDU624 - Secondary Instructional Methods II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance into the Teacher Certification Program

#### **Academic Level**

Graduate

## Campus Programs

### **EDU626 - Professional Clinical Experience II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance into the Teacher Certification Program

#### **Academic Level**

Graduate

### **EDU627 - Advanced STEM Clinical**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance into the Teacher Certification Program

#### **Academic Level**

Graduate

## Campus Programs

### **EDU629 - Educational Leadership and Change**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance into the Teacher Certification Program

#### **Academic Level**

Graduate

### **EDU631 - Clinical Experience I - Science**

#### **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; (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 their learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

#### **Credits**

2 - 3

#### **Requisites**

- Must be accepted into the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

## Campus Programs

### **EDU632 - Clinical Experience II**

#### **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**

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.

#### **Credits**

3 - 4

#### **Requisites**

- Must be enrolled into the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

### **EDU633 - Clinical Experience IV -Social Studies & Leadership**

#### **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.

#### **Credits**

2 - 6

#### **Requisites**

- Must be enrolled into the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

## Campus Programs

### **EDU634 - Clinical Experience V: Science and Leadership**

#### **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.

#### **Credits**

2

#### **Requisites**

- Must be accepted into the Teacher Certification Program (TCP)

#### **Academic Level**

Graduate

### **EDU640C - Integrating Digital Technology I K-12**

#### **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 National Education Technology Standards (NETS) for teachers and students.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU641C - Integrating Digital Technology II K-12**

#### **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 National Education Technology Standards (NETS) for administrators.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU642C - Integration Specialist Toolbox**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU656 - Reflective Leadership Skills**

#### **Description**

This course will allow aspiring principals 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 behaviors 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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU670 - Leading Creativity and Innovation**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU680 - Teacher Support, Monitoring, and Accountability**

#### **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. 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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU685C - Global Educational Technology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU699 - Advanced Field Experience**

#### **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.

#### **Credits**

1 - 12

#### **Academic Level**

Graduate

### **EDU739 - Practicum in Curriculum Administration I**

#### **Description**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in district curriculum administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU-740 Practicum in Curriculum Administration II. This course is the capstone of leadership in Curriculum administration and is taken before EDU-740 Practicum in Curriculum Administration II.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDU608 - Curriculum, Instruction, Data Continuum (3)

#### **Academic Level**

Graduate

## Campus Programs

### **EDU740 - Practicum Curriculum Administration II**

#### **Description**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum, and must complete all required practicum hours and observations in order to successfully complete the course. The purpose of this practicum is to encourage the educator as a researcher and leader in district curriculum administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU-739 Practicum in Curriculum Administration I. This course is the capstone of leadership in Curriculum Administration and is taken after EDU-739 Practicum in Curriculum Administration I.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDU608 - Curriculum, Instruction, Data Continuum (3)
  - EDU739 - Practicum in Curriculum Administration I (3)

#### **Academic Level**

Graduate

### **EDU750 - Seminar in Teaching Writing**

#### **Description**

This course is designed to help educators who work with middle and secondary school students to design and plan programs and courses that promote improved literacy practices, especially improvement of student writing. By investigating and practicing a variety of writing exercises, processes, and approaches to improve their own writing skills, students will create a portfolio of ideas and options for teaching others.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU760 - School Facilities and Finance**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU765 - School and Community Relations**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDU770 - Certification Internship**

#### **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.

#### **Credits**

1 - 9

#### **Requisites**

- Complete minimum of 6 institutional credits.

#### **Academic Level**

Graduate

### **EDU780 - School Organizational Leadership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDU789 - Practicum in School Leadership I**

#### **Description**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU-790 Practicum in School Leadership II. This course is the capstone of Education Leadership.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDU610 - Ethics and School Law (3)

#### **Academic Level**

Graduate

### **EDU790 - Practicum in School Leadership II**

#### **Description**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum, and must complete all required practicum hours and observations in order to successfully complete the course. The purpose of this practicum is to encourage the educator as researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's advisor. This course is the capstone of Educational Leadership.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDU610 - Ethics and School Law (3)
  - EDU789 - Practicum in School Leadership I (3)

#### **Academic Level**

Graduate

### **EDU861 - Social Justice Theories and Perspectives**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDU863 - Equity, Leadership, Policies, and Structures**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU865 - Identity and Constructs of Power**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU867 - Education Leadership, Equity, and Social Change**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU901 - Foundations of Leadership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDU903 - Leadership and Progressive Policy**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU909 - Introduction to Research Analysis and Design**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU910 - Theory into Practice I**

#### **Description**

This course is the first summer intensive/summer residency experience at the beginning of the Ed.D. program. Students meet for eight days for self-assessment, introduction to the program and to SNHU's educational and technological expectations, and to develop their personal educational plan for the following three years.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU911 - Educational Scholarship**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDU913 - Sociocultural Analysis of Education System**

#### **Description**

This course investigates the social and cultural factors that influence academic achievement and the teaching practices that promote diversity and inclusion. Candidates will examine the approaches to addressing the many challenges of social justice.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU914 - Reflection and Evaluation I**

#### **Description**

This course engages candidates in assessing their reflection and evaluation skills and competencies in a number of areas, such as: data analysis, teaching and learning practice, and approaches to both change and social justice.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU916 - Applied Research I**

#### **Description**

This course introduces techniques and approaches of applied research. Topics addressed include: Qualitative and quantitative methods, ethical and legal responsibilities of the researcher, development of problem statements relevant to candidates own teaching/employment circumstances.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU918 - Applied Research II**

#### **Description**

This course builds upon EDU916. Candidates will use qualitative, quantitative or mixed methods to investigate a research question.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDU919 - Decision Making in Education Systems I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU920 - Theory into Practice II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU921 - Reflection and Evaluation II**

#### **Description**

This course focuses on reflection and the development of collaborative learning organizations which support creativity and innovation.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU923 - Decision Making in Education Systems II**

#### **Description**

This course builds upon EDU-919. Candidates apply the techniques introduced in Decision Making I to their own educational contexts.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDU924 - Case Study I**

#### **Description**

This course will explore the various case study methodologies and perspectives used in educational research. Candidates will develop an understanding of the various components of case study research and its application to educational settings.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU926 - Case Study II**

#### **Description**

This course builds on EDU-924. Candidates will use case study methodology to investigate a research question related to their research interests.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU928 - Research-Based Independent Study I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU929 - Research-Based Independent Study II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDU930 - Theory into Practice III**

#### **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.

#### **Credits**

3

#### **Requisites**

- Instructor Permission Required

#### **Academic Level**

Doctoral

### **EDU931 - Quantitative Research Methods**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU933 - Advanced Quantitative Analysis**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU935 - Qualitative Research Methods**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDU937 - Advanced Qualitative Analysis**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU939 - Mixing Methodologies and Methods**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU943 - Dissertation I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU944 - Dissertation II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDU945 - Dissertation III**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU950 - Dissertation Colloquium**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU951 - Dissertation Colloquium II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDU952 - Dissertation Colloquium III**

#### **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.

#### **Credits**

3

#### **Requisites**

- Student type must be DR

#### **Academic Level**

Doctoral

## Campus Programs

### **EDU953 - Dissertation Colloquium IV**

#### **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.

#### **Credits**

3

#### **Requisites**

- Student type must be DR

#### **Academic Level**

Doctoral

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## Education - Mathematics

### **EDGM610 - Mathematics as a Second Language**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGM615 - Calculus for Teachers**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDGM616 - Number Theory for Teachers**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **EDGM640 - Applying Research in Effective Mathematics Leadership**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **EDGM680L - Classroom Lab Experience I: Exploring Mathematics Lesson Development**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

## Campus Programs

### **EDGM681L - Classroom Lab Experience II: Exploring Mathematics Lesson Development**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **EDGM682L - Classroom Lab Experience III: Exploring Mathematics Curriculum and Content-based Formative Assessment**

#### **Description**

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?"

#### **Credits**

1

#### **Academic Level**

Graduate

## Campus Programs

### **EDGM697 - Teaching, Learning and Leading: Effective Mathematics Instruction for All Students**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **EDGM698 - Essential Mathematics of the Primary Grades**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

## Campus Programs

### **EDGM699 - Essential Mathematics of Elementary Grades**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **EDGM701 - Functions and Algebra I**

#### **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.

#### **Credits**

2

#### **Requisites**

- Complete:
  - EDGM610 - Mathematics as a Second Language (3)

#### **Academic Level**

Graduate

### **EDGM702 - Statistics I for Teachers**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDGM610 - Mathematics as a Second Language (3)

#### **Academic Level**

Graduate

## Campus Programs

### **EDGM703 - Geometry for Teachers**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDGM610 - Mathematics as a Second Language (3)

#### **Academic Level**

Graduate

### **EDGM704 - Functions and Algebra II**

#### **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.

#### **Credits**

2

#### **Requisites**

- Complete:
  - EDGM610 - Mathematics as a Second Language (3)
  - EDGM701 - Functions and Algebra I (2)

#### **Academic Level**

Graduate

## Campus Programs

### **EDGM705 - Statistics II for Teachers**

#### **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.

#### **Credits**

2

#### **Requisites**

- Complete:
  - EDGM610 - Mathematics as a Second Language (3)
  - EDGM702 - Statistics I for Teachers (3)

#### **Academic Level**

Graduate

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## Education Certificate of Advanced Graduate Study

### **EDCA561 - Advanced Methods for the STEM Classroom**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDCA562 - Enhancing the STEM Classroom with Advanced Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDCA563 - Navigating Leadership in STEM Education**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDCA564 - Envisioning and Sustaining System-Wide STEM Implementation**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDCA600 - Profile Seminar for Post-Graduates**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

### **EDCA600B - Post-Masters Profile Seminar - STEM**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

## Campus Programs

### **EDCA610 - Practices in Curriculum and Management**

#### **Description**

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

### **EDCA611 - Advanced Methods of STEM Curriculum**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDCA615 - Advanced Applications in Curriculum and Management**

#### **Description**

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

### **EDCA616 - Enhancing STEM Curriculum Development with Advanced Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDCA620 - Practices in Technology and Instruction**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

### **EDCA625 - Advanced Applications in Technology and Instruction**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

### **EDCA630 - Practices in Assessment and Evaluation**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

## Campus Programs

### **EDCA631 - Advanced Methods of STEM Assessment**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDCA635 - Advanced Applications in Assessment and Evaluation**

#### **Description**

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

### **EDCA636 - Enhancing STEM Assessment Practices with Advanced Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDCA640 - Practices in Leadership and Organizations**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

## Campus Programs

### **EDCA645 - Complexities in Leadership**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

### **EDCA650 - Practices in Learning and Development**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

### **EDCA651 - Advanced Methods of STEM Instruction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDCA655 - Advanced Applications in Learning and Development**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in CERT.CAGS, CERT.CAGS.CIN, or CERT.CAGS.LEA
  - Permission of instructor

#### **Academic Level**

Graduate

### **EDCA656 - Enhancing STEM Instruction with Advanced Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDCA701 - Shaping Organizations in Competency-Based Education**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDCA702 - Practices & Applications for Reflective Leadership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDCA703 - Distributive Leadership in Competency-Based Education**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDCA704 - Place-Based Learning Partnerships**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Education-Field Based Ed

## Campus Programs

### **EDGR510 - Foundations of Advanced Teaching Practice**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR520 - Becoming a More Reflective Practitioner**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR530 - Cultivating Community In & Out of the Classroom**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR540 - Strategies for Impactful Professional Collaboration**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR561 - Foundations of the STEM Classroom**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR562 - Advanced Practices for the STEM Classroom**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR563 - Providing Effective STEM Leadership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR564 - Developing Systems to Sustain STEM Implementation**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR600 - Profile Seminar**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **EDGR600B - Profile Seminar - STEM**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **EDGR601 - Action Research Practicum I**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **EDGR602 - Action Research Practicum II**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR603 - Action Research Practicum III**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **EDGR604 - Action Research Practicum IV**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **EDGR610 - Dimensions of Curriculum and Management**

#### **Description**

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR611 - Foundations of STEM Curriculum**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR615 - Curriculum and Management Decision Making**

#### **Description**

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR616 - Advanced STEM Curriculum Development**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR619 - Supervision, Evaluation, and Teacher Growth**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR620 - Dimensions of Teaching/Instructional Technology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR625 - Teaching and Instructional Technology Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR630 - Dimensions of Assessment and Evaluation**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR631 - Foundations of STEM Assessment**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR635 - Applications in Assessment/Evaluation**

#### **Description**

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR636 - Advanced Practices in STEM Assessment**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR640 - Dimensions of Leadership & Organization**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR641 - Transformative Teacher Leadership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR645 - Challenges in Leadership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR650 - Dimensions in Learning and Development**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR651 - Foundations of STEM Instruction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR652 - Teaching for Educational Equity**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR655 - Learning and Development Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR656 - Advanced Practices in STEM Instruction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR659 - Community Collaboration for School Leaders**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR660 - Purposeful Planning & Design**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDGR510 - Foundations of Advanced Teaching Practice (3)
  - EDGR520 - Becoming a More Reflective Practitioner (3)

#### **Academic Level**

Graduate

### **EDGR661 - Meaningful Assessment Practices to Promote Learning**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDGR510 - Foundations of Advanced Teaching Practice (3)
  - EDGR520 - Becoming a More Reflective Practitioner (3)

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR662 - Authentic & Experiential Learning Practices**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDGR510 - Foundations of Advanced Teaching Practice (3)
  - EDGR520 - Becoming a More Reflective Practitioner (3)

#### **Academic Level**

Graduate

### **EDGR690 - Capstone Seminar**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **EDGR697 - Practitioner Research in Advanced Planning**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDGR660 - Purposeful Planning & Design (3)

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR698 - Practitioner Research in Advanced Assessment Strategies**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDGR661 - Meaningful Assessment Practices to Promote Learning (3)

#### **Academic Level**

Graduate

### **EDGR699 - Practitioner Research in Advanced Delivery Models**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDGR662 - Authentic & Experiential Learning Practices (3)

#### **Academic Level**

Graduate

### **EDGR701 - Envisioning Organizations in Competency-Based Education**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDGR702 - Reflective Leadership Practices & Applications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR703 - Shared and Distributive Leadership in CBE**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR704 - Place-Based Learning and Cultural Competence**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDGR900 - Doctoral Profile Seminar**

#### **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.

#### **Credits**

1

#### **Academic Level**

Doctoral

## Campus Programs

### **EDGR912 - Innovative Leadership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR914 - Leading a Culture of Abundance**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR916 - Social Entrepreneurial Leadership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR918 - Sociocultural Perspectives**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDGR922 - Organizational Analysis**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR924 - Organization Innovation**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR926 - Organizations and Positive Social Change**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR928 - Thriving Organization Culture**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDGR932 - Applied Research**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR934 - Research Analysis**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR936 - Research Design**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR938 - Advanced Research Methodologies**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDGR941 - Scholar-Practitioner I**

#### **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.

#### **Credits**

1

#### **Academic Level**

Doctoral

### **EDGR942 - Scholar-Practitioner II**

#### **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.

#### **Credits**

1

#### **Academic Level**

Doctoral

### **EDGR943 - Scholar-Practitioner III**

#### **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.

#### **Credits**

1

#### **Academic Level**

Doctoral

### **EDGR944 - Scholar-Practitioner IV**

#### **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.

#### **Credits**

1

#### **Academic Level**

Doctoral

## Campus Programs

### **EDGR945 - Scholar-Practitioner V**

#### **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.

#### **Credits**

1

#### **Academic Level**

Doctoral

### **EDGR946 - Dissertation in Practice I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR947 - Dissertation in Practice II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR950 - Dissertation in Practice Seminar I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **EDGR951 - Dissertation in Practice Seminar II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR952 - Dissertation in Practice Seminar III**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

### **EDGR953 - Dissertation in Practice Seminar IV**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

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## Education-Professional Devel

## Campus Programs

### **EDPD511 - Foundations of Competency-Based Education**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDPD517 - Facilitating Project-Based Learning in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **EDPD518 - Foundations of Student Agency in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

## Campus Programs

### **EDPD519 - Performance Assessment for Deeper Learning in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDPD521 - Assessing in a Competency-Based Classroom (Performance Assessment Essentials)**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDPD524 - Instructing in a Competency-Based Classroom**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDPD527 - Leadership for Learning in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **EDPD534 - The Development of a Mission, Vision and Goals in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **EDPD605 - Leading the Collaborative School in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

## Campus Programs

### **EDPD671 - Leading Creativity and Innovation in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDPD681 - Teacher Support, Monitoring, and Accountability in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EDPD750 - Action Research I in a Competency-Based System**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **EDPD751 - Action Research II in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EDPD752 - Action Research III in a Competency-Based System**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Educational Entrepreneurship

### **EDE483 - Advanced Educational Entrepreneurial Competencies**

#### **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.

#### **Credits**

9

#### **Requisites**

- 90 credit(s).

#### **Academic Level**

Undergraduate

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## Electrical Engineering

### **EE201 - Signals and Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT275 - Calculus II: Integration & Series (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EE210 - Continuous and Discrete System**

#### **Description**

This course is a basic introduction to systems, stability, and sampling and will cover the following topics: continuous and discrete-time system theory; block diagrams, feedback, and stability theory; system analysis with Bode diagrams; discrete time stability, difference equations, Z-transforms, transfer functions, Fourier transforms, and frequency response; sampling of continuous systems and an introduction to digital filtering.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EE201 - Signals and Systems (3)
  - Complete or concurrently enroll in:
    - EE210L - Continuous & Discrete Systems Lab (1)

#### **Academic Level**

Undergraduate

### **EE210L - Continuous & Discrete Systems Lab**

#### **Description**

This course is a basic introduction to systems, stability, and sampling and will cover the following topics: continuous and discrete-time system theory; block diagrams; feedback, and stability theory; system analysis with Bode diagrams; discrete-time stability, difference equations, Z-transforms, transfer functions, Fourier transforms, and frequency response; sampling of continuous systems and an introduction to digital filtering.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - Complete:
    - EE201 - Signals and Systems (3)
  - Complete or concurrently enroll in:
    - EE210 - Continuous and Discrete System (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EE220 - Electromagnetics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - PHY216 - Physics II (3)
  - PHY216L - Physics II Lab (1)

#### **Academic Level**

Undergraduate

### **EE301 - Digital Circuits**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CS219 - Computer Architecture I (3)
  - Complete or concurrently enroll in:
    - EE301L - Digital Circuits Lab (1)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EE301L - Digital Circuits Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - Complete:
    - CS219 - Computer Architecture I (3)
  - Complete or concurrently enroll in:
    - EE301 - Digital Circuits (3)

#### **Academic Level**

Undergraduate

### **EE304 - Electrical Machines and Power Systems**

#### **Description**

This course is an introduction to electric machines and principles of electric power generation and distribution. The topics covered include: DC and AC voltage, current and power, fundamentals of DC and AC machines, transformers, synchronous generators and motors, single-phase motors, fundamentals of electric power systems, power transmission lines, system analysis and protection, power electronics and converters in power systems.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG316 - Electrical Circuits (3)
  - EE220 - Electromagnetics (3)

#### **Academic Level**

Undergraduate

### **EE304L - Electrical Machines and Power Systems Lab**

#### **Description**

This is the lab for EE304- Electrical Machines and Power Systems.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - EE304 - Electrical Machines and Power Systems (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EE305 - Electrical Machines**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EE220 - Electromagnetics (3)
  - EG316 - Electrical Circuits (3)

#### **Academic Level**

Undergraduate

### **EE306 - Electrical Power Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EE305 - Electrical Machines (3)

#### **Academic Level**

Undergraduate

### **EE310 - Communication Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG340 - Probability and Statistics for Engineers (3)
  - EE201 - Signals and Systems (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EE318 - Electrical Circuits II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG316 - Electrical Circuits (3)

#### **Academic Level**

Undergraduate

### **EE318L - Electrical Circuits II Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete or concurrently enroll in:
  - EE318 - Electrical Circuits II (3)

#### **Academic Level**

Undergraduate

### **EE320 - Digital Signal Processing**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EE201 - Signals and Systems (3)

#### **Academic Level**

Undergraduate

# Campus Programs

## **EE330 - Analog Electronics**

### **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - EG316 - Electrical Circuits (3)
  - Complete or concurrently enroll in:
    - EE330L - Analog Electronics (1)

### **Academic Level**

Undergraduate

## **EE330L - Analog Electronics**

### **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.

### **Credits**

1

### **Requisites**

- Complete all of the following
  - Complete:
    - EG316 - Electrical Circuits (3)
  - Complete or concurrently enroll in:
    - EE330 - Analog Electronics (3)

### **Academic Level**

Undergraduate

## **EE435 - Fundamentals of Satellite Communication Systems**

### **Description**

This course provides the fundamental knowledge about the topic of Satellite Communication Systems.

### **Credits**

3

### **Requisites**

- Complete:
  - EG415 - Digital Communication Systems (3)

### **Academic Level**

Undergraduate

## Engineering

### **EG110 - Engineering Ideas into Prototypes**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **EG112 - Engineering Design II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EG110 - Engineering Ideas into Prototypes (3)
  - MAT 210 is highly suggested.

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG200 - Statics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - PHY215 - Physics I (3)
  - Complete or concurrently enroll in:
    - MAT275 - Calculus II: Integration & Series (3)

#### **Academic Level**

Undergraduate

### **EG201 - Fluid Mechanics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete or concurrently enroll in:
  - EG200 - Statics (3)
  - EG209 - Thermodynamics I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG202 - Mechanics of Materials I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - MAT275 - Calculus II: Integration & Series (3)
    - EG200 - Statics (3)
  - Complete:
    - CM200 - Statics for Building Construction (3)

#### **Academic Level**

Undergraduate

### **EG203 - Dynamics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG200 - Statics (3)
  - MAT275 - Calculus II: Integration & Series (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG207 - Instrumentation & Measurements**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EG110 - Engineering Ideas into Prototypes (3)
  - Complete or concurrently enroll in:
    - PHY216 - Physics II (3)

#### **Academic Level**

Undergraduate

### **EG208 - Materials Science**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CHM120 - General Chemistry I (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - PHY215 - Physics I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG209 - Thermodynamics I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT275 - Calculus II: Integration & Series (3)
  - PHY216 - Physics II (3)

#### **Academic Level**

Undergraduate

### **EG230 - Engineering Fabrication and Testing**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG110 - Engineering Ideas into Prototypes (3)

#### **Academic Level**

Undergraduate

### **EG302 - Continuous and Discrete Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - EG316 - Electrical Circuits (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG308 - Gas Dynamics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG201 - Fluid Mechanics (3)
  - EG209 - Thermodynamics I (3)
  - MAT330 - Differential Equations (3)

#### **Academic Level**

Undergraduate

### **EG310 - Junior Engineering Design**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EG207 - Instrumentation & Measurements (3)
  - 60 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG314 - Aerodynamics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG201 - Fluid Mechanics (3)
  - EG209 - Thermodynamics I (3)
  - MAT330 - Differential Equations (3)

#### **Academic Level**

Undergraduate

### **EG316 - Electrical Circuits**

#### **Description**

This course provides an introduction to the fundamentals of electrical circuit theory. Topics to be covered include nodal and mesh analysis of circuits, using Kirchhoff's laws, superposition, Thevenin and Norton equivalences. Analysis of circuits with capacitance and inductance, RC, RL, and RLC circuits. Representation of a circuit by its transfer function using Laplace transform. A simulation software package is employed throughout this course to simulate and analyze various electric circuits.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - MAT330 - Differential Equations (3)
    - PHY216 - Physics II (3)
  - Complete or concurrently enroll in:
    - EG207 - Instrumentation & Measurements (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG318 - Thermodynamics II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG209 - Thermodynamics I (3)

#### **Academic Level**

Undergraduate

### **EG325 - Mechanics of Materials II**

#### **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 fatigue-based structural design and analysis project.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG202 - Mechanics of Materials I (3)
  - EG208 - Materials Science (3)
  - MAT350 - Applied Linear Algebra (3)

#### **Academic Level**

Undergraduate

### **EG326 - Aircraft Structures**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT330 - Differential Equations (3)
  - EG202 - Mechanics of Materials I (3)

#### **Academic Level**

Undergraduate

# Campus Programs

## **EG330 - Propulsion**

### **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - CHM120 - General Chemistry I (3)
  - 1 of the following:
    - EG308 - Gas Dynamics (3)
    - EG318 - Thermodynamics II (3)

### **Academic Level**

Undergraduate

## **EG333 - Control Systems Analysis**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - EG316 - Electrical Circuits (3)
  - MAT330 - Differential Equations (3)

### **Academic Level**

Undergraduate

## Campus Programs

### **EG335 - Fundamentals of Systems Engineering**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - EG112 - Engineering Design II (3)
  - EG207 - Instrumentation & Measurements (3)

#### **Academic Level**

Undergraduate

### **EG340 - Probability and Statistics for Engineers**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT325 - Calculus III: Multivariable Calculus (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG341 - Design of Machine Components**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG325 - Mechanics of Materials II (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)

#### **Academic Level**

Undergraduate

### **EG345 - Characterization of Materials**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG208 - Materials Science (3)

#### **Academic Level**

Undergraduate

### **EG350 - Advanced Dynamics of Mechanical Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG203 - Dynamics (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT330 - Differential Equations (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG360 - Fundamentals of Unmanned Aerial Systems**

#### **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**

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EG207 - Instrumentation & Measurements (3)
  - Complete or concurrently enroll in:
    - EG333 - Control Systems Analysis (3)

#### **Academic Level**

Undergraduate

### **EG361 - Introduction to Autonomous Robots**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT275 - Calculus II: Integration & Series (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG390 - Experiment Design and Analysis**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG207 - Instrumentation & Measurements (3)
  - MAT350 - Applied Linear Algebra (3)

#### **Academic Level**

Undergraduate

### **EG403 - Principles of Photonics**

#### **Description**

Three of the most important discoveries in modern time that had dramatic impact on our lives, are lasers, optical fibers and solid-state detectors. These discoveries became the basis of numerous industrial applications that transformed the fields of medicine, communications and industrial manufacturing. They represent the basic elements of a complete optical system, namely the source, the transport media and the detection mechanism of light signals. These three elements form the foundation of the field of Photonics, a field similar to Electronics however, the first uses light not electrons to carry information. Hence, Engineers have a need to understand this important field and its wide-range applications. This course is intended to expose the students to the fields of Photonics theory and its communication applications.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PHY216 - Physics II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG409 - Composite Materials**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - EG325 - Mechanics of Materials II (3)
    - EG326 - Aircraft Structures (3)
  - Complete:
    - MAT330 - Differential Equations (3)

#### **Academic Level**

Undergraduate

### **EG410 - Heat Transfer**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG201 - Fluid Mechanics (3)
  - EG209 - Thermodynamics I (3)
  - MAT330 - Differential Equations (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG411 - Composite Processing**

#### **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 conversation 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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG201 - Fluid Mechanics (3)
  - EG208 - Materials Science (3)
  - EG209 - Thermodynamics I (3)
  - MAT350 - Applied Linear Algebra (3)

#### **Academic Level**

Undergraduate

### **EG412 - Aircraft Design I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EG326 - Aircraft Structures (3)
  - Concurrently enroll in:
    - EG419 - Flight Dynamics II/Stability/Control (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG415 - Digital Communication Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG302 - Continuous and Discrete Systems (3)
  - EG340 - Probability and Statistics for Engineers (3)

#### **Academic Level**

Undergraduate

### **EG418 - Flight Dynamics I (Performance)**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG314 - Aerodynamics (3)

#### **Academic Level**

Undergraduate

### **EG418FT - Flight Testing - Performance**

#### **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.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - EG418 - Flight Dynamics I (Performance) (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG419 - Flight Dynamics II/Stability/Control**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG333 - Control Systems Analysis (3)
  - EG418 - Flight Dynamics I (Performance) (3)

#### **Academic Level**

Undergraduate

### **EG419FT - Flight Testing - Stability and Control**

#### **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.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - EG419 - Flight Dynamics II/Stability/Control (3)

#### **Academic Level**

Undergraduate

### **EG420 - Design of Thermo-Fluid Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG410 - Heat Transfer (3)
  - MAT330 - Differential Equations (3)

#### **Academic Level**

Undergraduate

# Campus Programs

## **EG424 - Industrial Robots**

### **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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - EG361 - Introduction to Autonomous Robots (3)
  - MAT350 - Applied Linear Algebra (3)

### **Academic Level**

Undergraduate

## **EG426 - Mobile Robots**

### **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**

There is a lab fee associated with this course.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - EG361 - Introduction to Autonomous Robots (3)
  - MAT350 - Applied Linear Algebra (3)

### **Academic Level**

Undergraduate

## Campus Programs

### **EG428 - Robotics: Project-Based Applications**

#### **Description**

This project-based robotics course offers students an opportunity to integrate, research, or implement any robotics related project. The topics include: advanced gripper mechanisms, control algorithms, humanoid robots, warehouse robots, and mobile robots. An undergraduate research poster and presentation are required to achieve this course's educational goals. Other aspects of this course include multidisciplinary teaming skills, oral and written communication skills, and project management.

#### **Additional Information**

Matlab or Mathcad is required.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - For students not in the following programs: BS.AEG, BS.MEG, BS.ECE, or BS.CSC
    - 90 credit(s).
  - Complete all of the following
    - Placement in BS.AEG, BS.MEG, or BS.CSC
    - or placement in the Electrical and Computer Engineering program.
    - 90 credit(s).
    - 1 of the following:
      - EG424 - Industrial Robots (3)
      - EG426 - Mobile Robots (3)

#### **Academic Level**

Undergraduate

### **EG430 - Unmanned Aerial Vehicle Analysis and Design**

#### **Description**

In this course, students learn Unmanned Aerial Vehicle (UAV) design techniques and apply aeronautical science concepts to UAV 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. Topics include: definitions, UAV classifications, design groups, design requirements, mission planning, conceptual design, design procedures, ground system, power system, payloads, propulsion system, ground tests, structural design, automatic flight control systems, guidance systems, navigation systems, launch and recovery systems, manufacturing considerations, design challenges, flight tests, flight software, microcontroller, and design examples. The course includes an UAV design project, with problem sets and lectures devoted to various aspects of the design and analysis of a complete unmanned air vehicle. A major emphasis is on the automatic flight control system; and the autopilot.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG412 - Aircraft Design I (3)
  - EG419 - Flight Dynamics II/Stability/Control (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG431 - Advanced Materials**

#### **Description**

This survey course will introduce students to technological advancements and innovations in materials engineering as well as to current trends in materials development. Structure, properties, processing, performance, and applications of electronic materials, biomaterials, nanomaterials, smart materials, and metamaterials will be introduced. Materials still in research and development such as “smart materials,” “moving materials,” “cloaking” materials, “energy-storage” materials, nature-inspired materials, auxetic and tensegrity structures will be discussed.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG208 - Materials Science (3)
  - EG345 - Characterization of Materials (3)

#### **Academic Level**

Undergraduate

### **EG432 - Materials Selection for Design**

#### **Description**

This course explores the role that materials play in design. The students will deepen their understanding of the structure and properties of metals, polymers, and ceramics relative to design and applications. Reverse engineering will be used to emphasize reasoning for material selection. Students will analyze artifacts and evaluate material selection for a wide range of products. Once students develop this knowledge, a systemic, data-driven approach to material selection will be introduced. Relevant case-study practice via small group discussion and analysis, as well as a student-proposed design project will be featured.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG208 - Materials Science (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG450 - Conceptual Design of Unmanned Aerial Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG360 - Fundamentals of Unmanned Aerial Systems (3)

#### **Academic Level**

Undergraduate

### **EG490 - Engineering Internship**

#### **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.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **EG498 - Capstone Design I**

#### **Description**

This course offers seniors the opportunity to participate in a multidisciplinary design experience. The course requires students to work in teams and to demonstrate creativity and application of design principles. The course culminates in a public presentation of the project.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - EG310 - Junior Engineering Design (3)
  - 90 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **EG499 - Capstone Design II**

#### **Description**

This course is a continuation of EG498 Capstone Design I. This course offers seniors the opportunity to participate in a multidisciplinary design experience. The course requires students to work in teams and to demonstrate creativity and application of design principles. The course culminates in a public presentation of the project.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG498 - Capstone Design I (3)

#### **Academic Level**

Undergraduate

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## English

### **ENG070 - Academic Writing and Research Skills**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENG071 - Critical Reading Skills**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG072 - Grammar Workshop**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENG073 - Effective Intercultural Communication**

#### **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.

#### **Credits**

3

#### **Requisites**

- Appropriate placement test scores or successful completion of Intensive English Program Level 7.

#### **Academic Level**

Developmental

### **ENG099 - Fundamentals of Writing**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG099I - Fundamentals of Writing for International Students**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENG104 - The Practice of Writing for International Students**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENG105 - The Practice of Writing**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG120 - College Composition I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENG121 - College Composition II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **ENG200 - Sophomore Seminar**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - 30 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG220 - Business Communication**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **ENG226 - Introduction to Creative Writing**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENG229 - Writing for the Stage**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG300 - Brave New Words: Writing for a Better World**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **ENG326 - Genre Writing Workshop**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG327 - Playwriting Workshop**

#### **Description**

This course is a roundtable forum in which 10 to 15 students will write stage plays of various lengths using traditional and experimental methods and forms. Members of the class will produce at intervals to be established by the instructor and will take turns presenting their works to the group for comment and discussion. The class will produce some student plays during the term. May not be used as a literature elective. Writing Intensive Course.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **ENG328 - Poetry Writing Workshop**

#### **Description**

This course is a roundtable forum in which 10 to 15 students will write short or long poems using traditional and experimental forms. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG329 - Fiction Writing Workshop**

#### **Description**

This course is a roundtable forum in which 10 to 15 students will write short or long fiction using the techniques of 19th-century realism as well as modernist and experimental techniques. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **ENG330 - Nonfiction Writing Workshop**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **ENG338 - Writing for Film**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG340 - Context of Writing: Writers/Publishing**

#### **Description**

ENG 340 is a survey course in contemporary literature designed for students interested in creative writing. Students will study contemporary American literature from a writer's perspective with a special focus on prose style, structure, scene development, and other elements of the craft of writing. Students will also be introduced to the workings of the American publishing industry, including the roles of literary agent and editor.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **ENG350 - The English Language**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - Complete 1 of the following
    - 60 credit(s).
    - Permission of instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG370 - Writing with Digital Media**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - Complete or concurrently enroll in:
    - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **ENG399 - Enhanced Writing Studio**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG401 - Profession of Writing**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **ENG431 - Advanced Creative Writing**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - ENG120 - College Composition I (3)
    - Course Not Found
  - 1 of the following:
    - Course Not Found
    - ENG326 - Genre Writing Workshop (3)
    - ENG327 - Playwriting Workshop (3)
    - ENG328 - Poetry Writing Workshop (3)
    - ENG329 - Fiction Writing Workshop (3)
    - ENG330 - Nonfiction Writing Workshop (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENG480 - Independent Study**

#### **Description**

This course allows the student to investigate any English subject not incorporated into the curriculum.

#### **Additional Information**

Course by arrangement only.

#### **Credits**

0 - 3

#### **Academic Level**

Undergraduate

### **ENG490 - English Internship**

#### **Additional Information**

Course by arrangement only.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

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## English As a Foreign Language

### **EFL501 - Language Learning and Acquisition**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EFL502 - Evaluation and Assessment**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL503 - Descriptive Linguistics of American English**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL504 - Introduction to Curriculum Development, Design and Implementation**

#### **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**

This course is not offered on our Manchester, NH campus and is only available through the MS-TEFL program offered at partner institutions abroad.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EFL505 - Overview of Teaching English to Speakers of Other Languages Methodology**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL523 - Listening and Speaking Techniques**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL525 - Reading and Writing Techniques**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EFL527 - Strategies/Techniques for Teaching Grammar**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL530 - Methods of Teaching English through Drama**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL531 - Pronunciation Techniques**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EFL536 - Content-Based Instruction**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL537 - Computer-Assisted Language Learning**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **EFL540 - Socio-Cultural Context of Language Teaching**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **EFL599 - Supervised Practice Teaching**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Graduate

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## English As a Second Language

### **ESL100 - English as a Second Language**

#### **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.

#### **Credits**

0

#### **Academic Level**

Developmental

### **ESL106A - Basic Core Literacy A**

#### **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.

#### **Credits**

.5

#### **Academic Level**

Developmental

## Campus Programs

### **ESL106B - Basic Core Literacy B**

#### **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.

#### **Credits**

.5

#### **Academic Level**

Developmental

### **ESL107A - Basic Core Fluency A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL107B - Basic Core Fluency B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

## Campus Programs

### **ESL108A - Basic Integrated Skills: Arts and Sciences Content A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL108B - Basic Integrated Skills: Arts and Sciences Content B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL109A - Basic Integrated Skills: Business Content A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL109B - Basic Integrated Skills: Business Content B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

## Campus Programs

### **ESL206A - Intermediate Core Literacy A**

#### **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.

#### **Credits**

.5

#### **Academic Level**

Developmental

### **ESL206B - Intermediate Core Literacy B**

#### **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.

#### **Credits**

.5

#### **Academic Level**

Developmental

### **ESL207A - Intermediate Core Fluency A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

## Campus Programs

### **ESL207B - Intermediate Core Fluency B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL208A - Intermediate Integrated Skills: Arts & Sciences Content A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL208B - Intermediate Integrated Skills: Arts & Sciences Content B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL209A - Intermediate Integrated Skills: Business Content A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

## Campus Programs

### **ESL209B - Intermediate Integrated Skills: Business Content B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL306A - Advanced Core Literacy A**

#### **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.

#### **Credits**

.5

#### **Academic Level**

Developmental

### **ESL306B - Advanced Core Literacy B**

#### **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.

#### **Credits**

.5

#### **Academic Level**

Developmental

## Campus Programs

### **ESL307A - Advanced Core Fluency A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL307B - Advanced Core Fluency B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL308A - Advanced Integrated Skills: Arts & Sciences Content A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

## Campus Programs

### **ESL308B - Advanced Integrated Skills: Arts & Sciences Content B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL309A - Advanced Integrated Skills: Business Content A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL309B - Advanced Integrated Skills: Business Content B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL400A - Elective: Grammar & Vocabulary Workshop A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

## Campus Programs

### **ESL400B - Elective: Grammar & Vocabulary Workshop B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL401A - Elective: Social Issues Seminar A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL401B - Elective: Social Issues Seminar B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

## Campus Programs

### **ESL402A - Elective: English through Drama A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL402B - Elective: English through Drama B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

### **ESL403A - Elective: TOEFL Bootcamp A**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

## Campus Programs

### **ESL403B - Elective: TOEFL Bootcamp B**

#### **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.

#### **Credits**

.25

#### **Academic Level**

Developmental

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## Environmental Studies

### **ENV101 - Environmental Science**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENV111 - Environmental Science Compass**

#### **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**

Offered every fall term.

#### **Credits**

1

#### **Requisites**

- Placement in BS.ESC

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENV219 - Environmental Issues**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENV220 - GIS and Field Technologies**

#### **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 geographic information systems (GIS), multiple environmental field research techniques, and statistical and data analysis software.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ENV250 - Environmental Science Research Methods**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENV280 - Hydrology and Watershed Management**

#### **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" Watershed Academy certificate, and students will receive the certificate at the end of the semester.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CHM120 - General Chemistry I (3)
  - ENV101 - Environmental Science (3)

#### **Academic Level**

Undergraduate

### **ENV305 - Global Climate Change**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENV101 - Environmental Science (3)
  - SCI219 - Environmental Issues (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENV322 - Environment, Development, and Sustainability**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
  - 30 credit(s).

#### **Academic Level**

Undergraduate

### **ENV344 - Environmental Science Colloquium I**

#### **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**

Offered every spring term.

#### **Credits**

1

#### **Requisites**

- Complete:
  - ENV101 - Environmental Science (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENV348 - U.S. Environmental Law and Politics**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)
    - 45 credit(s).

#### **Academic Level**

Undergraduate

### **ENV349 - Comparative Environmental Law and Sustainable Development**

#### **Description**

How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, the European Union, and the United States as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains.

#### **Credits**

3

#### **Requisites**

- 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)
    - 45 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENV361 - Environmental Impact and Site Assessment**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENV101 - Environmental Science (3)

#### **Academic Level**

Undergraduate

### **ENV362 - Environmental Soil Science**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENV101 - Environmental Science (3)
  - CHM120 - General Chemistry I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENV373 - LEED Green Associate Credential**

#### **Description**

This course is the vehicle through which students receive ENV course credit for successfully completing the U.S. Green Building Council's ("USGBC") Leadership in Energy & Environmental Design ("LEED") Green Associate exam preparation program, which provides students with an up-to-date understanding of the most current green building principles and practices. Students demonstrate successful completion of the program by earning a passing score on the USGBC's Green Associate professional credential exam. For more information, see the USGBC's credentials and Green Associate professional credential exam preparation web pages (<http://www.usgbc.org/leed/credentials> & <http://www.usgbc.org/articles/prepare-your-leed-green-associate-exam>, as well as SNHU's sustainability certificate program coordinator.

#### **Additional Information**

Course by arrangement only. Offered on a pass/fail basis only.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - ENV348 - U.S. Environmental Law and Politics (3)
    - POL348 - U.S. Environmental Law and Politics (3)
    - SCI220 - Energy and Society (3)
  - Permission of the supervising faculty member designated by the sustainability certificate program coordinator.

#### **Academic Level**

Undergraduate

### **ENV374 - OSHA General Industry Outreach Training**

#### **Description**

This course is the vehicle through which students receive ENV course credit for completing the U.S. Occupational Safety and Health Administration's ("OSHA") Outreach Training Program for General Industry. This program prepares students to recognize, to avoid, to abate, and to prevent safety and health hazards in general industry workplaces. Students may enroll in either the 10-hour course (1 credit) or the 30-hour course (3 credits). Students demonstrate successful completion of either course through receipt of a student course completion card or training certificate. This course is offered every semester as a pass/fail course by arrangement only. For more information, see the OSHA web site and SNHU's sustainability studies program coordinator.

#### **Additional Information**

This course is offered every semester as a pass/fail course by arrangement only. The learning outcomes are determined by OSHA.

#### **Credits**

1 - 3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
    - SST101 - Introduction to Sustainability (3)
  - 45 credit(s).
  - Instructor permission required

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENV375 - New Hampshire Hazardous Waste Coordinator Certification**

#### **Description**

This course is the vehicle through which students receive ENV course credit for successfully completing the New Hampshire Department of Environmental Services' ("NHDES") Hazardous Waste Coordinator Certification program. This program provides students with the tools needed to ensure that New Hampshire industries attain and maintain compliance with the New Hampshire Hazardous Waste Rules. Students demonstrate successful completion of the program by earning a passing score on the program exam. This course is offered every semester as a pass/fail course by arrangement only. For more information, see the NHDES web site and SNHU's sustainability studies program coordinator.

#### **Additional Information**

This course is offered every semester as a pass/fail course by arrangement only. The learning outcomes are determined by NHDES.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
    - SST101 - Introduction to Sustainability (3)
  - 45 credit(s).
  - Instructor permission required

#### **Academic Level**

Undergraduate

### **ENV410A - Semester in Washington, D.C.: Environmental Policy Field Experience**

#### **Description**

This course is the vehicle through which students receive ENV course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU environmental management program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU environmental management program coordinator. This course is taken concurrently with ENV 410B.

#### **Additional Information**

Course by arrangement only.

#### **Credits**

12

#### **Requisites**

- Complete all of the following
  - 60 credit(s).
  - Permission of SNHU's environmental management program coordinator

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENV410B - Semester in Washington, D.C.: Environmental Studies Seminar**

#### **Description**

This course is the vehicle through which students receive ENV course credit for the seminar component of SNHU's Semester in Washington, D.C. The Semester in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the SNHU environmental management program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU environmental management program coordinator. This course is taken concurrently with ENV 410A.

#### **Additional Information**

Course by arrangement only.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 60 credit(s).
  - Permission of SNHU's environmental management program coordinator

#### **Academic Level**

Undergraduate

### **ENV440 - Senior Seminar**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Placement in BS.ESC

#### **Academic Level**

Undergraduate

## Campus Programs

### **ENV444 - Environmental Science Colloquium II**

#### **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**

Offered every fall term.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - Complete:
    - ENV344 - Environmental Science Colloquium I (1)
  - 90 credit(s).

#### **Academic Level**

Undergraduate

### **ENV480 - Independent Study**

#### **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**

Course by arrangement only.

#### **Credits**

0 - 3

#### **Academic Level**

Undergraduate

### **ENV490 - Environmental Studies Internship**

#### **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**

Course by arrangement only.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

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## Esport

## Campus Programs

### **ESPT150 - Introduction to Esport**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ESPT205 - Esport Streaming and Marketing**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **ESPT315 - Social, Ethical, and Legal Issues in Esports**

#### **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.

#### **Credits**

3

#### **Requisites**

- 30 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **ESPT345 - Esports Practicum**

#### **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.

#### **Credits**

3

#### **Requisites**

- 60 credit(s).

#### **Academic Level**

Undergraduate

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## Fashion Merchandising

### **FMK290 - Fashion Merchandising Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

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## Fashion Merchandising Management

### **FMM101 - Basic Design and Color Theory**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FMM111 - Foundational Integration Experience**

#### **Description**

The fashion merchandising foundational integration experiences give students the opportunity to apply the knowledge acquired in the core areas of fashion management. They will explore macro and micro environmental factors that affect companies in the industry. They will conduct an industry overview to understand the challenges and opportunities facing this industry by visiting and collecting data from companies operating in the industry in the U.S. and Canada. The trips will include a lab fee of approximately 300 dollars per student for hotel and transportation (lab fee-current market estimate).

1. Develop industry overview: Challenges and opportunities on the domestic and international apparel markets 2. Identify local/regional fashion/accessories retailer to investigate: Conduct their situation analysis 3. Initiate a contact with the retailer: Patronize the retailer's store (Collect data to inform the situation analysis). Lab fee applies-estimate: 300 dollars per student 4. Present findings (alternatives/recommendations) to client to address challenges and maximize opportunities 5. Research the business and personal responsibilities of buyers 6. Attend a regional retail conference on retail industry issues: Asset protection and loss prevention annual conference in DCU center in Worcester, MA

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FMM114 - Introduction to Fashion Merchandising**

#### **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**

A field trip to New York City's market district is a possibility.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FMM204 - Textiles and Color Theory**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FMM208 - History of Fashion and Costume**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FMM209 - Sourcing, Supply Systems and Distributions**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FMM300 - Retail Buying**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FMM325 - Sustainability in Fashion**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FMM333 - Exploration Integration Experience**

#### **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**

Offered every fall term.

#### **Credits**

3 - 6

#### **Academic Level**

Undergraduate

### **FMM410 - Fashion Research and Forecasting**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **FMM457 - Strategic Fashion Management**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- 90 credit(s).

#### **Academic Level**

Undergraduate

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## Finance

### **FIN250 - Personal Financial Planning**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FIN260 - Risk Management and Insurance**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FIN305 - Foundations of Finance**

#### **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.

#### **Credits**

2

#### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

### **FIN320 - Principles of Finance**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - ACC201 - Financial Accounting (3)
    - MAT240 - Applied Statistics (3)
  - 1 of the following:
    - ECO201 - Microeconomics (3)
    - ECO202 - Macroeconomics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **FIN330 - Corporate Finance**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - FIN320 - Principles of Finance (3)

#### **Academic Level**

Undergraduate

### **FIN336 - Multinational Corporate Finance**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - FIN320 - Principles of Finance (3)

#### **Academic Level**

Undergraduate

### **FIN340 - Fundamentals of Investments**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - FIN320 - Principles of Finance (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **FIN345 - Student Managed Investment Fund**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - FIN320 - Principles of Finance (3)

#### **Academic Level**

Undergraduate

### **FIN440 - Investment Analysis**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FIN340 - Fundamentals of Investments (3)

#### **Academic Level**

Undergraduate

### **FIN455 - Experiential International Finance**

#### **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**

An international trip and additional fees are associated with this course.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FIN490 - Finance Economics Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

### **FIN499 - Capstone in Finance**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FIN330 - Corporate Finance (3)
  - FIN340 - Fundamentals of Investments (3)

#### **Academic Level**

Undergraduate

### **FIN550 - Corporate Financial Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MBA502 - Economics for Business (3)
  - MBA503 - Financial Reporting and Analysis (3)

#### **Academic Level**

Graduate

## Campus Programs

### **FIN610 - Short-Term Financial Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

#### **Academic Level**

Graduate

### **FIN620 - Money and Capital Markets**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

#### **Academic Level**

Graduate

### **FIN640 - Investment Analysis & Portfolio Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

#### **Academic Level**

Graduate

## Campus Programs

### **FIN670 - Option Analysis & Financial Derivatives**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

#### **Academic Level**

Graduate

### **FIN685 - Risk Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

#### **Academic Level**

Graduate

### **FIN691 - Financial Modeling**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO500 - Managerial Economics (3)
  - FIN550 - Corporate Financial Management (3)

#### **Academic Level**

Graduate

## Campus Programs

### **FIN700 - Graduate Finance Capstone**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - FIN620 - Money and Capital Markets (3)
    - FIN691 - Financial Modeling (3)
  - 30 credit(s).

#### **Academic Level**

Graduate

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## Fine Arts

### **FAS110 - Introductory Drawing**

#### **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**

Class meets 60 hours per term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS210 - Introduction to Acting**

#### **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**

Course offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FAS225 - Introduction to Photography**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS226 - Digital Photography**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS260 - History of Architecture**

#### **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**

Course offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FAS270 - Introduction to Film History**

#### **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**

Course offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS301 - Film and American Culture**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS302 - Gender and Film**

#### **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**

Course offered in the spring term of every even year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FAS305 - Digital Documentary Photography**

#### **Description**

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven. Instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. The main goal of the term will be the completion of a single project that will be worked on weekly during the course and presented in final form at the end of the term. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. Participating students must be self-starters, interested in documentary photography and curious about how to use photography as a means of expression and persuasion. Projects will need to be approved by the instructor, though there will be a great deal of space for students to tailor their projects to their own interests and creative needs. The class is a hands-on course and success will be measured by students' ability to choose a subject, capture it visually, show material regularly in class and present the project in a final form that reflects the subject explored. Each week we will discuss each student's progress, we will discuss particular images and the overall stories being told. Students will be asked to keep a written diary as well to help track the work they do as they seek out and execute their story ideas.

#### **Additional Information**

Course offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS310 - Illustration**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FAS110 - Introductory Drawing (3)

#### **Academic Level**

Undergraduate

### **FAS320 - History of Design**

#### **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**

Course offered in the spring term of every even year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FAS326 - History of Photography**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS327 - Advanced Digital Photography**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FAS226 - Digital Photography (3)

#### **Academic Level**

Undergraduate

### **FAS335 - Romanticism to Impressionism**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FAS342 - Modernism**

#### **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**

Course offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS345 - Contemporary Art**

#### **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 McNinch 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**

Course offered in the fall of every odd year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS353 - Improvisation and Performance**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FAS370 - American Art**

#### **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**

Course offered once every two years.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS380 - Women, Art and Society**

#### **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**

Course offered in the fall of every even year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **FAS390 - Non-Western Art**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **FAS490 - Fine Arts Internship**

#### **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.

#### **Credits**

3 - 15

#### **Academic Level**

Undergraduate

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## Fine Arts-Masters

### **MFA501F - Summer Residency I Fiction**

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA501NF - Summer Residency I Nonfiction**

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA502F - Winter Residency I Fiction**

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA502NF - Winter Residency I Nonfiction**

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA503F - Summer Residency II Fiction**

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **MFA503NF - Summer Residency II Nonfiction**

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA504F - Winter Residency II Fiction**

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA504NF - Winter Residency II Nonfiction**

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA510 - MFA Workshop: Fiction Writing I**

#### **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.

#### **Credits**

12

#### **Academic Level**

Graduate

## Campus Programs

### **MFA511 - MFA Workshop: Fiction Writing II**

#### **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.

#### **Credits**

12

#### **Requisites**

- Complete:
  - MFA510 - MFA Workshop: Fiction Writing I (12)

#### **Academic Level**

Graduate

### **MFA512 - Graduate Fiction Workshop III**

#### **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.

#### **Credits**

12

#### **Requisites**

- Complete:
  - MFA511 - MFA Workshop: Fiction Writing II (12)

#### **Academic Level**

Graduate

### **MFA513 - Graduate Fiction Workshop IV**

#### **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.

#### **Credits**

12

#### **Requisites**

- Complete:
  - MFA512 - Graduate Fiction Workshop III (12)

#### **Academic Level**

Graduate

## Campus Programs

### **MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I**

#### **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.

#### **Credits**

12

#### **Academic Level**

Graduate

### **MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II**

#### **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.

#### **Credits**

12

#### **Requisites**

- Complete:
  - MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I (12)

#### **Academic Level**

Graduate

### **MFA522 - Graduate Nonfiction Workshop III**

#### **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.

#### **Credits**

12

#### **Requisites**

- Complete:
  - MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II (12)

#### **Academic Level**

Graduate

## Campus Programs

### **MFA523 - Graduate Nonfiction Workshop IV**

#### **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.

#### **Credits**

12

#### **Requisites**

- Complete:
  - MFA522 - Graduate Nonfiction Workshop III (12)

#### **Academic Level**

Graduate

## Campus Programs

### **MFA555 - Writing Program TA Colloquium**

#### **Description**

This is a semester-long course that follows from a weeklong introductory workshop on the basics of teaching college composition and course syllabus design. The colloquium provides an opportunity for ongoing mentorship and professional development in the field of composition pedagogy and theory. A weekly seminar provides time for the mentoring and professional development of TAs' teaching practice with the support of a full-time Writing Program faculty member. Topics covered in the seminar include an introduction to composition pedagogies theories through reading and response; introduction to and practice in assessment, including grading norming and effective written response to student writing; the basics of how to develop a Teaching Portfolio and craft a Statement of Teaching Philosophy. Students will also observe and assist in sections of ENG 120 and ENG 200 taught on campus by the Writing Program faculty.

#### **Additional Information**

Each student will attend the faculty member's ENG120 class once per week as an observer/assistant, and also work one (1) hour per week as a tutor in the Writing Center. TA Students attend MFA-555 twice per week (or equivalent of 6 hours per week) TA Students attend the class observation twice per week (equivalent of 3 hours per week) TA Students tutor twice per week (equivalent of 3 hours per week) Guidelines for Observation and Assistance of Composition Faculty: This list represents the TA's responsibilities over two semesters unless otherwise noted. • The TA will attend class once a week (first semester) or twice a week (second semester) to observe teaching and the facilitation of student learning. • The TA may assist students in the classroom in multiple ways including answering questions, offering feedback, listening to ideas, and clarifying points. • The TA will work with students one-to-one in The Learning Center once a week. The students may be from the assigned class, or they may be walk-in students looking for writing assistance (first semester). • The TA will hold one office hour per week to work with students in the class (second semester). • The TA will read assigned readings on pedagogy and practice (weekly during the first semester and when needed during the second semester). • The TA will participate in a weekly discussion board reflecting on the assigned readings, classroom activities, and student experiences (first semester). • The TA will discuss the goals, tasks, and, if applicable, readings for each class with the faculty mentor before and after class. • The TA will attend a face-to-face weekly discussion to expand on ideas shared in the discussion board. During that face-to-face meeting, actual scenarios of classroom instruction and challenges will be considered. The TA will be expected to incorporate ideas grounded in pedagogy that have been learned from readings and discussions when participating in these conversations (first semester). • The TA will have weekly correspondence with the faculty mentor, which may include either in-person meetings or e-mail check-ins based on the needs of the class (second semester). • The TA may discuss assessment with the instructor. Student work will be considered as teaching assistants participate in norming sessions to guide assessment. The TA will be learning about how to assess student work; the TA will not be responsible for grading papers or assigning grades. • The TA may discuss semester planning with the instructor: learning objectives, instructional methods, assignments, texts, scheduling, syllabus creation. • Under the guidance of the faculty mentor, the TA may develop lessons in the second part of the semester to help student learning and practice teaching skills. The teaching of the TA may start with mini-lessons and move into longer periods of class time as the TA takes on more responsibility for instruction and facilitation in the classroom. The TA will only teach lessons with the faculty mentor present. The TA may reflect in writing about any lessons taught. He/she will then meet with the faculty mentor who can offer feedback and facilitate discussion about the instruction.

#### **Credits**

6

#### **Requisites**

- Teaching Assistants (TAs) are required to take Colloquium in their first semester teaching in SNHU's Writing Program. Upon successful completion of colloquium, TAs are eligible to continue teaching in the Writing Program and receive ongoing mentorship by assigned Writing Program faculty.

#### **Academic Level**

Graduate

## Campus Programs

### **MFA557 - Teaching with Observation and Feedback**

#### **Description**

The student will teach a section of ENG 120 or ENG 200, depending on the availability of sections. A full-time Writing Program faculty member will conduct one (1) observation of the student in the course of the semester. After the student has successfully completed teaching a section of ENG 120 or ENG 200, the student will receive a Graduate Certificate in the Teaching of Composition.

#### **Additional Information**

The faculty member who conducts the observation will evaluate the student's teaching and provide feedback in discussions with the student. The student will also attend a monthly training seminar with other TAs in the certification program, led by a Writing Program faculty member. Offered every spring term.

#### **Credits**

6

#### **Requisites**

- Complete:
  - MFA555 - Writing Program TA Colloquium (6)

#### **Academic Level**

Graduate

### **MFA610 - Creative Writing Residency I - Fiction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA611 - Creative Writing Residency II - Fiction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **MFA612 - Creative Manuscript I - Fiction**

#### **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.

#### **Credits**

12

#### **Academic Level**

Graduate

### **MFA613 - Creative Manuscript II - Fiction**

#### **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.

#### **Credits**

12

#### **Academic Level**

Graduate

### **MFA614 - The Book Business**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **MFA620 - Creative Writing Residency I - Nonfiction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA621 - Creative Writing Residency II - Nonfiction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MFA622 - Creative Manuscript I - Nonfiction**

#### **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.

#### **Credits**

12

#### **Academic Level**

Graduate

## Campus Programs

### **MFA623 - Creative Manuscript II - Nonfiction**

#### **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.

#### **Credits**

12

#### **Academic Level**

Graduate

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## First Year Seminar

### **FYS101 - First Year Seminar**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## French

### **LFR111 - Beginning French I**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **LFR112 - Beginning French II**

#### **Description**

Continuation of LFR 111.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LFR111 - Beginning French I (3)

#### **Academic Level**

Undergraduate

### **LFR211 - Intermediate French I**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LFR112 - Beginning French II (3)

#### **Academic Level**

Undergraduate

### **LFR212 - Intermediate French II**

#### **Description**

Continuation of LFR 211.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LFR211 - Intermediate French I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LFR311 - French Civilization and Culture**

#### **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**

Course by arrangement only.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Game Art

### **GAD105 - Concept Art and Color Theory**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FAS110 - Introductory Drawing (3)

#### **Academic Level**

Undergraduate

### **GAD201 - Introduction to Digital Sculpting**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAD202 - 3D Modeling and Unwrapping**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GAD215 - Texturing for Games**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAD202 - 3D Modeling and Unwrapping (3)

#### **Academic Level**

Undergraduate

### **GAD300 - 3D Character Animation and Rigging**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAD202 - 3D Modeling and Unwrapping (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAD311 - Environment Design**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAD215 - Texturing for Games (3)

#### **Academic Level**

Undergraduate

### **GAD400 - Creature Design**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAD201 - Introduction to Digital Sculpting (3)
  - GAD215 - Texturing for Games (3)

#### **Academic Level**

Undergraduate

### **GAD401 - Character Design**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAD400 - Creature Design (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAD499 - 3D Professional Design**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAD401 - Character Design (3)

#### **Academic Level**

Undergraduate

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## Game Design

### **GDE150 - Game Design I: Systems and Mechanics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GDE210 - Game Design and Production: Rapid Prototyping**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GDE150 - Game Design I: Systems and Mechanics (3)
  - GAM120 - Introduction to Game Development (3)

#### **Academic Level**

Undergraduate

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## Game Design & Development

## Campus Programs

### **GAM110 - Game Programming I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GAM120 - Introduction to Game Development**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GAM150 - Game Design I: Systems and Mechanics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAM205 - Introduction to Games**

#### **Description**

While games have long been regarded as trivial or inconsequential, their increasing popularity and influence in American culture demands more critical perspectives that better enable us to understand their significance and value. This course provides an introduction to the critical study of games. Through course readings, discussion, and academic research, students will analyze the design, production, consumption, and aesthetics of games, drawing on perspectives from across a variety of disciplines. Specific attention is paid to how games affect and are affected by the people who play them and the context in which they are developed and played.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GAM207 - Information Technology and Digital Games**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GAM210 - History of Digital Games**

#### **Description**

Digital games have, in their relatively brief history, evolved to become the most dominant form of entertainment on the planet. The modern digital game is as much a product of cultural context as the technologies that enabled their development. This course is designed to explore the history of digital games, their foundation in traditional games, and the modern application of game design theory. Through course readings, discussion, and academic research, students will analyze the history of digital games through both a technological and a socio-cultural perspective.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAM215 - World-Building for Games**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GAM220 - Game Programming II**

#### **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**

Typically offered during spring terms.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM110 - Game Programming I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAM230 - Scripting for Games**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM110 - Game Programming I (3)
  - GAM120 - Introduction to Game Development (3)

#### **Academic Level**

Undergraduate

### **GAM250 - Game Design II: Level Design**

#### **Description**

In this course, students learn and apply the principles and techniques used in designing the various stages of a game. Students are tasked with designing settings, challenges, obstacles, and other elements that are consistent with the game genre and theme, and provide a rich, compelling game experience. No programming knowledge is required for this course, as most design work is completed using analog and basic computer applications.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM150 - Game Design I: Systems and Mechanics (3)

#### **Academic Level**

Undergraduate

### **GAM312 - Gameplay Systems Development**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM230 - Scripting for Games (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAM315 - Interactive Storytelling**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GAM325 - Programming for Game Engines**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM110 - Game Programming I (3)
  - GAM120 - Introduction to Game Development (3)

#### **Academic Level**

Undergraduate

### **GAM335 - Gameplay Programming: Systems and Mechanics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM220 - Game Programming II (3)
  - GDE150 - Game Design I: Systems and Mechanics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAM345 - Algorithms and Data Structures for Games**

#### **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 quadrees 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**

Typically offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM110 - Game Programming I (3)
  - GAM220 - Game Programming II (3)

#### **Academic Level**

Undergraduate

### **GAM350 - Multiplayer Video Game Development**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM230 - Scripting for Games (3)

#### **Academic Level**

Undergraduate

### **GAM355 - Algorithms for Games and Simulations**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM220 - Game Programming II (3)

#### **Academic Level**

Undergraduate

# Campus Programs

## **GAM360 - Introduction to Game Production**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - GDE210 - Game Design and Production: Rapid Prototyping (3)

### **Academic Level**

Undergraduate

## **GAM370 - Developing Online and Networked Games**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - GAM325 - Programming for Game Engines (3)

### **Academic Level**

Undergraduate

## **GAM375 - Mobile Game Development**

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA211 - Interactive Animation (3)

### **Academic Level**

Undergraduate

## Campus Programs

### **GAM405 - Artificial Intelligence for Games**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM230 - Scripting for Games (3)
  - GAM345 - Algorithms and Data Structures for Games (3)

#### **Academic Level**

Undergraduate

### **GAM415 - Graphics Game Engine**

#### **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).

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM220 - Game Programming II (3)
  - GAM230 - Scripting for Games (3)

#### **Academic Level**

Undergraduate

### **GAM420 - Artificial Intelligence for Interactive Simulations**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM325 - Programming for Game Engines (3)
  - GAM355 - Algorithms for Games and Simulations (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAM465 - Digital Multimedia Development**

#### **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.

#### **Additional Information**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GRA310 - Digital Graphic Design for the Web (3)

#### **Academic Level**

Undergraduate

### **GAM475 - Game Engine Development**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM325 - Programming for Game Engines (3)
  - GAM355 - Algorithms for Games and Simulations (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAM485 - Game Studio I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - GRA317 - Studio Environment (3)
    - GAM350 - Multiplayer Video Game Development (3)
    - GAM405 - Artificial Intelligence for Games (3)
  - Complete:
    - GRA311 - Environment Design (3)
    - GRA401 - Character Design (3)

#### **Academic Level**

Undergraduate

### **GAM486 - Game Studio II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete 1 of the following
    - Complete:
      - GRA317 - Studio Environment (3)
      - GAM350 - Multiplayer Video Game Development (3)
      - GAM405 - Artificial Intelligence for Games (3)
    - Complete:
      - GRA311 - Environment Design (3)
      - GRA401 - Character Design (3)
  - Concurrently enroll in:
    - GAM485 - Game Studio I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GAM490 - Game Design Internship**

#### **Description**

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course.

#### **Additional Information**

Offered every year.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **GAM495 - Game Programming Capstone**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM230 - Scripting for Games (3)
  - GAM345 - Algorithms and Data Structures for Games (3)

#### **Academic Level**

Undergraduate

### **GAM499 - Developing Innovative Technical Features**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM355 - Algorithms for Games and Simulations (3)
  - GAM335 - Gameplay Programming: Systems and Mechanics (3)

#### **Academic Level**

Undergraduate

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## Gender Studies

## Campus Programs

### **GST100 - Introduction to Women's Studies**

#### **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**

The course will be offered every semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GST247 - Gender and Text**

#### **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?

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **GST260 - Family and Culture**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **GST302 - Gender and Film**

#### **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**

Course offered in the spring term of every even year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GST319 - Social Development: Child and Adolescent**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY211 - Lifespan Development (3)

#### **Academic Level**

Undergraduate

### **GST335 - Gender and Sport**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GST380 - Women, Art and Society**

#### **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**

Course offered in the fall of every even year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Geography

### **GEO200 - World Geography**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GEO202 - Regional Geography: Appalachia**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **GEO203 - Natural and Cultural History of the American Southwest**

#### **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**

This course is a collaboration between the Biology department and Humanities.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Graduate Business Administration

### **MBA500 - Building Business Leaders**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MBA501 - Mathematics and Statistics for Business**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **MBA502 - Economics for Business**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)

#### **Academic Level**

Graduate

### **MBA503 - Financial Reporting and Analysis**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MBA504 - Applied Business Statistics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **MBA515 - Business Environment, Innovations and Entrepreneurship**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Graduate

### **MBA520 - Accounting and Financial Analysis**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Graduate

### **MBA525 - Global Executive Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **MBA530 - Leading People and Organizations**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MBA540 - Organizational Strategy in a Global Environment**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MBA550 - Leading in an Organization**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Graduate

## Campus Programs

### **MBA560 - Marketing and Strategy**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Graduate

### **MBA580 - Innovation and Strategy for High-Performance Organizations**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MBA610 - Business Law**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **MBA620 - Measuring Success in an Organization**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MBA635 - Ethics, Corporate Culture, and Social Responsibility**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Graduate

### **MBA640 - Finance, Economics, and Decision Making**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MBA550 - Leading in an Organization (3)
  - MBA560 - Marketing and Strategy (3)

#### **Academic Level**

Graduate

## Campus Programs

### **MBA645 - Optimizing Brands**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - Course Not Found
  - MBA540 - Organizational Strategy in a Global Environment (3)

#### **Academic Level**

Graduate

### **MBA665 - Government Impact on Business**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MBA550 - Leading in an Organization (3)
  - MBA560 - Marketing and Strategy (3)

#### **Academic Level**

Graduate

## Campus Programs

### **MBA687 - Leading Organizational Change**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete all of the following
    - 1 of the following:
      - MBA540 - Organizational Strategy in a Global Environment (3)
      - BMB670 offered online
  - Complete:
    - MBA620 - Measuring Success in an Organization (3)

#### **Academic Level**

Graduate

### **MBA690 - Operations Management and Technology**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MBA550 - Leading in an Organization (3)
  - MBA560 - Marketing and Strategy (3)

#### **Academic Level**

Graduate

## Campus Programs

### **MBA699 - Strategic Opportunity Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Graduate

### **MBA705 - MBA Capstone**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Graduate

### **MBA740 - Thesis Option**

#### **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.

#### **Credits**

6

#### **Academic Level**

Graduate

## Campus Programs

### **GRA101 - Basic Design and Color Theory**

#### **Description**

This course examines the basic elements and principles of design, including balance, emphasis, proportion and rhythm. Students are introduced to visual designing systems that guide the student through the application of computer graphics tools. The basic visual design elements of line, space, texture and color are creatively explored as students complete a series of projects that relate to advertising layout and design and visual merchandising.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GRA105 - Concept Art and Color Theory**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - FAS110 - Introductory Drawing (3)

#### **Academic Level**

Undergraduate

### **GRA199 - Graphic Design Studio 1**

#### **Description**

Graphic Design Studio 1 will introduce students to foundational practices within the Graphic Design field, particularly focusing on project-based experiences.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Placement in EXM.GDM
  - Permission of the instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **GRA201 - Intro to Digital Sculpting**

#### **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.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GRA202 - 3-D Modeling and Animation**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GRA210 - Fundamentals of Game Design**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **GRA211 - Interactive Animation**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM110 - Game Programming I (3)

#### **Academic Level**

Undergraduate

### **GRA212 - 3-D Character Animation**

#### **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.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GRA215 - Texturing for Games**

#### **Description**

Starting with an introduction to 2D software, this course will cover the many methods of texturing game assets using today's industry standard techniques and software.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GRA202 - 3-D Modeling and Animation (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GRA220 - Introduction to Digital Imaging**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GRA280 - Design Thinking for Graphic Designers**

#### **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, ss will explore the various stages of design, begin generating design ideas and concepts, and create a design solution to address a design need.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GRA290 - Professional Practices in Graphic Design**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **GRA299 - Graphic Design Studio 2**

#### **Description**

Graphic Design Studio 2 will reinforce foundational themes while allowing students to continue to explore various Communication fields through practice and experience.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - GRA199 - Graphic Design Studio 1 (3)
  - Complete 1 of the following
    - Placement in EXM.GDM
    - Permission of the instructor

#### **Academic Level**

Undergraduate

### **GRA310 - Digital Graphic Design for the Web**

#### **Description**

This course focuses on digital graphic design theory and its application to web design. Students learn about the technical requirements of professionally created digital web documents. Students will be focused on designing communication and marketing applications for the World Wide Web all the while considering user experience and functionality. Differences in designing for the desktop computer and mobile internet appliances will be a topic for discussion and incorporated in hands-on exercises and projects. Each student will develop several minisites and by the end of the semester will have produced at least one deployable site. Topics include design strategies, web authoring/editing environments, color calibration and aesthetics, web typography, style sheets, template use, graphics format selecting and optimization, and HTML coding and debugging.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# Campus Programs

## **GRA311 - Environment Design**

### **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.

### **Additional Information**

Offered every spring term.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA202 - 3-D Modeling and Animation (3)
  - GRA215 - Texturing for Games (3)

### **Academic Level**

Undergraduate

## **GRA315 - Game Design and Production**

### **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**

Offered every spring term.

### **Credits**

3

### **Requisites**

- Complete:
  - GAM120 - Introduction to Game Development (3)
  - GAM150 - Game Design I: Systems and Mechanics (3)

### **Academic Level**

Undergraduate

## Campus Programs

### **GRA317 - Studio Environment**

#### **Description**

The video game industry relies on professionals who can work together as a team, and understand the functions of their peers. In this class, students are put into teams based on their degree focus to work together in a simulated studio environment. Through this process, students will learn gaming industry business development skills such as project management, marketing, and legal vocabulary. Upon completion of this course, students may apply these skills in a small studio or startup environment, where product creators are often asked to aid in the development of the business.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GAM150 - Game Design I: Systems and Mechanics (3)
  - GRA315 - Game Design and Production (3)

#### **Academic Level**

Undergraduate

### **GRA330 - Designing with Data**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GRA340 - Typography**

#### **Description**

Typography deals with the language of type, the history of typography, typeface and character recognition, legibility, appropriate uses of measure, manuscript specifications and the individual visual dynamics of letterforms. In this class students will learn how to work with type as a stand-alone design element. Students will also learn how to incorporate type successfully with imagery. The assignments will cover a broad range of type applications. Students will primarily focus their efforts towards developing a greater understanding of typographic form through exercises based on the setting of words, phrases, sentences and short paragraphs. Students will first focus on the appropriate setting of spaces in-between the letters that make up words and projects will gradually increase in scope and complexity up to the setting of pages of text with multiple levels of hierarchical meaning.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM234 - Digital Toolbox (3)

#### **Academic Level**

Undergraduate

# Campus Programs

## **GRA370 - Packaging Design**

### **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.

### **Credits**

3

### **Academic Level**

Undergraduate

## **GRA398 - Graphic Design Studio 3-1**

### **Description**

Graphic Design Studio 3-1 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.

### **Credits**

3 - 6

### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - GRA299 - Graphic Design Studio 2 (3)
  - Complete 1 of the following
    - Placement in EXM.GDM
    - Permission of the instructor

### **Academic Level**

Undergraduate

## **GRA399 - Graphic Design Studio 3-2**

### **Description**

Graphic Design Studio 3 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 two of a two-term sequence.

### **Credits**

3 - 6

### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - GRA398 - Graphic Design Studio 3-1 (3 - 6)
  - Complete 1 of the following
    - Placement in EXM.GDM
    - Permission of the instructor

### **Academic Level**

Undergraduate

## Campus Programs

### **GRA401 - Character Design**

#### **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.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GRA201 - Intro to Digital Sculpting (3)
  - GRA202 - 3-D Modeling and Animation (3)
  - GRA215 - Texturing for Games (3)

#### **Academic Level**

Undergraduate

### **GRA402 - Creature Design**

#### **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.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GRA201 - Intro to Digital Sculpting (3)
  - GRA202 - 3-D Modeling and Animation (3)
  - GRA215 - Texturing for Games (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GRA405 - Personal Branding**

#### **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**

Course offered every other fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM232 - Desktop Publishing (3)

#### **Academic Level**

Undergraduate

### **GRA410 - Advanced Digital Graphic Design for Web**

#### **Description**

This course engages upper-level design students in current industry standards used in designing content for multimedia and interactive communication. Emphasis is placed on designing for computers, tablets and phones. The course is divided into teaching modules emphasizing the integration of several software packages for design problem solving. Emphasis is placed on conceptualization and the mastery of professional site mapping and wire framing techniques. Exercises and projects provide challenging design problem-solving experience. Project themes involve self-promotion and client-based work. All projects rely on the student's ability to integrate previously mastered techniques in a broad range of software.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GRA310 - Digital Graphic Design for the Web (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GRA420 - Advanced Digital Imaging**

#### **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.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - GRA340 - Typography (3)

#### **Academic Level**

Undergraduate

### **GRA432 - Advanced Desktop Publishing**

#### **Description**

Advanced Desktop Publishing expands upon the tools and techniques learned in Desktop Publishing. Students will be assigned in-depth multi-page projects, which are a common topic in the industry. Through lectures, in-class exercises, research, and critique sessions, students will learn how to create a seamless design when working on a large project while also discussing layout techniques. Students will also gain experience multi-tasking on different projects such as newsletters, brochures, booklets, reports, advertisements, newspapers, stationary and magazines.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM232 - Desktop Publishing (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **GRA440 - 3-D Art and Design**

#### **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.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - GRA402 - Creature Design (3)
  - 1 of the following:
    - GRA311 - Environment Design (3)
    - GRA401 - Character Design (3)

#### **Academic Level**

Undergraduate

### **GRA470 - User Interface and Experience**

#### **Description**

This course provides a culminating experience in web design by focusing on advanced concepts in user interface design and user-centered design. Students integrate multiple interactive and rich media techniques to develop user experiences reflecting new and innovative developments in web design. The course covers principles of usability and usability testing, case studies, advanced prototyping tools and techniques, and the concepts and techniques behind several methods of user interface design.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **GRA490 - Graphic Design Internship**

#### **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**

Course offered as needed.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

## Campus Programs

### **GRA497 - Graphic Design Capstone 1**

#### **Description**

Graphic Design Capstone 1 will allow students the opportunity to design and implement a substantial culminating project directly related to future professional or educational goals. This part one of a two-term sequence.

#### **Credits**

3 - 6

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - GRA399 - Graphic Design Studio 3-2 (3 - 6)
  - Complete 1 of the following
    - Placement in EXM.GDM
    - Permission of the instructor

#### **Academic Level**

Undergraduate

### **GRA498 - Graphic Design Capstone 2**

#### **Description**

Graphic Design Capstone 2 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.

#### **Credits**

3 - 6

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - GRA497 - Graphic Design Capstone 1 (3 - 6)
  - Complete 1 of the following
    - Placement in EXM.GDM
    - Permission of the instructor

#### **Academic Level**

Undergraduate

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## Healthcare Management

### **HCM320 - Healthcare Economics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HCM340 - Healthcare Delivery Systems**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HCM345 - Healthcare Reimbursement**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## History

### **HIS101 - Exploring the Past**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS102 - The Medieval World: Exploring the Past**

#### **Description**

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Medieval period, 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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS103 - The Early Modern World: Exploring the Past**

#### **Description**

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Early Modern period, 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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS104 - The Modern World: Exploring the Past**

#### **Description**

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Modern period, 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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS109 - Western Civilization to 1500**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS110 - Western Civilization Since 1500**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS113 - United States History I: 1607-1865**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS114 - United States History II: 1865-Present**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS117 - World Civilizations: Prehistory-1500**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS118 - World Civilizations: 1500 - Present**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS220 - Modern European History: 1890-Present**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS222 - War and Society: Antiquity to 1800**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS223 - Modern War & Society**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS235 - Modern Russia**

#### **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**

Not available every semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS238 - Modern Germany: 1871 - Present**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS240 - World War I**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS241 - World War II**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS242 - The Cold War**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS245 - United States History since 1945**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS249 - The Common Good**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS254 - Civil Rights Movement**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS259 - Silk Roads and Samurai**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS260 - Modern China**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS264 - Modern Japan**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS270 - American Environmental History**

#### **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**

Course offered every third semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS301 - World History and Culture**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS308 - Case Studies in Revolution**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS309 - Dictators in the Modern Era**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS321 - The Ancient World of Greece and Rome**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS323 - Greco-Roman Thought and Culture**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS330 - Civil War and Reconstruction**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS332 - Colonial New England**

#### **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**

Not available every semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS338 - Young America**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HIS340 - Making History**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- 60 credit(s).

#### **Academic Level**

Undergraduate

### **HIS357 - American Slavery**

#### **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**

Course offered every sixth semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HIS401 - Making History: Capstone**

#### **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**

Offered in Spring Terms Only.

#### **Credits**

3

#### **Requisites**

- 12 credit(s) from subject(s): HIS

#### **Academic Level**

Undergraduate

### **HIS460 - History Research Seminar (Capstone)**

#### **Description**

This capstone course requires each student to design and craft his/her 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.(Class limit: 15 students)

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - HIS340 - Making History (3)

#### **Academic Level**

Undergraduate

### **HIS490 - History Internship**

#### **Credits**

3 - 12

#### **Academic Level**

Undergraduate

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## Honors

## Campus Programs

### **HON201 - Interdisciplinary Studies I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HON202 - Interdisciplinary Studies II**

#### **Description**

This is the second half of the require two- semester course. It emphasizes texts from the Enlightenment.

#### **Credits**

3

#### **Requisites**

- Complete:
  - HON201 - Interdisciplinary Studies I (3)

#### **Academic Level**

Undergraduate

### **HON301 - Issues/Values: Honors Seminar**

#### **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**

Offered every year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HON314 - Seminar in Research Methods**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HON401 - Independent Honors Thesis**

#### **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.

#### **Credits**

1.5 - 3

#### **Academic Level**

Undergraduate

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## Hospitality Administration

### **HOS101 - Introduction to Hospitality and Tourism**

#### **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**

Offered every fall term. This course meets once weekly.

#### **Credits**

1

#### **Academic Level**

Undergraduate

## Campus Programs

### **HOS203 - Farm to Fork**

#### **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**

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HOS220 - Geography of Global Cultures**

#### **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**

Offered fall and spring semesters.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HOS225 - Introduction to Commercial Food Production**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HOS311 - Sustainable Tourism**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- 45 credit(s).

#### **Academic Level**

Undergraduate

### **HOS315 - Introduction to Sustainable Hotel Operations**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HOS321 - Hospitality Sales Management**

#### **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**

Offered once per year.

#### **Credits**

2 - 3

#### **Requisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

#### **Academic Level**

Undergraduate

### **HOS322 - Beverage Management and Control**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HOS323 - Craft Beer Fundamentals and Service**

#### **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.

#### **Credits**

3

#### **Requisites**

- Must be legal drinking age, 21 years

#### **Academic Level**

Undergraduate

## Campus Programs

### **HOS327 - Food and Beverage Operations Management**

#### **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**

Offered every year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HOS340 - Special Events Management**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HOS341 - Meeting Planning**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HOS401 - Convention Sales and Group Planning**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - HOS340 - Special Events Management (3)
  - HOS341 - Meeting Planning (3)

#### **Academic Level**

Undergraduate

### **HOS415 - Hotel Business-Analytics Applications**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Complete:
    - HOS315 - Introduction to Sustainable Hotel Operations (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **HOS420 - Hospitality Revenue Management**

#### **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**

Offered every spring.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HOS424 - Managing, Merchandising, and Service of Wines**

#### **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).

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 60 credit(s).
  - Student must be of legal drinking age (21 years).

#### **Academic Level**

Undergraduate

### **HOS425 - Food and Beverage Pairing**

#### **Description**

Art and Science are combined to facilitate student-centered learning regarding the profiles that both food and beverages share when paired correctly to enhance dining experiences. Sensory tastings will explore how to maximize food and beverage flavors. Understanding the requirements of Wine, Tea and Water Sommeliers, Cicerones, Mixologists and Chefs goals will lay a foundation for effectively training hospitality service staff and designing food and beverage pairing menus.

#### **Additional Information**

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 (75minutes) per week. Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Age restriction

#### **Academic Level**

Undergraduate

## Campus Programs

### **HOS428 - Resort Development and Management**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - HOS315 - Introduction to Sustainable Hotel Operations (3)

#### **Academic Level**

Undergraduate

### **HOS430 - Casino and Gaming Operations**

#### **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**

Offered every other spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HOS432 - Hospitality Facilities and Operations Management**

#### **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**

#### **Credits**

3

#### **Requisites**

- Complete:
  - HOS315 - Introduction to Sustainable Hotel Operations (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **HOS444 - Artisanal Craft Beer, Wine and Spirit Fundamentals**

#### **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**

#### **Credits**

3

#### **Requisites**

- Must be 21

#### **Academic Level**

Undergraduate

### **HOS491 - Hospitality Business Co-Op Education**

#### **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.

#### **Credits**

0 - 12

#### **Requisites**

- Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

## Campus Programs

### **HOS492 - Experiential Learning**

#### **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.

#### **Credits**

0

#### **Requisites**

- Instructor consent required

#### **Academic Level**

Undergraduate

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## Humanities

### **HUM110A - Foundations in Humanities (Learning to Look)**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HUM110B - Foundations in Humanities (Exploring the Past)**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HUM110C - Foundations in Humanities (The Literary Imagination)**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HUM110D - Foundations in Humanities (Music and Meaning)**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HUM110E - Foundations in Humanities (Philosophical Reasoning)**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HUM199 - International Cultural Awareness II: General Culture**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **HUM201 - Humanities: Ancient to Renaissance**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **HUM202 - Humanities: Renaissance to the Present**

#### **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**

Offered every year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Individually Designed

### **IND201 - Self-Designed Degree Program Planning**

#### **Description**

This course is a tutorial through which the student, in consultation with a faculty mentor, establishes a self-designed major in General Studies with a concentration in a discipline of his or her choice. Students complete an academic plan of study and provide a rationale for their curriculum choices in line with the goals of the university's general education program.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IND301 - Self-Designed Tutorial I**

#### **Description**

In this course the student meets with the faculty mentor on a scheduled basis over the semester to monitor progress toward completion of the self- designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

#### **Credits**

1

#### **Requisites**

- Complete:
  - IND201 - Self-Designed Degree Program Planning (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **IND302 - Self-Designed Tutorial II**

#### **Description**

In this course the student meets with the faculty mentor on a scheduled basis over three successive semesters to monitor progress toward completion of the self-designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

#### **Credits**

1

#### **Requisites**

- Complete:
  - IND201 - Self-Designed Degree Program Planning (3)

#### **Academic Level**

Undergraduate

### **IND303 - Self-Designed Tutorial III**

#### **Description**

In this course, the student meets with the faculty mentor on a scheduled basis over three successive semesters to monitor progress toward completion of the self-designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

#### **Credits**

1

#### **Requisites**

- Complete:
  - IND201 - Self-Designed Degree Program Planning (3)

#### **Academic Level**

Undergraduate

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## Information Technology

### **IT100 - Introduction to Information Technology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# Campus Programs

## **IT105 - Business Information Technology**

### **Description**

Information technology is integral part of all business activities and careers. This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. This course also provides an introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society

### **Credits**

2

### **Academic Level**

Undergraduate

## **IT135 - Interactive Scripting in Virtual Environment**

### **Description**

This course introduces students to the underlying concepts in manipulating a three dimensional virtual reality environment. The objects in this environment are both recognizable (dinosaur, tree, airplane) and also proper objects as the term is used in computer science. Students will work individually and in teams animating to specific objectives with a significant deliverable at the end of the course. Implementations of interactive advertising or educational games are potential project areas. Topics include: virtual reality concepts (objects, point of view, lighting), object oriented concepts (properties, methods, events), and animation control concepts (collision detection, decision implementation, iteration, and parallel activities).

### **Credits**

3

### **Academic Level**

Undergraduate

## **IT140 - Introduction to Scripting**

### **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.

### **Credits**

3

### **Academic Level**

Undergraduate

## Campus Programs

### **IT145 - Foundation in Application Development**

#### **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**

Offered every year.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - IT135 - Interactive Scripting in Virtual Environment (3)
  - CS110 - Fundamentals of Programming (3)

#### **Academic Level**

Undergraduate

### **IT200 - Fundamentals of Information Technology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IT201 - Computer Platform Technologies**

#### **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**

Offered every year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT202 - Computer Operating Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT200 - Fundamentals of Information Technology (3)

#### **Academic Level**

Undergraduate

### **IT205 - Digital Music**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IT210 - Business Systems Analysis and Design**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT212 - Introduction to Computer Networks**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - IT200 - Fundamentals of Information Technology (3)
  - CS230 can be taken online

#### **Academic Level**

Undergraduate

### **IT221 - Web-based Information Technology**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - CS110 - Fundamentals of Programming (3)
  - IT140 - Introduction to Scripting (3)

#### **Academic Level**

Undergraduate

### **IT226 - Communication in STEM Professions**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT230 - Software Development with C#.NET**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (3)

#### **Academic Level**

Undergraduate

### **IT251 - Introduction to Unix/Linux Operating System**

#### **Description**

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

#### **Additional Information**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - IT201 - Computer Platform Technologies (3)
  - Complete:
    - CS113 - Introduction to Programming (3)
  - NOTE: Only students in the CSC major will take CS-113 in place of IT-201

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT270 - Web Site Design**

#### **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**

Offered every year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IT272 - Cross-Platform Technologies**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT202 - Computer Operating Systems (3)
  - IT212 - Introduction to Computer Networks (3)

#### **Academic Level**

Undergraduate

### **IT304 - Systems Requirements and Implementation Planning**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT200 - Fundamentals of Information Technology (3)
  - QSO340 - Project Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT313 - Risk Management and Mitigation in System Design**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT226 - Communication in STEM Professions (3)
  - QSO340 - Project Management (3)

#### **Academic Level**

Undergraduate

### **IT315 - Object Oriented Analysis and Design**

#### **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**

Offered every year.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - IT145 - Foundation in Application Development (3)
  - Complete:
    - IT201 - Computer Platform Technologies (3)
    - CS110 - Fundamentals of Programming (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT330 - Database Design and Management**

#### **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**

Offered every year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (3)

#### **Academic Level**

Undergraduate

### **IT337 - User-Centered Systems Design and Evaluation**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT304 - Systems Requirements and Implementation Planning (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT340 - Network and Telecommunication Management**

#### **Description**

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

#### **Additional Information**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - IT201 - Computer Platform Technologies (3)
  - 1 of the following:
    - IT210 - Business Systems Analysis and Design (3)
    - IT105 - Business Information Technology (2)
    - IT200 - Fundamentals of Information Technology (3)

#### **Academic Level**

Undergraduate

### **IT361 - Systems and Network Administration**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT221 - Web-based Information Technology (3)
  - IT340 - Network and Telecommunication Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT380 - Cybersecurity and Information Assurance**

#### **Description**

This course explores the basic concepts in cybersecurity and information assurance. Topics include security policies, models, and mechanisms for secrecy, integrity, and availability of communications and information. The course also covers approaches to prevent, detect and recover from the loss of information, cryptography and its applications, vulnerability scanning, functions of a chief security officer software applications and web services for maintaining information security and security in computer networks and distributed systems.

#### **Additional Information**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT201 - Computer Platform Technologies (3)

#### **Academic Level**

Undergraduate

### **IT385 - Information Technology Communications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT390 - Mobile Application Design and Development**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - IT135 - Interactive Scripting in Virtual Environment (3)
    - IT145 - Foundation in Application Development (3)
  - Complete 1 of the following
    - 1 of the following:
      - IT201 - Computer Platform Technologies (3)
      - IT210 - Business Systems Analysis and Design (3)
      - IT105 - Business Information Technology (2)
    - Permission of instructor

#### **Academic Level**

Undergraduate

### **IT412 - Cyberlaw and Ethics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC335 - Technology and Society (3)
  - IT340 - Network and Telecommunication Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT423 - Computing as a Service**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT272 - Cross-Platform Technologies (3)

#### **Academic Level**

Undergraduate

### **IT485 - Information Technology Strategy and Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- 60 credit(s).

#### **Academic Level**

Undergraduate

### **IT490 - Information Technology Internship**

#### **Description**

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course.

#### **Additional Information**

Offered every year. Please contact the Career and Professional Development Center to register

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

## Campus Programs

### **IT500 - Information Technology**

#### **Description**

This course focuses on the many ways information technology is incorporated within contemporary organizations and used to achieve a competitive advantage in the national and international marketplace. The interrelationships between information technology, management and organizations are emphasized. Management of the system development process and the tools and methods used to produce quality information systems also are studied. IT 500 cannot be taken for credit or as an elective if IT 510 has been completed.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT505 - Core Technologies**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT510 - Advanced Information Technology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT511 - Object Oriented Application Development**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **IT515 - Innovations in Information Technology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT520 - Technical Communication**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT600 - Operating Systems**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT510 - Advanced Information Technology (3)

#### **Academic Level**

Graduate

## Campus Programs

### **IT625 - Information Technology Project and Team Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT640 - Telecommunications and Networking**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT647 - Website Construction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **IT650 - Principles of Database Design**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT510 - Advanced Information Technology (3)
  - IT511 - Object Oriented Application Development (3)

#### **Academic Level**

Graduate

### **IT665 - Client/Server Systems**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **IT700 - Capstone in Information Technology**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 30 credit(s).
  - Complete:
    - IT650 - Principles of Database Design (3)

#### **Academic Level**

Graduate

## Campus Programs

### **IT710 - Information Technology Internship**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 18 credit(s).
  - Grad Internship only
  - Instructor permission required
  - CDC Approval

#### **Academic Level**

Graduate

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## Integrated Health Profession

### **IHP420 - Ethical and Legal Considerations of Healthcare**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **IHP430 - Healthcare Quality Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Integrated Studies

## Campus Programs

### **IST395 - DRIVEN: Leadership in Action**

#### **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

#### **Credits**

1 - 3

#### **Academic Level**

Undergraduate

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## International Business

### **INT105 - International Business: A Macro Perspective**

#### **Description**

This course is designed to provide students with an introductory exposure to the essential elements of international business. In a contemporary modern economy, businesses operate in a highly integrated global market where factors of production are mobilized within and across the borders. Accordingly, business decisions made in local settings require a keen understanding of global the context of the business transcending the domestic boundaries. This course provides a conceptual foundation for International Business with an emphasis on hands-on activities and applications. The course promotes understanding of international dynamics affecting domestic and international businesses. It introduces a framework to explore the environment of international business operations through a comparative analysis of economic, political and sociocultural systems. As an introductory course, it focuses on the internationalization of operations of SMEs and MNCs across diverse geographic, political, economic and cultural boundaries. A practical country entry analysis is an integral part of the course that allows students to explore the complexities and risks encountered in diverse boundaries.

#### **Credits**

2

#### **Academic Level**

Undergraduate

### **INT113 - Introduction to International Business**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **INT220 - Global Dimensions in Business**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete or concurrently enroll in:
  - ECO202 - Macroeconomics (3)

#### **Academic Level**

Undergraduate

### **INT221 - Global Financial System**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **INT222 - Trade Finance**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **INT265 - Managing Nonprofit Organizations in a Global Environment**

#### **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 both domestically and internationally. Additionally, students will be exposed to NGO's that operate internationally. The course will cover the challenges and successes of operating outside of the business and government model. The course will offer hands on experience working with a nonprofit organization.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **INT280 - International Business Foundational Experience**

#### **Description**

The International Business Foundational Experience exposes students to a variety of learning opportunities that reinforce the core international business curriculum delivered in Year-1 of their program and inspires students to explore various facets of international business concepts, theories and practice. To complete the requirements for this Year-1 experience, students will: Conduct secondary research to understand a given Multinational Corporation, its industry and the countries where its assets and/or revenues are concentrated. Prepare a comprehensive MNC profile report to be achieved in e-Portfolio; Conduct serial interviews with a local SME executive with global orientation or an Innovation Hub entrepreneur who started a venture with international scope; prepare transcript of the interviews and a reflection report; attend a full-day international business workshop offered by New Hampshire International Trade Resource Center; attend Academy of International Business North East Annual Meeting; prepare an observation report for the sessions attended; participate in community service OR civic engagement activities with local organizations such as International Institute of New England and World Affairs Council; develop formal reflections, on both their individual and team experiences, and offer feedback for improvement of the course at the conclusion of the term.

#### **Credits**

1.5 - 3

#### **Academic Level**

Undergraduate

### **INT309 - Legal Environment of International Business**

#### **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**

Not available every semester

#### **Credits**

3

#### **Requisites**

- Complete:
  - INT113 - Introduction to International Business (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **INT311 - International Human Resources Management**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **INT315 - International Management**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **INT316 - Cultural & Political Environment of International Business**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **INT330 - International Public Administration**

#### **Description**

This course is designed to introduce students the fundamentals of public administration, which is associated with the development and implementation of public policies and programs. Students will be familiarized with the concepts and cases from political, managerial, and legal perspectives from both a domestic and international perspective. Furthermore, students will learn about governance, public policies, and institutional-based programs at the local, state, national and international arenas. Upon conclusion of the course, students will have competencies in understanding of the historical development of the discipline, how public administration differs from the private sector, and key administrative elements including, politics, intergovernmental relations, ethics, organizing, planning, decision making, budgeting and managing. Students will investigate public policy setting from a global perspective through case studies, web searches and classroom discussions.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **INT335 - Importing & Exporting in International Trade**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - INT113 - Introduction to International Business (3)

#### **Academic Level**

Undergraduate

### **INT400 - International Business Project**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - INT113 - Introduction to International Business (3)
  - INT220 - Global Dimensions in Business (3)

#### **Academic Level**

Undergraduate

# Campus Programs

## **INT410 - International Entrepreneurship**

### **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**

Offered every spring term.

### **Credits**

3

### **Academic Level**

Undergraduate

## **INT422 - International Strategic Management**

### **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**

Offered every fall term.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - INT113 - Introduction to International Business (3)
  - Complete 1 of the following
    - 60 credit(s).
    - Permission of instructor

### **Academic Level**

Undergraduate

## Campus Programs

### **INT433 - Multinational Marketing**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - ECO202 - Macroeconomics (3)
    - INT220 - Global Dimensions in Business (3)
    - MKT205 - Applied Marketing Strategies (3)
  - Permission of instructor

#### **Academic Level**

Undergraduate

### **INT490 - International Business Internship**

#### **Additional Information**

Offered as needed. Please contact the Career and Professional Development Center to register

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **INT610 - Multinational Corporate Environment**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **INT620 - International Corporate Finance**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **INT640 - International Market Strategy**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **INT650 - Managing International Trade and Finance**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **INT660 - International Negotiations**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **INT700 - Multinational Business Strategy (Capstone)**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **INT800 - Foreign Direct Investment**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - INT801 - Foundations for Advanced International Business Study (3)

#### **Academic Level**

Doctoral

### **INT801 - Foundations for Advanced International Business Study**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **INT810 - Privatization, Economic Reform and Globalization in Emerging Markets**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete or concurrently enroll in:
  - INT801 - Foundations for Advanced International Business Study (3)

#### **Academic Level**

Doctoral

### **INT820 - Seminar in Multinational Finance**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - INT801 - Foundations for Advanced International Business Study (3)

#### **Academic Level**

Doctoral

### **INT830 - Theories of Globalization**

#### **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).

#### **Credits**

3

#### **Requisites**

- Complete:
  - INT801 - Foundations for Advanced International Business Study (3)

#### **Academic Level**

Doctoral

## Campus Programs

### **INT840 - Seminar in Multinational Marketing**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete or concurrently enroll in:
  - INT801 - Foundations for Advanced International Business Study (3)

#### **Academic Level**

Doctoral

### **INT850 - Seminar in Global Business Strategy**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - INT801 - Foundations for Advanced International Business Study (3)

#### **Academic Level**

Doctoral

### **INT880 - Advanced Quantitative Methods/ International Business I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Doctoral

## Campus Programs

### **INT881 - Advanced Quantitative Methods/ International Business II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - INT880 - Advanced Quantitative Methods/ International Business I (3)

#### **Academic Level**

Doctoral

### **INT889 - Comprehensive Exam**

#### **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**

Offered on a pass/fail basis only.

#### **Credits**

1 - 3

#### **Requisites**

- 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

#### **Academic Level**

Doctoral

## Campus Programs

### **INT890 - Doctoral Colloquium**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - INT889 - Comprehensive Exam (1 - 3)

#### **Academic Level**

Doctoral

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## Justice Studies

### **JUS101 - Introduction to Criminal Justice**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS102 - American Policing**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS103 - Correctional Systems**

#### **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**

Course offered every other fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS104 - Introduction to Homeland Security**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS111 - Introduction to Criminalistics**

#### **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**

Course offered every other spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS129 - Introduction to Terrorism**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS141 - Introduction to Social Justice**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS185 - American Kenpo**

#### **Description**

This course will explore the fundamental principles and concepts of the American Kenpo Karate System and their application by justice professionals (policing, corrections, probation/parole, security, etc.). The understanding of the basic principles of how to achieve power through proper body alignment, mechanics of movement and application of weight will be studied. Applied topics to be discussed in both neutral and physical application will include: basic power principles, linear and circular movement, major and minor moves, forward and reverse motion as well as balance, timing, and flow while in motion. This course may be taken more than once for credit.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Advisor permission required
  - NOTE: Course can be taken up to three times.

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS186 - Judo**

#### **Description**

Judo is a modern martial art, combat, and Olympic sport created in Japan in 1882 by Jigoro Kano. Its most prominent feature is its competitive element, where practitioners can win by throw, pin, or submission. In this experiential course students will actively participate to learn the foundations of judo and their relevance to the various justice professions (policing, corrections, probation/parole, security, etc.). This course may be taken more than once for credit.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Advisor permission required.
  - NOTE: Course can be taken up to three times.

#### **Academic Level**

Undergraduate

### **JUS187 - Brazilian Jiu-Jitsu**

#### **Description**

Brazilian jiu-jitsu (BJJ) is a martial art and combat sport that teaches a smaller person how to defend themselves against a larger adversary by using leverage and proper technique. BJJ was created when the Gracie family modified judo and traditional Japanese jujutsu. It contains stand-up maneuvers, but it is most famous for its devastating ground-fighting techniques. In this experiential course students will actively participate to learn the foundations of BJJ and their application by justice professionals (policing, corrections, probation/parole, security, etc.). This course may be taken more than once for credit.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Advisor permission required.
  - NOTE: Course can be taken up to three times.

#### **Academic Level**

Undergraduate

### **JUS201 - Criminal Investigation**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS211 - Organized Crime**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS215 - The Victim and the Justice System**

#### **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**

Course offered every other spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS224 - Legal and Justice Research Methods**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS261 - Judicial Administration**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS305 - International Criminal Justice**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS309 - White Collar Crime**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS325 - Law, Justice and Family**

#### **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**

Course offered every other fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS331 - Juvenile Justice System**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS341 - Restorative Justice**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS345 - Probation and Parole**

#### **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**

Course offered every other fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS375 - Criminal Law**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS376 - Criminal Procedure**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS394 - Problems in Policing**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - JUS102 - American Policing (3)

#### **Academic Level**

Undergraduate

### **JUS395 - The Death Penalty**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS400 - Foreign Study in Criminal Justice**

#### **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.

#### **Credits**

3 - 12

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS429 - Terrorist Methods, Networks, and Financing**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - JUS129 - Introduction to Terrorism (3)
  - JUS305 - International Criminal Justice (3)

#### **Academic Level**

Undergraduate

### **JUS441 - Research Seminar: Crime and Criminology**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Placement in BS.JST
  - Crime and Criminology concentration

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS442 - Research Seminar: Law and Legal Process**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Placement in BS.JST
  - Law and Legal Process concentration

#### **Academic Level**

Undergraduate

### **JUS443 - Research Seminar: Policing and Law Enforcement**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Placement in BS.JST
  - Policing and Law Enforcement concentration

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS444 - Research Seminar: Terrorism and Homeland Security**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Placement in BS.JST
  - Terrorism and Homeland Security concentration

#### **Academic Level**

Undergraduate

### **JUS455 - Legal Traditions**

#### **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**

This course is offered every semester.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Bachelor's Students
  - 60 credit(s).
  - Associate's Students
  - 30 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS465 - Police Organization and Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - JUS394 - Problems in Policing (3)

#### **Academic Level**

Undergraduate

### **JUS466 - Critical Infrastructure Protection, Border Security, and Cyber Protection**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - JUS104 - Introduction to Homeland Security (3)

#### **Academic Level**

Undergraduate

### **JUS468 - Crimes Against Children**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS480 - Independent Study in Law and Justice**

#### **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.

#### **Credits**

0 - 3

#### **Academic Level**

Undergraduate

### **JUS485 - Forensic Law**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **JUS498 - Criminal Justice Internship**

#### **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.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

## Campus Programs

### **JUS498A - Criminal Justice Internship**

#### **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.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **JUS498B - Criminal Justice Internship**

#### **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.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

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## Language

### **LAN199 - International Cultural Awareness I: Language**

#### **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**

Course by arrangement only.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Learning Strategies Seminar

## Campus Programs

### **LSS100 - Learning Strategies Seminar**

#### **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.

#### **Credits**

3

#### **Requisites**

- Must have less than 30 credits

#### **Academic Level**

Undergraduate

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## Literature

### **LIT229 - World Mythology**

#### **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**

Course is offered most semesters.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT231 - Nature Writers**

#### **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**

Course offered every other year.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **LIT233 - Banned Books**

#### **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**

Course offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **LIT235 - War Literature**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT237 - Young Adult Literature**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **LIT239 - Literature and the Mind**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **LIT241 - Crime Literature**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT243 - Pop Fiction**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **LIT247 - Gender and Text**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT250 - Introduction to Literary Studies**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - Instructor Permission

#### **Academic Level**

Undergraduate

### **LIT300 - Literary Theory**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - Complete 1 of the following
    - Complete:
      - LIT250 - Introduction to Literary Studies (3)
    - Or by Permission of Instructor.

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT318 - World Literature**

#### **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**

Course offered every two to three years.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - ENG120 - College Composition I (3)
  - or ENG 120H

#### **Academic Level**

Undergraduate

### **LIT319 - Shakespeare**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT328 - Multi-Ethnic Literature: Describing the Hyphen**

#### **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 figures into these writers' images of an American self and community.

#### **Additional Information**

Course offered every two to three years.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **LIT350 - The Black Literary Tradition**

#### **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 Thurston, Ralph Ellison, Gwendolyn Brooks, Chinua Achebe, Toni Morrison and Ishmael Reed, among others, will enable us to analyze how sexuality, gender, class and nationality influence various writers' definitions of race and ethnicity.

#### **Additional Information**

Course offered every two to three years.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT360 - Early British Literature**

#### **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**

Course offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **LIT361 - Modern and Contemporary British Literature**

#### **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**

Course offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT362 - Early American Literature Through the Civil War**

#### **Description**

This course provides a historical approach to American literature, covering works from America's beginnings to 1865, 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**

Course offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **LIT363 - Modern American Literature**

#### **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**

Course offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT390 - Genre Studies**

#### **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**

Course will be offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)
  - LIT250 - Introduction to Literary Studies (3)

#### **Academic Level**

Undergraduate

### **LIT399 - Literature in the Digital Age**

#### **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**

Course offered every other year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT455 - Seminar in Literary Studies**

#### **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**

Not available every semester.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **LIT485 - Senior Thesis in Literature**

#### **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**

Course by arrangement only.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LIT485A - Senior Thesis in Literature**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Mandarin Language/Culture

### **LMN111 - Elementary Mandarin Language/Culture I**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **LMN112 - Elementary Mandarin Language/Culture II**

#### **Description**

This course is a continuation of LMN 111.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LMN111 - Elementary Mandarin Language/Culture I (3)

#### **Academic Level**

Undergraduate

### **LMN211 - Intermediate Mandarin Language and Culture**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - LMN112 - Elementary Mandarin Language/Culture II (3)
  - Permission of instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **LMN212 - Intermediate Mandarin Language and Culture II**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - LMN211 - Intermediate Mandarin Language and Culture (3)
  - Permission of instructor

#### **Academic Level**

Undergraduate

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## Marketing

### **MKT113 - Introduction to Marketing**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MKT205 - Applied Marketing Strategies**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT225 - Digital Marketing**

#### **Description**

This course is an introduction to business functions using Digital Marketing Technology such as the Internet, customer databases and information systems such as CRM and Demand Generation Systems. Topics focus on earned, paid, and owned media and the intersection on the three. There will be an emphasis on development of a digital marketing strategy and the impact on the business. Also, we will review the different types of channels.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MKT231 - Visual Merchandising**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MKT239 - Essentials of Retail Management**

#### **Description**

Retail business involves making strategic decisions in order to generate profit and remain competitive. Consumer involvement in retailing entails making prudent buying decisions in order to maximize value. This course examines retail business concepts such as Store operations, human relations, information technology, shopping center management, merchandising policies and industry trend analysis as well as factors influencing consumer buying decisions such as social, environmental and multi channels .

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT265 - Social Media & Marketing Communications**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MKT266 - Services Marketing**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

#### **Academic Level**

Undergraduate

### **MKT270 - Professional Selling**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT300 - Advanced Professional Selling**

#### **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**

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT270 - Professional Selling (3)

#### **Academic Level**

Undergraduate

### **MKT310 - Sales Negotiation**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT270 - Professional Selling (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT320 - Sales Team Leadership**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT270 - Professional Selling (3)

#### **Academic Level**

Undergraduate

### **MKT322 - International Retailing**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT326 - Global Consumer Culture**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

#### **Academic Level**

Undergraduate

### **MKT328 - Sales Competition Team**

#### **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**

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - MKT270 - Professional Selling (3)
  - Invitation from the Director of the Center for Professional Selling

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT331 - Business to Business Marketing**

#### **Description**

There are many key factors which make business-to-business (B2B) markets special and different from business-to-consumer (B2C) markets. Understanding these differences is not only beneficial but also critical for the Marketer's creation of successful, revenue-generating marketing strategies. This course helps students understand the complexity of business products, the buying dynamics of organizations, the level of professional selling required in the industrial environment, and the skills needed to meet the business target audience's needs. Students will develop the competencies to help drive business-to-business Marketing processes for growth. Topics include B2B markets, the business marketing mix, perceived value, supply chain, inter-organizational relationships and relationship marketing.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)
  - MKT270 - Professional Selling (3)

#### **Academic Level**

Undergraduate

### **MKT337 - Marketing Research**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT205 - Applied Marketing Strategies (3)
  - Complete:
    - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT345 - Consumer Behavior**

#### **Description**

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products.

#### **Additional Information**

Offered every semester.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT205 - Applied Marketing Strategies (3)

#### **Academic Level**

Undergraduate

### **MKT350 - Ethical Issues in Marketing**

#### **Description**

This course explores current ethical issues and problems in marketing. The emphasis is on identifying crucial issues, exploring all possible viewpoints, and examining remedies in order to facilitate the development of students' positions on these issues.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

#### **Academic Level**

Undergraduate

### **MKT355 - Social Media Marketing Strategy**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - COM310 - Social Media (3)
  - MKT265 - Social Media & Marketing Communications (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT360 - Direct Marketing**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT265 - Social Media & Marketing Communications (3)

#### **Academic Level**

Undergraduate

### **MKT365 - Social Media Marketing Analytics**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - MAT240 - Applied Statistics (3)
  - 1 of the following:
    - MKT265 - Social Media & Marketing Communications (3)
    - COM310 - Social Media (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT378 - Brand Communications**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

#### **Academic Level**

Undergraduate

### **MKT410 - Digital Analytics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT225 - Digital Marketing (3)

#### **Academic Level**

Undergraduate

### **MKT432 - Strategic Marketing Planning (Capstone)**

#### **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**

Offered every semester.

#### **Credits**

3

#### **Requisites**

- 90 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT433 - Multinational Marketing**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - 1 of the following:
      - MKT113 - Introduction to Marketing (3)
      - MKT205 - Applied Marketing Strategies (3)
    - 1 of the following:
      - INT113 - Introduction to International Business (3)
      - INT220 - Global Dimensions in Business (3)
  - Instructor Approval

#### **Academic Level**

Undergraduate

### **MKT455 - Social Media Campaign**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT355 - Social Media Marketing Strategy (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MKT490 - Marketing Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Complete all of the following
  - 15 credit(s).
  - Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

### **MKT491 - Retailing Internship**

#### **Description**

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where retailing principles and practices can be learned firsthand.

#### **Additional Information**

Offered every year. Please contact the Career and Professional Development Center to register

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **MKT500 - Marketing Strategies**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **MKT515 - Distinctive Concepts in Marketing**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT516 - Consulting Experience in Marketing**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - MKT515 - Distinctive Concepts in Marketing (3)

#### **Academic Level**

Graduate

### **MKT545 - Global Marketing**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT605 - Integrated Marketing Communications**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT500 - Marketing Strategies (3)

#### **Academic Level**

Graduate

## Campus Programs

### **MKT610 - Promotions Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT618 - Marketing Analytics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)

#### **Academic Level**

Graduate

### **MKT620 - Consumer Behavior and Marketing**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - MKT500 - Marketing Strategies (3)
  - MBA560 - Marketing and Strategy (3)

#### **Academic Level**

Graduate

## Campus Programs

### **MKT675 - Ethical and Legal Issues in Marketing**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT500 - Marketing Strategies (3)

#### **Academic Level**

Graduate

### **MKT678 - Brand Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **MKT700 - Marketing Capstone**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 30 credit(s).
  - Complete:
    - MKT675 - Ethical and Legal Issues in Marketing (3)

#### **Academic Level**

Graduate

## Mathematics

### **MAT024 - Calculus I: Single-Variable Calculus Part A (STEM)**

#### **Description**

This course is a developmental course for specified majors. Calculus is the mathematical study of change that has widespread applications in science, engineering, economics, and business. This course is the first half of a two-course series that provides a rigorous introduction to single-variable calculus with supporting materials from algebra and trigonometry. Calculus topics include limits, continuity, differentiation of algebraic and trigonometric functions, and applications of derivatives. This class will also include supporting topics from precalculus enforcing functions, transformations of functions, and families of functions. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts.

#### **Credits**

3

#### **Requisites**

- Determined by the placement exam

#### **Academic Level**

Developmental

### **MAT051 - Prerequisite Mathematical Knowledge for Teaching**

#### **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.

#### **Credits**

3

#### **Requisites**

- Determined by math placement exam

#### **Academic Level**

Developmental

### **MAT107 - Mathematical Knowledge for Teaching I**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT108 - Mathematical Knowledge for Teaching II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT107 - Mathematical Knowledge for Teaching I (3)

#### **Academic Level**

Undergraduate

### **MAT115 - Math and Society**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MAT124 - Calculus I: Single-Variable Calculus Part A**

#### **Description**

Calculus is the mathematical study of change that has widespread applications in science, engineering, economics, and business. This course is the first half of a two-course series that provides a rigorous introduction to single-variable calculus with supporting materials from algebra and trigonometry. Calculus topics include limits, continuity, differentiation of algebraic and trigonometric functions, and applications of derivatives. This class will also include supporting topics from precalculus enforcing functions, transformations of functions, and families of functions. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts.

#### **Credits**

3

#### **Requisites**

- Determined by the placement exam

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT135 - The Heart of Mathematics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MAT138 - Descriptive Statistics with Algebra**

#### **Description**

This is the first of a 2-course sequence in introductory statistics and probability with a review of underlying algebra skills as needed. Students solve statistical problems and apply concepts to a variety of business and social science applications. Students learn how to solve statistical problems by hand and through the use of computer software. Topics include surveys and sampling; organizing and describing data; probability; and an introduction to discrete and continuous probability distributions. Together the content of MAT 138 and MAT 238 covers the content of MAT 240. Students may not take both MAT 138 and MAT 130 for credit.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MAT160 - Introduction to Game Theory**

#### **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!

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT215 - Introduction to Mathematical Modeling**

#### **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.

#### **Credits**

3

#### **Requisites**

- Rule Not Selected

#### **Academic Level**

Undergraduate

### **MAT222 - Introduction to Combinatorics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MAT224 - Calculus I: Single-Variable Calculus Part B**

#### **Description**

Calculus is the mathematical study of change that has widespread applications in science, engineering, economics, and business. This course is the second half of a two-course series that provides a rigorous introduction to single-variable calculus with supporting materials from algebra and trigonometry. Topics include 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.

#### **Credits**

3

#### **Requisites**

- Earned a minimum grade of C- in at least 1 of the following:
  - MAT024 - Calculus I: Single-Variable Calculus Part A (STEM) (3)
  - MAT124 - Calculus I: Single-Variable Calculus Part A (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT225 - Calculus I: Single-Variable Calculus**

#### **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.

#### **Credits**

3

#### **Requisites**

- Passing Placement Exam Score

#### **Academic Level**

Undergraduate

### **MAT230 - Discrete Mathematics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MAT235 - Discrete Mathematics II**

#### **Description**

Using the foundation of logic and set theory developed in MAT 230, this course explores theory and application in the areas of graph theory and enumeration. Topics include planarity, graph coloring, searching and sorting algorithms, network flows, generating functions, recurrence relations, and combinatorial games.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT230 - Discrete Mathematics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT238 - Inferential Statistics with Algebra**

#### **Description**

This is the second of a two-course sequence in introductory statistics and probability with a review of underlying algebra skills as needed. Students solve statistical problems and apply concepts to a variety of business and social science applications. Students learn how to solve statistical problems by hand and through the use of computer software. Topics include continuous probability distributions, sampling distributions, confidence intervals, sample size, hypothesis testing, and regression. Together the content of MAT 138 and MAT 238 covers the content of MAT 240. Students may not take both MAT 238 and MAT 240 for credit.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT138 - Descriptive Statistics with Algebra (3)

#### **Academic Level**

Undergraduate

### **MAT239 - Mathematics for Computing**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MAT240 - Applied Statistics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Passing Placement Exam Score

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT241 - Modern Statistics with Software**

#### **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".

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Not completed nor concurrently enrolled in:
    - MAT240 - Applied Statistics (3)
    - MAT138 - Descriptive Statistics with Algebra (3)
    - MAT238 - Inferential Statistics with Algebra (3)
  - Passing placement exam score

#### **Academic Level**

Undergraduate

### **MAT260 - Cryptology**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Earned a minimum grade of C in at least 1 of the following:
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT230 - Discrete Mathematics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT275 - Calculus II: Integration & Series**

#### **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. Students may not take both MAT 211 and MAT 275 for credit.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT225 - Calculus I: Single-Variable Calculus (3)

#### **Academic Level**

Undergraduate

### **MAT299 - Mathematical Proof and Problem Solving**

#### **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.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT225 - Calculus I: Single-Variable Calculus (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT300 - Applied Statistics II: Regression Analysis**

#### **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.

#### **Credits**

3

#### **Requisites**

- Earned a minimum grade of C or better in at least 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT241 - Modern Statistics with Software (3)

#### **Academic Level**

Undergraduate

### **MAT310 - Number Theory**

#### **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**

Offered every third semester.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT299 - Mathematical Proof and Problem Solving (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT325 - Calculus III: Multivariable Calculus**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT275 - Calculus II: Integration & Series (3)

#### **Academic Level**

Undergraduate

### **MAT330 - Differential Equations**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT350 - Applied Linear Algebra (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT350 - Applied Linear Algebra**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
  - NOTE: Students must earn a grade of C or better.

#### **Academic Level**

Undergraduate

### **MAT361 - Euclidean and Non-Euclidean Geometry**

#### **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.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT299 - Mathematical Proof and Problem Solving (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT370 - Numerical Analysis**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Earned a grade of C or better in each of the following:
    - MAT275 - Calculus II: Integration & Series (3)
    - MAT350 - Applied Linear Algebra (3)
  - Permission of instructor

#### **Academic Level**

Undergraduate

### **MAT415 - Abstract Algebra**

#### **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**

Offered every third semester.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT299 - Mathematical Proof and Problem Solving (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT431 - Discrete-Time Mathematical Modeling**

#### **Description**

This course is an introduction to discrete-time mathematical modeling with applications in biology, ecology, and epidemiology. This course consists of a rigorous introduction to the basic theory of linear and non-linear difference equations, as well as principles of model construction. Students will utilize industry-standard software for simulations.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Earned a grade of C or better in each of the following:
    - MAT350 - Applied Linear Algebra (3)
  - Permission of instructor

#### **Academic Level**

Undergraduate

### **MAT433 - Optimization Modeling**

#### **Description**

In the process of modeling "real-life" situations, verification and validation of the model is inherently necessary to strengthen the prediction power of the model. This course will explore optimization and dynamical models, focusing on topics which may include: one variable and multivariable optimization, sensitivity analysis, steady state analysis, continuous time dynamical systems, stability analysis, and phase portraits. Students will utilize industry-standard software for simulations.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Earned a grade of C or better in each of the following:
    - MAT330 - Differential Equations (3)
    - MAT350 - Applied Linear Algebra (3)
  - Permission of instructor

#### **Academic Level**

Undergraduate

### **MAT434 - Statistical Learning and Classification**

#### **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.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT300 - Applied Statistics II: Regression Analysis (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT435 - Mathematical Modeling: Construction and Validation**

#### **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.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT350 - Applied Linear Algebra (3)

#### **Academic Level**

Undergraduate

### **MAT440 - BIG Problems in Mathematics**

#### **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.

#### **Credits**

3

#### **Requisites**

- 3 credit(s) from subject(s): MAT within the range of course numbers 300 - 399

#### **Academic Level**

Undergraduate

### **MAT450 - History of Math and Math Education**

#### **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**

Offered every third semester.

#### **Credits**

3

#### **Requisites**

- 60 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **MAT470 - Real Analysis**

#### **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**

Offered every third semester.

#### **Credits**

3

#### **Requisites**

- Earned a grade of C or better in each of the following:
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT299 - Mathematical Proof and Problem Solving (3)

#### **Academic Level**

Undergraduate

### **MAT480 - Independent Study**

#### **Description**

This course allows the student to investigate any mathematics subject not incorporated into the curriculum. Offered as needed. Instructor permission required.

#### **Additional Information**

Course offered as needed.

#### **Credits**

0 - 3

#### **Academic Level**

Undergraduate

### **MAT490 - Mathematics Internship**

#### **Additional Information**

Course offered as needed.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

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## **Military (NHCUC)**

## Campus Programs

### **MILT101 - Leadership Laboratory I**

#### **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.

#### **Credits**

0

#### **Academic Level**

Undergraduate

### **MILT102 - Leadership Laboratory II**

#### **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.

#### **Credits**

0

#### **Academic Level**

Undergraduate

### **MILT103 - United States Army History**

#### **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.

#### **Credits**

2

#### **Academic Level**

Undergraduate

## Campus Programs

### **MILT113 - Introduction to ROTC**

#### **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.

#### **Credits**

2

#### **Academic Level**

Undergraduate

### **MILT114 - Introduction to ROTC II**

#### **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.

#### **Credits**

2

#### **Academic Level**

Undergraduate

### **MILT201 - Self/Team Development I**

#### **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.

#### **Credits**

2

#### **Requisites**

- Complete:
  - MILT101 - Leadership Laboratory I (0)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MILT202 - Individual/Team Military Tactics**

#### **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.

#### **Credits**

2

#### **Requisites**

- Complete:
  - MILT102 - Leadership Laboratory II

#### **Academic Level**

Undergraduate

### **MILT250 - Camp Challenge**

#### **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.

#### **Credits**

4

#### **Requisites**

- 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)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MILT301 - Leading Small Organizations I**

#### **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.

#### **Credits**

4

#### **Requisites**

- 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)

#### **Academic Level**

Undergraduate

### **MILT302 - Leading Small Organizations II**

#### **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.

#### **Credits**

4

#### **Academic Level**

Undergraduate

## Campus Programs

### **MILT311 - Seminar on Leadership and Management I**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - MILT301 - Leading Small Organizations I (4)
  - MILT302 - Leading Small Organizations II (4)

#### **Academic Level**

Undergraduate

### **MILT312 - Transition to Lieutenant**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - MILT311 - Seminar on Leadership and Management I (4)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MILT395 - Officer Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Complete all of the following
  - Concurrently enroll in:
    - MILT101 - Leadership Laboratory I (0)
  - Complete or concurrently enroll in:
    - MILT311 - Seminar on Leadership and Management I (4)

#### **Academic Level**

Undergraduate

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## Music

### **MUS130 - SNHU Choir**

#### **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).

#### **Credits**

0 - 1

#### **Academic Level**

Undergraduate

### **MUS135 - Instrumental Chamber Group**

#### **Description**

MUS 135 provides students the opportunity to rehearse and perform as a member of an instrumental chamber ensemble. Students will study basic music skills including music reading, tone production, ensemble blend, and group intonation. They will also develop individual practice techniques. Students are expected to practice their music outside of rehearsal on a regular basis.

#### **Credits**

1

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUS140 - Instrumental Music Ensemble**

#### **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.

#### **Credits**

0 - 1

#### **Academic Level**

Undergraduate

### **MUS211 - Music Theory and Aural Skills I**

#### **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**

Course offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUS212 - Music Theory and Aural Skills II**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MUS211 - Music Theory and Aural Skills I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUS223 - Appreciation and History of Music**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUS250 - Private Music Lessons**

#### **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.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **MUS270 - History of Jazz**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUS272 - Film Music**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUS274 - Video Game Music**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUS276 - Women and Music**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUS278 - American Popular Music: 1920-the present**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUS280 - History of Rock Music**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUS282 - Music of Latin America**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUS284 - Music of Africa**

#### **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**

This course will run in alternation with Music of Latin American and Music of Asia.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUS286 - Music of Asia**

#### **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**

Course will run in alternation with Music of Africa and Music of Latin America

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUS311 - Music Theory and Aural Skills III**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MUS212 - Music Theory and Aural Skills II (3)

#### **Academic Level**

Undergraduate

### **MUS312 - Music Theory and Aural Skills IV**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MUS312 - Music Theory and Aural Skills IV (3)

#### **Academic Level**

Undergraduate

### **MUS351 - Music History: Antiquity to 1750**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUS352 - Music History: 1750 to the Present**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MUS351 - Music History: Antiquity to 1750 (3)

#### **Academic Level**

Undergraduate

### **MUS372 - History and Aesthetics of Film Music**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **MUS374 - Game Music: Development, Design, and Evolution**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUS376 - Music, Gender and Society**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **MUS451 - Seminar: Music History and Theory**

#### **Description**

Advanced topics in music history and/or theory taught in a seminar format. Topics are announced one year in advance. Students are expected to produce a substantial term project. This course is required for music education majors.

#### **Additional Information**

Course offered as needed.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - MUS312 - Music Theory and Aural Skills IV (3)
  - MUS352 - Music History: 1750 to the Present (3)

#### **Academic Level**

Undergraduate

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## Music Education

### **MUE100 - Introduction to Music Education**

#### **Description**

This course is designed to provide the student with an overview of the principles and practices of music education in twenty-first century public schools. Students will observe and do fieldwork in music classrooms with instruction at all levels of Pre-K-12 education. This course is a prerequisite for all professional education courses in music education and includes the component of required pre-practicum fieldwork.

#### **Additional Information**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUE201 - Vocal Techniques**

#### **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**

Offered every fall term.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **MUE202 - Piano/Guitar Techniques**

#### **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**

Offered every spring term.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **MUE203 - Percussion Techniques**

#### **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**

Offered every fall term.

#### **Credits**

1

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUE204 - Brass Techniques**

#### **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**

Offered every spring term.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **MUE205 - String Techniques**

#### **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**

Offered every fall term.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **MUE206 - Woodwind Techniques**

#### **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**

Offered every spring term.

#### **Credits**

1

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUE262 - Elementary General Music Methods**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUE263 - Middle School General Music Methods**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUE264 - Advanced Vocal Music Methods**

#### **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**

Offered every spring term.

#### **Credits**

1

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUE265 - Advanced Instrumental Music Methods**

#### **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**

Offered every fall term.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **MUE300 - Secondary Music Methods**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **MUE301 - Conducting**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **MUE305 - Technology in the Music Classroom**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MUS211 - Music Theory and Aural Skills I (3)
  - MUS212 - Music Theory and Aural Skills II (3)
  - MUE262 - Elementary General Music Methods (3)

#### **Academic Level**

Undergraduate

### **MUE352 - Advanced Conducting and Leadership**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Organizational Leadership

## Campus Programs

### **OL110 - Introduction to Business**

#### **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**

Offered as needed

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **OL125 - Human Relations in Administration**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **OL211 - Human Resource Management**

#### **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**

Offered every semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **OL215 - Principles of Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - Complete or concurrently enroll in:
    - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **OL301 - Real Estate**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **OL302 - Foundations of Creative Collaboration and Innovation**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- 45 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **OL303 - Decision Making: Employee Involvement and Ownership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **OL306 - Job Analysis and Work Design**

#### **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.

#### **Credits**

2 - 3

#### **Academic Level**

Undergraduate

### **OL308 - Innovative Business Approaches**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Permission of instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **OL310 - Conflict Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- 60 credit(s).

#### **Academic Level**

Undergraduate

### **OL317 - Small Business Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **OL318 - Employee and Labor Relations**

#### **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.

#### **Credits**

3

#### **Requisites**

- 60 credit(s).

#### **Academic Level**

Undergraduate

### **OL320 - Entrepreneurship**

#### **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**

Offered every year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

# Campus Programs

## **OL321 - Business Plan Preparation**

### **Description**

Students will prepare, either individually or in teams, a comprehensive business plan for a new venture.

### **Credits**

3

### **Requisites**

- Complete:
  - OL320 - Entrepreneurship (3)

### **Academic Level**

Undergraduate

## **OL322 - Managing Organizational Change**

### **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**

Offered every year.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - OL215 - Principles of Management (3)
  - Complete 1 of the following
    - 60 credit(s).
    - Permission of instructor.

### **Academic Level**

Undergraduate

## **OL324 - Managing Quality**

### **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**

Offered every year.

### **Credits**

3

### **Academic Level**

Undergraduate

## Campus Programs

### **OL325 - Total Rewards**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 60 credit(s).
  - Complete:
    - OL211 - Human Resource Management (3)

#### **Academic Level**

Undergraduate

### **OL326 - Social Environment of Business**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Permission of instructor
  - 60 credit(s).

#### **Academic Level**

Undergraduate

### **OL328 - Leadership**

#### **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**

Offered every year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **OL332 - Small Business Advising I**

#### **Description**

This course is designed to provide students with the technical and intuitive skills to successfully consult with an entrepreneur who is in the beginning stages of starting a business. The student will utilize critical thinking during the advising process to effectively identify the root need that is being presented by the business owner. These advanced interpersonal skills can also be transferred to other professions.

#### **Additional Information**

Offered as needed.

#### **Credits**

2

#### **Academic Level**

Undergraduate

### **OL342 - Organizational Behavior**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 60 credit(s).
  - Complete:
    - OL125 - Human Relations in Administration (3)

#### **Academic Level**

Undergraduate

### **OL408 - Building Diverse and Inclusive Organizations**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **OL420 - Management Applications**

#### **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

#### **Credits**

3

#### **Requisites**

- Permission of instructor

#### **Academic Level**

Undergraduate

### **OL421 - Strategic Management and Policy (Capstone)**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - ACC202 - Managerial Accounting (3)
    - MKT113 - Introduction to Marketing (3)
    - ENG200 - Sophomore Seminar (3)
  - 90 credit(s).

#### **Academic Level**

Undergraduate

### **OL429H - Honors Applied Management: New Paradigm Design**

#### **Description**

This course represents the fall portion of the 3-year business honors program senior experience. The senior experience is an academic consultancy, project management model tied to researching and developing a deliverable to address a business issue in an ongoing organization. The seniors reestablish the New Paradigm Design "NPD" consulting firm and entertain request for projects. Students will be assigned to specific project teams and work on completing the preliminary information and action plan for their project. At the end of the fall semester, the teams will present their findings and action plans that they will implement in the spring term.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in 3 Year Honors program.

#### **Academic Level**

Undergraduate

## Campus Programs

### **OL430H - Honors Applied Management: New Paradigm Design**

#### **Description**

This course represents the spring portion of the 3-year business honors program senior experience. The senior experience is an academic consulting model tied to researching and developing a deliverable to address a business issue in an ongoing organization. Spring term is devoted to implementing the action plan and completing the process. At the end, a public presentation is made highlighting the salient points of the projects and the outcomes. Students submit the final deliverable to the facilitator and to the organization. The students are available to provide detailed explanation of the final product should the organization desire it beyond just the presentation of the deliverable.

#### **Credits**

3 - 6

#### **Requisites**

- Must be enrolled in 3 Year Honors program.

#### **Academic Level**

Undergraduate

### **OL442 - Human Resource Strategy and Development**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - OL211 - Human Resource Management (3)
    - OL325 - Total Rewards (3)
  - 90 credit(s).

#### **Academic Level**

Undergraduate

### **OL465 - Fieldwork Experience & Final Project**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **OL490 - Business Administration Internship**

#### **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**

Offered every year. Please contact the Career and Professional Development Center to register

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **OL492 - Business Studies Internship**

#### **Additional Information**

Offered every year. Please contact the Career and Professional Development Center to register

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **OL500 - Human Behavior in Organizations**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **OL501 - Business Foundations**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **OL670 - Organizational Leadership**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Personal and Professional Communication

### **PCC201 - Professional Communication and Career Planning**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - ENG120 - College Composition I (3)
  - 30 credit(s).

#### **Academic Level**

Undergraduate

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## Philosophy

### **PHL111 - Introduction to Critical Thinking**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHL210 - Introduction to Philosophy**

#### **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**

Course offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHL212 - Introduction to Ethics**

#### **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

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHL214 - Formal Logic**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHL220 - Death and the Meaning of Life**

#### **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?

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHL222 - Happiness and the Good Life**

#### **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**

Course offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHL230 - Religions of the World**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHL305 - Animal Rights and Ethical Issues**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHL315 - Philosophy of Love, Sex & Gender**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHL316 - Business Ethics**

#### **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**

Course offered in the spring term of every even year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHL323 - Ancient Philosophy**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHL363 - Environmental Ethics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

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## Physics / Atomic Physics

### **PHY100 - Topics in Physics**

#### **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.

#### **Credits**

1

#### **Requisites**

- Placement in BS.PHY

#### **Academic Level**

Undergraduate

### **PHY101 - Principles of Physics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY101L - Principles of Physics Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - PHY101 - Principles of Physics (3)

#### **Academic Level**

Undergraduate

### **PHY102 - Physics for Life Sciences**

#### **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**

Includes laboratory experiments Offered every two years

#### **Credits**

3

#### **Requisites**

- Complete:
  - PHY101 - Principles of Physics (3)

#### **Academic Level**

Undergraduate

### **PHY102L - Physics for Life Sciences Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Concurrently enroll in:
  - PHY102 - Physics for Life Sciences (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY103 - Earth System Science**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHY105 - Geology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PHY150 - Introductory Physics: Mechanics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY215 - Physics I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete or concurrently enroll in 1 of the following:
  - MAT225 - Calculus I: Single-Variable Calculus (3)

#### **Academic Level**

Undergraduate

### **PHY215L - Physics I Lab**

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
  - Concurrently enroll in:
    - PHY215 - Physics I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY216 - Physics II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - PHY215 - Physics I (3)
    - PHY215L - Physics I Lab (1)
  - Concurrently enroll in:
    - PHY216L - Physics II Lab (1)
  - Complete or concurrently enroll in:
    - MAT275 - Calculus II: Integration & Series (3)

#### **Academic Level**

Undergraduate

### **PHY216L - Physics II Lab**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - Complete:
    - PHY215 - Physics I (3)
    - PHY215L - Physics I Lab (1)
  - Concurrently enroll in:
    - PHY216 - Physics II (3)
  - Complete or concurrently enroll in:
    - MAT275 - Calculus II: Integration & Series (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY315 - Classical Mechanics I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - PHY216 - Physics II (3)
  - Complete or concurrently enroll in:
    - MAT330 - Differential Equations (3)

#### **Academic Level**

Undergraduate

### **PHY316 - Classical Mechanics II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PHY315 - Classical Mechanics I (3)

#### **Academic Level**

Undergraduate

### **PHY318 - Biophysics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PHY216 - Physics II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY320 - Optics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PHY216 - Physics II (3)

#### **Academic Level**

Undergraduate

### **PHY325 - Solid State Physics**

#### **Description**

This course 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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EE220 - Electromagnetics (3)

#### **Academic Level**

Undergraduate

### **PHY330 - Quantum Mechanics I**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PHY315 - Classical Mechanics I (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY331 - Quantum Mechanics II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PHY330 - Quantum Mechanics I (3)

#### **Academic Level**

Undergraduate

### **PHY335 - Plasma Physics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PHY216 - Physics II (3)

#### **Academic Level**

Undergraduate

### **PHY336 - Space Physics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PHY216 - Physics II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY340 - Modern Physics Laboratory**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EG207 - Instrumentation & Measurements (3)
  - PHY216L - Physics II Lab (1)

#### **Academic Level**

Undergraduate

### **PHY345 - Atomic Physics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EE220 - Electromagnetics (3)

#### **Academic Level**

Undergraduate

### **PHY347 - Cosmic Physics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EE220 - Electromagnetics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY402 - Advanced Electricity and Magnetism**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EE220 - Electromagnetics (3)

#### **Academic Level**

Undergraduate

### **PHY410 - Junior Year Projects**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 75 credit(s).
  - Placement in BS.PHY
  - Dean Permission Required

#### **Academic Level**

Undergraduate

### **PHY420 - Capstone Projects I**

#### **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.

#### **Credits**

6

#### **Requisites**

- Complete:
  - PHY410 - Junior Year Projects (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PHY421 - Capstone Projects II**

#### **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.

#### **Credits**

6

#### **Requisites**

- Complete:
  - PHY420 - Capstone Projects I (6)

#### **Academic Level**

Undergraduate

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## Pilot

### **PLT101 - Private Pilot Ground**

#### **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.

#### **Credits**

0 - 3

#### **Requisites**

- Concurrently enroll in:
  - PLT102 - Private Pilot Flight (0 - 3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PLT102 - Private Pilot Flight**

#### **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.

#### **Credits**

0 - 3

#### **Requisites**

- Concurrently enroll in:
  - PLT101 - Private Pilot Ground (0 - 3)

#### **Academic Level**

Undergraduate

### **PLT103 - Instrument Ground Training**

#### **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.

#### **Credits**

0 - 3

#### **Requisites**

- Complete:
  - PLT101 - Private Pilot Ground (0 - 3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PLT104 - Instrument Flight Training**

#### **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.

#### **Credits**

0 - 3

#### **Requisites**

- Complete:
  - PLT101 - Private Pilot Ground (0 - 3)
  - PLT102 - Private Pilot Flight (0 - 3)

#### **Academic Level**

Undergraduate

### **PLT105 - Commercial Pilot I**

#### **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.

#### **Credits**

0 - 2

#### **Requisites**

- Complete:
  - PLT103 - Instrument Ground Training (0 - 3)
  - PLT104 - Instrument Flight Training (0 - 3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PLT201 - Fundamentals of Instruction**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PLT103 - Instrument Ground Training (0 - 3)
  - PLT104 - Instrument Flight Training (0 - 3)

#### **Academic Level**

Undergraduate

### **PLT202 - Certified Flight Instructor I**

#### **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.

#### **Credits**

0 - 3

#### **Requisites**

- Complete:
  - AV207 - Fundamentals of Instruction (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PLT203 - Certified Flight Instructor II**

#### **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.

#### **Credits**

0 - 3

#### **Requisites**

- Complete or concurrently enroll in:
  - PLT202 - Certified Flight Instructor I (0 - 3)

#### **Academic Level**

Undergraduate

### **PLT205 - Commercial Pilot II**

#### **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.

#### **Credits**

0 - 3

#### **Requisites**

- Complete or concurrently enroll in:
  - PLT105 - Commercial Pilot I (0 - 2)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PLT305 - Commercial Pilot III**

#### **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.

#### **Credits**

0 - 3

#### **Requisites**

- Complete or concurrently enroll in:
  - PLT205 - Commercial Pilot II (0 - 3)

#### **Academic Level**

Undergraduate

### **PLT307 - Certified Flight Instructor Instrument**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - PLT203 - Certified Flight Instructor II (0 - 3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PLT308 - CFI-Multi Engine**

#### **Description**

This elective course provides the opportunity for the student to acquire an additional rating as Certified Flight Instructor, Multi-Engine. Teaching in a multi-engine aircraft is challenging and exciting, and requires exceptional airmanship and communication skills. Ironically, the addition of a second engine can make an airplane safer, or more dangerous, depending on the pilot and the way he was taught. Again, as most of the aircraft flown commercially are multi-engine, learning how to effectively and safely teach them is an excellent way to build your aviation resume and aircraft acumen. Upon completion of the Multi-Engine Instruction Practical Test conducted according to the Practical Test Standards, you will be able to teach others competently and effectively and build ME PIC time and experience, saving thousands in your journey to the airlines.

#### **Credits**

2

#### **Requisites**

- Complete:
  - PLT203 - Certified Flight Instructor II (0 - 3)
  - PLT405 - Commercial Multi-Engine (0 - 2)

#### **Academic Level**

Undergraduate

### **PLT405 - Commercial Multi-Engine**

#### **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.

#### **Credits**

0 - 2

#### **Requisites**

- Complete:
  - PLT205 - Commercial Pilot II (0 - 3)

#### **Academic Level**

Undergraduate

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## Political Science

### **POL210 - American Politics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **POL211 - International Relations**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **POL301 - U.S. Foreign Policy**

#### **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**

Offered every even year during the fall term only.

#### **Credits**

3

#### **Requisites**

- Complete:
  - POL211 - International Relations (3)

#### **Academic Level**

Undergraduate

### **POL306 - The American Legal Tradition**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - POL210 - American Politics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **POL316 - Legal Reasoning and the Constitution**

#### **Description**

This course explores the reasoning process by American courts in resolving constitutional disputes. It is modeled on a first-year law school course. The readings consist almost exclusively of abbreviated U.S. Supreme Court opinions in civil liberties and civil rights cases. Students learn how to write brief, formal summaries of these opinions of the type that first-year students in American law schools learn to write, and are expected to participate actively in the type of in-class Socratic dialogues that are the standard method of instruction in American law schools.

#### **Credits**

3

#### **Requisites**

- Complete:
  - POL306 - The American Legal Tradition (3)

#### **Academic Level**

Undergraduate

### **POL317 - Campaigns and Elections**

#### **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**

Offered in the fall term of every odd year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - POL210 - American Politics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **POL322 - Stratagem: The Sustainable Development Simulation Game**

#### **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.

#### **Credits**

3

#### **Requisites**

- 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)
  - 45 credit(s).

#### **Academic Level**

Undergraduate

### **POL326 - World Legal Traditions**

#### **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**

Offered every even year during the spring term only.

#### **Credits**

3

#### **Requisites**

- Complete:
  - POL211 - International Relations (3)
  - POL306 - The American Legal Tradition (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **POL336 - Advocacy and the Law**

#### **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**

Offered every even year during the fall term only.

#### **Credits**

3

#### **Requisites**

- Complete:
  - POL306 - The American Legal Tradition (3)

#### **Academic Level**

Undergraduate

### **POL348 - U.S. Environmental Law and Politics**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Requisites**

- 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)
    - 45 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **POL349 - Comparative Environmental Law and Sustainable Development**

#### **Description**

How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, and the United States as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains.

#### **Additional Information**

Offered every even year during the spring term only.

#### **Credits**

3

#### **Requisites**

- 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)
    - 45 credit(s).

#### **Academic Level**

Undergraduate

### **POL362 - The American Presidency**

#### **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**

Offered in the spring term of every odd year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - POL210 - American Politics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **POL375 - Weapons of Mass Destruction**

#### **Description**

This course will explore the significance of nuclear, chemical, and biological weapons to US foreign policy and world politics, including the nuclear rivalry between the US and USSR during the Cold War and more recent international security threats related to the spread of these so-called weapons of mass destruction (WMD). Special attention will be paid to the complex policy and technical challenges concerning these weapons. This course will also examine the politics of arms control and disarmament as they relate to WMD.

#### **Additional Information**

Offered in the spring term of every odd year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **POL376 - Genocide and International Justice**

#### **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**

Offered in the spring term of every odd year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **POL377 - Intelligence and National Security**

#### **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**

Offered in the fall term of every odd year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **POL378 - The United Nations and Global Governance**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **POL410A - Semester in Washington, D.C.: Politics Field Experience**

#### **Description**

This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 410B.

#### **Additional Information**

Course by arrangement only.

#### **Credits**

12

#### **Requisites**

- Complete all of the following
  - Complete:
    - POL410B - Seminar in Washington, D.C.: Politics Seminar (3)
  - 1 of the following:
    - POL210 - American Politics (3)
    - POL211 - International Relations (3)
  - 60 credit(s).
  - Permission of department chair or program coordinator

#### **Academic Level**

Undergraduate

## Campus Programs

### **POL410B - Seminar in Washington, D.C.: Politics Seminar**

#### **Description**

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The Seminar in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU law and politics program coordinator. This course is taken concurrently with POL-410A.

#### **Additional Information**

Course by arrangement only.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - POL210 - American Politics (3)
    - POL211 - International Relations (3)
  - 60 credit(s).
  - Permission of department chair or program coordinator

#### **Academic Level**

Undergraduate

### **POL413A - Semester in Washington, D.C.: Pre-Law Field Experience**

#### **Description**

This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of pre-law. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 413B.

#### **Additional Information**

Course by arrangement only.

#### **Credits**

12

#### **Requisites**

- Complete all of the following
  - Complete:
    - POL413B - Semester in Washington, D.C.: Pre-Law Seminar (3)
    - POL306 - The American Legal Tradition (3)
  - 60 credit(s).
  - Permission of department chair or program coordinator

#### **Academic Level**

Undergraduate

## Campus Programs

### **POL413B - Semester in Washington, D.C.: Pre-Law Seminar**

#### **Description**

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C. in the field of pre-law. The Semester in Washington is hosted by the Washington Center for internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see The Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the SNHU law and politics program coordinator. This course is taken concurrently with POL0413A.

#### **Additional Information**

Course by arrangement only.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - POL306 - The American Legal Tradition (3)
  - 60 credit(s).
  - Permission of department chair or program coordinator

#### **Academic Level**

Undergraduate

### **POL490 - Political Science Internship**

#### **Description**

See an academic advisor for requirements and details.

#### **Additional Information**

Course offered as needed.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

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## Psychology

## Campus Programs

### **PSY108 - Introduction to Psychology**

#### **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**

Offered every semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PSY201 - Educational Psychology**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY205 - Forensic Psychology**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY211 - Lifespan Development**

#### **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**

Offered every semester.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY215 - Abnormal Psychology**

#### **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**

Offered every year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY216 - Psychology of Personality**

#### **Description**

Personality is studied using theories, applications, and individual and group patterns of behavior formation.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY223 - Research I: Statistics for Psychology**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - Complete all of the following
    - 1 of the following:
      - MAT135 - The Heart of Mathematics (3)
      - MAT160 - Introduction to Game Theory (3)
      - MAT225 - Calculus I: Single-Variable Calculus (3)
      - MAT240 - Applied Statistics (3)
      - MAT241 - Modern Statistics with Software (3)
      - MAT275 - Calculus II: Integration & Series (3)
      - MAT299 - Mathematical Proof and Problem Solving (3)
  - MAT 210 offered online

#### **Academic Level**

Undergraduate

### **PSY224 - Research II: Scientific Investigations**

#### **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**

Offered every year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY223 - Research I: Statistics for Psychology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY225 - Health Psychology**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY257 - Social Psychology**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **PSY258 - Industrial Organizational Psychology**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY291 - Experiential Learning**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - Placement in BA.PSY, or BA.CSO
  - Sophomore, Junior or Senior standing
  - Permission of instructor
  - NOTE: This course may only be taken for up to six (6) credits.

#### **Academic Level**

Undergraduate

### **PSY300 - Biopsychology**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Non-Transfer Students
    - Complete all of the following
      - Complete:
        - PSY108 - Introduction to Psychology (3)
      - 30 credit(s).
  - Transfer Students
    - Complete all of the following
      - Complete:
        - PSY108 - Introduction to Psychology (3)
      - Instructor Permission Required

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY305 - Cognitive Psychology**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY307 - Sensation and Perception**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY310 - Criminal Psychology**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY314 - Disorders of Childhood and Adolescence**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY315 - Counseling Process and Techniques**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY328 - Theories of Personality (3)

#### **Academic Level**

Undergraduate

### **PSY316 - Adult Development**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY211 - Lifespan Development (3)

#### **Academic Level**

Undergraduate

### **PSY317 - Reading and Research in Psychology**

#### **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**

Course by arrangement only.

#### **Credits**

1

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY319 - Social Development: Child and Adolescent**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY211 - Lifespan Development (3)

#### **Academic Level**

Undergraduate

### **PSY321 - Child Development**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY322 - Adolescent Development**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

#### **Academic Level**

Undergraduate

### **PSY325 - PsychLab: Advanced Research Methods**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY223 - Research I: Statistics for Psychology (3)
  - PSY224 - Research II: Scientific Investigations (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY328 - Theories of Personality**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY331 - Human Sexuality**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY335 - Assessment and Testing**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY355 - Theories of Social Psychology**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY375 - Cognition**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **PSY443 - Psychology Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - Permission of instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **PSY444 - Senior Seminar in Psychology (Capstone)**

#### **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**

Offered every year.

#### **Credits**

3

#### **Requisites**

- 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)

#### **Academic Level**

Undergraduate

### **PSY480 - Independent Study**

#### **Description**

This course allows the student to investigate any psychology subject not incorporated into the curriculum.

#### **Additional Information**

Course by arrangement only.

#### **Credits**

0 - 3

#### **Academic Level**

Undergraduate

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## Public Administration

### **PAD330 - Public Administration**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **PAD630 - Foundations of Public Administration**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **PAD631 - Strategic Management in Public Service**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Quantitative Studies & Operations Management

### **QS0205 - Business Operations Management**

#### **Description**

This course teaches management of operations which involve production and delivery of goods and services. Students will learn the concepts and techniques used in managing operations in various business functions of both manufacturing and service organizations. Topics include productivity ratios, process strategy, process improvement, project management, statistical process control, process capacity, lean operations, supply chain management, inventory control, resource planning, and operations scheduling.

#### **Credits**

2

#### **Academic Level**

Undergraduate

## Campus Programs

### **QSO250 - Business Analytics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

### **QSO251 - Experience in Business Analytics**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

### **QSO260 - Descriptive Analytics**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **QSO291 - Experience in Operation Management**

#### **Description**

The aim of this experience is to give the students opportunities to explore a number of career options in the fields of operations management and project management.

#### **Additional Information**

Offered as needed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **QSO300 - Operations Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

### **QSO310 - Management of Service Operations**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **QS0320 - Management Science through Spreadsheets**

#### **Description**

Apply management science techniques to analyze data to inform business decisions that align to strategic organizational objectives.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

### **QS0321 - People, Planet, and Profit**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete or concurrently enroll in:
  - INT220 - Global Dimensions in Business (3)

#### **Academic Level**

Undergraduate

### **QS0330 - Supply Chain Management**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **QSO340 - Project Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT241 - Modern Statistics with Software (3)

#### **Academic Level**

Undergraduate

### **QSO345 - Project Management for CAPM® Certification**

#### **Description**

This course teaches the five process groups and nine knowledge areas described in the Project Management Body of Knowledge (PMBOK®) of the Project Management Institute (PMI®). The course is designed to help students prepare for the Certified Associate in Project Management (CAPM®) certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking the CAPM® certification exam nor ensures success on the CAPM® certification exam.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **QSO349 - Project Contracting and Procurement**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QSO340 - Project Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **QS0355 - Resource Estimating and Scheduling**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QS0340 - Project Management (3)

#### **Academic Level**

Undergraduate

### **QS0360 - Six Sigma Quality Management**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

### **QS0370 - Predictive Analytics**

#### **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**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **QS0382 - Integrating Experience in Business Analytics**

#### **Description**

This course will provide students an integrative experience of Business Analytics.

#### **Additional Information**

Offered as needed.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QS0250 - Business Analytics (3)

#### **Academic Level**

Undergraduate

### **QS0420 - Integrated Cost and Schedule Control**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QS0340 - Project Management (3)

#### **Academic Level**

Undergraduate

### **QS0435 - Adaptive Project Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QS0340 - Project Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **QSO440 - Topics in Project Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QSO340 - Project Management (3)

#### **Academic Level**

Undergraduate

### **QSO490 - Operations/Project Management Internship**

#### **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.

#### **Additional Information**

Please contact the Career and Professional Development Center to register

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **QSO495 - Internship in Business Analytics**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Complete:
  - QSO250 - Business Analytics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **QS0510 - Quantitative Analysis for Decision Making**

#### **Description**

This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - MBA501 - Mathematics and Statistics for Business (3)
  - Except for students enrolled in the MS.IT.BAN or MS.IT.PMA concentrations

#### **Academic Level**

Graduate

### **QS0511 - Business Analytics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **QS0520 - Management Science through Spreadsheets**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **QSO530 - Applied Statistics for Managers**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete or concurrently enroll in:
    - MBA501 - Mathematics and Statistics for Business (3)
  - Except for students enrolled in the MS.IT.BAN concentration

#### **Academic Level**

Graduate

### **QSO550 - Applied Business Research**

#### **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.

#### **Credits**

4

#### **Requisites**

- 1 of the following:
  - QSO511 - Business Analytics (3)

#### **Academic Level**

Graduate

### **QSO560 - Descriptive Business Analytics**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - MBA501 - Mathematics and Statistics for Business (3)
  - MBA504 - Applied Business Statistics (3)

#### **Academic Level**

Graduate

## Campus Programs

### **QSO570 - Predictive Business Analytics**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - MBA501 - Mathematics and Statistics for Business (3)
  - MBA504 - Applied Business Statistics (3)

#### **Academic Level**

Graduate

### **QSO600 - Operations Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)

#### **Academic Level**

Graduate

### **QSO620 - Six Sigma Quality Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - QSO510 - Quantitative Analysis for Decision Making (3)
  - QSO530 - Applied Statistics for Managers (3)

#### **Academic Level**

Graduate

## Campus Programs

### **QSO630 - Supply Chain Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)

#### **Academic Level**

Graduate

### **QSO640 - Project Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **QSO645 - Project Management for PMP® Certification**

#### **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.)

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **QSO680 - Seminar in Project Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QSO640 - Project Management (3)

#### **Academic Level**

Graduate

### **QSO690 - Topics in Operations Management**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - QSO600 - Operations Management (3)

#### **Academic Level**

Graduate

### **QSO705 - Capstone in Business Analytics**

#### **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.

#### **Credits**

3

#### **Requisites**

- 24 credit(s).

#### **Academic Level**

Graduate

## Campus Programs

### **QS0715 - Business Analytics Internship**

#### **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.

#### **Credits**

3

#### **Requisites**

- Please contact the Career and Professional Development Center to register

#### **Academic Level**

Graduate

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## Reading

### **RDG503C - Emerging and Early Literacy Development K-4**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **RDG503NC - Emerging and Early Literacy Development K-4**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **RDG504C - Content Area Literacy Grades 4-8**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **RDG531C - Literature for Children Pre-K-8**

#### **Description**

This course will include an in-depth study of literary genre and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers.

#### **Credits**

3

#### **Academic Level**

Graduate

### **RDG532 - Young Adult Literature**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **RDG582 - Assessing and Instructing Students with Literacy Difficulty**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - RDG503C - Emerging and Early Literacy Development K-4 (3)
  - RDG503NC - Emerging and Early Literacy Development K-4 (3)
  - EDU501 - Methods of Teaching Reading (3)

#### **Academic Level**

Graduate

### Research

#### **RSC110 - Understanding Research**

##### **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.

##### **Credits**

3

##### **Academic Level**

Undergraduate

#### **RSC420 - Research Practicum**

##### **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**

Offered on a pass/fail basis only.

##### **Credits**

3

##### **Requisites**

- 1 of the following:
  - BIO315 - Ecological Principles and Field Methods (3)
  - ENV220 - GIS and Field 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)

##### **Academic Level**

Undergraduate

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### School Business

## Campus Programs

### **SB101 - Business Tools I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SB202 - Business Tools II**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SB101 - Business Tools I (3)

#### **Academic Level**

Undergraduate

### **SB205 - Integration & Application Business III**

#### **Description**

This course is designed to provide opportunities to students for integrating and applying the knowledge gained in the school of business core courses they take in Year 2 of their respective programs. The course integrates the second year foundation courses through the topic of sustainability. Topics covered include the triple bottom line, development of sustainability metrics, the interconnectivity of business operations, and tradeoffs among stakeholders. Students demonstrate these skills by developing proposals for implementing sustainability related projects that incorporate the primary topics of the course.

#### **Credits**

2

#### **Requisites**

- Concurrently enroll in at least 1 of the following:
  - ECO205 - Foundations of Macroeconomics (2)
  - QSO205 - Business Operations Management (2)
  - BUS205 - Foundations of Business Law (2)
  - FIN305 - Foundations of Finance (2)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SB250 - Global Executive Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SB303 - Business Tools III**

#### **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 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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SB202 - Business Tools II (3)

#### **Academic Level**

Undergraduate

### **SB405 - Integration and Application of Business IV**

#### **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.

#### **Credits**

4 - 5

#### **Requisites**

- 60 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **SB510 - Corporate Consulting Preparation**

#### **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.

#### **Credits**

4

#### **Academic Level**

Graduate

### **SB515 - Google Analytics**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

### **SB520 - Corporate Consulting I**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - SB510 - Corporate Consulting Preparation (4)

#### **Academic Level**

Graduate

## Campus Programs

### **SB525 - Advanced Business Analysis**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **SB705 - Business Management Capstone**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC515 - Accounting for Managers (2)
  - QSO511 - Business Analytics (3)
  - SB525 - Advanced Business Analysis (1)
  - QSO550 - Applied Business Research (4)

#### **Academic Level**

Graduate

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## Science

### **SCI215 - Contemporary Health**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **SCI218 - Natural Resources**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SCI219 - Environmental Issues**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SCI220 - Energy and Society**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **SCI251 - Natural Sciences I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SCI252 - Natural Sciences II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SCI333 - Waste: Sources, Reduction, & Remediation**

#### **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**

Offered in the fall term of every odd year.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - BIO101 - Principles of Biology (3)
  - SCI219 - Environmental Issues (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SCI373 - Regional Sustainability Field Study**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Permission of instructor

#### **Academic Level**

Undergraduate

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## Social Science

### **SCS224 - Social Science Research Methods**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SCS444 - Capstone Colloquium**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - 90 credit(s) from: BA.CSO
  - or placement in the following programs Law and Politics program, Law and Politics II program, Law and Politics Pre J.D. program

#### **Academic Level**

Undergraduate

### **SCS490 - Social Science Internship**

#### **Additional Information**

Offered every year.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

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## Society Human Resources Management

### **SHRM500 - Society for Human Resource Management Certification Preparation**

#### **Description**

Southern New Hampshire University, in partnership with the Society for Human Resource Management (SHRM), offers a non-credit SHRM Learning System Course designed to assist human resource professionals in preparing for the PHR and SPHR certification exams. Available online in an 8-week format as well as an executive on campus workshop series, HR executives and training professionals will be taught by faculty who are also human resource practitioners and subject matter experts. This course is appropriate for undergraduates as well as graduate students employed in the HR and Training fields seeking HR Management certification.

#### **Credits**

0

#### **Academic Level**

Graduate

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## Sociology

## Campus Programs

### **SOC112 - Introduction to Sociology**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SOC199 - International Cultural Engagement III**

#### **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**

Course offered as needed.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SOC207 - Exploring Racial and Cultural Identity**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **SOC213 - Sociology of Social Problems**

#### **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**

Offered every year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

### **SOC214 - International Social Problems**

#### **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**

Offered every year.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

### **SOC250 - Sociological Analysis of Current Media**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SOC291 - Experiential Learning**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - SOC112 - Introduction to Sociology (3)
  - Placement in BA.PSY, or BA.CSO
  - Permission of instructor
  - NOTE: This course may only be taken for up to six (6) credits.

#### **Academic Level**

Undergraduate

### **SOC303 - Sociology of Wealth and Poverty**

#### **Description**

This course asks why wealth and poverty continue to exist side by side throughout the world. Students explore how standards of living differ both within and between industrialized countries and the Third World, and seek the causes of these differences in the story of economic development as it has unfolded over the past 500 years.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

### **SOC310 - Sociology of Globalization**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SOC312 - Biosociology**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - SOC112 - Introduction to Sociology (3)
  - PSY108 - Introduction to Psychology (3)

#### **Academic Level**

Undergraduate

### **SOC317 - Sociology of the Family**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SOC318 - Sustainable Communities**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENV219 - Environmental Issues (3)
  - SCI219 - Environmental Issues (3)
  - SOC112 - Introduction to Sociology (3)
  - SST101 - Introduction to Sustainability (3)

#### **Academic Level**

Undergraduate

### **SOC320 - Sociology of Gender**

#### **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'.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SOC324 - Sociology of Crime and Violence**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

### **SOC325 - Sociological Perspectives**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SOC326 - Sociology of Deviant Behavior**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

#### **Academic Level**

Undergraduate

### **SOC328 - Sociology of Aging**

#### **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**

Offered every other year.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SOC333 - Sport and Society**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - COM212 - Public Speaking (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SOC335 - Technology and Society**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- One science course or permission of instructor

#### **Academic Level**

Undergraduate

### **SOC373 - Regional Sustainability Field Study**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Permission of instructor

#### **Academic Level**

Undergraduate

## Campus Programs

### **SOC490 - Community Sociology Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Complete all of the following
  - Complete:
    - SOC112 - Introduction to Sociology (3)
  - Placement in BA.PSY, or BA.CSO
  - Permission of instructor

#### **Academic Level**

Undergraduate

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## Southern New Hampshire University

### **SNHU101 - SNHU 101: First-Year Seminar**

#### **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.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **SNHU202 - SNHU Experience: Transition to SNHU**

#### **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.

#### **Credits**

1

#### **Academic Level**

Undergraduate

## Campus Programs

### **SNHU399 - Inquiry Scholars of SNHU**

#### **Description**

In this experience, participants will be given the opportunity to research an assessment question that measures student learning at SNHU. Participants will apply basic assessment techniques to develop a measurable question, collect and analyze data using a variety of techniques, and will report findings to university stakeholders using a collaborative, cohort approach. Many participants choose to present their research at professional conferences or for other external audiences. This is an elective class that may be repeated and can be taken for variable credit. Students are invited to participate in this course.

#### **Credits**

1 - 3

#### **Requisites**

- Permission of instructor.

#### **Academic Level**

Undergraduate

### **SNHU404 - SNHU Experience: Gen Ed Capstone**

#### **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.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - 1 of the following:
    - SNHU101 - SNHU 101: First-Year Seminar (1)
    - SNHU202 - SNHU Experience: Transition to SNHU (1)
  - Complete:
    - Course Not Found

#### **Academic Level**

Undergraduate

### **SNHU490 - General Education Internship**

#### **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.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

## Campus Programs

### **LSP111 - Beginning Spanish I**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **LSP112 - Beginning Spanish II**

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LSP111 - Beginning Spanish I (3)

#### **Academic Level**

Undergraduate

### **LSP211 - Intermediate Spanish I**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LSP112 - Beginning Spanish II (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **LSP212 - Intermediate Spanish II**

#### **Description**

Continuation of LSP 211.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - LSP211 - Intermediate Spanish I (3)

#### **Academic Level**

Undergraduate

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## Special Education

### **SPED106 - Children with Exceptionalities**

#### **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**

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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPED206 - Interventions in Early Childhood**

#### **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**

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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SPED106 - Children with Exceptionalities (3)

#### **Academic Level**

Undergraduate

### **SPED210 - Early Childhood Issues/Disabilities**

#### **Description**

This course will explore types of disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and emotional development and functioning of children birth to grade 3. Additional topics include the identification and evaluation of children with exceptional learning needs, as well as instructional methodology and strategies for selecting and modifying materials and equipment to provide differentiated instruction that addresses and accommodates individual strengths and challenges. Legal requirements and responsibilities for providing education to students with special needs will be addressed. Students will become familiar with the purposes and procedures for developing and implementing Individual Education Plans (IEPs), 504s, and Individualized Family Service Plans (IFSPs).

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPED230 - Strategies for Engaging Diverse Learners**

#### **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**

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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - SPED106 - Children with Exceptionalities (3)
  - SPED206 - Interventions in Early Childhood (3)
  - SPED210 - Early Childhood Issues/Disabilities (3)

#### **Academic Level**

Undergraduate

### **SPED250 - Special Education Assessment**

#### **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**

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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - SPED106 - Children with Exceptionalities (3)
  - SPED206 - Interventions in Early Childhood (3)
  - SPED210 - Early Childhood Issues/Disabilities (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPED314 - Consultation and Collaboration**

#### **Description**

This course presents the IEP process from referral to completion. Student will be expected to clearly define roles and responsibilities within the school for the special education teacher, the general education teacher, paraprofessionals, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Must be enrolled in the Teacher Certification program.
  - Complete:
    - SPED230 - Strategies for Engaging Diverse Learners (3)
    - SPED250 - Special Education Assessment (3)
  - 1 of the following:
    - SPED106 - Children with Exceptionalities (3)
    - SPED210 - Early Childhood Issues/Disabilities (3)

#### **Academic Level**

Undergraduate

### **SPED333 - Collaboration in Special Education**

#### **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**

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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - SPED230 - Strategies for Engaging Diverse Learners (3)
    - SPED250 - Special Education Assessment (3)
  - 1 of the following:
    - SPED106 - Children with Exceptionalities (3)
    - SPED206 - Interventions in Early Childhood (3)
  - Must be enrolled in the Teacher Certification program

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPED383 - Clinical Experience III Special Education**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance in Teacher Certification Program

#### **Academic Level**

Undergraduate

### **SPED389 - Experiential Learning**

#### **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.

#### **Credits**

3

#### **Requisites**

- TCP Acceptance

#### **Academic Level**

Undergraduate

### **SPED420 - Accessing Curriculum**

#### **Description**

This course is designed to help educators become more knowledgeable about why research-based, structured instructional strategies are necessary for teaching students of diverse abilities. The overall goals are to introduce the scientific rationales and specific instructional methods to ensure students with special needs have access to the core curriculum in all settings. Special emphasis will be on developing accommodations and modifications to access the science and social studies curriculum.

#### **Credits**

3

#### **Requisites**

- 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)
  - TCP acceptance

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPED482 - Clinical Experience V Special Education**

#### **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.

#### **Credits**

3

#### **Requisites**

- Acceptance in Teacher Certification Program

#### **Academic Level**

Undergraduate

### **SPED483 - Clinical Experience VI Special Education**

#### **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.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPED499 - Internship**

#### **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**

Course offered as needed.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPED499A - Internship**

#### **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**

Course offered as needed.

#### **Credits**

0 - 15

#### **Academic Level**

Undergraduate

### **SPED499B - Internship**

#### **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**

Course offered as needed.

#### **Credits**

0 - 15

#### **Requisites**

- Acceptance into Teacher Certification Program

#### **Academic Level**

Undergraduate

### **SPED501C - Students with Exceptionalities**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **SPED501NC - Students with Exceptionalities**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SPED520 - Assessment of Student Performance**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDU543 - Learning Theories and Instruction (3)
  - RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)

#### **Academic Level**

Graduate

### **SPED526C - Multisensory Literacy Strategies**

#### **Description**

This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension and writing.

#### **Credits**

3

#### **Requisites**

- Complete:
  - RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)

#### **Academic Level**

Graduate

## Campus Programs

### **SPED540C - Classroom and Behavior Management**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SPED580C - Special Education Assessment**

#### **Description**

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of students with and without disabilities across cognitive, social, emotional and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation and reporting of selected diagnostic testing used in special education evaluations.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SPED520 - Assessment of Student Performance (3)

#### **Academic Level**

Graduate

### **SPED581 - Assessment in Special Education**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

## Campus Programs

### **SPED616 - Intervention in Mathematics**

#### **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.

#### **Credits**

2 - 4

#### **Requisites**

- Must be enrolled into the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

### **SPED618 - Intervention in Literacy**

#### **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.

#### **Credits**

2 - 4

#### **Requisites**

- Must be enrolled into the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

## Campus Programs

### **SPED624C - Professional Collaboration**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SPED501C - Students with Exceptionalities (3)

#### **Academic Level**

Graduate

### **SPED632 - Clinical Experience III**

#### **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.

#### **Credits**

3 - 4

#### **Requisites**

- Must be enrolled into the Teacher Certification Program (TCP).

#### **Academic Level**

Graduate

### **SPED633 - Clinical Experience VI: Special Education**

#### **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.

#### **Credits**

2

#### **Academic Level**

Graduate

## Campus Programs

### **SPED680C - IEP Development**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Sport Management

### **SPT111 - Introduction to Sport Management**

#### **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**

Offered every semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPT201 - Governance/Management of Sport Organizations**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - SPT111 - Introduction to Sport Management (3)
  - 1 of the following:
    - ENG121 - College Composition II (3)
    - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **SPT208 - Sport Marketing**

#### **Description**

Students study current sports marketing problems and apply marketing techniques to develop an effective sports marketing plan. Writing Intensive Course.

#### **Additional Information**

Offered every semester.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT307 - Sport Law**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - BUS206 - Business Law I (3)
  - BUS205 - Foundations of Business Law (2)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPT310 - Sport Sponsorship**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT319 - Sport Sales and Promotions**

#### **Description**

This course provides a cross-disciplinary approach to a variety of marketing, sales and promotions issues that confront sport managers.

#### **Additional Information**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SPT208 - Sport Marketing (3)
  - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

### **SPT320 - Media/Public Relations in Sport**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Permission of instructor
  - Complete:
    - ENG200 - Sophomore Seminar (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPT321 - Fitness Management**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT325 - Sport Business Partnerships**

#### **Description**

This course will examine and explore sport business partnerships in detail. Both theoretical and applied perspectives will be used. An applied understanding of the different forms of sport business partnerships, their development process and strategic implications for firm strategy will be developed. The course will include learning the process of identification and selection of sport business partners via a due diligence discovery process. The “what”, “why” and “how” sport business partnerships are specifically relevant to the sport industry will be integrated into a semester long, team-based project. The course material will be presented using a combination of lecture notes, discussion forums, case analysis, and project interaction. Individual topics will be covered in their respective modules/weeks. Students will be encouraged to enhance the educational process by pursuing active self-learning in the development of projects, assignments and interaction with peers and the instructor.

#### **Additional Information**

Hybrid Course

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT333 - Sport, Society, and Ethics**

#### **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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG200 - Sophomore Seminar (3)
  - COM212 - Public Speaking (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPT335 - Gender and Sport**

#### **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**

In some semesters, this course may have a Service Learning component. Check with instructor.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG120 - College Composition I (3)

#### **Academic Level**

Undergraduate

### **SPT340 - Practicum in Sport Management**

#### **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.

#### **Credits**

3 - 6

#### **Requisites**

- 30 credit(s).

#### **Academic Level**

Undergraduate

### **SPT401 - Sport Facilities Management**

#### **Description**

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course.

#### **Additional Information**

Offered every semester.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SPT111 - Introduction to Sport Management (3)

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPT402 - Sport Revenue**

#### **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**

Offered every fall term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - FIN320 - Principles of Finance (3)

#### **Academic Level**

Undergraduate

### **SPT404 - Sport Agency**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Academic Level**

Undergraduate

### **SPT415 - Event Management and Marketing**

#### **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**

Offered every spring term.

#### **Credits**

3 - 6

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPT425 - Sport Licensing/Strategic Alliances**

#### **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**

Offered every spring term.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SPT208 - Sport Marketing (3)

#### **Academic Level**

Undergraduate

### **SPT461 - Seminar in Sport Management (Capstone)**

#### **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.

#### **Credits**

3

#### **Requisites**

- 90 credit(s).

#### **Academic Level**

Undergraduate

## Campus Programs

### **SPT465 - Global Sport Business**

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT205 - Applied Marketing Strategies (3)

#### **Academic Level**

Undergraduate

### **SPT491 - Sport Management Internship**

#### **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.

#### **Credits**

0 - 15

#### **Requisites**

- Please contact the Career and Professional Development Center to register

#### **Academic Level**

Undergraduate

### **SPT525 - Sport Licensing and Strategic Alliances**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **SPT565 - Internationalization of Sport Business**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SPT605 - Sport Business Cases**

#### **Description**

This course covers the development of case method learning as applied to sport management business situations. Students will learn how to analyze sport business cases, develop recommended solutions to case problems and demonstrate evidence based arguments for their positions. A seminar and hybrid format are used to advance learned material and concepts from previous courses and allow students to focus on their areas of sport business interest.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SPT608 - Sport Marketing and Media**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **SPT608L - Sport Agency Lab 1**

#### **Description**

This course covers the direct application of sport marketing principles (from SPT 608) through analysis of specific marketing issues and problems for a sport business. Students work with cross functional teams to develop strategies and solutions to address the company's needs and specific project. A hands on and possibly on site format is used. General Agency Lab Description: Specifically, the Agency model is designed to provide students with projects similar to consulting engagements, matched with just-in-time instruction to teach content related to the project. As such, current graduate classes (such as Sport Analytics and Sport Marketing) are integrated into the project and allow students to practice and apply the material as it is learned. Faculty from across the Sport Management department and potentially other Departments will collaborate with students based on their expertise and the demands of the project. Sport students may also work with students from other programs (MBA) to collaborate in cross-functional teams and communicate directly with companies. The final deliverables will include a report and presentation to the company and faculty.

#### **Credits**

1 - 4

#### **Requisites**

- Complete or concurrently enroll in:
  - SPT608 - Sport Marketing and Media (3)

#### **Academic Level**

Graduate

### **SPT622 - Sport Business Analytics**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **SPT622L - Sport Agency Lab 2**

#### **Description**

This course covers the direct application of sport analytic principles (from SPT 622) through analysis for a sport business. Students work with cross functional teams to develop strategies and solutions to address the company's needs and specific project. A hands on and possibly on site format is used. The lab is designed to run concurrently with and are part of the SPT 622 (Sport Analytics) 8-week courses. They cannot be taken as separate courses. The Labs are non-seat time based learning experiences consistent with the Degree in Three Program. General Agency Lab Description: Specifically, the Agency model is designed to provide students with projects similar to consulting engagements, matched with just-in-time instruction to teach content related to the project. As such, current graduate classes (such as Sport Analytics and Sport Marketing) are integrated into the project and allow students to practice and apply the material as it is learned. Faculty from across the Sport Management department and potentially other Departments will collaborate with students based on their expertise and the demands of the project. Sport students may also work with students from other programs (MBA) to collaborate in cross-functional teams and communicate directly with companies. The final deliverables will include a report and presentation to the company and faculty.

#### **Credits**

1 - 4

#### **Requisites**

- Complete or concurrently enroll in:
  - SPT622 - Sport Business Analytics (3)

#### **Academic Level**

Graduate

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## Sustainability Studies

### **SST101 - Introduction to Sustainability**

#### **Description**

Students may take this mostly asynchronous, project-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 synchronous presentations throughout the semester. This course is for freshmen and sophomores only.

#### **Additional Information**

Students may take this course twice but not twice in the same semester.

#### **Credits**

3

#### **Requisites**

- No more than 45 earned credits completed at the time of registration for the course.

#### **Academic Level**

Undergraduate

## Campus Programs

### **SST501 - Introductory Summer Residency**

#### **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.

#### **Credits**

0

#### **Academic Level**

Graduate

### **SST510 - Industrialization, Human Health, and the Environment**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SST511 - Ecology, Human Health, and the Anthropocene**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SST512 - Coping with Climate Change**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **SST550A - Diagnosing the Challenge I**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **SST550B - Diagnosing the Challenge II**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **SST550C - Diagnosing the Challenge III**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **SST610 - Environmental Compliance and Compliance Regimes**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **SST611 - Building Sustainable Communities and Economies**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SST612 - Sustainability Strategies for Business**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SST650A - Prescribing a Response I**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **SST650B - Prescribing a Response II**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

## Campus Programs

### **SST650C - Prescribing a Response III**

#### **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.

#### **Credits**

1

#### **Academic Level**

Graduate

### **SST750A - Capstone Summer Residency I**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **SST750B - Capstone Summer Residency II**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

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## Taxation

### **TAX655 - Federal Income Tax of Corporations and Partnerships**

#### **Description**

This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts.

#### **Credits**

3

#### **Requisites**

- Placement in MS.PAC

#### **Academic Level**

Graduate

### Teach Eng Second or Other Lang

#### **TSL501 - Linguistics for Language Teaching**

##### **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.

##### **Credits**

3

##### **Academic Level**

Graduate

#### **TSL502 - Language Acquisition and Development**

##### **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.

##### **Credits**

3

##### **Academic Level**

Graduate

#### **TSL503 - Sociocultural Contexts of TESOL**

##### **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.

##### **Credits**

3

##### **Academic Level**

Graduate

#### **TSL504 - TESOL Methods and Materials**

##### **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.

##### **Credits**

3

##### **Academic Level**

Graduate

# Campus Programs

## **TSL505 - Language Curriculum Design and Implementation**

### **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.

### **Credits**

3

### **Academic Level**

Graduate

## **TSL506 - Language Assessment Principles and Practice**

### **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.

### **Credits**

3

### **Academic Level**

Graduate

## **TSL520 - Teaching Reading, Writing, and Vocabulary**

### **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.

### **Credits**

3

### **Academic Level**

Graduate

## **TSL521 - Teaching Listening, Speaking, and Pronunciation**

### **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.

### **Credits**

3

### **Academic Level**

Graduate

## Campus Programs

### **TSL522 - Language Policy and Advocacy in TESOL**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **TSL523 - Teaching Practicum**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **TSL530 - Computer-Assisted Language Learning**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **TSL531 - Online Second Language Teaching Pedagogy**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **TSL550 - Master's Thesis**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **TSL560 - English for Specific Purposes**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **TSL561 - Content-Based Instruction**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **TSL562 - Working with Newcomers**

#### **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

#### **Credits**

3

#### **Academic Level**

Graduate

### **TSL563 - Teaching Grammar**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

### **TSL564 - Technology Integration in the Language Classroom**

#### **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.

#### **Credits**

3

#### **Academic Level**

Graduate

## Campus Programs

### **TCI390 - Culinary Cooperative Education**

#### **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**

Offered every year.

#### **Credits**

0 - 3

#### **Requisites**

- 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

#### **Academic Level**

Undergraduate

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## Unmanned Aerial Systems

### **UAS107 - UAS Certification**

#### **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.

#### **Credits**

4

#### **Academic Level**

Undergraduate

### **UAS207 - UAS Operations**

#### **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.

#### **Credits**

4

#### **Academic Level**

Undergraduate

## Campus Programs

### **UAS307 - Advanced UAS Operations and Mission Planning**

#### **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.

#### **Credits**

4

#### **Requisites**

- Complete:
  - UAS207 - UAS Operations (4)

#### **Academic Level**

Undergraduate

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## Wellness

### **WEL100 - Athlete Wellness**

#### **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.

#### **Credits**

1

#### **Academic Level**

Undergraduate

### **WEL101 - Athletic Participation**

#### **Description**

This course is for participation in varsity athletics.

#### **Credits**

1

#### **Academic Level**

Undergraduate

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