

# **Southern New Hampshire University University College 2014-2015 Catalog**

---

**Published August 6, 2014**

# Welcome to Southern New Hampshire University

## Message from the President

---



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

It's certainly an exciting time to be a student at SNHU. This year, in a prominent public speech, President Obama praised us for finding new innovative pathways to a degree. Fast Company has named us the 12th most innovative organization in the world in its World's 50 Most Innovative Companies. We ranked with such heavy-hitters as Apple, Google and HBO and were listed ahead of such industry giants as the National Football League, Starbucks and LinkedIn. We achieved such accolades on the basis of our Center for Online and Continuing Education which is now one of the largest online-degree providers in the US as well as for carrying out our core mission of providing access. One great example is our campus-based Degree-in-Three program which uses a competency-based model to reduce time to graduation and the cost of a degree by 25%. Students can get a jump in entering the workforce or stay on campus and earn a master's degree with a fourth year.

In addition, our new Library/Learning Commons opens in August 2014, creating a vibrant learning space on campus which will not only house the library but also media services, instructional support, IT help desk, faculty development, and The Learning Center. A new 300 bed dorm was recently completed and two more are in design. We have enhanced career services and routinely have scores of major employers visiting campus.

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

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

Sincerely,

A handwritten signature in black ink that reads "Paul J. LeBlanc". The signature is stylized and fluid.

Paul J. LeBlanc  
President

## **University Mission**

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

## **The Purpose of a University Catalog**

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

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

## **Catalog Content Subject to Change**

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

# Table of Contents

## Table of Contents

<b>Welcome to Southern New Hampshire University .....</b>	<b>2</b>
Message from the President.....	2
University Mission .....	3
The Purpose of a University Catalog.....	3
Catalog Content Subject to Change.....	3
<b>Table of Contents.....</b>	<b>4</b>
<b>About SNHU .....</b>	<b>14</b>
Accreditations, State Authorization and Program Approvals .....	14
Goals of the University .....	17
History of the University .....	17
On Campus .....	20
The SNHU Community .....	20
University Mission .....	21
<b>Academic Calendars .....</b>	<b>22</b>
<b>Academic Program Policies .....</b>	<b>24</b>
Academic Requirements, Sport Management .....	24
<b>Academic Standards.....</b>	<b>25</b>
Academic Honors .....	25
Academic Renewal .....	26
Amendment of Degree Requirements.....	27
Ceremonial and Latin Honors.....	28
Credit Hour Definition .....	29
Scholastic Standing .....	30
SNHU-107 Required Course .....	31
<b>Admissions.....</b>	<b>31</b>
Admission Statuses .....	31
Admissions Requirements, International Students.....	32
Articulation Agreements .....	34
Graduate Admissions .....	35
Readmission .....	41
Undergraduate Admissions .....	41
Special Academic Programs Admission (Undergraduate).....	44
Transfer Admission (Undergraduate).....	44
Course and Program Enrollment .....	46

Special Academic Options .....	47
Course Add and Drop .....	48
Course Load .....	48
Course Load and Restrictions, International Students .....	48
Course-by-Arrangement .....	48
Credit Overload .....	49
Criminal Background Check .....	49
Enrollment Statuses .....	49
Freshman Course Requirements .....	49
Independent Study .....	50
Leave of Absence .....	50
Religious Observance .....	51
Second Major .....	51
Transfer Among SNHU Colleges .....	51
Undergraduates Taking Graduate Courses .....	52
Withdrawal from Class .....	52
Withdrawal from SNHU .....	53
<b>Financial Information .....</b>	<b>53</b>
Computer Purchase Program .....	53
Course Withdrawal Refund .....	53
Federal and State Programs .....	54
Financial Aid .....	55
Financial Aid Satisfactory Academic Progress .....	56
International Students and Financial Aid .....	58
Loans and Employment .....	58
Merit Based Aid for New Students .....	60
Non-Matriculated, Part-Time Students .....	62
Payment Information .....	62
Printing on Campus (PenmenPrint) .....	65
Return of Title IV Grant or Loan Assistance .....	65
Scholarship Opportunities .....	65
Tuition and Fees .....	71
Veterans' Benefits .....	75
Withdrawal and Proration of Fees .....	76
<b>Grades and Credits .....</b>	<b>77</b>
Audit a Course .....	77
Awarding of Credit by Examination .....	77
Credit for Courses in Other Postsecondary Settings .....	77

Credit for Prior Learning through Portfolio.....	77
General Education Transfer.....	78
Grade Change.....	79
Grade Status.....	79
Grades and Grading.....	79
Incomplete Grade.....	81
Institutional Examinations.....	81
Repeating Courses.....	82
Standardized Testing Programs.....	82
Testing of Students with Disabilities.....	82
Transfer Credit and Other External Credit.....	82
Transfer Credits.....	86
<b>Graduation and Commencement.....</b>	<b>86</b>
Commencement Participation.....	86
Degree and Certificate Conferral.....	88
Degree and Certificate Requirements.....	89
Institutional Credit Requirements.....	90
Last 24 Hours of Institutional Credit.....	91
Non-Petitioned Completer (NPC).....	91
<b>Miscellaneous.....</b>	<b>91</b>
Class Cancellations.....	91
Definition of Terms.....	92
General Education, Anti-Encroachment.....	96
Institutional Research Review Board Summary.....	96
Program Minimums and Maximum Overlap.....	97
SNHU Student ID Card and OneCard.....	100
The Purpose of a University Catalog.....	100
University Directory.....	101
<b>Faculty Emeriti.....</b>	<b>111</b>
<b>Records and Right to Privacy.....</b>	<b>112</b>
FERPA Student Right to Privacy.....	112
Request for Transcript.....	113
Student Name Change.....	113
Transcripts from Other Institutions.....	114
<b>Rights and Responsibilities.....</b>	<b>114</b>
Disability Access Statement.....	114
Nondiscrimination/Equal Opportunity.....	114
Sexual Misconduct and Harassment.....	114

Student Academic Complaint .....	115
<b>Student Affairs.....</b>	<b>115</b>
Athletics .....	115
Barnes & Noble Bookstore.....	115
Campus Ministry.....	116
DeColfmacker Veteran's Lounge .....	116
Dining Center .....	116
Diversity Initiatives .....	117
Hazing.....	117
International Student Services (ISS) .....	119
Public Safety .....	120
Residence Life .....	120
Robert A. Freese Student Center .....	121
Student Affairs Mission and Vision .....	122
Student Handbook .....	123
Student Involvement .....	123
Wellness .....	124
<b>Student Code of Conduct .....</b>	<b>126</b>
Academic Honesty .....	126
Copyright Guidelines .....	128
Copyright .....	129
Disciplinary Dismissal.....	130
Disciplinary Suspension .....	130
File Sharing .....	130
Network Acceptable Use.....	131
Online Course Etiquette .....	132
Online Services .....	133
Personal Computer Software .....	133
<b>Support Services .....</b>	<b>133</b>
Academic Advising Office .....	133
Dorothy S. Rogers Career Development Center .....	134
English as a Second Language Program .....	135
Harry A.B. and Gertrude C. Shapiro Library.....	136
Institute for Language Education (ILE).....	136
Media Services Center .....	137
Office of Disability Services .....	137
Technology Resources.....	139
The Learning Center .....	139

<b>School Information.....</b>	<b>140</b>
School of Arts and Sciences.....	140
School of Business .....	146
Research Paper Citation Guidelines .....	146
<b>School of Education.....</b>	<b>151</b>
Undergraduate Mission .....	152
Requirements for NH Teacher Certification .....	152
Graduate Mission .....	154
School of Education Graduate Programs .....	154
Graduate Applicant Information .....	154
<b>University College Programs.....</b>	<b>156</b>
3Year Honors Program in Business Administration, B.S. ....	156
5Year Elementary Education, M.A.T. ....	159
5Year English, M.A.T.....	160
Accounting and Information Systems, B.S. ....	163
Accounting Certificate.....	164
Accounting Degree in Three, B.S. ....	165
Accounting Minor.....	166
Accounting, A.S. ....	166
Accounting, B.S. (with concentration option) .....	167
Accounting/Finance Degree in Three, B.S. ....	169
Accounting/Finance, B.S.....	170
American Studies Minor .....	170
Applied Mathematics Minor .....	171
Art History Minor.....	172
Baking and Pastry Arts, A.S. ....	173
Baking Certificate .....	174
Business Administration Degree in Three, B.S.....	174
Business Administration, A.S. ....	175
Business Administration, B.B.A.....	176
Business Administration, B.S. (with concentration option).....	177
Business Education – Certification 7-12, M.Ed.....	179
Business Information Systems Certificate .....	179
Business Minor .....	181
Business Studies, B.S. ....	181
Child Development Minor.....	186
Communication Minor.....	187
Communication, B.A. ....	187



Community Mental Health and Mental Health Counseling Certificate.....	188
Community Mental Health and Mental Health Counseling, M.S. ....	189
Computer Information Technology Minor .....	190
Computer Information Technology, A.S.....	190
Computer Information Technology, B.A.....	191
Computer Information Technology, B.S.....	192
Cooking Certificate.....	194
Creative Writing and English, B.A. (with concentration option) .....	194
Creative Writing Minor .....	196
Crime and Criminology Certificate .....	196
Culinary Arts, A.S.....	197
Culinary Management (2+2 degree), B.S.....	199
Culinary Management, B.S.....	200
Curriculum and Instruction, M.Ed. (can lead to Curriculum Administrator certification).....	202
Curriculum and Instruction, M.Ed. (with concentration option) .....	202
Degree in Three, B.S.....	204
Digital Media and Video Production Minor .....	205
Early Childhood Education – Pre K-3 Certification, M.Ed. ....	205
Early Childhood Education, B.A.....	206
Economics Minor.....	207
Economics/Finance Degree in Three, B.S. ....	207
Economics/Finance, B.S.....	208
Education Minor.....	209
Education Technology Integration Specialist, M.Ed.....	210
Educational Leadership – Principal Certification, M.Ed.....	211
Educational Leadership, Ed.D.....	211
Educational Studies, M.Ed.....	213
Elementary Education – K-8 Certification, M.Ed. ....	213
Elementary Education with Special Education, B.A.....	214
Elementary Education, B.A.....	215
English for Speakers of Other Languages (ESOL) Education – K-12 Certification, M.Ed.....	216
English Language and Literature and English Education, B.A. ....	217
English Language and Literature Minor .....	219
English Language and Literature, B.A.....	219
English, M.A.T. ....	220
Environmental Management II, B.A.....	222
Environmental Management, B.A.....	223
Environmental Science, B.S.....	225

Environmental Studies Minor.....	227
Fashion Merchandising and Management Degree in Three, B.S. ....	228
Fashion Merchandising and Management, B.S. ....	229
Fashion Merchandising Minor .....	231
Fashion Merchandising, A.S. ....	231
Fiction and Nonfiction, M.F.A. ....	232
Field-based Graduate Program in Education.....	233
Finance Minor .....	236
Game Art and Development Minor .....	237
Game Art and Development, B.A. ....	237
Game Design and Development Minor.....	238
Game Programming and Development, B.S. ....	239
Gender Studies Minor.....	240
General Studies in Education, B.A. ....	240
Graphic Design and Media Arts, B.A. ....	241
Graphic Design Minor.....	242
History and Social Studies Education, B.A. ....	243
History Minor.....	244
History, B.A. ....	244
Hospitality Business Degree in Three with focus options, B.S. ....	246
Hospitality Business, B.S. ....	247
Hospitality Management, B.A.S. (with concentration option).....	249
Hotel and Event Management Minor.....	252
Human Resource Management Certificate .....	252
Individually Designed Major in Liberal Arts, B.A. ....	253
International Business Degree in Three, B.S. ....	254
International Business Minor .....	255
International Business, B.S. ....	256
International Business, Ph.D. ....	257
International Sport Management Minor.....	258
Justice Studies Minor.....	259
Justice Studies, A.S. ....	260
Justice Studies, B.S. (with concentration option) .....	260
Law and Legal Process Certificate .....	265
Law and Politics II, B.A. ....	266
Law and Politics, B.A. ....	268
Liberal Arts, A.A. ....	269
Liberal Arts, B.A. ....	270

Marketing Degree in Three, B.S. ....	271
Marketing Minor.....	272
Marketing, A.S. ....	273
Marketing, B.S. (with concentration option).....	273
Mathematics Minor.....	275
Mathematics, B.A. ....	276
Middle School Mathematics Education, B.A. ....	277
Middle School Mathematics Minor.....	278
Middle School Science Education Minor .....	279
Middle School Science Education, B.S.....	279
Music Education, B.A. ....	280
Music Minor.....	282
Operations and Project Management Degree in Three, B.S. ....	282
Operations and Project Management, B.S. ....	283
Operations and Supply Chain Management Minor .....	284
Organizational Leadership Minor .....	285
Philosophy Minor.....	285
Policing and Law Enforcement Certificate.....	286
Political Science Minor .....	286
Pre-Law Certificate .....	287
Professional Sales Minor .....	288
Professional Writing Minor.....	288
Project Management Minor.....	289
Psychology Minor.....	290
Psychology, B.A. (with concentration option).....	290
Public Relations Minor.....	293
Public Service, B.A. ....	293
Reading and Writing Specialist, M.Ed.....	295
Restaurant and Beverage Management Minor.....	295
Retailing Minor.....	296
Secondary Education – English or Social Studies 5-12 Certification - M.Ed.....	297
Social Media Marketing Minor .....	297
Sociology Minor .....	298
Sociology, B.A. ....	298
Special Education, B.A.....	300
Special Education, M.Ed.....	301
Sport & Special Event Management Minor.....	301
Sport Management Degree in Three, B.S. ....	302

Sport Management Minor.....	303
Sport Management, B.S.....	304
Sustainability Certificate.....	306
Taxation Certificate.....	307
Teaching English as a Foreign Language, M.S.....	307
Technical Management, B.S.....	308
Terrorism & Homeland Security Certificate.....	309
World Languages and Culture Minor.....	309
<b>University College Course Offerings:.....</b>	<b>311</b>
Course Numbering Key.....	311
General Education Courses.....	311
Academic Skills.....	313
Accounting.....	314
Advertising.....	318
Anthropology.....	319
Biology.....	319
Business.....	322
Chemistry.....	324
Child Development.....	324
Communication.....	327
Community Mental Health.....	333
Culinary.....	339
Economics.....	347
Education.....	350
English.....	365
English as a Foreign Language.....	369
English as a Second Language.....	370
Environmental Studies.....	377
Fashion Merchandising.....	381
Field-Based Graduate Program in Education.....	384
Fine Arts.....	386
Finance.....	395
Game Development.....	397
Geography.....	399
Graphic Design and Media Arts.....	399
History.....	403
Honors.....	408
Hospitality Business.....	409

Information Technology .....	416
International Business .....	421
Justice Studies .....	427
Language (Arabic).....	433
Language (French) .....	434
Language (Mandarin) .....	434
Language (Sign Language) .....	435
Language (Spanish) .....	436
Language Studies .....	437
Life Strategies Seminar .....	438
Literature .....	438
Marketing.....	447
Mathematics.....	453
Organizational Leadership .....	459
Ph.D. Doctoral Courses.....	465
Philosophy.....	465
Physics .....	466
Political Science .....	467
Psychology.....	471
Public Administration .....	477
Quantitative Studies and Operations Management .....	477
Reading .....	479
Resident Life .....	481
Science .....	481
Social Science .....	483
Sociology .....	484
Special Education .....	487
Sport Management .....	492
Taxation .....	496

## About SNHU

### Accreditations, State Authorization and Program Approvals

#### Regional Accreditation:

##### New England Association of Schools and Colleges

Southern New Hampshire University is accredited by the New England Association of Schools and Colleges, Inc., (NEASC) through its Commission on Institutions of Higher Education (CIHE). All Programs offered by SNHU are covered by this regional accreditation.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of Southern New Hampshire University. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
(781) 425-7785  
cihe@neasc.org

The Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges is the regional accreditation agency for colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

NEASC's Commission on Institutions of Higher Education (CIHE) is recognized by the U.S. Department of Education as a reliable authority on the quality of education for the institutions it accredits. Recognition by the Department of Education provides access to federal financial aid for U.S. students attending institutions accredited by the Commission.

#### Programmatic Accreditations:

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

The following programs offered by Southern New Hampshire University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

- AS in Accounting
- AS in Business Administration
- AS in Computer Information Technology
- AS in Fashion Merchandising
- AS in Marketing
- BA in Advertising
- BA in Computer Information Technology
- BAS in Hospitality Administration
- International Bachelors of Business Administration
- BS in Accounting
- BS in Advertising
- BS in Business Administration
- BS in Business Studies
- BS in Computer Information Technology
- BS in Fashion Merchandising Management
- BS in Finance
- BS in Game Design and Development

- BS in Hospitality Business
- BS in International Business
- BS in Marketing
- BS in Retailing
- BS in Social Entrepreneurship 3
- BS in Sport Management
- BS in Technical Management
- MBA
- MS in Accounting
- MS in Accounting/Finance
- MS in Finance
- MS in Information Technology
- MS in Marketing
- MS in Operations and Project Management
- MS in Organizational Leadership
- MS in Sport Management

Accreditation Commission for Programs in Hospitality Administration (ACPHA)

The Bachelor of Science (BS) in Hospitality Administration is accredited by the Accreditation Commission for Programs in Hospitality Administration.

## State Authorizations

As an institution that has students residing across the United States, Southern New Hampshire University (SNHU) is required to have authorization to operate in a number of states based on the activities it conducts in the states. SNHU is not required to have state authorization in all 50 states. Currently SNHU has the following state authorizations.

Maine Department of Education  
23 State House Station  
August, ME 04333-0023  
<http://www.maine.gov/education/highered>

Minnesota Office of Higher Education  
1450 Energy Park Drive, Suite 350  
St. Paul, MN 55108-5227  
<http://www.ohe.state.mn.us>

Southern New Hampshire University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Montana University System Office of Commissioner of Higher Education  
2500 Broadway Street  
P.O. Box 203201  
Helena, MT 59620-3201  
<http://mus.edu/>

New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301  
630-271-0257  
<http://www.education.nh.gov/highered/colleges>

Vermont Agency of Education  
120 State Street  
Montpelier, VT 05620-2501  
<http://education.vermont.gov/> 4

Wisconsin Educational Approval Board  
201 W. Washington Ave., 3rd Floor  
P. O. Box 8696  
Madison, WI 53708  
<http://eab.state.wi.us/board>

Wyoming Department of Education  
2300 Capitol Avenue  
Hathaway Building, 2nd Floor  
Cheyenne, WY 82002-0050  
<http://edu.wyoming.gov/Programs/schools>

## Program Approvals

The following programs are approved by the New Hampshire State Department of Education for Teacher Certification.

- BA in Early Childhood Education
- BA in Elementary Education
- BA in Elementary Education with Special Education
- BA in English Education
- BA in Middle School Mathematics Education
- BA in Middle School Science Education
- BA in Music Education
- BA in Social Studies Education
- BA in Special Education
- MAT in English
- MAT in Elementary Education
- MAT in Special Education
- MEd in Business Education
- MEd in Curriculum and Instruction
- MEd in Early Childhood Education
- MEd in Education Technology Integration Specialist
- MEd in Educational Administration
- MEd in Elementary Education
- MEd in English for Speakers of Other Languages (ESOL)
- MEd in Special Education
- MEd in Reading and Writing Specialist

The following programs have been approved jointly by the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM).

- BS in Business Studies with a concentration in Sport Management
- BS in Sport Management
- International MBA with a specialization in Sport Management
- MBA with a specialization in Athletic Administration
- MBA with a specialization in Sports Management
- MS in Sport Management



## Goals of the University

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

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

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

## History of the University

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

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

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

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

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

The college continued to expand academic offerings throughout the 1980s and 1990s. The community economic development degree was first offered in 1982 and the Culinary Arts Program was established in 1983. New liberal arts and education majors were added in the early 1990s and in the last several years. The one-of-a-kind 3Year Honors Program in Business Administration was launched in 1997 and has since inspired the Degree in Three programs which makes it possible for those entering the School of Business to graduate in just three years with no

evening, weekend or summer courses. Academic offerings again expanded in 1998 to include the Ph.D. in community economic development and the Doctor of Business Administration.

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

A wave of campus expansion began in 1996 with the construction of a new residence hall; Robert Frost Hall, which houses the museum-quality McIninch Art Gallery; the Hospitality Center, home to the student-run restaurant and culinary programs; and Belknap Hall, now home to the Institute for Language Education, the School of Education and several university offices, including the Office of Undergraduate Admission.

Construction continued with the building of a new academic center, Webster Hall, which houses the Trading Room, a simulated stock trading room. New residence halls were also built on the west and east sides of campus. All classrooms and halls are wireless.

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

In 2007, SNHU became the first carbon-neutral university in New Hampshire. Also in that timeframe SNHU significantly invested in its online education programs, forming the College of Online and Continuing Education. By 2012, COCE became the largest online degree provider in New England and the university was listed by Fast Company as the 12th most innovative organization in the world. SNHU's innovations aim to reduce costs, broaden access, improve quality and foster degree completion. SNHU is now a leader among nonprofit universities in online education.

During the 2009-2010 school years, the university opened a new academic building, which features new classrooms, student lounge and study areas, and a café, and a new dining hall. Both energy-efficient buildings were designed with sustainability in mind.

In 2012 with support from an EDUCAUSE Next Generational Learning Challenge grant, funded by the Bill & Melinda Gates Foundation, SNHU founded its College for America. CfA is a nonprofit, competency-based college built specifically to work for working adults and their employer, and designed to strengthen the American workforce. It offers self-paced, online degrees based on definable skills and measurable results.

Improvements to the campus continued in 2013-2014 with the addition of an ultra-modern residence building, Tuckerman Hall. Tuckerman Hall boasts its own fitness center, double rooms with a shared bathroom and individual heating/cooling controls in all rooms. In the Fall of 2014, the university will open the doors to a state-of-the-art 50,000 square-foot learning commons which will house the library, learning center, individual study rooms, a café, and so much more.

Today the university has three colleges—University College, the College of Online and Continuing Education and College for America.

SNHU continues to seek new ways to provide quality educational programs for all of our constituents, both in the U.S. and abroad.

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

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

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

SNHU has been graduating successful leaders for more than 80 years. Among its many recent acknowledgements, SNHU was named this spring as the 12th most innovative company in the world on Fast Company's list of World's 50 Most Innovative Companies, and by U.S. News and World Report as a Tier 1 institution. The university has received Best of Business awards for its M.B.A. and online degree programs, has been named a Best Buy by [geteducated.com](http://geteducated.com), and is a designated Military-Friendly School. Our undergraduate and graduate academic programs are designed with the real world in mind. Our programs and students are career-focused, yet the university provides a well-rounded education that incorporates the liberal arts so graduates are truly prepared for the real world.

The university has approximately 2,500 traditional, full-time undergraduate day students and about 14,000 enrollments in all divisions (day, evening, weekend and online undergraduate and graduate students).

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

Academic support services at Southern New Hampshire University include:

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

Southern New Hampshire University student affairs services include:

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

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

## On Campus

The campus is located in the Manchester/Hooksett area of southern New Hampshire. Manchester has a growing population of 110,000 and is a hub of progress in industrial and business growth to its south and tourism, leisure and recreation areas to its north. It has been named one of the top college cities, and Money magazine named it a most livable city. The arts in the city are flourishing and the Verizon Wireless Arena weekly draws audiences from throughout the New England states. Convenient interstate highways bisect Manchester's bustling perimeters; air service connects Manchester to all major cities in the United States. Southern New Hampshire University's campus borders Interstate 93 and is within an hour of Boston.

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

## The SNHU Community

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

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

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

SNHU has been graduating successful leaders for more than 80 years. Among its many recent acknowledgements, SNHU was named this spring as the 12th most innovative company in the world on Fast Company's list of World's 50 Most Innovative Companies, and by U.S. News and World Report as a Tier 1 institution. The university has received Best of Business awards for its M.B.A. and online degree programs, has been named a Best Buy by [geteducated.com](http://geteducated.com), and is a designated Military-Friendly School. Our undergraduate and graduate academic programs are designed with the real world in mind. Our programs and students are career-focused, yet the university provides a well-rounded education that incorporates the liberal arts so graduates are truly prepared for the real world.

The university has approximately 2,500 traditional, full-time undergraduate day students and about 14,000 enrollments in all divisions (day, evening, weekend and online undergraduate and graduate students).

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

Academic support services at Southern New Hampshire University include:

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

Southern New Hampshire University student affairs services include:

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

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

## **University Mission**

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

# Academic Calendars

## Undergraduate Term Dates 2014-15

<b>Fall 2014</b>	
Returning Student Check-In	Tuesday September 2
Classes begin	Wednesday September 3
Last day to Drop/Add a class	Tuesday September 9
Columbus Day Holiday	Monday October 13
Last day for students to withdraw from a class	Friday November 7
Thanksgiving Recess	Wednesday Nov 26 - Fri. Nov 28
Last day of classes	Friday December 12
Final Exams	Monday Dec 15 - Fri Dec 19

<b>Spring 2015</b>	
Returning Student Check-In	Monday January 12
Classes begin	Tuesday January 13
Last day to Drop/Add a class	Monday January 19
Spring Break	Mon March 2 - Fri March 6
Classes Resume	Monday March 9

Last day for students to withdraw from a class	Friday March 20
Last day of classes	Friday April 24
Final Exams	Mon April 27 - Fri May 1
Commencement	TBD

### Graduate Terms

Term	Term Begins	Term Ends
<b>Term 1 (14TW1)</b>	Sep 02, 2014	Nov 09, 2014
<b>Term 2 (15TW2)</b>	Nov 17, 2014	Feb 01, 2015
<b>Term 3 (15TW3)</b>	Feb 09, 2015	Apr 19, 2015
<b>Term 4 (15TW4)</b>	Apr 27, 2015	Jul 05, 2015
<b>Term 5 (15TW5)</b>	Jul 13, 2015	Sep 20, 2015

### Graduate EL Terms

Term	Term Begins	Term Ends
<b>Term EL1 (14EL1)</b>	Sep 22, 2014	Dec 14, 2014
<b>Term EL2 (15EL2)</b>	Jan 05, 2015	Mar 29, 2015
<b>Term EL3 (15EL3)</b>	Mar 30, 2015	Jun 14, 2015

## ESL Term Dates

<b>Term 1-A</b>	
Classes Begin	Tues. Sept. 2, 2014
Classes End	Fri. Oct. 24, 2014
<b>Term 1-B</b>	
Classes Begin	Mon. Oct. 27, 2014
Classes End	Tues. Dec. 16, 2014
<b>Term 2-A</b>	
Classes Begin	Mon. Jan. 5, 2015
Classes End	Fri. Feb. 27, 2015
<b>Term 2-B</b>	
Classes Begin	Mon. Mar. 9, 2015
Classes End	Tues. Apr. 24, 2015
<b>Term 3-A</b>	
Classes Begin	Mon. May 4, 2015
Classes End	Fri. June 19, 2015
<b>Term 3-B</b>	
Classes Begin	Mon. June 22, 2015
Classes End	Fri. Aug. 7, 2015

## Academic Program Policies

### Academic Requirements, Sport Management

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.



# Academic Standards

## Academic Honors

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

At the close of each semester 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, 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.

### Alpha Chi Honor Society

Alpha Chi Honor Society at Southern New Hampshire University recognizes the scholastic achievement of junior and senior liberal arts students. Alpha Chi is a national honor society that provides meaningful benefits for students who plan to pursue graduate or professional study or who plan to pursue a career. Students who have completed 60 credits (with at least 30 of those credits at SNHU) are eligible. Based on their cumulative grade point average, students must be from the top 10 percent of the junior and senior class.

### Delta Mu Delta Honor Society

The Southern New Hampshire University business bachelor's degree program honor society is the Gamma Nu chapter of Delta Mu Delta, a national honorary society in business administration. Its purpose is to promote and recognize higher scholarship in training for business and to reward scholastic achievement in business subjects.

Students of good character enrolled in day or evening business-related majors and studying for bachelor's degrees are eligible for membership. A candidate must have completed at least one half of the credits required for his or her bachelor's degree (including a minimum of 24 credit hours, i.e., eight courses at Southern New Hampshire University), have maintained a cumulative grade point average of 3.25 or higher, and reside in the top 20 percent of his or her respective class.

### Eta Sigma Delta Honor Society

Eta Sigma Delta (ESD) is the International Hospitality Management Society established in 1978 to recognize hospitality and tourism students for outstanding academic achievement. ESD chapters throughout the world are a testament to the dedication of students and professionals in hospitality and tourism to the pursuit of academic, professional and personal excellence.

The Southern New Hampshire University chapter provides an opportunity for students to pursue activities that will prepare them to distinguish themselves in an increasingly competitive industry. Students are provided with a networking system that allows for interaction and the exchange of information. It is the intent that this Honor Society will lead hospitality and tourism educators and professionals to the highest levels of professionalism and achievement.

Interested Southern New Hampshire University students must meet the following requirements in order to be eligible for membership:

1. Be enrolled in the School of Business and majoring in hospitality and/or culinary management;
2. Have completed 50 percent of their total academic credits;
3. Have a minimum cumulative GPA of 3.2;
4. Agree to uphold the values of excellence, leadership, creativity, service and ethics of Eta Sigma Delta.

### Phi Theta Kappa Honor Society

Phi Theta Kappa is an international honor society that recognizes and encourages scholarship for two-year associate degree programs. Phi Theta Kappa attains its goals by developing opportunities for leadership, fellowship and service, as well as providing an intellectual climate for continued academic excellence.

Candidates must have completed at least 12 credit hours in courses that could be applied to an associate degree. Students must earn no less than a 3.5 grade-point average to be invited to accept membership in Phi Theta Kappa.

## 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. Pi Lambda Theta honors the accomplishments of exemplary pre-service educators and supports their continuing development of knowledge and skills, fostering individual leadership and promoting professionalism. PLT is a member of Phi Delta Kappa International Family of Associations.

At SNHU, there is a direct honors program where PLT extends membership to graduating students who have been identified by School of 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.

## 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 to both graduate and undergraduate students who are making the study of psychology a major interest. Minimum qualifications include the completion of at least five quarters of college course work, including nine semester hours in psychology. A minimum grade-point average of 3.0 overall and in psychology coursework is required.

Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

## Sigma Tau Delta Honor Society

Sigma Tau Delta is the International English Honor Society. SNHU established its own chapter, Alpha Pi Psi, in the fall of 2008. The Honor Society provides eligible English Language and Literature and Creative Writing majors and minors with opportunities to attend and present at conferences, publish undergraduate work, participate in field trips, and gain valuable networking opportunities. Sigma Tau Delta welcomes students to apply who have completed at least three semesters at SNHU, have completed more than two literature courses beyond the core requirements, and have maintained a minimum 3.0 GPA.

## 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

Students who change majors/programs or withdraw and return may apply for academic renewal. This allows students to be considered as transferring from another institution. All academic regulations are the same as those for transfer students.

The following restrictions are imposed:

- It must be approved by the Scholastic Standing Committee.
- It may be granted only once to a student after at least a one-year absence.
- A new grade-point average is started.

- A minimum of 30 credits must be completed at Southern New Hampshire University after renewal is granted.
- When students are granted academic renewal, any grade below a "C" appearing on their transcripts will have an "R" precede the original grade (i.e. "RC-" will appear for a course eligible for academic renewal with a final grade of "C-", "RD" will appear for a course eligible for academic renewal with a final grade of "D", etc.).
- Courses so designated will be eliminated from the student's GPA and will not earn credit toward graduation.
- Any grade of "C" or better appearing on their transcripts will be included in the student's GPA and will earn credit toward graduation.

NOTE: Academic renewal does not affect calculations utilized by financial aid to determine satisfactory academic progress.

## Graduate

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

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

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

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

## 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 form for this purpose may be obtained online or from the Office of the University Registrar. The completed and approved form must be received by the Office of the University Registrar before the change will become effective.

## Ceremonial and Latin Honors

### Ceremonial Honors

Ceremonial Honors serve to acknowledge outstanding academic performance for purposes of the commencement ceremony only. All students eligible to participate in the May commencement ceremony (and whose degree has not yet been conferred) are evaluated for Ceremonial Honors on the first business day of April of each year. Students whose degrees have been conferred prior to April 1 will be recognized at the commencement ceremony in accordance with the Latin Honors criteria (see below). Ceremonial Honors are awarded in accordance with the following requirements:

As of October 1, 2013:

Requirements		Acknowledgment	
<i>Minimum Institutional Credits</i>	<i>Cumulative GPA</i>		
Associate's=15 Bachelor's=45	3.500 - 3.699	Honors	Cum Laude
Associate's=15 Bachelor's=45	3.700 - 3.849	High Honors	Magna Cum Laude
Associate's=15 Bachelor's=45	3.850 - 4.000	Highest Honors	Summa Cum Laude

Prior to October 1, 2013:

Requirements		Acknowledgment	
<i>Minimum Institutional Credits</i>	<i>Cumulative GPA</i>		
Associate's=15 Bachelor's=45	3.000 - 3.499	Honors	Cum Laude
Associate's=15 Bachelor's=45	3.500 - 3.799	High Honors	Magna Cum Laude
Associate's=15 Bachelor's=45	3.800 - 4.000	Highest Honors	Summa Cum Laude

Students are not reassessed for ceremonial honors after the assessment date (the first business day in April). The list of students receiving Ceremonial Honors will be made available well in advance of the commencement ceremony. Students receiving Ceremonial Honors are presented with a gold tassel, the honor is read aloud as they walk across the stage, and it is noted in the commencement booklet. Ceremonial Honors are not recorded on the student's permanent official record, transcript or diploma.

## Latin Honors

Latin Honors are recognized on the student's permanent official record and reflected on the transcript and diploma.

As of October 1, 2013:

Requirements		Acknowledgment	
<i>Minimum Institutional Credits</i>	<i>Cumulative GPA</i>		
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

**All program requirements and coursework completed.**

Prior to October 1, 2013:

Requirements		Acknowledgment	
<i>Minimum Institutional Credits</i>	<i>Cumulative GPA</i>		
Associate's=30 Bachelor's=60	3.000 - 3.499	Honors	Cum Laude
Associate's=30 Bachelor's=60	3.500 - 3.799	High Honors	Magna Cum Laude
Associate's=30 Bachelor's=60	3.800 - 4.000	Highest Honors	Summa Cum Laude

**All program requirements and coursework completed.**

## Credit Hour Definition

The US Department of Education and the NEASC Commission on Institutions of Higher Education have this past summer issued new language and guidelines regarding the definition of a credit hour. Federal regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24(f) of the Higher Education Opportunity Act now state, in part, that a unit of credit is: "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 ... ten to twelve weeks for one quarter hour of credit or the equivalent amount of work over a different period of time; or
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."

This regulation became effective July 1, 2011 and is now in effect. While SNHU has historically applied the Carnegie definition of "credit hour" to determine the relationship between student/faculty contact time and academic credit awarded, the following policy, issued by the Provost, is meant to codify our practice and remind all academic administrators and faculty of our policy and its implementation.

## Face-to-Face Lectures/ Seminar/Discussion Courses

Three credit hours will be awarded for fifteen weeks of two 75-minute classes per week (or the equivalent in 50-minute, or 150-minute sessions) with a normal expectation of two hours of outside study for each class session. For courses awarding some other number of credit hours, one credit will be earned for fifteen 50-minute sessions of classroom instruction in a term (or its equivalent) with a normal expectation of two hours of outside study for each class session. The Department of Education recognizes that institutions are innovating with new delivery models and is not making seat time the sole metric of credit hour equivalency. For non-traditional delivery, we permit the following equivalencies:

## Hybrid Courses

A separate hybrid policy for University College was proposed in late 2010 and approved by the Academic Policy Committee on April 5, 2011. A parallel policy is in force in COCE. Both policies remain in effect, and are not changed by this document.

## Fully Online Courses

Online asynchronous or synchronous courses must mirror the learning outcomes and academic standards of the analogous face-to-face course. Thus, while students may spend no time “in class,” they complete the equivalent amount of work. Federal regulations recognize the special nature of “class time” in the online environment.

## Individual Activity Courses (independent study, course by arrangement)

Such courses have generally been three credit hours at SNHU. Faculties are expected to assess the level and amount of student learning, and award credit only when the work is of sufficient challenge and quality. While faculty guidance is expected, much or most of this activity is done independently by the student on his/her own time.

## Internships

SNHU awards credit hours for learning acquired outside the institution if it is an integral part of a program of study. We particularly encourage internships which are supervised by disciplinary faculty. When work experience receives academic credit, it should both be suitably supervised and of sufficient length to be meaningful. Historically this has been achieved by awarding three semester credits for fifteen weeks of ten clock-hours per week or 150 internship hours for a 3-credit course.

## Credit by Examination and Prior Learning Assessment (PLA)

At its discretion, SNHU may award academic credit for mastery demonstrated through credit-by-examination and PLA. Approved credit may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.

## Other Special Arrangements (study abroad, etc.)

Credit hours to be earned in approved overseas academic programs will be considered on an individual basis following established procedures in the specific Schools. All other special arrangements must be submitted to, and approved, by the Provost / Sr. VP of Academic Affairs.

## Scholastic Standing

### Scholastic Standing Committee: Academic Suspensions, Scholastic Warnings, and related procedures

At the end of each semester and at any other time deemed appropriate, the Undergraduate Scholastic Standing Committee will review the records of all students whose cumulative or semester grade point average is below 2.0. At the Committee's discretion, possible outcomes include: Scholastic Warning, Continued Scholastic Warning, Academic Suspension or Academic Dismissal. If allowed to remain at SNHU, students having academic difficulty will

be referred to the appropriate academic support services. Students placed on Academic Suspension may appeal the decision to the Committee; Academic Dismissal, however, is considered final and no appeal is allowed.

## **SNHU-107 Required Course**

SNHU 107, Online Success Strategies, is a 3 credit hour course designed to help students be successful in SNHU's online environment. It is a required course for online students who enroll with fewer than 12 transfer credit hours. Students must enroll in SNHU 107 during their first term and may elect to take one additional course that term. Students who fail SNHU 107 will be required to re-enroll in SNHU 107 in the next term and will not be permitted to enroll in any other course during that term. Students who fail a second time will be dismissed from the university.

Students who take their courses in-person at a Center location may replace the SNHU 107 requirement with a free elective.

SNHU 107 is not required for conditionally accepted (AEP) students, but is highly recommended. AEP students who fail their first term course(s) will be required to take SNHU 107 and will be limited to that course. If they fail SNHU 107 in a second term, they will be dismissed from the university.

## **Admissions**

### **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.

#### **Conditional Acceptance**

A 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.

#### **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 occasionally 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.

## Admissions Requirements, International Students

### Application for an International Student

A complete application for an international student requires the following:

- A completed International Student Application, found at [www.snhu.edu/1489.aspx](http://www.snhu.edu/1489.aspx) or at [www.snhu.edu](http://www.snhu.edu).

Click on "Apply Now" and click on "International Students." Do not change the first question radial button that is defaulted to "Yes."

- Payment of international student application fee, which can be waived at the discretion of the International Admissions Office.
- Proof of graduation or completion of program (high school or equivalent for Bachelor's degree and equivalent of US Bachelor's degree for Master's program consideration).
- Transcripts or mark sheets of all course work taken, with grades or marks for each course indicated (photocopies certified as true copies of originals are acceptable).

**Documentation Format.** Official copies of academic records (degrees, diplomas, transcripts) must be translated into English, in one of the following formats:

- original academic records in English showing completion or attendance at a recognized institution
- attested copies of original academic records produced by an official body recognized and accredited by AICE (Association of International Credential Evaluators) or NACES (National Association of Credential Evaluation Services) recognized organization, or official SNHU representative
- scans of attested copies of original academic records by any recognized official body or official SNHU representative; originals or attested copies must be requested and must be submitted by the end of the first term/semester of enrollment at SNHU.
- **English Proficiency.** Proof of English proficiency or agreement to enter our full-time, intensive English as a Second Language (ESL) program. Southern New Hampshire University provides conditional admission for students needing ESL prior to entering a degree program.
- **Accepted Tests.** The following tests are accepted: TOEFL (The SNHU TOEFL code number is 3649), IELTS, Michigan, EF, ELS, PTE, Cambridge.
  - **Bachelor's Degree Applicants.** Bachelor's degree applicants must demonstrate proficiency as evidenced by:
    - TOEFL score of 71 and greater
    - IELTS score of 6.5 and greater



- PTE score of 49 and greater
- ELS score of 111 and greater
- EF score of 107 and greater
- Michigan score of 85 and greater

The TOIEC examination is not accepted. Other language tests may be considered based on equivalent scores to those mentioned above. Students from partner institutions may be considered for exemption from language tests based upon written confirmation of language proficiency by partner school officials.

Students with the following scores will be assigned to a bridge program with some English and some course work:

- between TOEFL 61-70
- IELTS 6
- between PTE 44-48
- between ELS 109/110
- EF 106
- between Michigan 80-84

Students who have some university level academic work may be eligible for transfer credits or exemptions.

Students with the scores listed below can register and attend [English as a Second Language \(ESL\) program](#).

- TOEFL less than 60
  - IELTS less than 6.06
  - PTE less than 43
  - ELS less than 109
  - EF less than 106
  - Michigan less than 80
- 
- **Master's Degree Applicants.** Master's degree applicants must demonstrate proficiency as evidenced by:
    - TOEFL score of 81 or greater
    - IELTS score of 6.5 or greater
    - PTE score of 54 or greater
    - ELS score of 107 or greater
    - Michigan score of 90 or greater

The TOIEC examination is not accepted. Other language tests may be considered based on equivalent scores to those mentioned above. Students from partner institutions may be considered for exemption from language tests based upon written confirmation of language proficiency by partner school officials.

Students with the following scores will be assigned to a bridge program:

- TOEFL 71-78
- IELTS 6
- PTE 49-53
- ELS 112
- EF 106
- Michigan 85-89

Students with the scores listed below may register for and may attend the [English as a Second Language \(ESL\) program](#).

- TOEFL less than 71

- IELTS less than 6.0
- PTE less than 48
- ELS less than 112
- EF less than 106
- Michigan less than 85

Exceptions from language testing will be granted to students from those countries where SNHU considers English to be the official language. Students who have completed a four-year Bachelor's degree in the US will be waived from any English requirement.

- **Documentation of Financial Support.** 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. Additionally, a copy of ID page of passport is required.

Equivalence of foreign documents is determined on a case-by-case basis by the International Admissions Office. The International Admissions Office reserves the right to request that students obtain document evaluation and/or translation from an independent credentialing agency accredited by AICE (Association of International Credential Evaluators) or NACES (National Association of Credential Evaluation Services).

## Articulation Agreements

For information on [high school articulation scholarships](#), please refer to [One Stop](#).

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

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

The Office of Transfer Admission is always in the process of coordinating new articulation agreements with institutions throughout the region and country, but as of March 2014, active articulation agreements have been established with the following institutions:

Alamo Colleges  
 Bunker Hill Community College  
 Cape Cod Community College  
 Central Maine Community College  
 Community College of Rhode Island  
 Community College System of New Hampshire  
 Craven Community College  
 Fayette Technical Community College  
 Florence-Darlington Technical College  
 Great Bay Community College  
 Green Mountain Community College  
 Haywood Community College  
 Herkimer County Community College  
 Holyoke Community College  
 Lakes Region Community College  
 Lanier Technical College  
 Lebanon College  
 Long Island Business Institute  
 Manchester Community College

Maricopa County Community College  
Mass Bay Community College  
Middlesex Community College  
Nashua Community College  
NHTI Concord's Community College  
Northern Essex Community College  
North Shore Community College  
Ocean County College  
Quincy College  
Quinsigamond Community College  
Raritan Valley Community College  
River Valley Community College  
Southern Maine Community College  
The Landing School  
Thomas Nelson Community College  
White Mountains Community College  
York County Community College

For further information or to pursue forming an articulation agreement, please contact the Office of Transfer Admission at [transfer@snhu.edu](mailto:transfer@snhu.edu).

## Graduate Admissions

### General Information

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

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

### Application

ALL graduate programs require the following:

- Completed application: Students are encouraged to apply online at [www.snhu.edu](http://www.snhu.edu). Applications may also be found online in PDF format suitable for printing.
- Completed bachelor's degree (master's for doctoral programs) from an accredited institution
- Application fee: \$40 for master's programs; \$100 for doctoral programs. Make checks payable to Southern New Hampshire University. All application fees are non-refundable.
- Resume/Curriculum Vitae (NOTE: not required for the MEd in Field Based Education, MFA, MS in Healthcare Administration, MSM, MS in Nursing, and MS Psychology programs).
- Official transcripts reflecting conferral of prior degree (bachelor's degree for master's programs; master's degree for doctoral programs). All transcripts are to be submitted from the original institutions. Southern New Hampshire University will order and pay for domestic transcripts for most programs once an application has been received.
- 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).

## EdD in Educational Leadership

Application Deadline:	None
Interview:	Yes
Letters of Recommendation:	2
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	Yes
Other Requirements/Notes:	Completed master's degree

## Graduate Certificate, Business Administration

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	n/a
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	1) Attestation Form; 2) General Assessment (Gen Ed 609) Form.

## MA in Communication (offered online only)

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	Yes
Other Requirements/Notes:	<p>1) Statement of Purpose: A 500-word essay that addresses your interest in the communication field and defends a position on the impact that technology has had, and will continue to have, on the field.</p> <p>2) A professional written writing sample from your field or previous education studies (i.e. editorial story, press release, research paper, communication plan, etc.). Sample must be 2-5 pages, double-spaced, with citations as needed. Analysis, research, technical writing and business writing are also acceptable.</p>

## MA in English (offered online only)

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	Yes
Other Requirements/Notes:	<p>1) Statement of Purpose should be 200-500 words.</p> <p>2) Writing sample: critical analysis of a literary piece or research paper, minimum 5-10 pages, double-spaced.</p>

**MA in English and Creative Writing (Only offered online)**

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	Yes
Other Requirements/Notes:	<p>1) Statement of Purpose should be 200-500 words.</p> <p>2) A creative writing sample of approximately 3-10 pages, double spaced (research papers are not acceptable). Writing must be entirely in the same genre (fiction, non-fiction, poetry or screenwriting).</p> <p>3) Genre can be independent of the genre the applicant chooses for his/her concentration.</p>

**MA in History**

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	Yes
Other Requirements/Notes:	One Statement of Purpose: a minimum of three pages (no line and spacing requirements) addressing your interest in the field of history. Provide an analysis of a primary source (original artifact, document, recording, etc.) of your choosing, clarify why the source is important, place it within its historical context, and explain what can be learned from it.

**MAT in English**

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	

**MBA/MS in Business disciplines (all)**

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	

## MEd - Master of Education (all)

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	<p>1) Students who are accepted to one of the Master of Education programs leading to initial NH certification will subsequently apply to the School of Education Teacher Certification Program (TCP) sometime during their first four classes. At that time they will be required to submit passing Praxis I scores, recommendations from SNHU instructors, and a writing sample. Once accepted into TCP, students will complete the student teaching application process which then leads to the placement of students in their student teaching assignments.</p> <p>2) Students seeking initial licensure will be required to complete an Acknowledgment form and General Education Assessment (Gen Ed 609) form.</p> <p>3) Students seeking endorsement will be required to complete an Acknowledgement form and submit a copy of their current Teaching Certificate.</p>

## MEd in Educational Leadership

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	<p>1. A minimum of 3 years of classroom experience.</p> <p>2. Two references must be listed on resume to confirm teaching experience.</p>

## MEd in Reading and Writing Specialist

Application Deadline:	None
Interview:	None
Letters of Recommendation:	2
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	A minimum of 3 years of classroom experience. Candidates may apply during their third year of classroom teaching.

## MEd/CAGS Field Based Education Program

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	<p>1) All applicants must have a teaching certificate, evidence of teaching experience, or access to a teaching situation.</p> <p>2) External Critique of Professional Educational Activities.</p>

3) Successful completion of ProFile Seminar (first credit of 35 credits required for MEd or 31 credits required for CAGS).

## MFA in Fiction and Nonfiction (requires face-to-face learning component)

Application Deadline:	03/01; 10/01
Interview:	None
Letters of Recommendation:	2
Minimum GPA:	3.00
Personal Statement/ Statement of Purpose:	Yes
Other Requirements/Notes:	<p>1) Applicants with a BA in a humanities discipline are preferred, but all qualified applicants will be reviewed.</p> <p>2) 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.</p> <p>3) 20 pages of manuscript double-spaced and numbered in the genre (fiction/nonfiction) the applicant plans to study.</p> <p>4) 800-1000 word personal statement describing writing experience and commitment to writing. The applicant should Include an assessment of why s/he is a good candidate for the MFA program at SNHU.</p>

## MS in Community Mental Health Counseling

Application Deadline:	None
Interview:	optional
Letters of Recommendation:	2 References required. See form: <a href="http://www.snhu.edu/files/pdfs/PCMHrefs.pdf">http://www.snhu.edu/files/pdfs/PCMHrefs.pdf</a>
Minimum GPA:	2.50
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	An essay responding to items as described on the application form.

## MS in Data Analytics

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	Resume required for evaluation but not acceptance.

Students will be exempted out of all foundation courses if they have an undergraduate GPA of 2.75 in one of the following undergraduate degrees in:

- Statistics
- Mathematics
- IT (or Computer Science) with a focus on Databases
- Business Administration with a focus on Quantitative Analysis

Students who can provide evidence for two years of work experience in analytics

can be exempted out of all foundation courses.

All other students will be assessed individually against each foundation course.

## MS in Nursing

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	3.00
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	An active, unencumbered license to practice as a registered nurse.

## MS-TEFL (Teaching English as a Foreign Language)

Application Deadline:	None
Interview:	None
Letters of Recommendation:	None
Minimum GPA:	2.75
Personal Statement/ Statement of Purpose:	n/a
Other Requirements/Notes:	

## PhD in International Business

Application Deadline:	04/01
Interview:	Yes
Letters of Recommendation:	3
Minimum GPA:	3.50
Personal Statement/ Statement of Purpose:	Yes
Other Requirements/Notes:	1) Completed master's degree (preferably in business or international business).  2) Graduate Management Admission Test (GMAT) scores.

## Provisional Admission

Provisional Admission may be extended to students with an undergraduate GPA (Grade Point Average) between 2.00 and 2.749; or to students with an undergraduate GPA below 3.0 but above 2.67 for the MS in Nursing program. The provisional qualification is lifted if a student achieves a grade of "B" or better in EACH of their first two courses. Not all programs accept provisional admission.

## Transfer Credit

Please refer to the **Transfer Credit and Other External Credit, UC Policy** or the **Transfer Credit and Other External Credit, COCE Policy**, whichever is applicable.

## Non-Degree Students

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



## 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 four-year time limit. M.Ed. students who require longer than four years to complete their degrees or combined program requirements will be required to accept the program plans in the graduate catalog in place at such time. Leaves of absence or requests for program changes do not extend the time limit. Students who require additional time to complete their degrees or combined program requirements will have their programs updated to the graduate catalog in place at the time of the extension.

## Initial Enrollment

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

## Internships

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

## Student Teaching

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

## Practicum

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

## Readmission

Students wishing to re-enter Southern New Hampshire University or transfer applicants wishing to reactivate their acceptance from a previous term must file a 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. Students must provide updated transcripts if they have attended elsewhere. Being admitted for a previous term does not guarantee reactivation or readmission into University College. If a student left the university and was not in "Good Academic Standing" or "Good Disciplinary Standing", the student must also meet all other requirements given at the time of suspension before an admission decision will be determined.

## Undergraduate Admissions

### Freshman Admission

Candidates for admission to Southern New Hampshire University are evaluated individually on the basis of academic credentials and personal characteristics. Students may complete a paper application for admission, apply online at [www.snhu.edu](http://www.snhu.edu) or submit the Common Application at [commonapp.org](http://commonapp.org).

The following items are required to be submitted for consideration:

- A completed application, essay and \$40 application fee.
- An official high school transcript including at least first quarter senior year grades or official GED certificate with scores. (Final transcript to be submitted following high school graduation.)
- One letter of recommendation from a guidance counselor or teacher.

## Freshman 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

Effective for the entering class in September 2011, Southern New Hampshire University moved to a Test Optional admission process. Students are no longer 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 homeschooled students and students completing their high school diploma through an unrecognized, unaccredited program are required to submit copies of their SAT or ACT scores (with writing) to complete their applications.

## Early Action

The early action option is for undergraduate day freshman 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

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

## Admission of Homeschooled Students

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

- A completed **Home School Supplement Form** (available at [app.commonapp.org](http://app.commonapp.org))

- 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 is proud to participate in the Yellow Ribbon Program, a provision of the new Post-9/11 GI Bill 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 DeColfmacker 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 [www.snhu.edu/apply](http://www.snhu.edu/apply)
- Official college transcripts from every institution attended
- Official high school transcript or high school attestation form
- Copy of DD-214 and any service school data including Joint Services Transcript
- VA application for benefits (available online at [www.va.gov](http://www.va.gov))
- A list of your current college courses in progress (if applicable)

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)

### Creative Writing Majors

Undergraduate day students applying for admission to the Creative Writing Program at Southern New Hampshire University must submit a 10 page writing sample prior to enrolling at the university. The coordinator of the Creative Writing program will review all writing samples for students entering the major either before or after admission to the university. For more information, contact the School of Arts and Sciences.

### Music Education Majors

Undergraduate day students applying for admission to the Music Education Program at Southern New Hampshire University must complete an audition prior to enrolling at the university. The coordinator of the Music Education program will conduct and evaluate all auditions for students entering the major either before or after admission to the university. For more information or to schedule an audition, contact Rick Cook at 603.645.2537 or [r.cook@snhu.edu](mailto:r.cook@snhu.edu).

### 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 essay are required (see application for topic). The director of The University Honors Program will review the applicant's credentials for admission into the program. For more information on The University Honors Program, see [The University Honors Program](#) or contact Dr. Andrew Martino, the director of The University Honors Program at 603.668.2211, ext. 2285 or at [a.martino@snhu.edu](mailto:a.martino@snhu.edu).

### 3Year Honors Program in Business Administration

Undergraduate day students applying for admission to the Southern New Hampshire University 3Year Honors Program need to submit all of the items required for freshman admission and for [The University Honors Program](#) (see [The University Honors Program Applicants](#) for more information). Successful candidates generally have at least a "B" average in a challenging college-preparatory high school curriculum. An interview with the program director is required.

Applicants who are not offered admission to this program are considered for admission into the four-year degree program or the Degree in Three program.\*

For more information on the undergraduate day 3Year Honors Program in Business Administration, contact Kyle Viator at 603.644.3178 or at [k.viator@snhu.edu](mailto:k.viator@snhu.edu).

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

## Transfer Admission (Undergraduate)

An applicant is considered a transfer student after completing a minimum of 12 college credits after high school graduation. Transfer students are accepted to Southern New Hampshire University in either the fall or spring semester. Southern New Hampshire University recognizes most work completed at other accredited institutions and welcomes transfer applications. In reviewing applications for transfer admission, emphasis is placed on postsecondary academic work completed. Most successful applicants have a cumulative college G.P.A. of a 2.5 or higher (4.0 scale). Southern New Hampshire University 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
- Official transcripts from all colleges or universities previously attended
- A list of courses the student is currently enrolled in or plans to take prior to enrollment at Southern New Hampshire University.
- 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 bachelor's degree. Credits for courses in which the applicant earned a grade of "C-" or better, and which fit the student's degree program, are generally transferable. SNHU reserves the right to not transfer for credit cooperatives, capstones, internships and student teaching taken at other institutions.

In most cases, transfer applicants with associate degrees from accredited institutions are granted junior (upper division) standing. A maximum of 90 credits may be transferred toward a bachelor degree and 30 credits may be applied to an associate degree. For New Hampshire community college students, all course-by-course equivalencies as well as recommended transfer programs can be found at [www.NHTransfer.org](http://www.NHTransfer.org). Grades earned in courses taken at other institutions are not considered in the calculation of the student's grade-point average at Southern New Hampshire University. Transfer students are expected to meet all graduation requirements of Southern New Hampshire University. (See the [Graduation Requirements](#) section for more information.)

## 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 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.

## Credit for Life Experience

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

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

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

## **Internal Transfer (Undergraduate)**

Students currently enrolled in any of the Southern New Hampshire University College of Online and Continuing Education 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. Students will be evaluated on their academic performance in their current programs. Being admitted to another Southern New Hampshire University program does not guarantee acceptance to an undergraduate day program.

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

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

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

## **Course and Program Enrollment**

### **Academic Year**

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

## **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.

## **Attendance, Graduate**

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

## Catalog Year

A catalog year extends from July 1 to June 30. Students must follow the program requirements associated with the catalog year of their admission and/or start of study. Students who change their program of study must fulfill the program requirements associated with the catalog year in effect at the time of the program change. Students who leave the university for more than a year must fulfill the program requirements associated with the catalog year in effect at the time of their return. While students are always afforded the privilege of moving to a newer catalog year, they are not permitted to move back. Students who wish to move to a different catalog year may file a request via a program modification form.

## Change of Program or Major

Undergraduate University College students who want to change their majors or add program components (ex. Minor, Cluster, etc.) may either complete the Program Modification form on mySNHU or pick one up from the Academic Advising Office. The completed and approved form must be received by the Academic Advising Office before the change will become effective.

Students changing degrees or majors will be subject to the requirements associated with the catalog year in effect at the time of the change.

## Concurrent Program Enrollments

### Enrollment in Multiple Programs Simultaneously

An undergraduate or graduate student may choose to be enrolled in multiple programs (degrees, certificates) 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 ordinarily will require new statements of financial responsibility and a letter that authorizes the program change. Students should contact International Student Services for more details and specific requirements.

## Course Add and Drop

Undergraduate day 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.

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.

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.

## Course Load

### Full Time

- A full-time academic load in the undergraduate day school is 12 credits within a semester.
- A full-time academic load at the Graduate level is 6 credits within a term or dissertation status.

### Half-Time

- A half-time academic load in the undergraduate day school is between 6 and 11.99 credits within a semester.
- A half-time academic load at the Graduate level is between 3 and 5.99 credits within a term.

## 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.

## Course-by-Arrangement

Course-by-arrangement is a Southern New Hampshire University course appearing in the university catalog and required in the student's academic program of study, yet extraordinary circumstances prevent the student from enrolling in the course when it is normally offered. Course-by-arrangement is available to Southern New Hampshire University undergraduates, who are unable to obtain a required course during the normal registration and scheduling process.

Students must identify a Southern New Hampshire University full-time or adjunct faculty member consenting to teach and grade the work. The faculty member must be approved to teach the requested course.



Course-by-arrangement applications require:

- a letter of extenuating circumstance justifying the offering of a course-by-arrangement
- a regular, weekly meeting schedule be established to ensure proper supervision of the student's progress in the course
- a syllabus stating course objectives and evaluation process
- a defined time frame (semester, terms)

## Credit Overload

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

A student will be required to pay for each credit hour he or she takes in excess of 19 credit hours in one semester. Undergraduate Day Credit Overload costs per credit will vary. Please contact your Academic Advisor for assistance.

## Criminal Background Check

Any SNHU student in an Education class is required to submit to a criminal records check through his or her local State Police prior to participating in any field experience. Students attending class on the Manchester, NH campus will be fingerprinted through Southern New Hampshire University, which will submit the fingerprints to the NH State Police. A fee will be charged for this service, equal to the fee assessed by the NH State Police. Students attending class at other locations or online should discuss with their instructor or advisor how to obtain a background check in their jurisdiction, and submit the results of the background check to SNHU. The results of this criminal record check remain valid as long as the student remains a continuously-enrolled student at SNHU. An additional criminal record check may be required by the school district where the student is placed for their student teaching experience.

## 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.

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 101 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 and Sciences. 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 may take an independent study course in any subject area. Conditions:

- The course content is not offered in any regularly scheduled Southern New Hampshire University course.
- A full-time Southern New Hampshire University faculty member in the department of the course subject area agrees to supervise the student and grade the student's work, or a Southern New Hampshire University adjunct instructor, approved by the appropriate program coordinator/department chair and the school dean, agrees to supervise the student and grade the student's work.
- All independent study courses will be at the 400 level.
- An independent study course has a value of no more than three credits.
- The study is approved by the student's advisor, program coordinator and the school dean.
- It is the student's responsibility to research and approach qualified full-time or adjunct faculty to teach and coordinate the independent study.

## Leave of Absence

Undergraduate day students may request an administrative leave of absence for the following semester in writing by obtaining the appropriate form via my.SNHU or from the Office of Student Affairs. 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.

Under extenuating circumstances only, an undergraduate day student may apply for an administrative leave of absence from the university during the current semester. 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. Leaves of absence will not be granted after the 14th week of the semester. Students intending to return to the university after withdrawing must reapply through the Office of Admissions.

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 a One Stop/Financial Aid Specialist (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 in 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 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.

## Second 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 core courses. No more than 2 courses in the secondary major may overlap with the primary major. The student's diploma will show the primary major: the transcript will reflect both majors.

## Transfer Among SNHU Colleges

Students in any of Southern New Hampshire University's three colleges (College for America (CfA), College of Online and Continuing Education (COCE), University College (UC)) may wish to transfer to another of its units. 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 of the three SNHU colleges at one time.

### 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 or CfA

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

## 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

Students who have completed at least 90 undergraduate credits and have a 3.33 or higher GPA must apply through the Advising Center to enroll in a 500-level graduate course. The student may enroll in the course, provided:

- there is space available in the course.
- the dean of the appropriate school, the program coordinator/department chair and the instructor agree.
- that the student has met the prerequisites of the course.
- the student would receive undergraduate credits.

If the student goes on to enroll in a graduate program at Southern New Hampshire University, graduate credit only will be granted if the student earns grades of "B" or better in the 500-level courses; grades will not count again at the graduate level. Approval is limited to a maximum of six credits (two three-credit graduate courses).

## Withdrawal from Class

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

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

- Withdrawal is student-initiated for conditions beyond the students' control (e.g., illness documented by a physician's letter). The course grade under these conditions will be "W." Documentation must be provided by the student and approved by the appropriate advisor and school dean.
- 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. If initiated on or after the 13th week of the semester, VPAA/Provost Office approval must be obtained.

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 may withdraw from the university by obtaining a withdrawal form from the Office of Academic Advising. International students must obtain forms and begin the process in International Student Services. Merely ceasing to attend classes does not constitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the Office of Academic Advising will result in the automatic recording of "F" grades for all courses being taken by the student. If a student is under 18 years of age, written parental consent must be received. Official date of withdrawal is the last date of class attendance as verified by an instructor. This date will be used in determining any refund. Students who withdraw from the university completely after the eighth week of the semester will receive either a "WP" or "WF" from each of their instructors. Withdrawal from a class may have an impact on financial aid and/or billing charges, especially for students who have received federal Title IV loans.

**No adjustments to account balances will be made; nor will withdrawal disputes be considered after 30 days from the end of the semester during which the student withdrew.**

## Financial Information

### Computer Purchase Program

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

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

## Course Withdrawal Refund

### *Withdrawal and Proration of Fees Policy (Graduate)*

Graduate 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. Graduate students may withdraw from courses at any time during the second through sixth week of the graduate term with the course grade of "W". Any withdrawals after the sixth week may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter) and will be processed at no refund. Withdrawals are not permitted in the last week of class.

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

#### **1. Submission of Withdrawals**

Requests to withdraw must be submitted via this form in mySNHU. In all cases, the date of withdrawal is the date the completed form is received. No paper withdrawal forms or emails will be accepted.

#### **2. Tuition Fee & Refunds**

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.

### **3. Financial Aid Disbursements and return of Title IV (Financial Aid Funds)**

All tuition charges and withdrawal requests are subject to review, and students who withdraw may be responsible for paying back part or all of their financial aid disbursement for that term. In addition, withdrawals may have an impact on a student's eligibility for future financial aid. Please contact the One Stop Office at 877.455.7648 or via email at [onestop@snhu.edu](mailto:onestop@snhu.edu) for details.

#### **QUESTIONS?**

Students should contact an academic advisor for further clarification.

## **Federal and State Programs**

### **Selection Criteria**

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

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

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

All information submitted in support of an applicant's aid request is held in strict confidence. When a student applies for financial aid by filing the FAFSA, some of the application information is verified with federal agencies. This includes the Department of Homeland Security, Social Security Administration, Selective Service, Veteran's Administration and the National Student Loan Data System (NSLDS). If the information does not match, the discrepancy must be resolved before federal student aid can be disbursed.

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

### **Federal Pell Grant**

Federal Pell Grants are available to SNHU students. Applicants must be enrolled in a baccalaureate or associate degree program and not already have obtained a baccalaureate degree. Student eligibility and grant amounts are determined by the U.S. Department of Education but vary with enrollment status and program of study.

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

The FSEOG is a campus-based federal grant program with awards ranging from \$200 to \$1,200 per year, depending

on demonstrated need and availability of funds. Grants are awarded to students with exceptional financial need, and typically to students receiving Federal Pell Grants.

## State Student Incentive Grant (SSIG)

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

## Financial Aid

Southern New Hampshire University provides several types of financial assistance to help students and their families meet the cost of a university education.

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

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

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

## The Financial Aid Application Process

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

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

Normal processing time for the FAFSA is approximately seven days if submitted electronically with a PIN; two to three weeks for mailed submissions. Students transferring to SNHU must ensure that loans processed at other institutions are adjusted by their previous schools to reflect their actual enrollment end dates at those schools. Please contact the Office of Financial Aid of your previous school to have them update this information with your lender.

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

## How to Reduce or Decline your Federal Student Loans

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

## Financial Aid Satisfactory Academic Progress

Academic progress is determined by One Stop, based upon the information contained on the student's academic transcript as of the date of the review. A student must meet both the qualitative and the quantitative standards in order to continue to receive Federal Financial Aid (Title IV).

### Qualitative Standard

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

### Quantitative Standard

A student must have successfully completed at least 67 percent of all the credits he or she has attempted at Southern New Hampshire University during the entire period of enrollment. Total credits earned divided by total credits attempted equals the percentage.

- All grades earned are considered toward cumulative GPA except for developmental and non-degree courses.
- For the purposes of financial aid, a student may attempt a maximum number of credit hours based on his or her program of study, less the total number of credits accepted for transfer from other institutions. All credits attempted will count toward maximum time frame except for remedial and non-degree courses.
- Undergraduate programs of study must be no longer than 150% of published length of educational program.
- The school must do a continual review of the student's progress toward completion. For example, if a Satisfactory Academic Progress (SAP) review shows that a student is at 110% of maximum time frame and cannot complete his/her program within 150 percent of allowable credits, all Federal Financial Aid (Title IV) must stop.
  - Associate degree candidates may attempt a maximum of 90 credits (150%).
  - Bachelor degree candidates may attempt a maximum of 180 credits (150%).
  - Graduate degree candidates may attempt a maximum of eight years of study in a specific graduate program.
- Credits attempted are those for which the student has enrolled at the end of add/drop or standard registration period.
- Successful completion is defined as the assignment of a passing grade to the courses attempted and equates to the number of credits earned. **Failure, withdrawal, incomplete or other designations to the courses attempted are not considered successful completion.**



## Repeated Coursework:

- Previously passed courses can be repeated once and be eligible for financial aid. Failed courses that are repeated will be counted in the calculation of credits attempted.
- Calculation of SAP GPA will follow the method used by SNHU to calculate academic GPA, specifically with reference to repeating of the same course to improve a grade. The first course grade will not be computed into the GPA; instead, the most recent grade will be used. Multiple course attempts do, however, count towards the number of credits attempted used to calculate a student's completion rate.

## Withdrawals:

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

## Incompletes:

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

## Transfer credits from other schools:

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

## Review of Satisfactory Academic Progress

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

## Enforcement

- Financial Aid Suspension:** Failure to meet either the qualitative or quantitative standard will result in the student being placed on financial aid suspension until the next evaluation period. The student will not be allowed to receive financial aid while they are on financial aid suspension.
- Financial Aid SAP Appeal:** Students who have been placed on financial aid suspension will be allowed to appeal their suspension. The appeal must include the following to be considered:
  - Reason why they failed to make SAP.
  - What has/will change that will allow the student to make SAP at the next evaluation period.
  - As appropriate, an academic plan developed and in place with their academic advisor and signed by the student.
- Financial Aid SAP Probation:** Students who have been initially placed on financial aid suspension, who have an approved appeal are placed on SAP probation. Student's eligibility for Federal Financial Aid (Title IV) has been reinstated.
- Financial Aid Appeal Approval:**
  - Student has an academic plan in place that will ensure they are able to meet SAP standards by a specific point in time.
  - Students with an approved appeal who are placed on SAP probation (with or without an academic plan) will have their status reviewed after the first payment period (term) following their successful appeal. **Students who are not meeting the requirements will be suspended and all current and future aid must be canceled immediately, regardless of current enrollment.** Students meeting SAP and/or the requirements of

their academic plan will not be reviewed again until the next annual SAP review. Students who are suspended as part of this process may appeal this decision.

## International Students and Financial Aid

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

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

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

## Loans and Employment

### Federal Perkins Loan Program

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

### Federal Stafford Loans

The Federal Stafford Loan program offers both subsidized and unsubsidized loans. For students who qualify for a subsidized loan, the federal government pays the interest on the loan ("subsidizes" the loan) until repayment begins and during authorized deferment periods thereafter. Maximum loans for graduate students are \$20,500 depending upon financial eligibility as determined through the FAFSA application process (see below for explanation).

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

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

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

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

the student graduates or withdraws from the university.

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

## **Federal PLUS Loans**

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

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

## **Private Loans for Parents and Students**

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

## **Federal Work Study Program (FWSP)**

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

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

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

## **Off-campus Employment**

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

## Merit Based Aid for New Students

New applicants are automatically considered for merit based, renewable grants and scholarships during the admission process. Grants and scholarships are awarded on a first-come, first-served basis so students are encouraged to apply for admission early. Should we determine that a student is receiving substantial and/or multiple scholarship benefits, Southern New Hampshire University reserves the right to adjust or remove our offer of merit aid.

### Academic Scholarships

A limited number of Leadership, Quill, and Presidential Scholarships are awarded to full-time undergraduate day students based on their academic records in high school or college. To be eligible, first-year students must be admitted prior to the admission priority date of March 15 and transfer students by May 15.

### 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 permanent loss of scholarship funds.

### Quill Scholarship

Students selected for a Quill 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 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 permanent loss of scholarship 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 permanent loss of scholarship funds.

### 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 any DECA state competition. Students must provide a copy of their scholarship certificate to One Stop.

## **Freshman Articulation Scholarship**

Southern New Hampshire University 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 or online at [www.snhu.edu/16046.asp](http://www.snhu.edu/16046.asp).

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

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 any FBLA state competition. Students must provide a copy of their scholarship certificate to One Stop.

## **Internal Transfer Scholarship**

The Office of Transfer Admission for the full-time undergraduate day program will review applicants for a \$3,000 Internal Transfer Scholarship. Students transferring from the College of Online and Continuing Education to University College must have a 2.5 cumulative college GPA or higher to be considered for this scholarship offer. Once awarded, this scholarship is renewable each year a student stays enrolled in University College.

## **Leadership Scholarship**

A limited number of \$1,000 Leadership Scholarships are awarded to students who show exemplary leadership and involvement in their high school and greater community. Through this scholarship, we hope to help those that seek to be community members make SNHU a place where they can best use the leadership abilities that they have cultivated in their community.

## **Phi Theta Kappa Transfer Scholarship**

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

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

## **Regional Community College Scholarship**

Southern New Hampshire University awards a \$3,000 Regional Community College Scholarship to new transfer students who attend (or most recently attended) a community college in the Northeast (including New York and New

Jersey). Qualified applicants must have a 2.5 or higher cumulative college GPA in order to be considered for this scholarship through the admission process. This scholarship is renewable each year a student stays enrolled in University College as a full-time undergraduate.

## Resident Scholarship

The Resident 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 as a student at SNHU.

## Sibling Grant

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

## Skills USA Scholarship

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

## Non-Matriculated, Part-Time Students

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

Non-matriculated part-time students may enroll for up to six credit hours in a semester, not to exceed nine credit hours per academic year or more than 12 credit hours in total. Enrollment is on a space-available basis. Contact the Office of Undergraduate Admission for more information. The tuition rate is shown on the tuition and expenses table. There are no refunds for withdrawals due to the reduced cost of these classes.

## Payment Information

### One Stop

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

### 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.

**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 may be subject to collection fees, late fees, and/or finance charges. Textbooks and supplies are sold separately.

Balances, which result from unpaid financial aid (for any reason), are the student's responsibility to pay. Unpaid balances will be subject to finance charges.

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

**Payment in Full**

- a. Students may make payments online at [my.snhu.edu](http://my.snhu.edu)
- b. Students may make payments through One Stop in person or through the mail (cash, check, money order, debit/credit cards and wires accepted)

**Enrollment in Payment Plan:**

- Students may enroll in a payment plan through Tuition Management Services (TMS). Participation is defined as TMS having received the first payment and enrollment fee before the semester's payment due date.

**Payment Plan**

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 800.722.4867 or [www.afford.com](http://www.afford.com). Finance charges will not accrue on a student account provided the payment contract is in good standing. 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.

**Credit Policy****Finance Charges**

Tuition payment is due in full before the official start date of the term. Any outstanding balance as of the term's official start date will be subject to a finance charge of 18% annual rate, assessed monthly at 1.5%

**Other Information**

- All students with unresolved balances as of the term start must contact the Credit Department for resolution.
- Transcripts, diplomas, enrollment verifications, along with registration for future classes will be withheld if the student owes any type of balance.
- Students with unresolved balances will be placed on financial hold; finance charges and late fees will be assessed at the discretion of the university.
- All student accounts sent to a third-party collection agency will be subject to an additional collection fee of no more than 40% of the outstanding balance, legal fees and the account will be reported to the credit bureaus.
- All former collections accounts and bankruptcies must pay up front for any future classes.
- The Credit Policy is at the discretion of the Credit Department and subject to change without notice.

**Industry Sponsors**

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

**Active Duty Military**

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

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

**Deferred Tuition**

Students receiving tuition benefits from their employer, may qualify for a Deferred Tuition Plan. Participating students may carry a one-term outstanding balance, allowing access to registration for the next term and will not be assessed interest charges. Eligibility is based on the completion of all paperwork and by maintaining good financial and academic standing. Students must obtain a letter of eligibility from their employer stating the terms and conditions of their tuition reimbursement policy. Students must sign a deferred tuition contract giving the university permission to charge their credit card (kept on file) in the event that the tuition has not been paid within 30 days after the end of the term, and are required to renew annually. Contracts can be obtained through the Credit Department.

**Third Party Direct Billing**

Students may authorize direct billing from the university to a third party. Students must first submit a voucher/letter or military tuition assistance form to One Stop or appropriate center. The voucher must include beginning and end dates of the academic term, courses covered, books, and other fees covered (if any) and maximum dollar value. Paperwork is due before the term start date. 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. Finance charges are waived upon confirmation of the approved authorization, for only those students 100% covered by his/her sponsor.. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.

**EdLink (formerly known as CAEL)**

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

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



**For tuition assistance:** Students must obtain a letter of credit from the EdLink website to present at the time of registration. Each discount-eligible course must be accompanied by a letter of credit.

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

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

## 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.

## Return of Title IV Grant or Loan Assistance

### Refund Policy for Disciplinary Sanctions

If a student is suspended from residence or from the university, the refund given will be consistent with the university withdrawal refund policy.

### Students Receiving Federal Title IV Financial Aid (Federal Stafford, Plus, Perkins loans and Federal Pell or FSEOG Grants)

Students who withdraw before they have attended 60 percent of any particular academic term may need to have a portion of the federal financial aid canceled. These funds if already disbursed would then be returned to the U.S. Department of Education. The percentage of federal financial aid "earned" (allowed to keep) is based on the amount of time a student attends in that term and is calculated using the Federal Return to Title IV funds formula provided by the U.S. Department of Education. If a student withdraws after they have attended 60 percent of an academic term, they have earned 100 percent of the aid awarded for that term and there is no cancellation of aid. In some instances, if a student has taken a credit refund from financial aid funds and then withdraws, these funds may need to be paid back to federal aid sources, or Southern New Hampshire University depending on the circumstances. Institutional financial aid may also be canceled during the withdrawal process based on adjustments to charges and federal financial aid.

## Scholarship Opportunities

### Other Scholarship Opportunities

#### Alpha Sigma Lambda Foundation Scholarship

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

**Annually Funded Scholarships**

There are a limited number of annually funded awards that are given to full-time undergraduate day students at Southern New Hampshire University, primarily on the basis of general academic achievement (a cumulative grade point average of at least 3.0) and financial need as determined by One Stop. These awards and amounts vary from year to year. The scholarship applications for full-time undergraduate day students are available each spring from One Stop or online at [www.snhu.edu/1453.asp](http://www.snhu.edu/1453.asp). College of Online and Continuing Education students should contact their Center Director for more information.

**Athletic Scholarship Program**

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

**Women's Faculty Scholarship**

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

**Southern New Hampshire University Grants and Scholarships**

Southern New Hampshire University need-based grants are available for full-time undergraduate day students. Awards range from \$500 to \$15,000 annually.

**Southern New Hampshire University Endowed Scholarships**

The following endowed scholarships are awarded to returning students who best meet the listed eligibility requirements. Separate applications for these scholarships are available each spring from the One Stop or online at [www.snhu.edu/1453.asp](http://www.snhu.edu/1453.asp).

**Undergraduate****Frank and Eleanor Barnes Alumni Scholarship**

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

**Charles & Barbara Bickford International Scholarship**

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

**Helder Biesek/Mildred K. Smith Scholarship**

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

**Henry W. Bloch Scholarship Fund**

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

**Hector Boiardi Scholarship**

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

**Scott Caswell Memorial Scholarship**

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

**Culinary Scholarship**

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

**Michael DeBlasi Scholarship Fund**

Established in honor of SNHU alumnus and long-time employee, Michael DeBlasi. This scholarship supports full-time undergraduate day students with a minimum GPA of 3.0 and necessary financial need.

**Dow Scholarship**

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

**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.

**The Educational Continuum Scholarship**

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

**Finlay Family Scholarship**

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

**The Fisher Family Scholarship**

The Fisher family established this scholarship fund to be awarded to students who have shown a commitment to the academic support services of the university. Awards are based on a student's commitment to the improvement of the skills, knowledge and competencies needed to successfully complete their collegiate education as demonstrated by

the continuous improvement of their academic performance over several semesters. Priority is given to students who utilize the career, learner and academic support services at the university.

**John P. Fleming Memorial Fund**

Established in memory of John P. Fleming, a former Southern New Hampshire University faculty member. This scholarship supports undergraduate students majoring in the programs traditionally identified as the Liberal Arts.

**William S. Green Scholarship**

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

**Ernest Iamundo/Labatt USA Scholarship**

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

**Kappa Chi Scholarship Fund**

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

**Kappa Delta Phi National Fraternity Scholarship**

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

**Tony Lambert Memorial Fund**

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

**Liberal Arts Scholarship**

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

**John & Betty Miles Scholarship**

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

**Edward Nassar Memorial Scholarship**

In memory of Edward Nassar, a former student at Southern New Hampshire University, the Southern New Hampshire University Alumni Association has created a scholarship fund designed to provide assistance to deserving, needy Southern New Hampshire University students. Preference is given to veterans of the armed forces and/or their dependents.

**Phi Delta Psi Fraternity Scholarship**

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

**Dr. Jeannette A. Ritzenthaler Scholarship**

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

**Timothy Russell Study/Travel Scholarship**

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

**School of Business Scholarship Fund**

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

**Gertrude C. Shapiro Scholarship**

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

**The Student Ambassador Fund**

This fund, created by the Student Ambassadors at Southern New Hampshire University, is given by a committee of the Student Ambassadors to deserving students who possess a cumulative grade point average of 3.0 or higher, have demonstrated financial need and have shown outstanding service to the university community.

**Teloian Scholarship Fund**

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

**Tremblay/Eldridge Scholarship Fund**

This scholarship fund supports students and student athletes enrolled in full-time undergraduate

**or graduate programs. William Trueheart Scholarship**

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

**Martha Van Hyland Scholarship**

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

**Veterans Scholarship Fund**

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.

**Women Associates Scholarship**

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

**Ronald L. Woodward Memorial Scholarship**

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

**Li Xu Scholarship Fund**

This fund was established in memory of SNHU student Li Xu (a/k/a Oscar). This scholarship is awarded to 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 their 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. This scholarship is open to both International and U.S. students.

**The Christine Zimmermann Memorial Scholarship Fund**

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

**Graduate****CED Fund**

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

**Finlay Family Scholarship**

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

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

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

**Hassa Jadvani Memorial Scholarship**

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

**Jane's Trust Scholarship Fund**

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

**Stephen F. Knapp Scholarship Fund**

This scholarship fund supports students in the Community Economic Development program. The purpose of the fund

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

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

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

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

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

#### **Michael Swack Scholarship**

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

#### **Matthew Stuart Van Kleeck Memorial Scholarship**

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

## **Tuition and Fees**

### **Undergraduate Tuition and Fees**

		<b>Per Semester</b>	<b>Per Year</b>
<b>Undergraduate Day Tuition</b>		\$14,637	\$29,274

#### **Housing:**

<b>Residence Hall</b>			
<b>Single</b> - Chocorua, Hampton, Merrimack, New Castle, Ossipee, Tuckerman, Washington, Windsor, Winnepesaukee, Winnisquam		\$5,131	\$10,262
<b>Double</b>			
- Chocorua, Merrimack, Ossipee, Winnepesaukee, Winnisquam		\$3,495	\$6,990
- Hampton, New Castle, Washington, Windsor		\$4,075	\$8,150
- Tuckerman		\$4,339	\$8,678
<b>Triple</b> - Tuckerman		\$4,339	\$8,678
<b>Double with Bath</b> - Tuckerman		\$4,937	\$9,874
<b>Quad Double with Bath</b> - Tuckerman		\$4,937	\$9,874
<b>Apartments</b>			

<b>Westside (4 or 6 person)</b> - Greeley, Kearsarge, Spaulding, Whittier		\$4,145	\$8,290
<b>Eastside (singles)</b> - Conway, Lincoln		\$5,131	\$10,262
<b>Townhouses (4 person)</b> - Attitash, Cranmore, Hillsboro, Rockingham, Sunapee		\$4,145	\$8,290

<b>Fees:</b>		<b>One Time</b>	<b>Per Semester</b>
Student Activities Fee			\$165
Application Fee		\$40	
New Student Orientation - Fall start		\$170	
New Student Orientation - Spring start		\$50	
Study Abroad Administrative Fee		\$310	

## English as a Second Language (ESL) Tuition and Fees

	<b>Per 7 week Term</b>
<b>ESL Tuition</b>	\$3,041
<b>Transitional Bridge Program Tuition</b>	\$3,041

<b>Room and Board:</b> (All ESL students must live in university housing for at least two terms.)	<b>Per 7 week Term</b>	<b>Per Semester</b>
Room & Board: Fall and Spring	\$2,796	\$5,592
Room & Board: Summer	\$2,008	\$4,016

<b>Program Fees:</b>	<b>One Time</b>	<b>Per 7 week Term</b>	<b>Per Semester</b>
New ESL Student Orientation	\$50		
ESL Program and Activity Fee		\$98	\$196

## Graduate Programs Tuition and Fees

<b>Master's Programs</b>	<b>Per 3 Credit Course</b>	<b>Per Credit Hour</b>
On Campus Degrees/Certificates	\$1,881	\$627
Active Duty Military	\$1,410	\$470



<b>Doctoral Programs</b>	<b>Per Credit</b>	<b>Per Term</b>	<b>One Time</b>
Ph.D. in International Business (Full-time and Part-time) 800-level course	\$1,532	\$4,596	
SCED Teach Out	\$979		
Dissertation Colloquium			\$2,295

<b>English as a Second Language (ESL) Tuition and Fees</b>	<b>Per 7 week Term</b>
Graduate Language Studies Tuition	\$1,881
MS - TEFL	\$1,928

<b>PCMH</b>	<b>Per Credit Hour</b>
PCMH	\$501
Vermont FBGE (M.ED & CAGS)	\$381
Vermont FBGE (PDOG)	\$106

<b>Ed.D. in Educational Leadership</b>	<b>Per Year</b>	<b>Summer</b>
Year 1 Tuition	\$16,000	
Year 2 Tuition	\$16,000	
Year 3 Tuition	\$16,000	
Dissertation Colloquium Fee (beyond year 3)	\$2,163	
Year 1 Intensive Fees		\$1,945
Year 2 Intensive Fees		\$945
Year 3 Intensive Fees		\$945

<b>M.F.A in Creative Writing</b>	<b>Summer</b>	<b>Per Term</b>	<b>Winter</b>
Summer Residency	\$1,095		
Writing Intensive Sessions		\$6,964	
Winter Residency			\$1,095

<b>SOE Special Programs</b>	<b>Per 3 Credit Course</b>
SOE Special Programs	\$675

<b>SHRM (Society for Human Resource Management)</b>	<b>Per Certificate</b>
Certification - Member	\$1,188
Certification - Non Member	\$1,257

<b>Program Fees:</b>	<b>One Time</b>	<b>Annual</b>
----------------------	-----------------	---------------

MFA Activity Fee (initial term only)	\$25	
Application Fee (PhD, PCMH, FBGE)	\$40	
ILE Orientation Fee	\$50	
PhD Dissertation Fee	\$412	
PCMH Orientation Fee	\$501	
International Support & Activity Fee (Manchester Grad - first term only)	\$650	
Activity Fee - Domestic (Full-time Manchester campus - first term only)	\$300	
Activity & Program Fee (Per ILE Term)		\$98
Library & Technology Fee (PCMH)		\$250

## Other Fees

<b>Dining Plans:</b>	<b>Per Semester</b>	<b>Per Year</b>
Plan 1 (premium plan)	\$1,999	\$3,998
Plan 2 (default plan for freshmen & new residents)	\$1,656	\$3,312
Plan 3 (not available to freshmen or new residents)	\$1,184	\$2,368
Plan 4 (available only to apartment & townhouse residents)	\$1,020	\$2,040
Plan 5 (available only to apartment & townhouse residents)	\$754	\$1,508
Plan 6 (default plan for all commuter freshmen & transfers)		\$100
Commuter Option		\$300
Commuter Option		\$500

<b>Health Fees:</b>	<b>Annual</b>	<b>Per Term</b>	<b>Per Semester</b>
Health Services Fee - Domestic Residential			\$25
Health Services Fee - International		\$10	
Health Insurance - Domestic Fall Start (12 months of coverage - payable with first semester charges)	\$1,161		
Health Insurance - Domestic Spring Start (payable with first semester charges)	\$798		
Health Insurance - International (12 months of coverage) *Rate is subject to change	\$1,284		

<b>Parking Permit Fees: (Manchester campus)</b> *Other charges may apply	<b>Weekly</b>	<b>Annual</b>
Parking Permit Fee - Resident without Annual Permit	\$10	
Parking Permit Fee - Resident freshmen		\$200
Parking Permit Fee - Resident non-freshmen		\$100
Parking Permit Fee - Commuter Students		\$50
Parking Permit Fee - Special Programs		\$15

<b>Conditional Fees: (Per occurrence)</b>	<b>Per Occurrence</b>
Graduation Fee	\$150
Late Payment Fee	\$150
Bounced Check & Credit Card Decline	\$35
Transcript Fee (Paper)	\$7
Transcript Fee (Electronic)	\$5
Rush Fee - Transcript/Diploma (Domestic)	\$20
Rush Fee - Transcript/Diploma (International)	\$50
Apostille - Notarized/Certified Transcript or Diploma, State of NH	\$10
Duplicate Diploma Fee	\$30
SNHU OneCard Replacement	\$25
Student ID Replacement	\$25

<b>Payment Plan Fees:</b>	<b>Annual</b>	<b>Per Semester</b>	<b>Per Term</b>
TMS Payment Plan Enrollment Fee (Undergraduate)	\$120	\$65	
TMS Payment Plan Enrollment Fee (Graduate)	\$55		\$40

Note:

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

*Undergraduate Day Credit Overload costs per credit will vary. Please contact your Academic Advisor for assistance.*

*All Southern New Hampshire University tuition and fees are subject to change at any time.*

## Culinary Fees

Culinary students must purchase a uniform and set of knives. Participation in culinary competitions may incur additional costs.

## Veterans' Benefits

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

- an application for admission
- a registration form for the next term
- an official high school transcript or an official copy of GED test scores
- official university transcripts, if any
- a copy of their certificate of eligibility and any service school data
- the necessary Veterans Association paperwork

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

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

Students requesting Veterans' Educational Assistance are required to have all previous postsecondary educational experience evaluated for possible transfer credits in order to be eligible for benefits. Students must notify the registrar of any past university credits that are transferable to Southern New Hampshire University. If, after two terms, the veteran does not supply the required official transcripts of past studies, he or she will be certified only for the cost of courses. In the College of Online and Continuing Education, two courses per eight-week term constitute a full-time academic load and qualify the veteran for full-time benefits.

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

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

## Withdrawal and Proration of Fees

### Withdrawal and Proration of Fees Policy (Undergraduate Day)

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 also applicable to part-time undergraduate day school students.

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

Students who withdraw before they have attended 60 percent of any particular academic term may need to have a portion of the federal financial aid canceled. These funds, if already disbursed would then be returned to the U.S. Department of Education. The percentage of federal financial aid "earned" 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.

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

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

Tuition and Room charges:

- 100 percent refund before the first day of class.

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

Fees: No refund after the first day of class.

Dining Plan 1 and Dining Plan 2 balances are refundable at 40% of remaining balance less \$400. This means the balance of dollars over \$400 is refundable at 40% at the end of the school year except for students transferring, graduating, or withdrawing at the end of the first semester. All remaining balances will be forfeited as of May 31. Refund requests must be received in writing at One Stop by May 31. Balances under \$400 are not eligible for refund.

## **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 practical alternative.

### **Credit for Courses in Other Postsecondary Settings**

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

In many cases, this type of training has been evaluated by the American Council on Education (ACE) and criteria for awarding university credit is available in the various ACE guides in the Office of the University Registrar. Where there is no ACE criterion, Southern New Hampshire University may have to conduct an independent review of the training for the purpose of granting transfer credit.

Students wishing to have their non-accredited, postsecondary course work evaluated should submit a letter requesting this evaluation, along with official transcripts or some original form of verification of successful completion of these courses, to the university registrar. Students will be notified by the registrar if the experience warrants credit and, if so, the number of credits awarded and the requirements they satisfy.

### **Credit for Prior Learning through Portfolio**

Students must have been accepted into an undergraduate Southern New Hampshire University associate or bachelor's degree program. Students must have earned a minimum of nine credits at Southern New Hampshire University to be eligible to present a portfolio for review. Students must request a portfolio review prior to earning their

final 18 credits at Southern New Hampshire University. This applies to students in associate and bachelor's degree programs.

Portfolio reviews will be accepted only for courses that are part of Southern New Hampshire University's curriculum. Awarded credit may be applied to core, major or elective course requirements. All course prerequisites must be met prior to presenting the portfolio. A full-time Southern New Hampshire University instructor must be involved in reviewing the portfolio. A maximum of nine credits can be earned by way of portfolio review for an associate degree program. A maximum of 15 credits can be earned for a bachelor's degree program.

Students applying for a portfolio review must attend a series of Portfolio Workshops designed to:

- help them recognize the learning they have gained through non-curricular methods and settings
- help them recognize how this learning fits into their chosen degree programs
- help them recognize learning outcomes, competencies and course equivalents
- help them gather and organize appropriate materials in a presentable portfolio

Students applying for a portfolio review must complete the process within one year from the initial date of application. Students submitting a portfolio for review will be graded on a pass/fail basis.

## General Education Transfer

Effective immediately for students transferring to SNHU beginning coursework in September 2013, the following takes effect:

**Model 1:** If a student has completed the AA in Liberal Arts at a regionally-accredited community college, then the only additional SNHU general education requirement students would complete is the SNHU Experience.

Additionally:

- Students will have to complete SNHU Foundation requirements (100 or higher level Math, ENG 120, ENG 200). Those who have not taken a second composition course would have to take ENG 200 upon transfer.
- Any dictated general education requirements for the student's intended program must be met.

**Model 2:** If a student has completed a portion of general education courses at another institution, or has completed an Associate's degree in a subject other than Liberal Arts, their courses would transfer in to SNHU in the categories listed below. Exact course equivalencies would not be required for transferred courses. The student would be required to complete a cluster and SNHU Experience.

General Education Categories for Transfer	33 credits
Subject Area	Credits
English Composition I and English Composition II	6
100-level or higher Mathematics	3
Fine Arts/Humanities/History	6
Social and Behavioral Sciences	6
Math, Sciences and Technology	6
Literature or Communications	3

General Education Elective (from any category)	3
------------------------------------------------	---

<b>SNHU General Education Program Requirements</b>	<b>12 credits</b>
<b>Courses</b>	<b>Credits</b>
SNHU Experience	3
Integration Cluster	9

## Grade Change

Instructors are responsible for all grade changes. Concerns about incompletes, make-ups and grades should be directed to them.

## Grade Status

Undergraduate day students have the privilege of receiving their course grade averages prior to final exams and discussing their grades with their instructors. To do this, a student must request an appointment with the instructor at least two weeks prior to the first day of final exams. Grades will not be released over the telephone or over fax lines.

## Grades and Grading

### 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 - R
- Audit - AU
- Credit - CR
- Incomplete - I
- Incomplete/Failure - IF
- In Progress - IP
- In Progress Transfer - IPT
- Mastery - MA
- Non-course work - NC
- Non-graded - NG
- Passing - P (equivalent to B or better at the graduate level, C or better at the undergraduate level)
- Satisfactory - S (equivalent to B or better at the graduate level, C or better at the undergraduate level)
- Transfer Credit - T
- Unsatisfactory - U
- Withdraw - W
- Withdraw Passing - WP
- Withdraw Failing - WF

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

ENG-120	3 Credits x A(4)=	12 QP
MAT-240	3 Credits x B(3)=	9 QP
MKT-113	3 Credits x C(2)=	6 QP
PSY-108	3 Credits x D(1)=	3 QP
IT-100	3 Credits x F(0)=	0 QP
	15 Credits	30 QP

30 QP divided by 15 CR = 2.00 GPA



## In Progress

"IP" grading: An IP ("in progress") grade will be given to students in courses with an end date falling outside the typical term structure, thereby increasing the visibility to students of the "in progress" grade.

## Incomplete Grade

### 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 end of the term, the instructor must complete the online [Incomplete Grade Petition and Contract form](#).
2. On the Incomplete Grade Agreement form the instructor indicates a deadline date (the "expiration date") of no more than 30 days from the date of the end of term when the student can submit the outstanding course work.
3. In the Grade Center the Instructor enters final grades, providing the grade of "I," along with the expiration date, for the student.
4. Provided that the instructor receives the student's completed course work on or before the expiration date, the instructor submits to the Registrar the online [Instructor Grade Change form](#), instructing the Registrar to change the student's grade from "I" to the grade earned.
5. If the student fails to submit the outstanding course work by the expiration date or if the instructor has not submitted a Grade Change form to the Registrar by the expiration date, the Registrar will change the student's course grade from "I" to "IF." A grade of "IF" is calculated as an "F."

## Institutional Examinations

If students believe their experience and backgrounds have prepared them to meet the requirements of certain 100- and 200-level courses, they can challenge the courses through an institutional examination. Students should consult the Registrar as to which courses may be challenged. Before challenging a course, students should obtain an application form from, and consult with, an Academic Advisor, a Center Director or the Registrar. If, after this initial

consultation, students feel capable of passing an institutional examination, an appointment will be made by the Registrar for the student to meet with the appropriate departmental representative. The nonrefundable fee of \$100 will be assessed before sitting for the examination.

The examination results are evaluated by the appropriate academic department and the course is listed on the student's transcript for each successful challenge. An institutional examination may be taken only once.

- Students must have earned a minimum of nine credits at SNHU to be eligible for institutional exams. This applies to bachelor and associate degree candidates.
- Students must attempt institutional exams prior to their final 24 credits at SNHU. This applies to bachelor and associate degree candidates.
- For certificate programs, the window of opportunity to take institutional exams will be after three credits and prior to the final six.
- Each school will establish which courses in its program are eligible for institutional exams. However, the selection of eligible courses will be restricted to 100- and 200-level courses.
- A maximum of 15 credits may be earned by way of institutional exams. This applies to bachelor and associate degree candidates. For certificate programs, the maximum will be not more than one half of the total credits for the program.
- Students may attempt each exam only once.
- Students who are successful will receive a grade of "S" on their transcript.

## Repeating Courses

Students may repeat courses for credit. The last grade, whether it is higher than, the same as, or lower than the first grade is included in the Cumulative GPA; the first grade is excluded. In instances where both grades are passing, credit is only earned once. All prior grades will appear on the students' transcripts. While there is no limit on the amount of times a student can attempt most courses, there may be financial aid implications.

## Standardized Testing Programs

The university accepts for credit test results from the College Level Examination Program (CLEP), the Proficiency Examination Program (PEP), the Defense Activity for Non-Traditional Education Support (DANTES), high school Advanced Placement (AP) and International Baccalaureate (IB) tests. The Office of the University Registrar can provide information on minimum scores required.

## Testing of Students with Disabilities

Students enrolled at Southern New Hampshire University who have documented disabilities verified by the Office of Disability Services may be entitled to alternate testing conditions to help them accurately demonstrate their true competencies. It is the responsibility of the students who wish to avail themselves of these accommodations to inform their instructors at the start of each term or as soon as they become aware of any disabilities.

## Transfer Credit and Other External Credit

### Purpose of Policy

The purpose of this policy is to describe transfer and external credit policies and procedures for undergraduate and graduate University College (UC) students.

### General Information

Only official transcripts are considered for transfer credit. Official transcripts must be sent directly from the issuing

institution. UC accepts e-transcripts (secure electronic document) from issuing institutions. Credit considered for transfer must be from the issuing institution; transfer credit posted on another institution's transcript will not be accepted. Courses accepted for transfer credit must be at college level from a regionally or nationally accredited institution, which is listed by the Council for Higher Education Accreditation (CHEA). Transfer courses are not calculated as part of the student's grade point average at SNHU. Developmental or remedial coursework is not accepted for transfer credit. Undergraduate transfer courses with a grade of "Pass" are only accepted if the official transcript indicates that a grade of "Pass" is equivalent to a "C-" or higher.

## International Undergraduate and Graduate Transfer Credit Evaluation

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. The method of evaluation will be determined by the International Admissions Office. Generally such evaluations are done directly by the International Admissions Office staff, but the Office may determine that this evaluation must be completed 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).

If a student is directed to utilize an educational credential evaluation service, students may use only one evaluation service. Multiple evaluations for transfer credit will not be accepted. Transfer credit is considered for award by official transcript only. Official transcript evaluation must be sent directly from the credential evaluation service to the International Admissions Office. The International Admissions Office accepts e-transcripts (secure electronic document). Any student who has utilized an external evaluation service must still submit a transcript (see above for acceptable versions) to the International Admissions Office.

## Undergraduate Student Transfer and External Credit

Undergraduate courses accepted for transfer credit require a grade of C- or higher. An undergraduate course and other credit may be used only once to fulfill a requirement.

## Maximum Applicable Credit Hours

The maximum number of credit hours undergraduate students may apply toward their program is as follows:

- Toward a bachelor's degree: 90 credit hours;
- Toward an associate's degree: 30 credit hours;
- Toward an undergraduate certificate program or specialization: 6 hours.

The maximum number of credit hours may be composed of the following types of credit: credit transferred from other institutions of higher education, credit by examination, credit awarded through prior learning, and credit evaluated by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS).

## Other External Undergraduate Credit

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)

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), or Cambridge International Advanced-Level Examinations (A Level). For a complete list of the CLEP, AP, and DANTES exams that the University accepts, see the **Office of the University Registrar's** page and click the AP, CLEP, or DANTES Credit and Equivalencies link for up-to-date information.
2. **Prior Learning.** To be eligible for prior learning credit students must be enrolled in an undergraduate program at the university. Students may earn up to 15 undergraduate credits through prior learning assessment via portfolio submission. Students work with an advisor to determine the most appropriate

path to assess prior learning: SNHU portfolio process or assessment through Learning Counts through Council for Adult Education and Experiential Learning (CAEL). See the mySNHU **Learning Counts** page for more information about the CAEL portfolio process.

3. **Evaluation of Learning.** For evaluating non-traditional learning experience, SNHU recognizes the services of American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS).

## Undergraduate Student Transfer Evaluation Process

### Transfer Evaluation upon Application to the Full-Time Day Program

Once the student applies to the DAY program and all of the official transcripts are received, the Office of Transfer Admission compares transfer courses against the desired SNHU program sheet and curriculum. If the student is accepted, he/she will receive a letter of acceptance along with a transfer credit evaluation form. This outlines all of the transfer credits accepted into the program and the remaining courses needed to complete a degree at SNHU. For more information about general education transfer credit, please contact the Office of Transfer Admission at 603.645.9687. New Hampshire community college students may also visit [www.nhtransfer.org](http://www.nhtransfer.org) for a listing of all course-by-course equivalencies and recommended transfer programs.

### Transfer Evaluation after Enrollment to the Full-Time Day Program

Students who are enrolled at SNHU and wish to take a course elsewhere, must submit a request by filling out 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; and
- 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.

### Appeal to Take a Course Elsewhere During Final 24 Credits

Students are required to take their last 24 hours of credit at SNHU. Occasionally, students have a good reason to request to transfer in a course or take CLEP exams during their last 24 hours. If a student submits a petition for approval to take a course elsewhere during the last 24 credits, the request will be approved as long as the student completes the external credit prior to the last 12 hours of enrollment at SNHU. Requests to complete courses during or after the last 12 hours will be denied. This policy will not exempt students from completing at least 30 institutional credit hours; all degree seeking students must complete at least 30 credit hours of course work at SNHU.

### Questions Regarding Transfer Evaluations

A student who has a question about his or her transfer evaluation should talk with his or her admissions representative or academic advisor. If the admissions representative or academic advisor is unable to answer the question, the student may submit a Transfer Question and Re-evaluation Request form, requesting clarification. The student will be asked to describe his or her question and/or request for re-evaluation of a course. In the case of course re-evaluation, the student will be asked to provide a course description, course syllabus and any other supporting material for each course he or she wishes to have re-evaluated. Re-evaluation questions and appeals take time to be researched and in some cases require the approval of the school dean.

## Graduate Student Transfer Credit

Graduate courses accepted for transfer credit require a grade of B or higher and must have been completed within the last five (5) years (2-year limit for Tax courses). A graduate course may be used only once to fulfill a requirement. **Maximum Credit Hours Awarded.**

Graduate students may be awarded a maximum of credit hours, as follows:

- Master's degree: a maximum of two graduate-level courses not to exceed 6 credits;
- Graduate certificate program or specialization: a maximum of one graduate-level course not to exceed three (3) graduate-level credits

Note: MFA students are advised to check for the program specific policy. □

## Graduate Student Transfer Credit Evaluation Process

### Transfer Evaluation upon Application

Once the student applies and the official transcripts along with a course description for each course being requested for transfer is received, the Transfer Admissions Office compares and evaluates the SNHU course and the transfer course. The student is then sent a transfer credit evaluation, listing all transfer credits accepted and all courses remaining to be completed for a degree. The transfer evaluation may take several weeks, as in some cases evaluation and approval of the school dean or program director may be required.

### Transfer Evaluation after Enrollment

Graduate students who wish to take a course at an institution external to SNHU are required to submit the Request to Take Courses at Another Institution form to the Office of the University Registrar 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 Registrar:

- name of the institution,
- name and number of the course,
- anticipated completion date;
- course description; and
- 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.

## Questions Regarding Transfer Evaluations

A student who has a question about his or her transfer evaluation should talk with his or her admissions representative or academic advisor. If the admissions representative or academic advisor is unable to answer the question, the student may submit a Transfer Questions and Re-evaluation Request Form requesting clarification. The student will be asked to describe his or her question and/or request for re-evaluation of a course. In the case of course re-evaluation, the student will be asked to provide a course description, course syllabus and any other supporting material for each course he or she wishes to have re-evaluated. Please note that re-evaluation questions and appeals take time to be researched and in some cases require the approval of the school dean or program director.

## 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.

## Transfer Credits

Students who wish to take courses at other colleges or universities and transfer the credits to Southern New Hampshire University must receive approval from the Registrar prior to enrolling at the other institutions. It will be necessary to furnish descriptions of the courses prior to taking them. After completing the course, the student must arrange to have an official transcript of the course grade sent to the Office of the University Registrar. Failure to obtain prior approval to take a course at another institution may lead to Southern New Hampshire University not granting transfer credit for that course. Only courses in which the student received a grade of "C-" (with a 2.0 average for all courses transferred from the same institution) and above will be considered for transfer acceptance by Southern New Hampshire University. The grade-point average of a course taken at another institution is not computed as part of the student's grade-point average. Southern New Hampshire University does not accept as transfer credit co-ops, capstones, internships and student teaching taken at other institutions.

## Graduation and Commencement

### Commencement Participation

#### Petition to Graduate

In order to graduate, students must Petition to Graduate. The Petition to Graduate link can be found under the Self Service section on the homepage of mySNHU.

#### Undergraduate Day Students

The deadlines to petition to graduate and degree conferral dates for undergraduate day students are:

<i><b>Petition by</b></i>	<i><b>Conferral Date</b></i>
January 1st	April 1st, May 1st, May 12th & June 1st
April 1st	July 1st, August 1st & September 1st
July 1st	October 1st, November 1st & December 1st
October 1st	January 1st, February 1st & March 1st

## Graduate and College of Online and Continuing Education Students

The deadlines to petition to graduate and degree conferral dates for graduate and COCE students are:

<b>Petition by</b>	<b>Conferral Date</b>
November 1st	January 1st
December 1st	February 1st
January	March 1st
February 1st	April 1st
March 1st	May 1st
April 1st	June 1st
May 1st	July 1st
June 1st	August 1st
July 1st	September 1st
August 1st	October 1st
September 1st	November 1st
October 1st	December 1st

## Participation in Commencement

Only degree candidates are eligible to participate in the commencement ceremony. Students are permitted to participate in only one commencement ceremony per degree. Participation in the ceremony does not indicate degree completion. Degree conferral is only confirmed when recorded on the official transcript.

### Eligibility to Participate in the May Commencement Ceremony: March 31st Deadline

To be eligible to participate in the May commencement (graduation) ceremony, students must complete the Petition to Graduate by **March 31st** and must meet the following criteria:

- Students must anticipate completing all program requirements by the end of EW6 (undergraduate students), TW4 (graduate student) terms, or August 31st, whichever is later.
- Students who have up to 12 credit hours remaining to complete all program requirements as of the date of commencement will be allowed to participate.
- Students with more than 12 credit hours to complete all program requirements are not eligible to participate in the current year's commencement ceremony, unless an appeal has been granted, based on the criteria described below (see Appeals to Participate).
- Students must be in good academic standing with at least a 2.0 cumulative GPA (undergraduate) and a 3.0 cumulative GPA (graduate).

## Appeals to Participate

In rare circumstances, a student who is within 18 credit hours of completion may be allowed to participate in the commencement ceremony. To be considered, the student must be able to complete remaining requirements by the end of EW6 (undergraduate students), TW4 (graduate student) terms, or by August 31st, whichever is later. They also must have a strong GPA and have demonstrated the ability in the past to complete three courses in one term. Students who believe they meet these criteria and who wish to appeal should work with their academic advisors and forward the appeals to the Office of the University Registrar, who will make the final determination.

## Late Petitions to Participate

Students who petition to participate after the March 31st deadline may be approved to participate in the ceremony. However, they will not be included in the commencement booklet, will not be eligible for ceremonial honors (including cords and tassels), and may not receive the standard amount of ceremony tickets.

## Degree and Certificate Conferral

### Undergraduate Day School Students

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

<i><b>Petition by</b></i>	<i><b>Conferral</b></i>
January 1	for an April, May or June conferral
April 1	for a July, August or September conferral
July 1	for an October, November or December conferral
October 1	for a January, February or March conferral

### Graduate Students and College of Online and Continuing Education Undergraduate 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 graduate as of March 1st must submit their petition by January 1st. Students may petition to graduate online via mySNHU.

Upon petition submission, a Petition to Graduate fee will be applied to the student's account.

Degrees are conferred 15 times per year, the first of every month and the days of the May and MFA commencement ceremonies.

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 record and issue diplomas/certificates.

## Diplomas and Certificates

Only the degree, primary major, honors (if earned), and the University Honors program graduate indication will appear on the diploma. Only the degree, primary major, honors (if earned), and the University Honors program



graduate indication will appear on the diploma.

The name on the diploma must be the legal name of the graduate, or within reason. For example, a student can request their middle initial rather than their full middle name.

All credentials will be issued within 10 business days of the degree conferral date provided the student has met all financial obligations. If the student has an outstanding financial obligation, the Office of the University Registrar must be contacted once the balance is cleared. The student needs to verify their mailing address prior to the diploma being sent out.

If the student does not receive their diploma within ten business days (20 days if international address) of it being mailed at the address specified through the petition to graduate process, the student should contact the Office of the University Registrar. We will send the student another diploma. However, if the diploma mailing address was not updated, the student will need to provide the updated address and pay the cost of a replacement diploma (\$30).

Rushed mail delivery requires a standard pre-paid fee of \$20.

## Degree and Certificate Requirements

### Degree and Certificate Requirements for Undergraduate Students

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). *NOTE: Credit earned for **ENG 099** (formerly **ENG 101**) and/or **MAT 050** does not count toward graduation requirements.*
4. A minimum of 30 credit hours of institutional credit taken at SNHU.
5. 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, with no more than one transfer course (3 credit hours).
3. An overall graduate level GPA of 2.0 or higher.

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

### Degree and Certificate Requirements for Graduate Students

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

## Ph.D. in International Business (on campus only)

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.

## 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 30 credit hours of institutional credits taken at SNHU, with no more than two transfer courses, maximum of 6 transfer credit hours.
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.

## Graduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours in residence, with no more than one transfer course/3 transfer credits.
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 his/her program-specific requirements as these may supersede the university's minimum standards.**

## Institutional Credit Requirements

All undergraduate and graduate degree-seeking students must complete 30 institutional credit hours from SNHU. Bachelor's degree candidates must complete a minimum of 12 institutional credit hours within the major beyond required school core courses. Associate's 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 as are credits earned through SNHU institutional exams.

Students must take their last 24 credit hours from SNHU, except active duty military students who are exempted from this requirement. Occasionally, students have a good reason to request to transfer in credit or to take CLEP exams during their last 24 credit hours. If a student submits a petition for approval to take a course elsewhere during the last 24 credit hours, then the request will be approved as long as the student completes the external credit prior to the last 12 credit hours of enrollment at SNHU. Requests to earn transfer credit during or after the last 12 credit hours will be denied..

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 12 additional institutional credits. For additional degrees, 30 additional credits of institutional credit at SNHU are required.

## **Last 24 Hours of Institutional Credit**

Students are required to take their last 24 credit hours of credit at SNHU. Occasionally, students have a good reason to request to transfer in a course or take CLEP exams during their last 24 credit hours. If a student submits a petition for approval to take a course elsewhere during the last 24 credit hours, the request will be approved as long as the student completes the external credit prior to the last 12 credit hours of enrollment at SNHU. Requests to complete courses during or after the last 12 credit hours will be denied. This policy will not exempt students from completing at least 30 institutional credit hours; all degree seeking students must complete at least 30 credit hours of course work at SNHU.

## **Non-Petitioned Completer (NPC)**

Non-petition completion applies to students who are enrolled in courses that will complete their program or have completed all program and institutional requirements, and have not petitioned to graduate. The Office of the University Registrar will notify students via SNHU email if they fall into this category. Students intending to increase their remaining requirements to graduate (for example, adding a minor) must file their request within 15 business days of the notification email\*. If the student does not respond within 15 business days, a registration hold will be placed on the student's account on the 16th 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.

If the student does not intend to increase their program requirements they should Petition to Graduate via mySNHU in accordance with official Petition to Graduation Deadlines.

\*NOTE: The costs of courses taken above and beyond the 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.

## **Miscellaneous**

### **Class Cancellations**

Class cancellations will be announced in person at the classroom by either a faculty or staff member of the university or posted on official forms issued by the school's dean's office. When in doubt as to whether a class has been cancelled, students should check with the school administrative staff. Unofficial cancellation notices attached to doors or information posted on blackboards should be disregarded.

### **Class Cancellations due to Weather/Emergency**

SNHU Alerts is an optional emergency alert text messaging service for students, faculty and staff. SNHU Alerts is just

one method the university will use to communicate emergency information. We will continue to use a variety of methods as appropriate, including e-mail, telephone and the web.

SNHU uses this notification system to send alerts about:

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

To register for SNHU Alerts, please go to [www.snhu.edu/126.asp](http://www.snhu.edu/126.asp).

## Definition of Terms

### 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.

### Degree Program

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

**Associate's Degree.** A degree granted for the successful completion of a pre-baccalaureate program of study equivalent to two years of full-time study. An associate's 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 30 credit hours must be institutional credits completed at SNHU.

**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.

**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 30 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 is able to complete the work.

**Undergraduate Certificate.** A formal award that requires completion of an organized program of study to include 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.

**Graduate Certificate.** A formal award signifying the completion of an organized program of study to include 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.

## 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:\*

- Associate's degree requires a cumulative GPA of at least 2.0.
- Bachelor's degree requires a cumulative GPA of at least 2.0; but certain bachelor's degree programs require a higher GPA.
- Master's degree requires a cumulative GPA of at least 3.0.
- Doctoral degree requires 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.

\*The successful completion of competency-based programs of study fulfills GPA requirements.

\*\*See the current academic catalog for GPA and minimum grade requirements for majors and minors, if any.

## General Education Requirements

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

Students pursuing an associate's degree must complete the equivalent of a minimum of 18 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 45 credit hours of general education.

## 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 associate's degree must complete at least 9 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 an undergraduate degree program intended to enhance or broaden students' knowledge, skills, and abilities outside of general education and the major area of study.

A minor consists of at least 15 credit hours with at least 9 credit hours of coursework outside of the major coursework. At least 9 credit hours must be institutional credits completed at SNHU.

At least 9 credits in the minor must be unique to that minor. This means that no more than two courses may be used to meet other requirements in general education, a major or another minor.

## School Core

The School of Business and the School of Arts and Sciences 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 and Sciences Required Courses are three courses from arts and sciences disciplines that complement each major.

## Specialization

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

## 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 9 credit hours. Courses used to fulfill a concentration may not be used to fulfill another concentration

## 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.

## 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 associate's, 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

Students who are admitted to certain master's degree programs may be required to complete foundational coursework as a prerequisite to advanced coursework.

## Course Numbering

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

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 course work.
---------	------------------------------

## Institutional Credit Requirement

All undergraduate and graduate students must complete 30 institutional credit hours from SNHU to earn a degree. Bachelor's degree candidates must complete a minimum of 12 institutional credit hours within the major beyond required school core courses. Associate's degree candidates must complete a minimum of 9 institutional credit hours within the major. Approved international study and consortium courses are considered institutional credit as are credits earned through SNHU institutional exams.

Certificate candidates must complete a minimum of 12 institutional credit hours at SNHU.

Students must take their last 24 credit hours from SNHU, except active duty military students who are exempted from this requirement.

## Seminar

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

## 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.

## Double Undergraduate Degrees

A student with a SNHU undergraduate degree seeking to earn an additional degree of the same level must complete at least 30 additional institutional credit hours and meet 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 degrees.

## Second 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 2 courses in the secondary major may overlap with the primary major. The student's diploma lists the primary major; the transcript reflects both majors.

## Second Minor

A student may elect to earn a second minor by completing both the program requirements associated with a primary minor and the requirements of a second minor. At least 9 credits in a minor must be unique to the minor. This means that no more than two courses may be used to meet other requirements in general education, a major, or another minor.

## Second Concentration

As a general policy, students may not earn multiple concentrations as part of a single degree. Multiple concentrations are allowed at the undergraduate level in the following programs only: creative writing (COCE students only), environmental science, history, IT, psychology, & business administration. Courses used in one concentration may not be used to fulfill another.

Multiple concentrations are not permitted at the graduate level.

## General Education, Anti-Encroachment

Currently, Schools (or Programs) can “dictate” which course students will take in the BA/BS Core for one of the Math requirements and two (2) of the four (4) Social Science Requirements. This will continue in the new General Education Program as follows:

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 Exploratory and/or the Integration sections of the Program.

This policy takes effect for the 2013-2014 academic years.

## Institutional Research Review Board Summary

Please see the [\*Institutional Research Review Board for the Protection of Human Subjects: Policies and Procedures Manual\*](#) (as Revised) for SNHU’s current policies and procedures regarding protection of human subjects.

The General Policy and Review Procedures are as follows.

### Statement of Applicability and General Policies

1. Southern New Hampshire University has established the Institutional Research Review Board (IRB) for the Protection of Human Subjects to develop and implement procedures to ensure the ethical treatment of human subjects. These policies are guided by the ethical principles regarding all research involving human subjects as set forth in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled Belmont Report: Ethical Guidelines for the Protection of Human Subjects of Research (1978) in compliance with the Code of Federal Regulations, Department of Health and Human Services, Protection of human subjects: 45 CFR 46. The policies outlined below are intended to foster a positive climate for scholarly research for the university while establishing guidelines for research involving human subjects.
2. The Southern New Hampshire University IRB was established to review, monitor and approve research projects. The IRB has the responsibility and authority to review, approve, disapprove or require changes to appropriate research activities involving human subjects. The primary purpose of the IRB is to oversee the inclusion of human subjects and the ethics of the research process. The SNHU IRB has the authority to suspend or terminate approval of research that is not being conducted in accordance with the SNHU IRB's decisions, conditions and requirements or that has been associated with unexpended serious harm to subjects.
3. This policy will apply to research, as defined in this policy, as conducted by university personnel (faculty or administrators) or students when that research involves human subjects.
4. Southern New Hampshire University acknowledges and accepts its responsibility for protecting the rights and welfare of human research subjects.
5. Southern New Hampshire University assures that before human subjects are involved in research, proper consideration will be given to:
  - The risks to subjects;
  - The anticipated benefits to the subjects and others;
  - The importance of the knowledge that may reasonably be expected to result;
  - The informed consent process to be employed;
  - The provisions to protect the privacy of subjects; and
  - The additional safeguards for vulnerable subjects.
6. Southern New Hampshire University encourages and promotes constructive communication among the institutional officials, research administrators, deans, department heads, research investigators, clinical care staff, human subjects and all other relevant parties as a means of



maintaining a high level of awareness regarding the safeguarding of the rights and welfare of subjects.

7. Southern New Hampshire University will exercise appropriate administrative overview carried out at least annually to assure that its practices and procedures designed for the protection of the rights and welfare of human subjects are being effectively applied.
8. All research must be certified on an annual basis. Work that was approved in a previous year may be recertified through an expedited review process.

## IRB Structure

9. The IRB is comprised of the following members: the Vice President for Academic Affairs (ex officio); one External Member (appointed by the President); one faculty member with research experience from each of the schools/departments – School of Liberal Arts, School of Business, School of CED, School of Education, School of Professional and Continuing Education; one professional staff member (appointed by the President); plus a grant writer (appointed by the President). Unless a member of the IRB serves ex-officio, IRB members are appointed for three year, renewable terms. In order to ensure continuity, three of the first IRB appointees will serve one time only for a four year term.
10. IRB members must be sufficiently qualified through their research expertise and experience and sensitivity to such issues as community attitudes and issues related to vulnerable populations to safeguard the rights and welfare of human subjects.
11. Members are expected to participate effectively and consistently in the IRB's work. Failure to do so, or failure to attend three consecutive meetings, may result in removal from the board.
12. No IRB member may participate in the initial or continuing review of any project in which the member has a conflict of interest, except to provide information requested by the IRB.
13. The committee will conduct an annual review of research to assess risks to subjects and other ethical considerations of the research process. Meetings for IRB approval of research will be called as needed.
14. The contact person for the IRB shall be the chairperson.
15. Copies of this policy and operating procedures will be available at [https://my.snhu.edu/Offices/AcademicAffairs/Pages/InstitutionalReviewBoard\(IRB\).aspx](https://my.snhu.edu/Offices/AcademicAffairs/Pages/InstitutionalReviewBoard(IRB).aspx).
16. No member of the IRB will be allowed to review his or her own research. In situations where a full committee is needed for review an IRB member's research, an alternate will be assigned in place of that member.

## Program Minimums and Maximum Overlap

	Minimums			Maximum Overlap/Minimum Additional											
	Overall # Courses /Credits DESIGN	Overall # Courses /Credits PRACTICE	Inst'l # Courses /Credits	w/ Gen Ed Core	w/ School Core	w/ Major	w/ Major 2	w/ Minor	w/ Minor 2	w/ Concentration	w/ Concentration 2	w/ Certificate	w/ Certificate 2	w/second degree of same level	Notes
<b>Associate's Degree</b>	60 credits	60 credits	30 credits	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞	∞	30 credits + all other requirements	
<b>Bachelor's Degree</b>	120 credits	120 credits	30 credits	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞	∞	30 credits + all other requirements	

<u>Master's Degree</u>	10 courses/ 30 credits	10 courses/ 30 credits	10 courses/ 30 credits	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞	∞	min 7 courses /21 credits add'l	Because of the 30-credit institutional credit requirement, no transfer credits are allowed in 10-course (30 credit) graduate programs.
<u>Doctoral Degree</u>	39 credits	39 credits	30 credits	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞	∞	n/a	
<u>Certificate - UG</u>	5 courses/ 15 credits	4 courses/ 12 credits	4 courses/ 12 credits	∞	∞	∞***	∞	∞	∞	∞	∞	n/a	min 4 courses /12 credits add'l	n/a	Regardless of the number of courses required of the certificate, the institutional credit requirement is 4. (The only 4-course certificates are in Justice Studies. All other certificate programs are 5+ courses.)
<u>Certificate - GR</u>	5 courses/ 15 credits	4 courses/ 12 credits	4 courses/ 12 credits	n/a	n/a	∞ *	∞ *	n/a	n/a	∞ *	n/a	n/a	min 4 courses /12 credits add'l	n/a	Sometimes one foundation course can be exempted which brings the required courses/credits down to 4/12. Regardless of the number of courses required of the certificate, the institutional credit requirement is 4. (The only 4-course certificates are in Justice Studies. All other certificate programs are 5+ courses.)
<u>Gen Ed - Bachelor's</u>	15 courses/ 45 credits	15 courses/ 30 credits	0	n/a	0	only where dictated	∞	MO2	MO2	*	*	∞	∞	∞	
<u>Gen Ed - Associate's</u>	6 courses/ 18 credits	6 courses/ 12 credits	0	n/a	n/a	only where dictated	n/a	n/a	n/a	n/a	n/a	∞	∞	∞	
<u>School Core - SAS</u>	3 courses/ 9 credits	3 courses/ 6 credits	0	0	n/a	0	∞	∞	∞	*	*	∞	∞	∞	
<u>School Core - SB</u>	10 courses/ 30 credits	10 courses/ 20 credits	0	0	n/a	0	∞	∞	∞	*	*	∞	∞	∞	NOTE: The "major" for BST consists of the core and the concentration so there is a MO2 between core/concentration and 2nd major.
<u>Major - Associate's</u>	?	?	3 courses/ 9 credits	only where dictated	n/a	n/a	n/a	n/a	n/a	n/a	n/a	∞***	∞	MO2	

<u>Major - Bachelor's</u>	10 courses/ 30 credits	10 courses/ 24 credits	4 courses/ 12 credits	only where dictated	0	n/a	Max overlap of 2 courses w/primary major	MO2**	MO2** *	*	∞	∞	MO2	The major is supposed to be designed so that it is 30 credits beyond the Gen Ed and School Core. For business studies the major is the concentration - so they have to meet the residency requirement in the concentration.
<u>Concentration</u>	3 courses/ 9 credits	3 courses/ 6 credits	0	*	*	*	*	MO2	MO2	n/a	∞	∞	MO2	
<u>Minors</u>	5 courses/ 15 credits	5 courses/ 13 credits	3 courses/ 9 credits	∞	∞	∞	∞	∞	∞	∞	∞	∞	∞	
<u>Electives</u>	5 courses/ 15 credits	0	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	There are programs that are unable to follow guidelines of 5 free electives (Education, Accounting).

KEY:					
MO2 = Max overlap of 2 courses non-cumulative	* = Concentrations are part of the major, see major.	∞ = unlimited sharing	∞ * = unlimited sharing with any graduate degree	MO2** = Begin enforcing with 2014 catalog.	***Except for the Sustainability Certificate: For students seeking both a Sustainability Certificate and a degree, at least four courses used to satisfy the requirements of the certificate must be in addition to any of the courses counted toward the student's major field of study.

### Miscellaneous Notes:

Students cannot minor in what they are majoring/concentrating/specializing in.

Independent institutional credits must be established for each credential. For example, if a student receives an associate's degree they must have 30 institutional credits applicable to that credential. If they go on to obtain a bachelor's degree, they must take an additional 30 institutional credits applicable to the bachelor's degree. All minimum institutional credit requirements must be met including within the major, minor, etc. The institutional credits cannot count in both credentials.

Multiple Concentrations are not allowed at the graduate level.

Multiple Concentrations are not allowed at the graduate level.

Multiple concentrations are allowed at the undergraduate level in the following programs only: creative writing (COCE students only), environmental science, history, IT, psychology, & business administration.

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

All credentials are "stand alone" (including certificates).

## **SNHU Student ID Card and OneCard**

### **SNHU Student ID Card**

Full-time graduate Manchester campus students will receive a photo ID card. Continuing education evening and online students have the option to obtain a photo ID card for a fee. These cards are the property of SNHU and must be forfeited upon request.

Student ID cards for full-time graduate students hold dining plan monies and allow access into residence halls and various approved locations on campus.

Due to the multiple functionality and costs associated with student ID cards, there is a replacement fee if a card is lost or stolen. When replaced, all access and functions of the lost or stolen card are deactivated. Please see tuition and fee schedule for dining plan and replacement card costs.

### **SNHU OneCard through Higher One**

Southern New Hampshire University has partnered with Higher One, a financial services company focused solely on higher education, to offer faster delivery of refunds to students. Upon first time enrollment, students will be issued a SNHU OneCard directly from Higher One approximately 1-3 weeks prior to the semester start. To avoid delays in receiving money that is owed to you due to an overpayment on your account, you must activate this card. With Higher One you have the option to have a potential refund available through your SNHU OneCard or have it sent to a bank account through an ACH transfer.

If you have lost or misplaced your SNHU OneCard please contact the One Stop at 877.455.7648 or email [onestop@snhu.edu](mailto:onestop@snhu.edu) to order a replacement card. Please see tuition and fee schedule for costs. Additional information regarding the SNHU OneCard, credit balances, including the refund schedule, is made available through the student portal: [my.snhu.edu](http://my.snhu.edu) under 'My Refunds'.

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

A credit balance will accrue on your student account when a payment to cover charges exceeds the total amount owed to the university. Although you are eligible to receive this additional loan money, SNHU advises you to borrow only if necessary as a supplement to indirect educational expenses (books, supplemental living expenses, etc.).

## **The Purpose of a University Catalog**

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

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

# University Directory

## On Campus

2500 North River Road  
Manchester, NH 03106  
603.668.2211

## On Location

SNHU Maine  
10 Tibbetts Drive, Suite 200, Cook's Corner  
Brunswick, ME 04011  
207.725.6486  
800.427.9238  
[brunswick@snhu.edu](mailto:brunswick@snhu.edu)

SNHU Maine at Naval Air Station  
207.798.5418  
Fax 207.798.5419

SNHU Seacoast  
231 Corporate Drive  
Portsmouth, NH 03801  
603.436.2831  
[seacoast@snhu.edu](mailto:seacoast@snhu.edu)

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

SNHU Manchester  
2500 North River Road  
Robert Frost Hall, Suite 101  
Manchester, NH 03106  
603.645.9624  
[manchester@snhu.edu](mailto:manchester@snhu.edu)

SNHU Nashua  
546 Amherst Street  
Nashua, NH 03063  
603.881.8393  
[nashua@snhu.edu](mailto:nashua@snhu.edu)

SNHU Salem  
25 Pelham Road, Suite 300  
Salem, NH 03079  
603.893.9600  
[salem@snhu.edu](mailto:salem@snhu.edu)

## Admission

Undergraduate Day Office  
2500 North River Road  
Manchester, NH 03106  
800.642.4968  
603.645.9611  
FAX: 603.645.9693  
[admission@snhu.edu](mailto:admission@snhu.edu)

College of Online and Continuing Education  
33 South Commercial St., Suite 203  
Manchester, NH 03101  
888.327.SNHU  
[moreinfo@snhu.edu](mailto:moreinfo@snhu.edu)

International Admission  
2500 North River Road  
Manchester, NH 03106 USA  
603.645.9629  
Fax: 603.645.9603  
[international@snhu.edu](mailto:international@snhu.edu)

Military Admission  
888.327.SNHU  
[military@snhu.edu](mailto:military@snhu.edu)

Transfer Admission  
603.645.9687  
Fax: 603.645.9693  
[transfer@snhu.edu](mailto:transfer@snhu.edu)

## Online

### College of Online and Continuing Education

33 South Commercial St., Suite 203

Manchester, NH 03101

888.327.SNHU

**Online Programs:** [online@snhu.edu](mailto:online@snhu.edu)

**Current students:** [onlinestudent@snhu.edu](mailto:onlinestudent@snhu.edu)

## Trustees of the University

Mark A. Ouellette '77

Chairman of the Board of Trustees

SVP Global Operations

Pitney Bowes

Stamford, CT

Paul J. LeBlanc (Dr.)

President and CEO

Southern New Hampshire University

Kusum Ailawadi

Professor of Marketing

Tuck School, Dartmouth College

Hanover, NH

Doug Blais

SNHUPEA Representative

Professor, School of Business

Southern New Hampshire University

Janet E. Breslin-Smith (Dr.)

President, Crosswinds Strategic Consulting

Salem, NH

Howard Brodsky

Chairman and CEO

CCA Global Partners

Manchester, NH

Richard Courtemanche '73

Retired Executive Consultant-IBM

Hampton, NH

Robert J. DeColfacker '78

President, The Landing School of Boatbuilding & Design

Arundel, ME

Matthew DeMichele

SGA Student Observer

Southern New Hampshire University

Thomas Dionisio '76

Gk6 Advisors

North Andover, MA

Neil Donahue '82

Alumni Representative

Sales Vice President

Compass Group

Wilmington, MA

Lisa Guertin

President, Anthem Blue Cross Blue Shield

Manchester, NH

Andre Hawaux '92

EVP, Finance & Administration, CFO

Dick's Sporting Goods

Coraopolis, PA

Rick Loeffler

Owner/CEO

Shorty's Management Group

Bedford, NH

Robert McDermott '81

Sales Consultant

By the Sea Sotheby's International Realty

Beverly Farms, MA

Kyle Nagel

Taymaz Fitness

Bedford, NH

Dan Prior

Retired, former Chairman/CEO

Auto Fair Automotive Group

Manchester, NH

Gautam Sharma '97

President

Global Vision Hotels

Worcester, MA

Catherine Stavenger

SNHUPEA Representative

Associate Professor of Education

Southern New Hampshire University

Ed Wolak

President/CEO

The Wolak Group

Falmouth, ME

Peter R. Worrell

Managing Director/CEO

Bigelow, LLC

Portsmouth, NH

<p>Robert Allan Freese '89 Secretary Senior Vice President, Marketing Globe Manufacturing Company, LLC Pittsfield, NH</p>	
-------------------------------------------------------------------------------------------------------------------------------------------	--

## Trustee Emeriti

<p>Clayton M. Christensen Harvard Business School Boston, MA</p> <p>Jacqueline Mara Dean Emerita Southern New Hampshire University</p> <p>John Miles Retired - VP of Finance, SNHU Retired - VP of Finance, Chester College of New England Chester, NH</p>	<p>Raymond Truncellito, C.L.U. Truncellito Life Insurance Planning Manchester, NH</p> <p>Kimon S. Zachos, Esq. Attorney at Law Sheehan Phinney Bass &amp; Green Manchester, NH</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Administration of the University

<p>Paul J. LeBlanc (Dr.) President and CEO B.A., Framingham State College M.A., Boston College Ph.D., University of Massachusetts</p> <p>Karen Abbott General Counsel B.A., Hamilton College J.D., Syracuse University</p> <p>Johnson Au-Yeung Chief Information Officer B.S., State University of New York M.B.A., University of Rochester</p> <p>Donald Brezinski Vice President of Institutional Advancement B.A., Boston College M.A., American University</p> <p>Kris Clerkin Executive Director, College for America B.A., University of Wisconsin M.P.A., Harvard University</p>	<p>James Kulesza Assistant Treasurer B.S., Bentley University</p> <p>Stephen Hodownes Chief Executive Officer for College of Online and Continuing Education B.S., Rochester Institute of Technology M.B.A., University of Rochester</p> <p>Patricia A. Lynott Provost and Senior Vice President for Academic Affairs B.A., Trinity College M.A., Northern Illinois University Ph.D., Loyola University of Chicago</p> <p>Joe Sergi Chief Financial Officer A.S., Massachusetts Bay Community College B.S., Bentley College M.B.A., Bentley College</p> <p>Stacy Sweeney Chief Administrative Officer B.A., University of Pittsburgh M.A., Antioch University McGregor</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## University Administrative Leadership Team

<p>Julian L. Alssid Chief Workforce Strategist B.A., Boston University</p>	<p>Meredith LaPierre Associate Director of Development B.A., University of New Hampshire M.B.A., Nichols College</p>
------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

<p>Thomas F. Beraldi Associate Vice President, Research &amp; Planning B.A., B.A., Florida State University M.A., Tufts University</p> <p>Randall Case Director of Learning Assessment B.A., Oliver College M.A., Western Michigan University Ph.D., Walden University</p> <p>Jay Cohen Associate Enterprise Architect A.S., CHI Institute</p> <p>Nancy Costigan Business System Officer A.S., Hesser College</p> <p>Daryl Dreffs Director of Computing and Infrastructure B.S., Michigan State University M.B.A., Eastern Michigan University</p> <p>Nicholas Drinker Associate Director of Development B.S., Ithaca College</p> <p>Mary Dukakis Senior Director of Procurement and Contracts B.S., University of Massachusetts M.B.A., Babson College</p> <p>Scott Durand Vice President, Graduate Marketing and Student Recruiting B.A., Southern New Hampshire University M.Ed., University of Tennessee</p> <p>Kristi Durette Director of Alumni Relations B.A., M.A., Michigan State University</p> <p>David Eby Vice President, Undergraduate Marketing and Student Recruiting B.A., University of Phoenix</p> <p>Karen Erickson Dean, School of Arts and Sciences B.A., Stanford University M.A., Ph.D., Harvard University</p> <p>Monique Fonner Director, Administrative Software Support and Training B.S., Southern New Hampshire University</p> <p>Gregory W. Fowler Chief Academic Officer and Vice President, Academic Administration B.A., Morehouse College M.A., George Mason University M.B.A., Western Governors University</p>	<p>Tim Lehmann Vice President of Enrolled Student Services B.A., Concordia College M.B.A., Capella University</p> <p>Jennifer Ligenza University Registrar B.A., Elms College M.S., Boston College</p> <p>Catherine London Academic Support Manager B.S., Keene State College</p> <p>Heather Lorenz Dean of Students B.S., University of Massachusetts, Lowell M.B.E., Southern New Hampshire University</p> <p>Frank Mann Business Systems Officer B.S., Plymouth State University</p> <p>Amelia Manning Vice President, Advising and Student Support B.A., St. Michael's College M.A., University of New Hampshire</p> <p>Gregg Mazzola Vice President, Marketing and Student Recruiting B.A., University of Dayton M.S., Southern New Hampshire University</p> <p>Mary Judith McGrath Business Systems Officer B.S., Salem State College</p> <p>Audrey McLaughlin Grants Officer B.A., University of Pennsylvania</p> <p>Raymond McNulty Dean, School of Education B.S. Bridgewater State College M.Ed., Johnson State College C.A.G.S., University of Vermont</p> <p>Brian Mehr Associate Director of Budgets and Planning B.S., University of Rhode Island M.B.A., University of New Hampshire</p> <p>Cynthia Migliori Associate Vice President, Operations B.A., M.Ed., University of New Hampshire</p> <p>Christopher Nordstrom Director of Internal Controls B.S., Nichols College M.B.A., Nichols College</p> <p>Brian Peddle Chief Technology Officer</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>Ph.D., State University of New York</p> <p>Stephen Giglio Director of Corporate Partnerships B.S., Boston College</p> <p>William J. Gillett Dean, School of Business B.S., Georgetown University L.L.B., University of Michigan Law School</p> <p>Carey Glines Dean, Student Success and Retention B.A., M.Ed., University of New Hampshire M.S., Southern New Hampshire University</p> <p>Kathryn Growney Dean, Shapiro Library B.A., University of Vermont M.S., Simmons College</p> <p>Lisa Heffernan Senior Director of Finance B.S., Franklin Pierce University</p> <p>Nicholas Hunt-Bull Associate Vice President, Academic Affairs B.A., M.A., University of Western Ontario M.A., Ph.D., University of North Carolina, Chapel Hill</p> <p>Cheryl Irvin Office Manager</p> <p>Darryl Jelley Associate Vice President, Creative Services, Marketing and Communications B.A., Notre Dame College</p> <p>Jonathan Kamyck Information Security Officer B.S., M.S., Southern New Hampshire University M.S., Norwich University</p> <p>Cathrael Kazin Chief Academic Officer, College for America J.D., University of Pennsylvania Law School Ph.D., Cornell University A.B., Smith College</p> <p>Stephen Khederian Vice President, Decision Support and Measurement B.A., Cornell University M.B.A., University of Rochester</p>	<p>B.S., Salem State University</p> <p>Kathy Piotrowski Director Business Support Systems</p> <p>Benjamin Piper Budget Director B.S., Bentley College</p> <p>Beth Prieto Executive Director of the Career Development Center B.A., University of New Hampshire M.B.A., Boston College</p> <p>Kim Reilly Associate Vice President of Enrolled Student Services B.S., Virginia Commonwealth University M.Ed., Virginia Commonwealth University</p> <p>John Roper Associate Enterprise Architect B.B.A., University of Georgia</p> <p>Lisa St. Hilaire Director of Development Operations M.B.A., Plymouth State College</p> <p>Yvonne Simon Chief Learning Architect B.A., Bowdoin College M.Ed., Harvard Graduate School of Education</p> <p>Danielle Stanton Vice President, Human Resources B.A. Notre Dame College M.S. Villanova University</p> <p>Robert Vachon Associate Vice President and Director of Facilities B.A., St. Anselm College</p> <p>Colin Van Ostern Director of Marketing B.A., The George Washington University M.B.A., Dartmouth College</p> <p>Jane Yerrington Assistant Dean, Academic Affairs B.A., St. Anselm College M.S., Southern New Hampshire University</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Administration Emeriti

<p>Richard A. Gustafson President Emeritus Southern New Hampshire University</p>	<p>Jacqueline Mara Dean Emerita Southern New Hampshire University</p>
------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

## Full-Time Faculty

<p>Eklou Amendah Associate professor of marketing B.S., M.S., University of Lome, Togo M.S., Auburn University Ph.D., Purdue University 2008</p> <p>Charles Andrews Assistant professor of humanities and fine arts B.A., Emory University M.A., Ph.D., Indiana University 2013</p> <p>Micheline G. Anstey Assistant professor of marketing B.A., St. Anselm College M.B.A., New Hampshire College 2005</p> <p>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</p> <p>Andrea Bard Assistant professor of communication B.S., Northern Michigan University M.A., Emerson College 2008</p> <p>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</p> <p>Denise Benner Assistant professor of education B.A., St. Bonaventure University M.S., University of Massachusetts, Amherst Ed.D., University of Massachusetts, Lowell 2010</p> <p>Kiki Berk Assistant professor of philosophy M.A., Ph.D., Vrije University, Amsterdam 2013</p> <p>Crystal Bickford Assistant professor of English B.A., M.A., University of Massachusetts, Dartmouth Ph.D., Indiana University, Pennsylvania 2010</p> <p>Doug Blais Professor of sport management B.S., M.B.A., New Hampshire College Ph.D., University of Connecticut</p>	<p>Lowell C. Matthews Assistant professor of organizational leadership B.S., University of Delaware M.B.A., Roosevelt University D.B.A., Argosy University 2012</p> <p>John McCannon Associate professor of history B.A., Yale University M.A., Ph.D., University of Chicago 2011</p> <p>Katharine McQuade Assistant professor of organizational leadership B.S., Boston University M.B.A., Rivier University Ph.D., Capella University 2014</p> <p>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</p> <p>Shahriar Movafaghi Professor of information technology B.S., Louisiana State University M.S., Ph.D., Northwestern University 2002</p> <p>Lynn Murray-Chandler Assistant professor of English B.A., M.Ed., University of Hartford Ed.D., University of Nevada, Las Vegas 2014</p> <p>Rita Naughton Assistant professor of TESOL B.A., M.A., University of Massachusetts, Lowell Ph.D., Biola University 2012</p> <p>Kenneth Nivison Associate professor of history B.A., St. Anselm College M.A., Ph.D., The Catholic University of America 2009</p> <p>Benjamin Nugent Assistant professor of English B.A., Reed College M.F.A., Iowa Writers' Workshop 2011</p> <p>Nicholas Nugent Professor of international business B.A., M.B.A., University of South Florida Ph.D., Florida State University</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>1996</p> <p>Steven O. Booth Associate professor of business law B.S., Franklin Pierce College J.D., Ohio Northern University 2003</p> <p>Jon Boroshok Instructor of communication B.S., Communications, Emerson College M.B.A., Northeastern University 2011</p> <p>Bryan Bouchard Instructor of accounting B.S., M.B.A., M.S., Southern New Hampshire University 2013</p> <p>David Bresnahan Lecturer in music education B.S., Plymouth State University M.A., University of New Hampshire 2013</p> <p>Ed Brillant Game artist and instructor B.F.A., Montserrat College of Art 2012</p> <p>Charlotte Broaden Professor of international business and organizational leadership B.A., Marquette University M.S., D.B.A., Southern New Hampshire University 2006</p> <p>Gary Carkin Professor of TESOL B.A., University of New Hampshire M.A., University of New Mexico Ph.D., Michigan State University 1982</p> <p>Francis N. Catano Associate professor of sociology B.A., St. Anselm College M.A., Northeastern University Ph.D., Walden University 2005</p> <p>Tom S. Chan Professor of information technology B.S., M.S., University of Southern California M.A., HsiLai University M.B.A., Pepperdine University Ed.D., Texas Tech University 2000</p> <p>Nancy N. Charron Assistant professor of education B.S., University of Michigan M.E., Western Michigan University Ph.D., University of Massachusetts 2010</p> <p>Christina Clamp Professor of sociology</p>	<p>1990</p> <p>Rosemary Orlando Professor of TESOL B.A., Providence College M.Ed., Rhode Island College Ed.D., Argosy University 1994</p> <p>Stephen D. Owens Associate professor of culinary arts B.S., Rochester Institute of Technology M.S., New Hampshire College CHE 2000</p> <p>Megan Paddack Associate professor of mathematics B.A., Plattsburgh State University of New York M.A., Ph.D., University of New Hampshire 2009</p> <p>Maria E. M. Painchaud Associate professor of organizational leadership B.S., University of New Hampshire B.S., Franklin Pierce College M.B.A., New Hampshire College Ed.D., Argosy University 2003</p> <p>Steven R. Painchaud Professor of organizational leadership B.A., St. Joseph's College M.S., University of Southern Maine D.Ed., Boston College 1985</p> <p>Ravindra V. Pandit Professor of hospitality business A.A., Essex Community College B.A., St. Xavier College, University of Bombay M.S., Rochester Institute of Technology Ph.D., Pennsylvania State University CHE 1999</p> <p>Karina H. Pasternak Instructor of culinary arts A.A.S., B.A.S., Southern New Hampshire University 2011</p> <p>Laurence J. Pelletier Jr. Professor of accounting and business education B.S., M.B.A., New Hampshire College Ed.D., Nova Southeastern University 1980</p> <p>Elise N. Pepin Associate professor of psychology B.A., Brandeis University M.A., M.S.T., Ph.D., University of New Hampshire 2007</p> <p>Kishore Pochampally Associate professor of quantitative studies, operations and project management B.E., National Institute of Technology</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>B.A., Silpakorn University M.A., Ph.D., Boston College 1981</p> <p>Pamela B. Cohen Associate professor of mathematics B.S., Boston University M.A., Teachers College, Columbia University 1984</p> <p>J. Stephanie Collins Professor of information technology B.B.A., Ph.D., University of Wisconsin, Milwaukee 1996</p> <p>Vicki Connell Associate professor of culinary arts A.A.S., University of New Hampshire B.S., M.B.A., New Hampshire College, CHE 1985</p> <p>Richard Cook Instructor of music B.A., M.A., University of New Hampshire 2008</p> <p>Susan E. Cook Assistant professor of English B.A., M.A., Boston College Ph.D., University of California, Santa Barbara 2011</p> <p>Christopher Cooper Digital Initiatives Librarian Assistant professor B.A., Bates College M.A., University of Massachusetts, Amherst M.S.L.I.S., Syracuse University 2005</p> <p>Joseph F. Corbin, III Associate professor of environmental studies B.A., West Virginia University M.S., Ph.D., Washington State University 2009</p> <p>David E. Cox Associate professor of mathematics B.A., Southwest Baptist University M.S., University of Oklahoma 1990</p> <p>Patrick Cullen Associate professor of justice studies B.S., Cornell University J.D., Boston College Law School 2006</p> <p>Allison M. Cummings Professor of English B.A., Reed College M.A., Ph.D., University of Wisconsin, Madison 2002</p> <p>Susan D'Agostino Associate professor of mathematics B.A., Bard College</p>	<p>M.S., Ph.D., Northeastern University 2006</p> <p>Diana H. Polley Associate professor of English B.A., Dartmouth College M.A., Ph.D., Graduate Center of the City of New York (CUNY) 2006</p> <p>Cara Procek Assistant professor of education B.A., M.Ed., C.A.G.S., University of New Hampshire Ed.D., Northeastern University 2011</p> <p>Greg Randolph Associate professor of economics B.A., Grove City College M.A., Ph.D., West Virginia University 2007</p> <p>Burt C. Reynolds Associate professor of organizational leadership B.S., M.B.A., Golden Gate University Ed. D., Boston University 2008</p> <p>Steve Robichaud Technical services librarian Associate professor A.S., Mount Wachusett Community College B.A., Fitchburg State College M.L.I.S., Simmons College 2008</p> <p>Vanessa Rocco Assistant professor of art history B. A. American University M.S., Ph.D., City University of New York 2012</p> <p>Audrey P. Rogers Associate professor of education B.A., Tufts University M.Ed., University of Massachusetts, Lowell M.A., University of New Hampshire Ed.D., Rivier University 2007</p> <p>Ralph Rojas, Jr. Assistant professor of justice studies B.A., Fordham University M.S., M.P.A., Long Island University D.P.A., University of Baltimore 2008</p> <p>Colin Root Assistant professor of humanities and fine arts B.A., Ball State University M.F.A., Ph.D., Boston University 2013</p> <p>Stefan Ryll Assistant professor of culinary arts A.S., Metha Bohnert Culinary Academy, Germany B.A.S., M.S., Southern New Hampshire University</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>M.A., Smith College M.A., Ph.D., Dartmouth College 2009</p> <p>Edward W. Daniels Off-campus services librarian Professor B.A., University of New Hampshire M.L.S., University of Rhode Island 1987</p> <p>Kevin J. Degnan Professor of science and mathematics B.S., Manhattan College M.S., Ph.D., New York University 1995</p> <p>Tej S. Dhakar Professor of quantitative studies, operations and project management B.S., Indian Institute of Technology M.B.A., University of Delhi Ph.D., University of Alabama 1995</p> <p>Antimo DiMatteo Associate professor of TESOL B.A., Butler University M.Ed., Notre Dame College 1993</p> <p>Tracy Dow Instructor of graphic design B.A., Notre Dame College M.B.A., Plymouth State University 2008</p> <p>David L. Doyon Assistant professor of accounting B.S., University of Southern Maine M.B.A., Southern New Hampshire University 2001</p> <p>Euclid A. Dupuis Professor of accounting B.S., New Hampshire College M.S., Bentley College CPA 1984</p> <p>David W. Fehr Associate professor of finance and economics B.S., Lafayette College M.B.A., University of Rochester 1998</p> <p>Marilyn Fenton Associate professor of education B.A., M.A., University of Rochester C.A.G.S., Plymouth State College Ed.D., Argosy University 2007</p> <p>Aysun Ficici Associate professor of international business B.A., University of Massachusetts at Lowell M.A., Harvard University</p>	<p>C.E.C. 2008</p> <p>Massood V. Samii Professor of international business B.S., University of Hartford M.B.A., Western New England College Ph.D., State University of New York 1988</p> <p>Sarah Sarette Assistant professor of special education B.S., M.Ed., C.A.G.S., Plymouth State University 2014</p> <p>Megan Sawyer Assistant professor of mathematics M.A., Smith College M.S., Ph.D., North Carolina State University 2013</p> <p>Elizabeth Sheehan Associate professor of sport management B.A., Mount Saint Mary's College M.S., Ph.D., University of Massachusetts, Amherst 2005</p> <p>Kevin Snyder Assistant professor of sport management B.S., Virginia Polytech Institute State University M.B.A., University of Oregon Ph.D., University of Massachusetts, Amherst 2012</p> <p>Silvia Spence Associate professor of TESOL B.A., Pfeiffer University M.Ed., Notre Dame College 1989</p> <p>Pat Spirou Professor of marketing B.S., Keene State College M.B.A., New Hampshire College D.B.A., Nova Southeastern University 1993</p> <p>Catherine Stavenger Associate professor of education B.S., M.Ed., University of New Hampshire 2007</p> <p>Karen Curry Stone Professor of marketing B.A., Wake Forest University M.A., University of Kentucky Ph.D., Boston College 1983</p> <p>David W. Swain Associate professor of English B.A., Eastern Nazarene College M.A., Pennsylvania State University Ph.D., University of Massachusetts 2007</p> <p>Michael T. Tasto Associate professor of economics</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>M.B.A., New Hampshire College M.S., M.B.E., Southern New Hampshire University D.B.A., Southern New Hampshire University 2007</p> <p>M. Brigid Flanigan Associate professor of culinary arts A.A.S., Southern Maine Vocational Technical Institute M.Ed., Cambridge College CHE 1998</p> <p>Peter Frost Professor of psychology B.A., Framingham State College M.A., Ph.D., Baylor University 2001</p> <p>Steven Gallaher Associate professor of finance and economics B.S., M.B.A., Ph.D., University of Texas at Austin 2008</p> <p>Lisa Gerrish Assistant professor of accounting B.S., University of Massachusetts, Amherst M.B.A., Rollins College 2013</p> <p>Adam Gilbert Assistant professor of mathematics B.A., Merrimack College M.S., Ph.D., University of Rhode Island 2014</p> <p>Brooke E. Gilmore Information literacy librarian and reference coordinator Assistant professor B.A., University of New Hampshire M.L.I.S., Simmons College 2009</p> <p>Michele Goldsmith Associate professor of science B.A., State University of New York at Plattsburgh M.S., Bucknell University M.A., Ph.D., State University of New York at Stony Brook 2008</p> <p>Betsy Gunzelmann Professor of psychology B.A., M.Ed. Salem State College Ed.D., Boston University 1996</p> <p>Denis A. Hall Associate professor of TESOL B.A., M.A., University of New Hampshire 1982</p> <p>Shaikh A. Hamid Professor of finance and economics B.A., M.B.A., University of Dhaka D.B.A., Boston University 1999</p> <p>Jennifer Harris Emerging Technology and Systems Librarian</p>	<p>B.S., St. John's University M.A., Ph.D., Georgia State University 2007</p> <p>Jeannemarie Thorpe Assistant professor of marketing B.S., University of Bridgeport M.Ed., Rivier College M.B.A., New Hampshire College 2002</p> <p>Susan A. Torrey Associate professor of hospitality business A.S., Endicott College B.S., M.S., Lesley University CHE 1999</p> <p>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</p> <p>Harry Umen Professor of communication B.F.A., Temple University M.F.A., Indiana University, Bloomington 2002</p> <p>John C. VanSantvoord Professor of accounting B.S., New Hampshire College M.B.A., University of New Hampshire 1980</p> <p>Deborah S. Varat Associate professor of art history B.A., University of Rochester M.A., Ph.D., Boston University 2004</p> <p>Mary Westwater Assistant professor of education B.A., Jersey City State College M.Ed., William Paterson College 2009</p> <p>Charles V. White Professor of finance and economics B.A., M.S., University of Connecticut Ph.D., Ohio State University 1979</p> <p>Steven Widener Associate professor of economics B.A., Xavier University M.A., Ph.D., University of New Hampshire 1987</p> <p>Charles L. Wilbert Professor of English B.A., University of Pennsylvania M.A., Ohio University 1968</p> <p>Kristina Wright</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Assistant professor B.A., Edinboro University M.S.L.S., Clarion University M.S., Mercyhurst University 2013</p> <p>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</p> <p>Mark Hecox Professor of sport management B.S., M.B.A., University of Miami D.B.A., Southern New Hampshire University 2004</p> <p>Michael Hendery Assistant professor of psychology B.A., Ithaca College M.A., St. Michael's College Psy.D., George Washington University 2010</p> <p>Sarah Howe Assistant professor of English B.A., University of Saint Joseph M.A., Trinity College Ph.D., University of Arizona 2013</p> <p>Alec Ingraham Professor of mathematics B.A., M.A., University of Massachusetts, Boston 1978</p> <p>Kostas Karadakis Assistant professor of sport management B.S., University of Ottawa M.B.A., Liverpool John Moores University Ph.D., University of Florida 2012</p> <p>J. Desmond Keefe III Associate professor of culinary arts A.S., Johnson &amp; Wales University M.Ed., Cambridge College C.E.C., C.C.E. 1996</p> <p>Jay F. Kosegarten Assistant professor of psychology B.A., Connecticut College M.A., Ph.D., Long Island University 2011</p> <p>Louis B. Lanzillotti Associate professor of accounting B.S., M.B.A., Northeastern University CPA 1975</p> <p>Diane Les Becquets Associate professor of English B.A., Auburn University</p>	<p>Assistant professor of English B.A., University of North Carolina, Charlotte M.A., Ph.D., Tufts University 2013</p> <p>Kate York Assistant professor of science B.S., M.Ed., Ph.D., University of New Hampshire 2010</p> <p>Susan I. Youngs Professor of English B.A., Luther College M.A., Washington State University Ph.D., University of Wisconsin 1998</p> <p>Mary Zickafoose E-Learning librarian Assistant professor B.A., Sam Houston State University M.S.I.S., M.S.L.I.S., Drexel University 2014</p> <p>Faculty Emeriti</p> <p>Robert Begiebing Professor emeritus of English B.A., Norwich University M.A., Boston College Ph.D., University of New Hampshire 1977</p> <p>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</p> <p>Eleanor Dunfey-Freiburger University professor emeritus of ethics and engagement B.A., Emmanuel College M.A., University of San Francisco 1984</p> <p>Robert H. Fleeson Professor emeritus of English B.A., Yale University M.A., University of New Hampshire 1967</p> <p>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</p> <p>Carolyn Hollman Professor emeritus of English and education A.B., University of Michigan M.A., University of New Hampshire</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>M.F.A., University of Southern Maine 2006</p> <p>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</p> <p>Frederick Lord Associate professor of English and creative writing B.S., M.B.A., New Hampshire College M.F.A., New England College 2009</p> <p>Susan N. Losapio Associate professor of organizational leadership B.S., Plymouth State College M.S., Antioch University New England Ph.D., Walden University 2003</p> <p>Andrew Lynch Professor of marketing B.S., M.S., Southeast Missouri State University Ph.D., Southern Illinois University 2007</p> <p>Andrew Martino Professor of English Director of University Honors Program B.A., M.A., Ph.D., SUNY Binghamton 2005</p>	<p>Ed.D., Vanderbilt University</p> <p>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</p> <p>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</p> <p>G. David Miller Professor emeritus, community economic development B.A., Brown University M.S.W., University of Michigan M.A., Northeastern University</p> <p>Paul Schneiderman Professor emeritus of finance B.B.A., M.B.A., University of Massachusetts M.A., Ph.D., Clark University 1976</p> <p>Don W. Sieker Professor emeritus of English A.B., M.A., San Francisco State University Ph.D., University of California</p> <p>Christopher Toy Professor emeritus of mathematics B.A., M.A., San Francisco State University 1971</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Records and Right to Privacy

### FERPA Student Right to Privacy

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

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

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

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

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



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

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

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

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

## 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 his or her 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. Transcripts will not be furnished to students or former students whose financial obligations to the university have not been satisfied. To request an official copy, please visit the [Parchment](#) website and sign in or create an account.

## Student Name Change

A student may request a change of name from the name that is currently on record at SNHU to a different name, by providing to the Office of the Registrar his or her former name, Student ID number (if known), and a copy of documentation verifying his or her correct name. Any one of the following documents is acceptable proof of the student's correct name:

- A copy\* of a marriage license or marriage certificate;
- A copy\* of a divorce decree;
- A copy\* of a certificate of name change or court order verifying name change;
- A copy\* of a Social Security card; or
- A copy\* of a driver's license.

\*The copy must be clear and legible.

The request for a change of name, along with the student's former name, Student ID number (if known), and copy of supporting documentation, may be furnished to the Office of the Registrar in one of the following ways:

- by email to [registrar@snhu.edu](mailto:registrar@snhu.edu);
- by fax to (603) 629-4647
- by U.S. postal service to:

Office of the University Registrar,  
SNHU, 2500 North River Road,  
Manchester, NH 03106

## Transcripts from Other Institutions

Student transcripts from previously-attended institutions that were provided for admissions consideration 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

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

### Nondiscrimination/Equal Opportunity

Consistent with all federal and state laws, rules, regulations and ordinances (e.g., Title VII, Title VI, Title III, Title II, the Rehabilitation Act, the Americans with Disabilities Act, and Title IX), it is the policy of Southern New Hampshire University not to engage in discrimination or harassment against any person on the basis of race, color, national origin, citizenship, religion, marital status, age, sex, sexual orientation or disability in admission to, access to, treatment in or employment in its programs and activities. It is the policy of the University to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. The following department has been designated to handle inquiries regarding the nondiscrimination policies: Office of Human Resources and Development, Southern New Hampshire University, 2500 North River Road, Manchester, NH 03106-1045.

### Sexual Misconduct and Harassment

The university, in compliance with the spirit of various federal and state laws (e.g., Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, title VII of the Civil Rights Act of 1964, and other similar state and federal statutes and regulations), adopts the policy and fosters an environment where no individual may threaten the health, safety and welfare of a member of the university community; or any person on university property; or at a university sponsored or supervised activity, through the commission of a sexual assault, engaging in sexual harassment, discrimination, battery, and/or misconduct, including acquaintance rape.

Where there is reasonable cause to believe that a member of the university community has violated regulations prohibiting sexual misconduct, disciplinary action will be pursued by the university. Disciplinary action will be taken whether the conduct occurs on or off the campus. If you are involved in a sexual assault, you will find confidential crisis intervention and counseling services through the Wellness Center. In addition, the university will make reasonable accommodations to change the living and/or academic situation on a case by case basis. If you are a victim of an assault and wish to report it and to have the matter prosecuted, the Office of Public Safety will assist you in bringing the case to the attention of the local police.

You may also submit a complaint through the university disciplinary system, in addition to or in place of, criminal prosecution or civil action. As members of the university community, we are all responsible for creating a safe environment. University students are encouraged to report to the police, public safety and a university administrator all occurrences of sexual assault. Professional staff members in the office of the dean of student affairs, residential

life, student counseling, the Wellness Center, and public safety are among those who are available to assist students who are victims of sexual assault.

## Student Academic Complaint

If a student in University College has a complaint about an instructor or course, then the student should speak first to the instructor. If the student is not satisfied or cannot resolve the issue at that level, then he or she should speak to the Program Coordinator/Department Chair. If the student is still not satisfied, then he or she should speak to the school Dean or Program Director. If the student wishes to pursue the matter further, then he or she should speak to the Provost, who will review the matter and make a final decision.

## Student Affairs

### Athletics

Southern New Hampshire University supports an active athletic program as an integral part of the educational process. Both intercollegiate and intramural competitions are offered to men and women of the university community. On the intercollegiate level, men's teams are fielded in baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer and tennis. Women's teams include basketball, cheerleading, cross-country, field hockey, lacrosse, soccer, softball, tennis and volleyball. Women's track and field is slated to begin competition in 2016 and women's bowling is slated to begin competition in 2017. Southern New Hampshire University is a member of the National Collegiate Athletic Association, the Eastern College Athletic Conference and the Northeast-10 Conference.

The university sponsors a varied intramural program known as "Recreational Sports," aimed at active student involvement in athletic activities.

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

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

### Athletic Facilities

The university has two gymnasiums. The field house has been renovated with a brand new wooden floor sporting the Penmen logos and has a seating capacity of 1,900. The auxiliary gym has a multipurpose, synthetic surface and a stage to accommodate a variety of university activities. The Fitness Center includes state-of-the-art aerobic equipment and free weights. Other facilities are a 25-meter, six-lane, competition swimming pool, a racquetball court, an aerobics/exercise room, multiple locker rooms and a fully equipped training room. Outdoor facilities include four lighted tennis courts, lighted baseball and softball diamonds, a lighted artificial turf varsity game field and several practice fields. The newest addition to the Athletic Facilities is an approved plan to install a brand new outdoor NCAA regulation track, new turf field, and supporting stands to accommodate over 1,500 fans. This structure plans to include multiple locker rooms, coaches' offices, an event room, and a state-of-the-art press box.

## Barnes & Noble Bookstore

The SNHU Bookstore welcomes all students, parents, faculty, staff, and alumni to shop our large selection of textbooks, general reading books, school supplies, school clothing and gifts, as well as convenience items. The bookstore is located in the Robert A. Freese Student Center on the Manchester campus. Our regular semester hours are:

Monday and Tuesday	9 a.m. to 8 p.m.
Wednesday and Thursday	9 a.m. to 6 p.m.
Friday	9 a.m. to 4 p.m.
Saturday and Sunday	10 a.m. to 2 p.m.

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

#### Contact Information:

Southern New Hampshire Bookstore  
2500 N. River Rd  
Manchester NH 03106-1045  
ph: 603.645.9618  
fax: 603.645.9755  
email: [sm8075@bncollege.com](mailto:sm8075@bncollege.com)

## Campus Ministry

The campus ministry program contributes to the goal of fostering the personal development of students by addressing their religious needs and concerns.

During the school year, the Office of Campus Ministry provides a Roman Catholic Mass on Sunday evening. Students of other religious denominations may contact the Office of Campus Ministry for information concerning the location of a church, mosque, or synagogue in Manchester. The Office of Campus Ministry provides personal and spiritual direction, religious instruction and sacramental preparation.

Our staff consists of a full-time Catholic chaplain/director of Campus Ministry. The hours are posted outside the Campus Ministry Office in the Robert A. Freese Student Center.

## DeColfmacker Veteran's Lounge

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

## Dining Center

The Southern New Hampshire University dining center offers an exciting and innovative dining program providing a community experience based on fresh ingredients, culinary expertise, healthy options, great service, value, and a shared sense of environmental and social responsibility.

The dining center offers a wide variety of food, most of which is custom made to order right before your eyes. From flat bread pizza straight from the hearth at La Trattoria, burgers and seafood from Mill City Grill, quesadillas at the Fiesta Zone, stir-fry from the Mongolian grill at Global Cuisine, salads from Tossed Around, to sandwiches, wraps, and panini made your way at the Ultimate Deli, it is easy to satisfy any craving. For those seeking out more traditional items, Traditions offers home-style cooked meals. Anyone in a hurry can swing by Sushi-Sushi or Simply-To-Go and grab a quick meal or snack as well. For those with a sweet tooth, the dining center also offers premium ice cream and irresistible desserts. Regardless of what you're looking for the staff always looks forward to serving you.

Dine SNHU always keeps health and nutrition in mind when planning meals, especially for those with dietary

restrictions or allergies. Vegetarian, Vegan, Gluten-Free, Peanut Free, Halal, whatever the case may be, all of the entrees are labeled with nutritional icons for everyone's needs. There is even a Gluten Free section in the dining center, complete with its own food and microwave should you need to heat anything up. "The Mindful Program" managed by Sodexo also offers delicious food by balancing healthy portions with less calories and sodium and adding more nutrients and flavor with the use of fresh herbs and spices. If there are any concerns regarding ingredients or allergies, the staff or our registered dietitian is more than happy to discuss your needs in order to accommodate you.

SNHU offers five levels of resident dining plans; two are offered to residence hall freshmen, three to returning residence hall and pod residents, and all five are available for townhouse/apartment residents. If no plan is selected, you will automatically receive a default plan. All first time commuters will be automatically enrolled in a default dining dollars plan with the three options available to renew. Returning Commuters may sign up for the Commuter Plan at One-Stop.

The Commuter Plan allows dining dollars to be added to an SNHU ID to be used at the dining center and coffee shops on campus including the convenience store in the Student Center. Dining dollars cannot be transferred to Penmen Change. All meal plan balances carry over from first to second semester. Any balance at the end of the academic year is forfeited. Plans are nonrefundable.

The Dine SNHU team is committed to creating the best possible dining experience. From the outstanding food and service to the various events and celebrations, visit the dining center and enjoy the comfort, convenience, and inviting atmosphere designed especially for you.

For more detailed information on the Dine SNHU program and its outlets, please visit [www.dinesnhu.com](http://www.dinesnhu.com).

## Diversity Initiatives

Southern New Hampshire University is a multi-cultural, multi-ethnic, multi-generational, and multi-gender university. We believe diversity is integral to our university culture and is essential to fulfilling our mission. The Office of Diversity Initiatives is charged with advancing the University's commitment to broadening the understanding and importance of a campus culture which is built on a welcoming, tolerant and civil atmosphere promoting inclusiveness and diversity on the campus, in the community, and the world.

Diversity Initiatives provides support and resources for all members of the SNHU Community, especially underrepresented students as expressed by their ethnicity, gender/gender identity, race, culture or sexual orientation. For more information, go to [www.snhu.edu/11580.asp](http://www.snhu.edu/11580.asp).

## Hazing

The intent of the university's webpage ([Hazing](#)) is to provide student leaders, and other members of the university community, with educational information concerning hazing. This information should not be viewed as all inclusive or exclusive in its content and definitions. Specific questions should be referred to the Director of Student Involvement, the Director of Athletics or the Dean of Student Affairs.

## Statement of Position

Southern New Hampshire University provides an environment that fosters both intellectual and personal growth. This requires striking a balance between upholding individual freedom and demanding respect for the rights of others. Every student has the right to a climate conducive to study, and all other students must respect this right.

Students also have new, or recent, freedoms and privileges because they are joining the adult community. The University should not, therefore, be constantly watching their actions or judging their behavior. When those actions, however, clash with the rights of others to a safe learning environment, the University must preserve academic rights that define it as a community.

Students are, therefore, held to a high standard of conduct; one which will maintain the educational quality of the campus. Students responsible for violations of University regulations will be dealt with in ways that promote social and personal development.

## General Student Conduct

In order to maintain a living-learning environment, which will assure the greatest opportunity for academic as well as personal success, the University has established the following rules and procedures.

While it is impossible to list in detail all the activities, which are permissible, there is the positive expectation that students will:

- Treat others politely and with respect; exhibit tolerance for others without regard to race, ethnic origin, religion, gender, age or sexual preference. In general the University may discipline any student for conduct, which disrupts the institution in the pursuit of its educational and developmental purposes. When a campus organization and/or individual is found to be involved in a possible hazing activity, the University shall initiate disciplinary action. Such action shall be conducted in compliance with conduct proceedings as outlined in the Student Handbook.

## What is Hazing?

Hazing is a broad term encompassing any action or activity which does not contribute to the positive development of a person; or which inflicts or intends to cause mental or bodily harm or anxieties; or which may demean, degrade, or disgrace any person. If you have to ask if a particular activity or action is hazing, then it probably is.

## New Hampshire State Law

### Student Hazing

1. Such act is likely or would be perceived by a reasonable person as likely to cause physical or psychological injury to any person;
2. Such act is a condition of initiation into, admission into, continued membership in or association with any organization.

A person is guilty of a class B misdemeanor if such person:

1. Knowingly participates as actor in any student hazing; or
2. Being a student, knowingly submits to hazing and fails to report such hazing to law enforcement or educational institution authorities; or
3. Is present at or otherwise has direct knowledge of any student hazing and fails to report such hazing to law enforcement or educational institution authorities.

An educational institution or an organization operating at or in conjunction with an educational institution is guilty of a misdemeanor if it:

1. Knowingly permits or condones student hazing; or
2. Knowingly or negligently fails to take reasonable measures within the scope of its authority to prevent student hazing;
3. Fails to report to law enforcement authorities any hazing reported to it by others or of which it otherwise has knowledge.

The implied or express consent of any person toward whom an act of hazing is directed shall not be a defense in any action brought under this section.

### University Action

When a campus organization is reported as having violated SNHU hazing rules, a formal report will be forwarded to the Director of Student Involvement or the Athletic Director. In turn, The University will take appropriate action

regarding the alleged violations. Depending on the circumstances relating to the violations, the University will choose to adjudicate the case.

All hazing cases involving individuals will be directly referred to the SNHU judicial process regardless of the disposition of related cases involving organizations. Organizations and individuals found in violation of a hazing offense are subject to maximum disciplinary action by Southern New Hampshire University.

## EXAMPLES OF HAZING

Depending upon the circumstances, these activities have been construed as hazing by the courts and/or institutions of higher education. Such actions are often required or implied as conditions of inclusion in or exclusion from a group, formal or informal. Thus, hazing may be perpetrated by individuals against individuals, individual against group, group against individual, or group against group.

- Requiring calisthenics such as sit-ups, push-ups, runs, p.t.'s, or any form of physically abusive exercise.
- Requiring the carrying of items such as rocks, bricks, paddles, helmets, shields, coconuts, knapsacks, lunch boxes, other people, etc.
- Scavenger hunts, treasure hunts, road trips, or any other such activities when not done for information gathering purposes consistent with the educational purposes of the organization.
- Kidnappings are specifically prohibited.
- Morally degrading and humiliating games and activities such as requiring members to dive in dumpsters, to sing in a public place (i.e. dining hall), to act like animals or other beings, to scrub floors with toothbrushes, or to be nude at any time.
- Assigning or endorsing pranks such as borrowing/stealing items, painting property and objects, or harassing other individuals or groups.
- Deprivation of sleep.
- Blindfolding or hand-tying at any time.
- Verbal harassment including yelling or screaming.
- Individual interrogations not consistent with legitimate testing of information about the history, purpose, or direction of the organization.
- Requiring any personal servitude such as running errands.
- Requiring people to wear, publicly, apparel which is conspicuous and/or not normally in good taste.
- Requiring people to walk or march in formation.
- Requiring people to be branded.
- Requiring people to answer phones or doors with chants, riddles, songs, or rhymes.
- Deception and/or threat contrived to convince the individual, he or she won't be able to join the group or organization.
- Expecting participation in an activity in which the full membership would not participate.
- Requiring people to enter the house or building through a side door or entrance not normally used to enter.
- Requiring people to yell when entering or leaving the house or building.
- Work parties without the participation of the full organizational membership.
- Any action which could be perceived as inflicting physical abuse/harm to an individual (i.e. paddling, application of foreign substances, etc.).

Situations involving hazing must be reported to the Vice President for Student Affairs, the Director of Student Involvement, or the Athletic Director.

## International Student Services (ISS)

International Student Services (ISS), located in Belknap Hall, assists and supports international students and scholars while they are at SNHU as non-immigrants. ISS provides orientation programs, immigration advising, travel documents, enrollment certification, information about applying for a Social Security number or a driver's license, practical training assistance and cross-cultural adjustment counseling. ISS also offers programs such as the Thanksgiving Hosts, and International Friendship Families, and Conversation Partners programs to connect SNHU international students with local American families for occasional meals or activities, and English practice.

An important aspect of the work of ISS is to foster understanding among our students, staff and faculty who come from all over the world; the annual International Education Week celebration, the Cousins program and the Conversational English tutoring program are three initiatives aimed at accomplishing this work. ISS staff also work with the student-led International Students' Association to sponsor intercultural events such as the International Gala, which features fashion, music, dance and skits from around the world.

## Public Safety

Southern New Hampshire University public safety officers are on duty 24 hours a day, seven days a week. Officers patrol the campus in marked vehicles, on bicycles, Segways and on foot. Officers are trained in crime prevention, security patrolling, first aid, fire suppression and preliminary investigations. Officers also spend a good portion of their shifts providing general services for the campus community such as lockouts, roadside assistance and escorting students on campus during hours of darkness.

In addition to patrol efforts the University has strategically placed throughout the campus 20 blue light emergency call phones which ring directly into the public safety office. Extensive exterior lighting of walkways and parking lots are in place. We also utilize a video surveillance system with camera coverage situated at strategic locations.

Although a private university, Southern New Hampshire University's Department of Public Safety continually works in concert with local Police, Fire and EMS. A spirit of cooperation is maintained as the department works hand-in-hand with these agencies to keep our campus safe.

The department provides direct service programs to the members of the university community. The programs are dedicated to the prevention of crime and fire safety awareness. The programs vary in scope and topic but include a hands on Rape Aggression Defense class, personal safety awareness, identity fraud and a winter driving workshop to name a few.

In compliance with the Campus Security Act of 1990 (CLERY Act), SNHU's safety, security programs along with our crime and fire statistics are reported annually to the US Department of Education. This information can be found on the university's website and in brochure form at the Public Safety Office. The Public Safety Office is located in Morrissey House.

## Residence Life

The residence life program supports the academic mission of the university by enhancing student learning inside and outside the classroom. Residence Life provides an environment that allows for individual growth and provides facilities that are well-maintained and safe.

Campus living should be an exciting and educational experience. Living in the residence halls creates an environment in which students will grow, learn, accept adult responsibilities, make informed choices, develop friendships and increase self-awareness.

The Office of Residence Life, located in Chocorua Hall, Suite 3, offers referral information on university services, sponsors programs and assists with physical accommodations.

The residence program consists of:

<b>Apartments</b>	<b>Townhouses</b>	<b>Residence Halls</b>
Conway Greeley Kearsarge Lincoln Spaulding Whittier	Attitash Cranmore Hillsboro Rockingham Sunapee	Chocorua Hampton Merrimack New Castle Ossipee Tuckerman Washington Windsor



		Winnisquam Winnepesaukee
--	--	-----------------------------

Our first year and second year students traditionally live in the residence halls, while our third and fourth year students usually reside in the apartment and townhouses. On campus housing is not offered to graduate students.

All residence hall rooms are furnished with desks, chairs, beds, window shades and wardrobes. There are convenient common spaces with furnished lounges, microwaves, flat-panel televisions and study spaces. Students are encouraged to make their residence hall rooms a comfortable personal living space that in many cases they will share with a roommate. In the residence halls, we have a limited number of single rooms available as well as suite style and pod-style living.

Individual townhouses and apartments are furnished with desks, chairs, beds, window shades, wardrobes, living room and kitchen furniture, and a stove and a refrigerator. Students must provide their own pots, pans, glasses, plates, and silverware. Hampton, Windsor, Conway, and Lincoln house have community rooms for program areas. Our residence areas are active during the summer as well. Traditional Summer A and B term students reside in either New Castle, Washington, or the Upper Suites. The Eastside Residence Halls and Eastside Apartments along with the Lower Suites are used as conference and convention spaces.

Each area is administered by a Residence Director (RD), who is a live-in, professional staff member. RDs supervise the student Resident Assistant staff, develop, coordinate and encourage programming, investigate and adjudicate judicial matters, act as liaisons between residents and facilities management, and refer students in need of personal assistance. Resident Assistants (RAs) are students who are selected and trained to assist the Office of Residence Life staff. Southern New Hampshire University and the Office of Residence Life hire RAs to work in each residence hall, apartment and townhouse building. The RAs work with residents to build a climate conducive to academic success, individual growth and the development of appropriate community norms, such as mutual consideration and respect for others. RAs assess and work with their students in order to provide diversity, life skills, academic, social, and healthy living programs for their areas. The RA is the first person to contact if a student is in need of advice, a referral to another office, or help concerning a roommate issue or a maintenance request.

Being admitted to the university is not a guarantee of a residence assignment. Students are assigned residence on an annual basis.

## Wellness Housing

The goal of wellness housing is to sustain a housing option for students who desire a substance-free residence area while working closely with the Wellness Center. These students are also provided with the opportunity of maintaining a lifestyle that supports positive life choices.

## Robert A. Freese Student Center

### Student Center

The Student Center is dedicated to supporting the growth and learning that occur in all facets of campus life. This department collaborates with many members of the SNHU community to provide innovative and planned campus programs, activities and services. Programs presented annually are the New Student Orientation programs and the University Convocation for new students.

The Student Center is the campus crossroads, where students, faculty, staff, alumni, and guests of the institution meet and socialize. It is known as the "living room" of the campus, and is a showcase facility for student life. The facility houses the three student governing groups; CAPE (Coordinators of Activities & Programming Events), IGC (Inter-Greek Council), and SGA (Student Government Association) and the student radio station (Radio SNHU). Several offices are also housed in the Student Center and offer numerous services, including Postal Services, the Campus Bookstore, Diversity Initiatives, Campus Ministry, Student Involvement, the Wellness Center, Copies Plus (a student-run copy center), the Last Chapter Pub, and the Student Center Operations. Other services offered in the facility include pool tables, a 24 hour ATM, TVs, a convenience store/coffee shop, a veteran's lounge, Army ROTC,

an Interfaith Prayer Room, and plenty of places to hangout.

## New Student Orientation

The Student Center staff coordinates the SNHU Orientation programs, which are held three times during the year. Those programs are the Summer Orientation program held in June, the First Days program held at the opening of the fall term, and the Spring Orientation program held at the beginning of the spring term in January. These programs are for all full-time, undergraduate students who are new to the university. The programs focus on social, academic, and personal integration and transition issues that all new students face when going to college.

## Solicitation Policy

The Student Center Operations must approve all advertising by non-university organizations in order to be posted and/or distributed on campus. No solicitation is allowed except with the approval of the Student Center Executive Director.

Businesses are offered certain opportunities to promote their products by reserving a table in the Student Center area or through advertising in the student newspaper. Both of these services are offered on a fee basis. All requests will be considered as long as the service represents a benefit to our students and the institution and does not interfere with any contractual agreements the institution has entered into.

In the residence areas only, student clubs and organizations are allowed to market door-to-door with prior written approval through the Office of Residence Life. If the student group is intending to conduct a fundraiser, the students need to receive approval from the Office of Student Involvement as well as the Executive Director of the Student Center.

# Student Affairs Mission and Vision

## Mission of Student Affairs

As an educational partner of the university, we foster opportunities for students to learn and to grow as responsible, culturally aware citizens. This is accomplished by engaging students in intentionally designed programs and services which empower students to develop skills and behaviors appropriate to lead positive personal and professional lives.

Our staff values...

**Ethics:** Responsibility is part of our culture therefore our actions are guided by fairness, honesty and integrity

**Diversity:** Our University is enriched by human difference and we recognize the inherent dignity of each community member and treat everyone with respect.

**Collaboration:** Teamwork is the cornerstone of our practice. We strive for a community that seeks input from and communicates effectively across departments and disciplines.

**Responsiveness:** We stay engaged with the changing needs of our diverse population in order to offer creative and innovative services to address those needs.

**Student Engagement:** Our work reflects a passion for the personal development of our students. Our goal is to inspire and support our students as they become intellectually engaged and socially responsible citizens.

## Vision of Student Affairs

We strive to provide innovative approaches for student-centered learning as we deliberately grow to meet the changing needs of our students.

## Student Handbook

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

Students may access the handbook by going to [my.snhu.edu](http://my.snhu.edu), or the university's website [www.snhu.edu](http://www.snhu.edu) under the section entitled "Resources." It is expected that as members of this university community, all students have taken the necessary time to review the handbook, familiarize themselves with the content, and seek clarification of that information which is not clear to them.

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

## Student Involvement

The personal growth resulting from university activities is not easily measured. It is, however, directly related to each student's level of involvement and commitment in the community. The university provides opportunities for individual participation and for membership in clubs and organizations.

Student Affairs, through the Offices of Student Involvement strives to support the academic tradition of the university. This is accomplished through upholding a minimum membership requirement for all active members in SNHU clubs and organizations. Each active member must maintain a cumulative grade point average of 2.0 (undergraduate) and 3.0 (graduate) to remain a part of campus organizations. In addition, many clubs and organizations prescribe a higher cumulative GPA to be a member of certain groups.

The Office of Student Involvement helps organize new clubs and coordinates leadership development, helps with the management of major campus programs (Involvement Fairs, Late Night Breakfasts, Welcome Month, Homecoming Weekend) and manages leadership programs (Leadership Awards Banquet, Signature Leadership Program and teambuilding workshops). The office provides resources and support to over 60 clubs and organizations on campus and directly advises the Inter-Greek Council (IGC), the Enterprise Yearbook, and the Coordinators for Activities and Programming Events (CAPE). Additionally, the office oversees the Student Government Association and its related organizations, which include the Student Senate, the Election Committee, and the Budget & Finance Committee. It provides information and guidance on planning and presenting events and programs, prepares an activities calendar (<http://snhucalendar.snhu.edu/>) and keeps the rosters of organizations. Visit the SNHU website ([www.snhu.edu/224.asp](http://www.snhu.edu/224.asp)) for a complete listing of clubs and organizations.

## Student Government Association

The Student Government Association (SGA) represents all full-time undergraduate and graduate Southern New Hampshire University students.

As the main voice for the student body at SNHU, SGA maintains an open line of communication between the administration, faculty and students. Throughout the year SGA actively participates and has voting power on University standing committees to ensure that students' needs are addressed. The Board of Trustees, Academic Policy, Curriculum and Student Discipline Committees are just a few of the university committees with SGA representation. SGA encourages student input regarding University policies, facilities, and events. The Office of Student Involvement provides SGA with guidance and advice on the management of their organization.

## Coordinators of Activities and Programming Events (CAPE)

The Coordinators of Activities and Programming Events (CAPE) is a student-run organization committed to enriching campus life at Southern New Hampshire University. CAPE provides on and off campus activities for all students by providing social, recreational, educational and cultural programming. Major events include: concerts, comedy shows and Welcome Weekends, Winter Week, Spring Week, SNHU Stock, weekday programs, late night events and other campus traditions.

## Greek Life

Through membership in social fraternities and sororities, students often make lifelong friendships based upon mutual interests and experiences outside the classroom. These organizations have a strong commitment to leadership, scholarship and organizing campus and community service projects in an effort to promote themselves and Southern New Hampshire University.

Sororities: Kappa Delta Phi NAS, Phi Omega Psi, Phi Delta Beta  
Fraternities: Kappa Delta Phi, Phi Delta Psi, Phi Delta Theta

The Inter-Greek Council (IGC) is the coordinating board for the fraternal system at Southern New Hampshire University. Its purpose is to organize the new member recruitment program, develop new member education procedures, and provide a forum for discussion for any concerns that exist among the six Greek chapters.

## Southern New Hampshire University Ambassadors

The Ambassadors is a student organization established in 1990. Southern New Hampshire University Ambassadors are selected student leaders who work for the betterment of the university. They develop meaningful communication between students, faculty, staff and alumni and work to enhance the relationships between Southern New Hampshire University and the community. Membership is open to full-time sophomores, juniors, seniors and graduate students who have maintained a 3.0 grade-point average.

## Media Organizations

The Penmen Press is the student newspaper, which is published entirely by students through SGA funding. The newspaper offers experience for writers, editors, photographers, artists and advertising sales people on campus.

The Enterprise is the SNHU yearbook, which is published annually by the Office of Student Involvement. It serves to chronicle the university years as a remembrance for all undergraduate students.

Radio SNHU (<http://radio.snhu.edu>) is a student-run, Internet-based AM radio station. The radio station provides opportunities for students to be a part of promoting SNHU worldwide via cutting-edge technology.

## Wellness

The mission of the SNHU Wellness Center is to provide students with the skills to resolve problems, improve relationships, and attain optimum health in support of the achievement of lifelong academics and personal success. Our vision is to assure that the wellness model is integrated into the decisions and operations of the institution and each individual's growth and development.

As a staff, we value prevention over treatment and try to reflect that in our services and programming efforts. We believe that change occurs at both individual and systematic levels that college is an opportunity for growth in and out of the classroom and that learning occurs in a variety of contexts. Furthermore, our work is guided by the beliefs people are responsible for their own actions, asking for help and utilizing available resources is healthy and an educational institution is responsible for challenging students to become intellectually curious, socially responsible and emotionally healthy members of society. The Wellness Center is comprised of three functional areas. They are the Counseling Services, the Health Services, and the Educational Services.

## Counseling Services

Sometimes personal and emotional problems can negatively impact learning and living and interfere with a person's development. Even a student with many strengths and abilities can experience difficulties which can be effectively resolved through counseling. Some examples of such difficulties might be problems in interpersonal relationships, depression, loneliness, sexual concerns, poor grades, substance abuse or conflicts with one's family.

Personal concerns of any type may be discussed frankly and privately with a professional counselor. Short term counseling sessions are confidential and can be arranged by contacting the Wellness Center. Counseling Services are offered at no additional charge to students.

## Health Services

SNHU Health Services is licensed by the Department of Health and Human Services as an Educational Health Facility and must operate according to their regulations. Our staff includes 2 licensed nurses and a Nurse Practitioner. We provide treatment and education regarding treatment and symptom management of common acute illnesses and injuries (e.g. colds, flu, sore throat, burns, cuts, urinary tract infections, minor sprains and strains). Our nursing staff also provides personal health counseling and education related to chronic illness, healthy lifestyle, illness prevention, and birth control. We are available to assist students with completing insurance claims for the university sponsored health insurance plans. In some instances, students are referred to a local urgent care, emergency room or other health care provider and the cost of these services is the responsibility of the student.

To be eligible for health services at the Wellness Center on campus, students must submit a completed SNHU medical record form. This medical record form (available at <http://www.snhu.edu/files/pdfs/medicalform.pdf>) requires a student's signature (or parent's consent to treat if the student is a minor), emergency contact information, a brief health history and a health physical within the past twelve months. Also required is an immunization history including documentation of a complete measles, mumps and rubella series or documentation of immunity through an antibody titer test. In addition, international students are required to have a recent (within six months) chest x-ray and provide a report translated in English. Any missing information will incur additional medical service fees to the student upon arrival.

### Health Services Complaint Procedure

All student complaints about care at Health Services should be directed to:

Director of Wellness Center  
603.645.9679

If a student feels the complaint is not adequately addressed, contact:

Dean of Students  
603.645.9608

Students may also file a complaint with:

Division of Public Health Services  
Bureau of Health Facilities Administration  
6 Hazen Drive  
Concord, NH 03301  
1.800.852.3345, Ext 9499

## Educational Services

Education is at the core of the Wellness Center's activities and services. The staff members firmly believe in the value of prevention in the development of a whole person. Educational services include classroom presentations on wellness topics; individual consultations with students; workshops and co-sponsorship of substance-free activities; training for student leaders, staff and faculty; and access to resource materials for classroom assignments or personal growth opportunities.

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

BACCHUS Network University and community based network that focuses on health and safety initiatives to promote healthy and safe lifestyle decisions. Peer Educators are eligible to attend training and receive National Certification.

## **Student Code of Conduct**

### **Academic Honesty**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include receiving a failing grade for the assignment or course, academic suspension or expulsion from the university.

### **Purpose of the Honor Code**

To emphasize the university's commitment to academic integrity, it has established a university-wide Honor Code. The purpose of this Honor Code is to encourage and maintain academic integrity at Southern New Hampshire University by adhering to the five fundamental values identified by the Center for Academic Integrity: honesty, trust, fairness, respect, and responsibility. This Code incorporates as a part hereof, the SNHU Honor Code Procedures for the Undergraduate Day School and the penalties for violation of this Code contained therein. The procedures and penalties may be revised from time to time.

### **Definitions of Academic Dishonesty**

Under the university's Honor Code, academic dishonesty is defined as:

#### **Cheating**

- The unauthorized use of notes, textbooks, oral, visual, or electronic communication, or other aids during an exam, quiz, or other related course assignment.
- The copying of the work of another student during an exam, quiz, or other related course assignment.

#### **Plagiarism**

- The use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format.
- The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, and electronic sources.

#### **Misrepresentation**

- The substitution of another student/individual during the taking of a quiz/examination or for the completion of a course.

#### **Unauthorized collaboration**

- The sharing of quiz/exam questions or answers with another student without the instructor's permission.
- The copying of another student's homework without the instructor's permission.
- Group collaboration on individual assignments without the instructor's permission.

#### **Alteration or fabrication of data**

- The submission of data not obtained by the student during the course of research.

- The deceitful alteration of data obtained by the student during the course of research.

## Duplication

- The submission of the same or similar paper in more than one course without the express permission of the instructor.

## Participation in or facilitation of dishonest academic activities

- The stealing of quizzes/examinations
- The alteration of academic records, including grades
- The sabotaging of the work of another student
- The distribution of materials for the purpose of cheating
- The alteration, forging, or misuse of university-related documents
- The intentional reporting of a false violation of academic integrity
- The offer of a bribe to any university member in exchange for special consideration or favors
- The misuse of university resources, including library resources (print and electronic) and facilities, computer labs, university equipment and networks, etc.

## Responsibilities under the Honor Code

All members of the university community have responsibilities under the Honor Code.

1. Students are expected to acquaint themselves with the university's policy on academic integrity; familiarize themselves with the syllabi of individual courses, which may contain more specific guidelines for citing material, working in groups, etc.; seek clarification from instructors on any aspect of a course or the Code about which they have questions or confusion; and should and are expected to encourage their peers to follow the Code.
2. Faculty should familiarize themselves with the university's policy on academic integrity; make clear in their syllabi the university's stance on academic integrity; discuss in their classes their own expectations regarding academic integrity as it applies to specific features of courses; incorporate into their course assignments and/or courses conditions that minimize the chance for violation of the Code; make clear to students in their courses the distinction between group and individual assignments, the method of citation required, and other policies relevant to helping students maintain academic integrity; be willing to clarify misperceptions or confusion, should students have questions about what constitutes academic dishonesty; and are expected to investigate and report any violation of the Code that comes to their attention.
3. Administrators should endorse the Code actively by incorporating awareness of it in orientation meetings, promotional literature, educational programs, etc. and support faculty and students who attempt to carry out the provisions of the Code.

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating.

The instructor, who has the full authority to assign an "F" grade for that assignment or course after a discussion of the incident with the student, will handle initial violations of academic honesty. A report of the incident and its disposition will be sent to the Dean of the School that offers the course. The Dean will review the incident and forward it for placement in the student's personal file. A student dissatisfied with the instructor's decision may request a meeting with the Dean. The Dean will investigate the incident and make a decision within five days of the student's appeal. If there is new information not considered by the Dean, the student may make a final appeal to the Vice President of Academic Affairs, who will make a final decision regarding the incident within 10 days of the appeal. Upon placement of notification in the student file, the student will be referred to the director of The Learning Center, who will determine whether an educational component would be advisable to prevent further violations by the student. A notation will be placed in the student file regarding the outcome of the meeting.

Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the Vice President

for Academic Affairs for action. A second offense will normally result in suspension from the university for at least one term or semester.

## Copyright Guidelines

### Guide to Online Use of Published Material in SNHU Courses

The following is a guide prepared by the Shapiro Library for the use of published material in support of SNHU courses through a learning management system. This is intended for educational purposes only and does not constitute legal advice or SNHU policy. SNHU employees are responsible for adhering to U.S. copyright law and applicable SNHU policies.

Some material is not protected by U.S. copyright law. Material that is in the Public Domain can be posted without copyright clearance or further Fair Use analysis. This applies mostly to older material (in general 1923 or older) that was published in the U.S. A convenient tool to use when trying to determine if something is in the Public Domain is the Copyright Digital Slider at <http://librarycopyright.net/resources/digitalslider/>. Additionally, government documents created by an officer or employee of the U.S. Government as part of that person's official duties are not protected by copyright law. Material published in an open format, such as under a Creative Commons license (<http://creativecommons.org/licenses/>), may also be used in accordance with the license.

Providing students with links to material available on the Internet or in library databases is not the creation of a copy and may be done unless there are specific licensing agreements in place prohibiting linking (Harvard Business Review articles are a notable instance in which licensing prohibits linking). Linking to illegally created material that infringes on copyrights can, however, be considered contributory copyright infringement and should be avoided.

Fair Use allows for the copying of copyrighted material in certain circumstances based on the balancing of several factors:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

Under Fair Use it is generally permissible to post:

- One chapter from a book with more than 10 chapters, or 10% of a book with fewer than 10 chapters;
- One article from an issue of a periodical or newspaper;
- A short story or short essay (less than 2,500 words) or short poem (less than 250 words);
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

If you wish to use a portion of a copyrighted work in excess of the limitations listed above, you may do so under Fair Use; provided, there is not a reasonable method for obtaining copyright clearance AND the amount duplicated does not constitute a replacement for purchasing the original work. Otherwise, copyright clearance is required.

### Making Copies

- When using an excerpt the portion of the material used should not be "the heart of the work."



- Access to the material must be limited to students enrolled in the course and must not persist beyond the end of the course.
- Students must be reminded of the limitations of the U.S. Copyright Law and must be expressly told that policy prohibits re-distribution of copied material.
- Copied material “must fill a demonstrated, legitimate purpose in the course curriculum” and be narrowly tailored to accomplish it.
- The duplication of works that are consumed in the classroom, such as standardized tests, exercises, and workbooks, normally requires copyright clearance.
- It is permissible to use the same materials from semester to semester without seeking copyright clearance.
- Materials purchased on an individual basis, such as case studies, cannot be posted without copyright clearance.
- Material borrowed through interlibrary loan cannot be posted without copyright clearance.

Clearance can be obtained through vendors such as the [Copyright Clearance Center](#).

If you have questions regarding the copyright status of a particular work, please contact your [library liaison](#).

For more information on Copyright, please visit the library's [copyright guide](#).

## Copyright

SNHU requires all members of the University community to comply with all state and federal laws including copyright laws. The students, faculty and staff at SNHU have access to the fundamentals of copyright law and SNHU's guidelines for educational use of copyright materials at [SNHU policies and resources concerning U.S. Copyright Law](#) and the [U.S. Copyright Office's Home Page](#).

Allegations of copyright infringement by SNHU users that comply with the Digital Millennium Copyright Act, Title II, Section 512 (c) (3) (“DCMA”) will be investigated. The University’s designated DCMA agent will notify the Provost and Vice President of Academic Affairs of all valid notification of claimed copyright infringement received by SNHU for appropriate action. If SNHU determines that any users have infringed copyrights of others on a repeat basis, the offending user's access to online services may be terminated. SNHU reserves the right to choose how to address or respond to any allegation of copyright infringement received including, without limitation, the choice of any defense under applicable law.

Notification of Claimed Infringement under the Digital Millennium Copyright Act: If any owners of copyrights believe SNHU's users are infringing copyright protected work, they may send a notice to SNHU's designated agent at:  
Kathryn Gowney, Dean of the University Library  
Southern New Hampshire University  
2500 North River Road  
Manchester, NH 03106 603.626.9100  
[k.gowney@snhu.edu](mailto:k.gowney@snhu.edu)

Notification of claimed infringement must contain the information required by and otherwise comply with the Digital Millennium Copyright Act, Title II, Section 512(c).

## Using SNHU's Copyright Protected Materials

As a general rule, you may print, reproduce, and use the information in, and retrieve files containing publications or images from, only those WWW documents to which SNHU expressly grants permission or license, provided: (1) the

use is for non-commercial, personal, or educational purposes only, (2) you do not modify any information or image, and (3) you include any copyright notice originally provided in the materials. If a particular author places further restrictions on the material, you must honor those restrictions. In some instances, specific information contents may be copyrighted by others. By using any of this material, you assume all risks of copyright infringement and related liability.

## Using SNHU Logos, Trademarks and Licensed Graphics, and Web Templates

All standard graphics, photographs, and text of the SNHU Home Page and connected pages displaying the SNHU logos and logotype are copyrighted and trademarked by SNHU. Redistribution or commercial use are prohibited without express written permission.

## Disciplinary Dismissal

If a student is dismissed from SNHU for disciplinary reasons, he/she is permanently dismissed from the university without opportunity for readmission and the student will not be allowed on campus at any time.

## Disciplinary Suspension

Southern New Hampshire University reserves the right to suspend any student for disciplinary reasons. Suspension means that the student is dismissed from Southern New Hampshire University for a given period, with an opportunity for readmission. This sanction may only be imposed by the Dean of Students or designee after a hearing. If suspended from the university, the student will be persona non grata on all university facilities and from all university functions for the period of his/her suspension. This information will be used in evaluating re-admission.

## File Sharing

### Introduction

H.R 4137, the Higher Education Opportunity Act (HEOA), is a reauthorization of the Higher Education Act. It includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing. These provisions include requirements that:

- Institutions make an annual disclosure informing students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and details the steps institutions will take to detect and punish illegal distribution of copyrighted materials.
- Institutions certify to the Secretary of Education that they have developed written plans to “effectively combat” the unauthorized distribution of copyrighted material.
- Institutions, “to the extent practicable,” offer alternatives to illegal file sharing.
- Institutions identify procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials.

### Annual Disclosure

Consistent with our educational principles, we view education as the most important element in combating illegal sharing of copyrighted materials at SNHU. We use a wide variety of methods to inform our community about the law and SNHU’s response to copyright infringement claims:

1. In order to use University computing resources, all members of the SNHU community endorse a Network Acceptable Use Policy that includes a section on copyright compliance and a File Sharing Policy that specifically addresses the University’s position on copyright laws and file sharing.

2. Posters are periodically mounted in student computer labs and elsewhere to discourage illegal file sharing.
3. Every fall we send an email to all students regarding illegal distribution of copyrighted materials.
4. SNHU's Computing Resources staff periodically brief members of the Student Senate about copyright, illegal file sharing, and related issues.
5. SNHU's policies and procedures concerning the Digital Millennium Copyright Act and our response to infringement claims are published on the University web site.
6. Each year, the Office of Student Affairs sends out a memo to all students on copyright laws and campus policies related to violating copyright laws.

## **Plans to "Effectively Combat" the Unauthorized Distribution of Copyrighted Material**

Southern New Hampshire University employs multiple technology-based deterrents to combat the unauthorized distribution of copyrighted materials. SNHU's Packeteer enables bandwidth-shaping technology to both block network access to known sites/services employed in the unauthorized distribution of copyrighted materials as well as restricting the available bandwidth to P2P applications. SNHU also utilizes an Intrusion Detection & Prevention (IDP) system to block a defined list of P2P file sharing services. SNHU responds promptly to legitimate notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act and sent to our DMCA agent address.

## **Alternatives to Illegal File Sharing**

There are many legal sources for copyrighted material such as music and movies. They have a wide range of business models; some are free and some charge a nominal fee. The Motion Picture Association of America maintains an up-to-date and comprehensive list of legal sources. In addition, Educause maintains a comprehensive list of Legal Downloading Resources. Members of the SNHU community are encouraged to take advantage of these legitimate sources of digital content.

## **Reviewing Effectiveness**

Beginning in 2011-2012 and periodically thereafter, SNHU will survey community members to assess the extent to which our anti-piracy messages are reaching them. We will analyze the impact of our technical efforts to combat illegal file sharing, and other aspects of our plan to combat the unauthorized distribution of copyrighted materials.

## **Network Acceptable Use**

Southern New Hampshire University encourages the use and application of information technologies to support research, instruction and student needs. Users of Southern New Hampshire University equipment, software and computer accounts are expected to follow acceptable standards of ethics and conduct in their use of computing resources. All Southern New Hampshire University faculty, students and staff should be aware of the following acceptable use policy requirements, which augment the existing Nearthnet and NSF acceptable use policies.

Definition: The Southern New Hampshire University network (SNHUnet) includes all computer and communication hardware, software and accounts owned by Southern New Hampshire University.

1. Every computer account issued by Southern New Hampshire University remains the property of Southern New Hampshire University. The person to whom the account is issued is responsible for the account and its use. This responsibility continues until the person is no longer a student or employee of Southern New Hampshire University, at which time all rights and responsibilities regarding the account are terminated. The individual must keep the account secure by keeping the password secret, by changing the password often and by reporting to the Department of Computing Resources when anyone else is using the account

without permission. Using another person's account or allowing someone else to use an account makes both parties potentially liable to disciplinary action.

2. The use of SNHUnet is prohibited for:
  - illegal purposes;
  - transmitting threatening, obscene or harassing materials;
  - interfering with or disrupting network users, services or equipment (disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses and using the network to make unauthorized entry to any other computers accessible via the network);
  - profit-making from the selling of services and/or the sale of network access;
  - excessive private or personal business.
3. The following activities are specifically prohibited:
  - tampering with Southern New Hampshire University-owned computer or communication hardware and software;
  - defining and/or changing IP addresses on any machine;
  - intercepting or attempting to intercept e-mail and file transfers;
  - originating or attempting to originate mail from someone else;
  - attempting to log on to computers without an account (other than using guest or anonymous accounts).
4. Data within computer accounts issued by Southern New Hampshire University are private. Access to data within computer accounts issued by Southern New Hampshire University without written permission of the owner is prohibited. However, if there is probable cause to believe such data files or programs contain information relevant to a Southern New Hampshire University business requirement or legal proceeding, a person other than the authorized user may examine such data files or programs. Permission for such access would be granted by Southern New Hampshire University's Vice President of Operations. Access to accounts and/or data by the Department of Computing Resources for routine computer systems maintenance work is permitted.
5. Backup copies of all data in Southern New Hampshire University computer accounts are made routinely to protect against loss of data. No exceptions can be granted.
6. Requests to waive some policies will be reviewed by the Director of the Department of Computing Resources on an individual basis. Under no circumstances will a waiver be granted that violates state, local or other laws.
7. Confirmed misuse of Southern New Hampshire University's computing resources may result in one or more of the following punitive measures:
  - loss of access to computer resources
  - required repayment of funds expended in unauthorized use
  - expulsion from the university
  - termination of employment
  - legal action.

The prohibited uses as defined above may also violate state and federal law; thus criminal penalties may also apply.

## Online Course Etiquette

All students are expected to adhere to strict course etiquette policies when working in the online environment. Due to the open nature of the discussion forums, students are expected to post professional, relevant responses that are suitable to an academic environment. Since any number of sensitive topics may be discussed, students must maintain an open mind while reading their peers' postings. Students are required to be mindful of and respectful toward the person receiving any communication. Any comments deemed disruptive to the learning environment may be permanently deleted and may result in disciplinary action (minor or major).

## Online Services

Students can search for classes, register online, print course schedules, view mid-term and final grades, submit address or phone number changes, drop or add classes and much more with my.SNHU. Students gain access to my.SNHU by visiting [my.snhu.edu](http://my.snhu.edu), and using their assigned login ID and password. Complete instructions are available online for all students.

## Personal Computer Software

Southern New Hampshire University licenses the use of computer software from a variety of outside companies. Southern New Hampshire University does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it.

Southern New Hampshire University students learning of any misuse of software or related documentation within the university shall notify Southern New Hampshire University's Department of Computing Resources.

According to the U.S. Copyright Law, persons involved in the illegal reproduction of software can be subject to civil damages of as much as \$50,000 and criminal penalties, including fines and imprisonment. Southern New Hampshire University does not condone the illegal duplication of software. Southern New Hampshire University students who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal from the university.

## Support Services

### Academic Advising Office

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

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

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

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

### Academic Advisor Assignment

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

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

Transfer students are advised by a professional Advisor in the Academic Advising Office for a period of time

(normally not to exceed one semester) before they begin work with a Faculty Advisor in the department under which their major resides.

## Peer Advising

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

## Dorothy S. Rogers Career Development Center

The Career Development Center assists students with career planning and their job search during and after their college careers. Career planning and development is critical for today's college students who will be seeking career opportunities in an increasingly competitive job market.

### Career Preparation that Begins on Day 1

Graduates must be market ready to compete in a constantly changing economic environment. Recognizing this need, the Career Development Center has launched a comprehensive career development program to help students identify interests, assess their skills and abilities and prepare for post graduate success. Students are encouraged to take advantage of the resources available through the Career Development Center early in their academic career.

The Career Development Center's professional team offers individual career coaching as well as career fairs and networking events that feature alumni and employers throughout the year. From career assessment tools designed to help clarify career objectives to career exploration resources to job and internship assistance, the Career Development team can assist students at all stages of the career search process.

Our services include:

- Resume writing & review
- Interview preparation
- Career assessments
- LinkedIn Training
- Networking skills
- Job search planning
- Graduate school guidance
- Internship search
- Career coaching

All students have access to [SNHU Recruit](#), an online job and internship posting site that lists current openings and employer contacts across a variety of industries in the corporate and non-profit sectors. The Career Development Center also offers an on campus recruiting program. An early partnership with the Career Development Center will help students enter the workforce well prepared for success.

## Internship

Developing skills and building experience in a professional environment are critical to post graduate success. Students at Southern New Hampshire University are encouraged to participate in internships and pre-professional experiences as part of their SNHU experience. Students can participate in internships on a non-credit basis or as an academic internship for credit.

The Career Development Center actively engages employers to build relationships with internship employers from a

variety of industries. Students can easily access information about employers and current opportunities via the online resources maintained by the Career Development Center or by visiting the office.

## 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. Students are tested and assigned to one of six levels of instruction. Typically, completion of one level of instruction requires two terms/one semester. At the end of each semester, students are given the TOEFL exam, along with other tests, and are evaluated as to their progress and readiness for movement to a higher level of ESL instruction or for undergraduate/graduate coursework. Mandatory individual student-teacher conferences are scheduled at mid-semester as well as at the end of each semester. ESL students can earn three credits per semester (with a maximum of six credits), but for graduate students this credit is added onto the degree requirements.

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

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

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

### Requirements for Completion

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

### Admissions Procedures

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

### Transitional Bridge Program

International students who have a TOEFL score between 500-530, an iBT of 61-71, or an IELTS of 6.0 will be placed in the Transitional Bridge Program. Conditionally accepted undergraduate school students who have completed the advanced level of ESL and have been accepted into undergraduate school are placed into ENG 070, ENG 071, ENG 072: Transitional English. This series of three integrated courses prepares international students for the academic

tasks required in American university undergraduate coursework. For more specific information on the skills developed within each course, refer to the ENG heading in the course description section of this catalog.

## Foreign Languages

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

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

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

The library collections are developed to support the university's expanding curriculum at all levels. These collections contain more than 155,000 paper and electronic books; online access to theses and dissertations; access to the contents of 53,146 online journals; more than 139 proprietary databases; databases of streaming videos; as well as video games and gaming consoles. In addition, SNHU faculty and student research is now being collected online in the institutional repository, the SNHU Academic Archive.

The librarians constantly strive to expand the depth of the library's offerings and improve the ability of students and faculty to access its total complement of resources regardless of their geographic locations. This is facilitated by the Off-Campus Library Services (OCLS) which links the research needs of students enrolled through the College of Online and Continuing Education, cohort programs, and overseas campuses with the resources and services of the library.

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

Over the summer of 2014, Shapiro Library will be moving into the brand new Library Learning Commons building. In addition to housing our print collections, this new building will have technology enhanced study rooms, an IT Help Desk, The Learning Center, a digital production suite, a café and the Center for Teaching and Learning. In addition, there will be two Library Instruction Rooms, sixty-two computer workstations, 3D printers, 3D scanners and a large format printer.

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

## Institute for Language Education (ILE)

The Institute for Language Education, located in the School of Liberal Arts, houses the English as a Second Language (ESL) Program, undergraduate and graduate transitional English programs, foreign languages, the Master of Science in Teaching English as a Foreign Language Program (MSTEFL), and the NH Certification Program in Teaching English to Speakers of Other Languages (ESOL). For information on the MS-TEFL and ESOL Certification programs, please contact the ILE office.

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



## ILE Scholastic Standing Committee

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

## Media Services Center

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

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

## Office of Disability Services

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

## Services to Students with Disabilities

### 1. Section 504 Compliance and ADA Compliance

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

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

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

### 3. Academic Responsibility

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

## 4. Grievance Procedure

Southern New Hampshire University has adopted an internal grievance procedure that provides for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA), as amended, and by Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). Section 504 states, in part, that “no otherwise qualified handicapped individual ... shall solely by reason of his handicap be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance...”

Complaints should be addressed to:

ADA/504 Compliance Officer  
c/o Wellness Center  
Southern New Hampshire University  
2500 N. River Road  
Manchester, NH 03106-1045  
603.645.9626 or Fax 603.546.9717

### Grievance Procedure Steps

1. The university encourages the informal resolution of concerns and will assist any individual with that process. The university is also committed to the prompt investigation and resolution of concerns pertaining to the civil rights of individuals attending the university, employed by the university or participating in university functions, of which it is aware regardless of the filing of an actual complaint. If an individual is dissatisfied with that resolution attempt or wishes to forego an informal resolution, an individual may follow the more formal process below.
2. A complaint must be filed in writing, contain the name and address of the person filing it and describe the alleged violations of the regulations with specific factual information. The Compliance Officer will provide assistance to any person whose disability interferes with filing a grievance in writing.
3. A complaint must be filed within 30 working days of the alleged violation.
4. The ADA/504 Compliance Officer or his or her designee will conduct an investigation, as may be appropriate, following the filing of a complaint. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
5. The ADA/504 Compliance Officer will issue a written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 20 working days after the complaint is received.
6. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.
7. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 10 working days to the ADA/504 Compliance Committee, which will involve other university officials as deemed necessary. The ADA/504 Compliance Committee will render a final decision within 20 working days of receipt of the complainant's request for reconsideration.

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

Under such circumstances, the ADA/504 Compliance Officer will notify the complainant in writing as to the delay and a projected date for resolution.

## Technology Resources

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

All SNHU students receive e-mail addresses and all residence hall rooms have both wired and wireless Internet connections. Every classroom also has access to a wireless network.

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

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

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

## The Learning Center

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

- **Tutoring:** SNHU offers tutoring for many university courses through walk-in and/or individualized tutoring. Tutors are faculty members, graduate students and undergraduate peers. In addition, in some courses peer tutors are hired as classroom assistants to provide an additional resource to the students and to faculty members.
- **Peer Mentoring:** Many students lack sufficient study and organizational skills to be successful at the university. The mentoring program provides "generic" instruction in areas such as time management, exam preparation and note-taking skills.
- **Individualized Programming:** The Learning Center's goal is to assist all students in meeting their academic goals. We therefore offer individualized programming which includes, but is not limited to structured study hours, faculty checks, weekly meetings with the Director, or appropriate Coordinator, etc. Additionally, new pilot programs include the Scholarship Retention Program, designed to assist first-year, merit-based scholarship recipients retain their scholarships; the NCAA Eligibility Program, designed to help intercollegiate athletes maintain their eligibility; Grade Renewal Kickstart program to assist members of Greek organization who have fallen out of compliance to remain active while working with the Learning Center, Conversational English (in partnership with International Student Services) to assist international students with their spoken English skills, and ReStart with Success, offered to students who have previously failed an accounting or math course.
- **JumpStart Summer Bridge Program:** The Learning Center also administers a one-week summer bridge program called JumpStart. It is designed to provide early introduction to the academic and social expectations of the university, as well as provide instruction in study/organizational skills, familiarity with the campus, and an earlier opportunity to meet other incoming students. This program has a cap of 50 students.
- **Remedial Assistance:** The Learning Center offers remedial assistance to students at risk of academic dismissal through intensive professional tutoring/mentoring and/or through a program called Second Start. Second Start is a semester-long workshop series with built-in assisted study sessions and frequent faculty contact. The Scholastic Standing Committee or the director of The Learning Center refers students to the Second Start Program.

- **Tutor Training:** The Tutor Training Program at SNHU is an internationally certified program. The Learning Center is authorized by the College Reading and Learning Association to award tutor training certification at three levels of tutor expertise (regular, advanced and master).

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

## School Information

### School of Arts and Sciences

**Dean: Dr. Karen Erickson**  
**Robert Frost Hall**  
**603.645.9692**  
**Fax: 603.645.9779**

### Mission

**"...and learn by going where I have to go."  
– Theodore Roethke**

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

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

### School of Arts and Sciences

At Southern New Hampshire University, the School of Arts and Sciences serves students in their quest for a productive education, meaningful work, and a life that takes account of the common good. The School of Arts and Sciences is founded on the fundamental notion that a comprehensive education encourages curiosity, elevates conscience, and responds to community needs. The broad scope of the liberal arts opens many paths to life and work, and helps students to understand the deepest forms of human expression.

By connecting the humanities, sciences, fine arts, mathematics, and technology, students engage creative energies and develop problem-solving capacities. Each major requires an additional nine credits, or three courses, in the arts and sciences to be taken outside the disciplinary fields of the major. These are noted as "required SAS courses" for each major. Thus, Arts and Sciences majors are able to explore the relevant disciplines in depth as well as broader implications to prepare students for any number of career choices.

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

## Communication, Media Arts and Technology

**Department Chair: Prof. Tracy Dow**

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

## Community Mental Health and Mental Health Counseling

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

**Contact: Dr. Annamarie Cioffari**

#### Mission

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

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

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

family preservation, developmentally appropriate practice (from infancy through adulthood and the challenges of aging) and cultural relevance.

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

## Format

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

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

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

### Options:

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

### Specializations:

Integrated Community Mental Health and Substance Abuse Services for:

- Children, Youth, and Families
- Adults

## Application Review Process - PCMH

The admission review for the Graduate Programs in Community Mental Health and Mental Health Counseling is based on a careful comparison of applicants' qualifications. Particular attention is paid to past

accomplishments and future promise in the field. Selected faculty members review applications and consider personal and professional experiences in addition to academic achievements.

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

- have earned a baccalaureate degree at an accredited college or university
- present an official transcript showing at least a 2.75 cumulative grade-point average for undergraduate studies
- submit a completed application and a nonrefundable, \$40 application fee
- submit an essay responding to items described on the application form
- furnish two letters of reference (forms are provided)
- furnish an up-to-date resumé
- Submit application materials to:  
Southern New Hampshire University  
Vermont Programs – PCMH Admissions  
463 Mountain View Drive, Suite 101  
Colchester, VT 05446  
1.800.730.5542  
[www.snhu.edu/pcmh](http://www.snhu.edu/pcmh)

## Application Deadlines - PCMH

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

## Conditional Acceptance - PCMH

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

## Non-degree Students

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

## The Certificate Program

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

## The Master of Science Degree Programs

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

## English/Creative Writing

**Department Chair (Interim): Prof. Frederick Lord**

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

Course offerings include surveys of British, American, and World Literature, as well as more specialized courses such as contemporary literary theory, Gender and Text, the Black Literary Tradition, and World Literature in Translation. We also offer in-depth examinations of major periods and authors, in addition to studying a variety of literature courses. The creative writing major provides students with extensive opportunities to develop and hone writing skills in a particular genre, even as they engage in general study of literature.

## Environment, Politics & Society

## Game Design and Development

## History and Social Studies

## Humanities and Fine Arts

**Department Chair: Dr. Deborah Varat**

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



## **Institute for Language Education**

### **Justice Studies**

**Department Chair: Prof. Patrick Cullen**

### **Liberal Arts/General Studies**

### **Mathematics**

**Department Chair: Prof. Pamela Cohen**

Employers seek college graduates with quantitative, analytical and problem-solving skills. As a consequence, the SNHU Mathematics Department:

- Offers a Mathematics Major for students interested in pursuing careers in quantitative fields such as finance, economics, computer programming, or statistics, or pursuing graduate studies in mathematics or other quantitative fields.
- Offers a Middle School Mathematics Education Major for students interested in earning certification to teach mathematics in grades five through eight.
- Offers minors in Applied Mathematics, Mathematics and Middle School Mathematics Education for students majoring in fields other than mathematics, but interested in documenting advanced abilities in mathematics.
- Provides general education mathematics classes that meet the needs of students of varying abilities and academic interests.

### **Psychology**

**Department Chair: Dr. Peter Frost**

### **Science**

### **Social Sciences**

**Department Chair: Francis Catano**

The Social Science Department is home to three majors: Sociology, Environmental Management, and Law and Politics. The department and majors are interdisciplinary; while each stands 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.

## School of Business

**Dean: William J. Gillett, LL.B.**

**Webster Hall  
603.644.3153  
Fax: 603.644.3150**

### Mission

The school develops and implements high-quality, innovative, leading-edge, competency-based business curricula that meet the changing needs of students, business, government and society.

Our faculty brings both theoretical and practical knowledge into the learning environment, engages in scholarly activities and provides service to the community.

The school values its students, faculty and staff by establishing and maintaining a supportive environment that enables creativity, innovation, open communication and mutual respect.

The school recognizes that its student populations are diverse and have a wide range of education needs, requiring that it use different delivery mechanisms and locations and that the faculty is responsible for the academic quality, integrity and consistency of all School of Business offerings, including continuing and online education.

### Laptop Computer Requirement

As of 2005, all incoming undergraduate day freshman students majoring in business have been required to own a laptop computer. The university has partnered with a manufacturer to offer our students affordable technology. Please see the SNHU website for more information.

### Research Paper Citation Guidelines

The School of Business recognizes the American Psychological Association (APA) citation guidelines as the standard to be used in all business courses.

### The Business Core

The Business Core program in the School of Business at Southern New Hampshire University will prepare our students to integrate and apply essential knowledge of the business functions, pursue advanced education and successful careers in business. In addition to these core business courses, students in each Bachelor of Science degree business program will also satisfy the General Education Program requirements and choose free electives that match their career and personal goals.

**Within the General Education Program:**

Preparation for students majoring in an undergraduate business degree program will require taking the following specified courses.

- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

**Within the Business Core Program:**

The following course work is required of the Business Core:

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- FIN 320 - Principles of Finance Minimum Credits: 3
- INT 113 - Introduction to International Business Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 421 - Strategic Management and Policy Minimum Credits: 3
- QSO 300 - Operations Management Minimum Credits: 3

**Business Core - Business Related Program(s)**

The following programs do not require INT 113 or QSO 300 in their Business Core Requirements:

- Accounting Accelerated Track, B.S. to M.S.
- Fashion Merchandising and Management, B.S.
- Game Design and Development, B.S. (with concentration option)
- Healthcare Management, B.S.
- Retailing, B.S.
- Social Entrepreneurship, B.S.
- Technical Management, B.S.

**Guiding Principles**

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

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

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

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

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

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

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

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

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

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

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

CCCED provides training to co-op members and people working in the field; carries out research that engages communities as collaborators, producing both new knowledge and useful information for the organizations involved; and provides consulting services to help organizations apply the cooperative model in community economic development. In 2008, the Center led a study trip to the Italian co-operatives; prepared a Directory of Worker Cooperatives published by the US Federation of Worker Cooperatives, and conducted research on worker co-op entrepreneurs. The Center collaborates with other cooperative organizations including the Cooperative Development Institute, Cabot Creamery, St. Mary's Bank, the National Cooperative Business Association, and the National Cooperative Bank. For further information contact Dr. Christina A. Clamp at [c.clamp@snhu.edu](mailto:c.clamp@snhu.edu).

## **Institute for International Business of Southern New Hampshire University**

### **Mission**

The mission of the Institute for International Business (IIB) is to offer the intellectual assets of the International Business Department to the business community and other constituencies in the United States and abroad to create value for our institution, faculty, students, and the business community at large. The IIB will primarily focus on programs and services that will eventually contribute to the global competitiveness of its constituencies at all levels and generate revenue for SNHU.

### **Objective**

The overall objective of the Institute for International Business is to be the arm of the International Business Department to fill the gap between academic education and research, and its application. Much of the research and courses being taught in the International Business Department of Southern New Hampshire University focus on the development and application of theoretical concepts with an academic focus. The Institute will attempt to bring together the academic strength of the IB department, and the research and training needs of the business community, both in the United States and overseas.

1. **Research Objective**

The International Business Department has accumulated considerable research capabilities as part of being a research oriented department to service the doctoral students. The numerous publications by faculty and doctoral students show the depth of the research capacity of the department. In addition, we have built research infrastructure, including the International Business Modeling Laboratory (IBML), numerous databases, and advanced software which is unique in the region. We believe that these assets could be a valuable resource for the business community and other interested organizations. In addressing long term and fundamental business issues, it would also be a vehicle in making research to our faculty and doctoral students more relevant.

2. **Training Objective**

Executive training in specialized topics has emerged as an important area of contribution by universities to executive development. In the area of International Business, a number of such specialized training and non-credit courses can be identified. The Institute for International Business at SNHU will offer short non-credit courses for executives. These courses will also be offered overseas for executives in other countries.

3. **Speaker Series and Conferences**

The Institute hosts conferences and speaker series throughout the year to encourage interaction between academia and the business community with a focus on global business issues.

## Partners

- New Hampshire Governor Office of International Commerce
- New Hampshire International Trade Association
- U.S. Department of Education Title VI B
- International Business Modeling Lab: IBML

## Delta Mu Delta Honor Society

Delta Mu Delta is a national business honor society that recognizes and encourages the academic excellence of students. Students of good character enrolled in a business related major and studying for a bachelor's or master's degree are eligible for membership. A candidate must have completed at least one half of the credits required for their degree program, possess a cumulative grade point average of 3.6 or higher and reside in the top 20% of his or her respective class. An invitation to join the Gamma Nu Chapter of Delta Mu Delta at Southern New Hampshire University confirms that the student has a proven track record of working hard to achieve distinction in their business studies.

## Accountancy and Taxation

**Department Co-Chairs: Prof. David Doyon and Prof. Karin Caruso**

## Accounting

**Department Co-Chairs: Prof. David Doyon and Prof. Karin Caruso**

## Business

Department Chair: Dr. Burt Reynolds

## Computer Information Technology

Undergraduate Program Coordinator: Dr. Robert Seidman

## Culinary Arts

Department Co-Chairs: Prof. Vicki Connell and Christopher Decloux

### Academic Standards and Regulations

Culinary program students adhere to the same academic standards and regulations as undergraduate school students. These policies are outlined in previous sections of this catalog.

*Note: Some students may be required to take ENG 099 - Fundamentals of Writing and MAT 050 - Fundamentals of Algebra in addition to the 63 credits listed below. All students who must begin the English sequence with ENG 099 should speak with their advisors about how the courses will fit into their academic program schedules.*

## Finance/Economics

Department Chair: Dr. Michael Tasto

## Hospitality Business

Department Chair: Kimberly Monk, Ed.D, CHE.

The hospitality industry is one of the largest and most dynamic of industries globally and in many countries, the driver of local economies. A degree in hospitality management offers students career opportunities in this vibrant and diverse field.

The Hospitality Business Program at Southern New Hampshire University makes available a customized curriculum which prepares students for careers in restaurant management, hotel/resort management, club management, culinary product development, tourism management, cruise lines and special events/meeting planning. Additionally, students are provided the critical competencies to be successful entrepreneurs. This program combines a core foundation in business and management, specific industry courses, 1,000 hours of applied (real-world) experiences in hospitality organizations and the option of internships.

Students can spend a semester or a year studying abroad. With a practical curriculum, students are educated with the knowledge and skills necessary to enter the hospitality industry as managers. Strong

industry partnerships, a vibrant student community in an environment that encourages learning and access to diverse, experienced and advance degreed faculty are the hallmarks of the hospitality business education at Southern New Hampshire University.

## **Information Technology**

**Undergraduate Program Coordinator: Dr. Robert Seidman**

## **International Business**

**Department Chair: Dr. C. Bulent Aybar**

## **Marketing**

**Department Chair: Dr. Andy Lynch**

## **Organizational Leadership**

**Department Chair: Dr. Burt Reynolds**

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

**Department Chair: Dr. Kishore Pochampally**

## **Sport Management**

## **School of Education**

**Dean: Raymond McNulty**

**Belknap Hall  
603.629.4675  
Fax: 603.629.4673**

## Undergraduate Mission

The School of Education is committed to creating a better tomorrow by preparing students and supporting professional educators today to be knowledgeable, reflective leaders, responsive to the needs of a diverse society.

The School of Education's mission is supported by its conceptual frameworks:

**Theory into Practice:** The School of Education is committed to preparing students who turn theory into practice through application of learned strategies and innovative technologies. We recognize the complex dynamics of the human experience and will strive to be sensitive and responsive to the social, emotional, physical, and intellectual needs of those we serve.

**Reflective Practitioners:** The School of Education is committed to developing reflective practitioners who are self aware, intellectually curious, and dedicated to the improvement of practice through continuous professional growth. We aspire to model respect for diversity, critical thinking, and service to community.

**Leadership and Professionalism:** The School of Education is committed to developing leadership and professionalism. We serve the community and promote innovative advocacy through collaboration and a shared vision of success.

School of Education graduates possess the breadth and depth of academic knowledge and the dedication to excellence that they need in order to meet the changing needs of children, families, community, students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong commitment to learning.

Together, the school's students, faculty and staff share a passion for teaching and learning. In partnership with local schools and communities, and in collaboration with colleagues from across the university, we are committed to supporting children and their families. This emphasis on interdisciplinary collaboration and meaningful engagement with local schools and community partners provides rich opportunities for our students on their journey toward becoming professional educators.

Our education faculty believes that successful educators draw on strong values and principles in professional practice, change, and growth. To help each student define a personal philosophy of education, our programs provide theoretical, practical, and research-based foundations along with the opportunity for personal reflection.

The School of Education is committed to developing in its students a depth of academic knowledge that weaves theory into practice. Through a collegial culture of teaching and learning, faculty, staff, and students work collaboratively in the study of content that enables inquiry, critical thinking, and problem solving.

Education students at SNHU choose from one of the following programs. All certification programs meet the requirements for New Hampshire teaching certification.

## Requirements for NH Teacher Certification

### Teacher Certification Program

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



- Achievement and maintenance of a cumulative GPA of 3.0
- Passing Praxis I Scores
- Faculty recommendations
- Approval of required essay

Only School of Education courses with a grade of "C" or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a "C" may be used for graduation credits, but will need to be repeated with an earned grade of "C" or higher to be applied toward State of New Hampshire teacher certification.

## Important Changes to TCP Requirements for Graduate Students

Effective January 1, 2014, students who are seeking initial certification in the following areas will no longer be required to pass Praxis I or the Praxis Core Academic Skills for Educators test for admission to Teacher Certification Program (TCP):

- Early Childhood Education
- Elementary Education
- English Education
- Social Studies Education
- Special Education

Students seeking certification in the above areas will now be required to pass the Praxis II exam required for their area of certification as part of the admission requirements for TCP. Students seeking certification in areas other than those listed above will still be required to submit passing scores on the Core Foundations Test (or Praxis I, if taken and passed prior to December 31, 2013) for admission to TCP.

### Exception

Students who were enrolled prior to January 1, 2014 may choose to have the prior TCP requirements applied. Student choosing this option must submit passing scores on Praxis I or core Academic Skills for Educators tests for admission to TCP. Passing Praxis II scores will be required for acceptance to Student Teaching.

## Field Experiences

The School of Education believes that the theories and methods discussed in the college classroom are best understood in concert with practical experiences. The New Hampshire Department of Education requires that students participate in relevant and varied field experiences. Therefore, participation in applied learning situations is a required component of many DEV, EDU and SPED courses. Students will complete a minimum of 100 hours of field experience during their programs prior to student teaching. Student records will be evaluated to confirm all field experience requirements have been met upon applying to student teaching.

## Student Teaching

Student teaching provides a valuable learning experience for the pre-service teacher through an internship under the direct supervision of a certified mentor. During this placement, the student teacher gradually assumes the role of the teacher. All degrees leading to initial teacher certification culminate in this 16-week student teaching experience. Students apply to the student teaching program one year prior to beginning their placement, generally during their junior year. In this application process, students are again evaluated to confirm that they have maintained the requirements of the Teacher Certification Program and that they have completed all fieldwork and course

requirements. Students must pass the PRAXIS II in their subject area prior to being considered for a student teaching placement.

## Graduate Mission

The School of Education is committed to creating a better tomorrow by preparing students and supporting professional educators today to be knowledgeable, reflective leaders, responsive to the needs of a diverse society.

The School of Education's mission is supported by its conceptual frameworks:

**Theory into Practice:** The School of Education is committed to preparing students who turn theory into practice through application of learned strategies and innovative technologies. We recognize the complex dynamics of the human experience and will strive to be sensitive and responsive to the social, emotional, physical, and intellectual needs of those we serve.

**Reflective Practitioners:** The School of Education is committed to developing reflective practitioners who are self aware, intellectually curious, and dedicated to the improvement of practice through continuous professional growth. We aspire to model respect for diversity, critical thinking, and service to community.

**Leadership and Professionalism:** The School of Education is committed to developing leadership and professionalism. We serve the community and promote innovative advocacy through collaboration and a shared vision of success.

School of Education graduates possess the breadth and depth of academic knowledge and the dedication to excellence necessary to meet the changing needs of children, families, community, students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong commitment to learning.

Together, the school's students, faculty and staff share a passion for teaching and learning. In partnership with local schools and communities, and in collaboration with colleagues from across the university, we are committed to supporting children and their families. This emphasis on interdisciplinary collaboration and meaningful engagement with local schools and community partners provides rich opportunities for our students on their journey toward becoming professional educators.

Our education faculty believes that successful educators draw on strong values and principles in professional practice, change and growth. To help each student define a personal philosophy of education, our programs provide theoretical, practical, and research-based foundations along with the opportunity for personal reflection.

## School of Education Graduate Programs

Graduate programs in the School of Education at Southern New Hampshire University have expanded to meet the diverse challenges of preparing educators for 21st century classrooms with a commitment to provide cradle to career educational opportunities.

The programs provide opportunities for professional growth necessary for teachers, future teachers and educational administrators in today's society. It is our aim to have graduates possess the habits of mind and character that will make them role models and mentors for their students and their profession. We expect our graduates to demonstrate a commitment to excellence by raising standards and by improving practices in educational institutions and environments.

## Graduate Applicant Information

The following items are required for application to all School of Education programs:

- Completed application form, including \$40 fee
- Current resumé
- Official transcripts from all institutions attended, including current institution(s), in sealed envelopes
- Copy of current teacher certification, if applicable

## **Education**

### **Middle School Education Programs**

The Middle School Education Programs lead to teaching certification for the middle level grades. Students may choose certification in mathematics education for grades 5-8 or middle level science education for grades 5-9. These certifications capitalize on students' love of mathematics or science and prepare them to teach in a middle school environment. Each program provides students with knowledge of theory and practice along with significant field experience and student teaching in their senior year. Graduates in middle school mathematics or science education are ready professionals with the passion and skills to make a difference in today's middle schools.

### **Secondary Education Programs**

The Secondary Education Programs leads to teaching certification for grades 5-12. Students may choose certification in English education or in social studies education with a concentration in either history or political science. These certification programs capitalize on students' love of English or social studies and prepare them to teach in a middle or high school environment. Each program provides graduates with knowledge of theory and practice along with significant field experience and student teaching in their senior year. Students in this program examine traditional, innovative and research-based approaches to teaching English or social studies. Graduates in English education or social studies education are ready professionals with the passion and skills to make a difference in today's secondary schools.

### **Double Major for Secondary Teacher Certification**

Secondary Education majors may also declare an additional major. This unique opportunity combines the interest and passion of students who want to pursue study in English or history and become certified teachers. Successful completion of a course of English or history studies, together with courses in education, qualifies the student for a double major that demonstrates deep understanding of English or history while meeting all State requirements for teacher certification. Requirements for both double-majors are accomplished with additional credits (129 total credits). Courses are sequenced leading to a capstone student teaching experience in the senior year. Students who acquire these majors are marketable candidates for teaching positions in grades 5-12.

### **Programs Leading to New Hampshire State Certification**

The Master of Education programs have been created for college graduates with a degree in another discipline who wish to become certified teachers. Graduates earn a master's degree and teaching certification in early childhood education, elementary education, English for speakers of other languages, secondary education (English, Social Studies and Business Education), special education or technology integration specialist. Prior to acceptance to a teacher certification program, a candidate's undergraduate transcripts are evaluated to determine if general education standards were met in their undergraduate

program (Ed 609 NH State Competencies for Teacher Preparation). Students must fulfill unmet standards as they complete their program. Students who are accepted to one of the Master of Education programs leading to initial certification will subsequently apply to the School of Education Teacher Certification Program (TCP) sometime during their first 4 classes. At that time they will be required to submit passing Praxis I scores, recommendations from SNHU instructors, and a writing sample. Once accepted into TCP, students must pass the Praxis II in their chosen subject area and complete the student teaching application process which then leads to the placement of students in their student teaching assignments. The initial certification masters programs culminate in a 16-week student teaching practicum and corresponding seminar. This valuable experience requires that teacher candidates intern full-time under the direct supervision of a cooperating teacher. During this placement, the student teacher gradually takes on the role of the classroom teacher. All coursework must be complete prior to beginning the student teaching placement. These certifications can be obtained independently or as part of a Master's degree.

## **Field Experiences**

The School of Education believes that the theories and methods discussed in the college classroom are best understood in concert with practical experiences. The New Hampshire Department of Education requires that students participate in relevant and varied field experiences. Therefore, participation in applied learning situations is a required component of many DEV, EDU and SPED courses. Student records will be evaluated to confirm all field experience requirements have been met upon applying to student teaching.

## **Conversion Programs**

These programs are designed for college graduates seeking teaching certification. After a thorough transcript review, the student completes only the courses needed to fulfill the New Hampshire State Standards for teacher certification, including supervised student teaching. The number of credits required for certification varies according to the applicant's background. The program does not lead to a degree.

## **Additional Certification for Certified Teachers**

Certified teachers can pursue additional endorsements in any of the certification areas offered through the School of Education. The certification requirements will be determined by a transcript review and can be completed as a prescribed sequence of courses or as part of the M.Ed. in Curriculum and Instruction.

# **University College Programs**

## **3Year Honors Program in Business Administration, B.S.**

**Director: Kyle Viator**

In 1995, the 3Year Honors Program broke the mold for higher education. The U.S. Department of Education asked the higher education community to find a way to improve the effectiveness—and reduce the cost—of undergraduate education. Southern New Hampshire University was the only private university in the country to win a federal grant to tackle this challenge.

This custom-designed, highly integrated academic experience is offered over the course of six semesters, without attendance in summer, night or weekend courses. Students typically take a course load of no more than five modules at a time and graduate with 120 credits; the same number as students in a traditional four-year degree program.

The 3Year Honors Program is a selective degree program within the School of Business that also meets the requirements of the University Honors Program. Students receive honors recognition from the university as well as the annual \$2,000 honors scholarship. Students will take HON 201 and HON 202 with other university Honors Program students; all remaining honors coursework will be completed as part of the 3Year Honors Program curriculum.

The mission of the program is to educate selected, qualified honors students who desire a bachelor's degree in business administration in six semesters.

The program is designed so that students will:

- Succeed in obtaining entry-level positions upon graduation and advancing in their chosen professions and careers.
- Realize their individual potential and contribute to the betterment of their local communities and society at large.
- Be effective leaders and proponents of change.
- Become successful lifelong learners.

The university recognizes its obligation to deliver a high quality program that prepares students for profoundly changing business, cultural and geopolitical environments so that they may have the best chances for personal and professional success as future business leaders. To achieve the mission, students must work to master certain academic competencies. The university adopts the appropriate academic strategies and provides resources to ensure the success of 3Year students. The new paradigm under which the program operates recognizes the importance of students, faculty members and university administrators working jointly to accomplish the academic mission.

This program is based on students mastering the following competencies:

**Communication:** Students will demonstrate an ability to communicate effectively through written, oral, and other forms of communication.

**Information Technology:** Students will master information technology principles and contemporary information technology applications and will be able to apply information technology to the greatest advantage in the many aspects of an organization's operations.

**Problem Solving:** Students will develop the skills to identify problems quickly, analyze them reasonably, and find solutions creatively.

**Teamwork:** Students will develop a broad range of interpersonal skills in order to function effectively as a participant in team and group situations.

**Analytical Skills:** Students will appropriately use and apply quantitative and qualitative methods of analysis, use data, applied mathematical and statistical techniques, and decision sciences whenever possible to attain organizational objectives.

**Global Orientation:** Students will attain a multidisciplinary global perspective in order to understand others and make more effective international business decisions.

**Legal and Ethical Practices:** Students will realize the legal and ethical considerations and implications of personal, social, business and international business behavior and activities.

**Research:** Students will be able to conduct primary and secondary research and apply the results for informed decision-making.

**Strategic Approaches:** Students will be able to think and plan strategically in making business decisions.

**Leadership:** Students will be able to function effectively as a team and organizational leader.

## Academic Expectations

Students accepted into the 3Year Honors Program have been identified as motivated, focused, and serious academic learners. Typically, their high school grade point average is between 3.4 and 3.5. Admission into the program requires students to dedicate themselves to the program and the university with the expectation that they will find multiple means of contributing and building the academic environment and university community; students in the program are encouraged to pursue leadership positions both in and out of the classroom.

Once accepted into the program, students are expected to maintain a minimum 3.0 cumulative grade point average. Students who do not perform at this minimum standard will be identified by program administration and will be required to meet with their academic advisor. Students, with support from the academic advisor, will develop a performance plan of action so that they may best meet the academic challenges that they face.

## The University's Implementation Strategies

The university ensures the success of the 3Year Honors Program and the achievement of its mission by pursuing multiple academic and administrative strategies that include:

- establishing a managed, competency-based, cross-curricular, interdisciplinary educational environment that is designed to build competencies in the student's major and in certain selected general education areas in a three-year period that equal or exceed in outcomes those which would occur in a traditional four-year program.
- integrating state-of-the-art computer and information technology into the learning process.
- using diverse delivery systems for learning.
- requiring students to take responsibility for and actively participate in their own educations.
- conducting an ongoing evaluation of the program and student progress at the end of each year so that competencies and the processes to achieve them are changed when needed and that the program continuously evolves and improves.
- implementing a learning-centered paradigm.
- creating flexible, purposeful, integrated interdisciplinary learning modules that are designed to develop certain competencies.
- employing faculty members who are committed to the mission and the achievement of the program's competencies and supporting strategies.
- preparing and supporting faculty for the new paradigm.
- admitting to the program only those students who manifest the psychological, social and academic maturity and competence to succeed. This includes defining the acceptance criteria that maximizes the possibility of student success and minimizes the chance of failure.
- recording student achievements so students who transfer out of the program do so with three-credit modules that have generally recognizable and accepted course names and grades.
- educating students to lead lives of continual personal and professional learning.
- establishing and maintaining private sector business relationships to provide students with contacts and experiences that complement academic learning and enhance future employment opportunities.
- soliciting supplementary funding for student scholarships, faculty support and advanced computer information technology.

Although the 3Year Honors Program will be taught in the time frame of the traditional semester, the course content will be delivered through comprehensive and often interdisciplinary modules instead of typical 3-credit classes. It is not a "rescheduling" or compression of our four-year program. Students are required to complete all specially designed modules in the 3Year Honors Program.

During the first two years of the program each semester concludes with a week-long integrating experience that brings together competencies learned through the modules offered during that semester.

Teams of four to five students spend a week working together, trying to find creative solutions for real-world business challenges. At the end of the integrating experience, each team will present their research and recommendations to professors, just as they would for supervisors, board members and shareholders in the business world. Students receive team-based grades and college credit for their efforts.

Integrating experience helps students to see the relevance of their learning and serves as a vehicle for competency development.

In the third year, students participate in a year-long applied management experience. Assigned into project teams, paired with local area businesses, they work to research and recommend creative and viable solutions to the issue and the team organization. While doing so they demonstrate the competencies they have mastered and apply knowledge gained through the program to the process. In addition to their classroom and client obligations, students are required to complete their career readiness program. The time and energy devoted to all aspects of this experience is equivalent to a 9 credit course and satisfies the HON 401 requirement in the University Honors Program.

### Note(s):

All curriculum inquiries regarding the 3Year Honors Program should be forwarded to the Program Director, Kyle Viator, at 603.626.9100, ext. 3321 or [atk.viator@snhu.edu](mailto:atk.viator@snhu.edu).

## 5Year Elementary Education, M.A.T.

The five year M.A.T in Elementary Education grants a Bachelor of Arts degree in Special Education with certification in General Special Education grades K-12 and a Master of Arts degree in Elementary Education with certification in Elementary Education grades K-8. The program provides graduates with a comprehensive knowledge of instructional theory and practice. Students examine traditional and innovative research-based approaches to teaching a diverse population of students. Upon completion of the required courses for the undergraduate degree in Special Education, students will attain a Bachelor of Arts degree. After the completion of another year of study, students will attain a Master of Education in Elementary Education. During their 5 years of study, these students will spend extensive time in the field in both the elementary and special education environment. This 5 year program will also allow students to apply for dual certification in Elementary Education, grades K-8, and General Special Education, grades K-12. Students with dual certification are highly marketable for both elementary and special education positions.

### Bachelor of Arts Special Education

#### General Education Program: 45 credits

The General Education Program

*Note: MAT 106 and MAT 206 are required for Teacher Certification.*

#### Major Courses: 72 credits

- DEV 106 - Child Development II Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3
- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 250 - Examining Science Content Minimum Credits: 3

- EDU 266 - Exploring Social Studies Content Minimum Credits: 3
- EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- EDU 330 - Mathematics Instruction/Young Children Minimum Credits: 3
- EDU 335 - Methods of Teaching Elementary Mathematics Minimum Credits: 3
- EDU 361 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 3
- SPED 210 - Early Childhood Issues/Disabilities Minimum Credits: 3
- SPED 230 - Implications of Special Education Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- SPED 314 - Consultation and Collaboration Minimum Credits: 3
- SPED 350 - Special Education Assessment Minimum Credits: 3
- SPED 499 - Internship Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

Free Elective Credits: 3

Total Bachelor of Arts Credits: 120

### Master of Arts in Teaching Elementary Education

- EDU 506 - Teaching English Learners Minimum Credits: 3
- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 535 - Early Childhood Health and Science Minimum Credits: 3
- EDU 537 - Social Studies/Arts for Young Children Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 701 - Elementary Ed Internship K-4 Minimum Credits: 3
- EDU 702 - Elementary Ed Internship 5-8 Minimum Credits: 3
- RDG 504 - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 531 - Literature for Children Pre-K-8 Minimum Credits: 3
- One EDU or SPEDelective - 3 credits

Total Graduate Degree Credits: 36

Total Program Credits: 156

## 5Year English, M.A.T.

The five year M.A.T. in English grants a bachelor of arts degree in English and a master of arts degree in teaching the subject of English, with teacher certification in grades 5-12. Students in this program will work in collaboration with faculty from both the School of Arts and Sciences and the School of Education. Upon completion of required courses for the undergraduate degree in English, students will attain an undergraduate degree in English in four years. They will, in another year of study, attain both a Master of Arts in Teaching in English and state certification to teach English in secondary schools, grades 5-12. Students graduating from this 5-year program will have mastered



substantial content knowledge, have training and experience in the field of secondary education, and have accomplished a full semester of student teaching in a local secondary school. This combined degree will enhance the graduate's knowledge both in the subject matter and in pedagogy. Graduates of this degree program are prepared to become leaders in public education. They will, in addition, have a higher degree of expertise in their subject area, and may also seek teaching positions in programs that grant associates' degrees.

## English Curriculum - Bachelor of Arts

### General Education Program: 45 credits

The General Education Program

### English Major Courses: 27 credits

- ENG 350 - The English Language Minimum Credits: 3
- LIT 201 - World Lit I: Foundations of Culture Minimum Credits: 3  
Or
- LIT 202 - World Lit II: Renaissance to Modern Minimum Credits: 3
- LIT 300 - Literary Theory Minimum Credits: 3
- LIT 319 - Shakespeare Minimum Credits: 3

### Choose two:

- LIT 323 - Studies in Drama Minimum Credits: 3
- LIT 325 - Studies in the Novel Minimum Credits: 3
- LIT 327 - Studies in Poetry Minimum Credits: 3

### Choose one:

American Literature:

- LIT 221 - American Literature I Minimum Credits: 3
- LIT 222 - American Literature II Minimum Credits: 3
- LIT 312 - Early American Literature Minimum Credits: 3
- LIT 313 - The American Renaissance Minimum Credits: 3
- LIT 314 - American Realism and Naturalism Minimum Credits: 3
- LIT 315 - 20th Century American Literature Minimum Credits: 3

### Choose one:

British Literature:

- LIT 219 - British Literature I Minimum Credits: 3
- LIT 220 - British Literature II Minimum Credits: 3
- LIT 306 - Medieval Literature Minimum Credits: 3
- LIT 307 - Renaissance and Restoration Literature Minimum Credits: 3
- LIT 308 - 18th Century British Literature Minimum Credits: 3
- LIT 309 - Romantic Literature Minimum Credits: 3

- LIT 310 - Victorian Literature Minimum Credits: 3
- LIT 311 - Modern British Literature Minimum Credits: 3

Choose one:

World Literature:

- LIT 229 - World Mythology Minimum Credits: 3
- LIT 231 - Nature Writers Minimum Credits: 3
- LIT 328 - Multi-Ethnic Literature: Describing the Hyphen Minimum Credits: 3
- LIT 330 - Gender and Text Minimum Credits: 3
- LIT 350 - The Black Literary Tradition Minimum Credits: 3

Certification Courses: 15 credits

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 312 - Writing Workshop for Educators Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3

Required Courses: 18 credits

- FAS 202 - Introduction to Humanities II Minimum Credits: 3
- FAS - Fine Arts Elective
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- HIS - 200+ level History course
- PSY 211 - Lifespan Development Minimum Credits: 3
- SCI 212 - Principles of Physical Science I Minimum Credits: 3

Elective Courses: 15 credits

- Choose five (5) ENG or LIT courses \*

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

Total Undergraduate Degree Credits: 120

English Curriculum - Master of Arts in Teaching

Major Courses

- EDU 511 - Methods of Teaching in Secondary Schools Minimum Credits: 3
  - EDU 560 - Methods of Teaching English in Middle and High Schools Minimum Credits: 3
  - EDU 571 - Student Teaching and Seminar Minimum Credits: 6
  - EDU 582 - Educational Factors of Diversity Minimum Credits: 3
  - EFL 501 - Language Learning and Acquisition Minimum Credits: 3
- or

- RDG 535 - Content Area Literacy Grades 5-12 Minimum Credits: 3

Select two of the following:

- LIT 650 - Graduate Seminar in American Literature Minimum Credits: 3
- LIT 651 - Graduate Seminar in British Literature Minimum Credits: 3
- LIT 652 - Graduate Seminar in Global Literature Minimum Credits: 3

Select both semesters:

- LIT 685 - Graduate Thesis in Literature Minimum Credits: 3 (fall semester)
- LIT 685 - Graduate Thesis in Literature Minimum Credits: 6 (spring semester)

Select one (3 credit) elective

from EDU, EFL, ENG, LIT, or RDG

Total Graduate Degree Credits: 33

## **Accounting and Information Systems, B.S.**

**Program Coordinator: Dr. Robert Seidman**

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

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

### **Accounting/Information Systems Curriculum - Bachelor of Science**

General Education Program: 45 credits

The General Education Program

Business Core: 30 credits

The Business Core

Major Courses: 33 credits

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3

- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 309 - Intermediate Accounting III Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 3
- ACC 411 - Auditing Principles Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 415 - Advanced Information Systems Design Minimum Credits: 3
- IT 420 - Advanced Information Systems Implementation Minimum Credits: 3
- IT - One IT electives (as recommended by an advisor)

Free Electives Credits: 12

Total Credits: 120

## Accounting Certificate

Department Chair: David Doyon

### Certificate Programs

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

### Required Courses

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3
- ACC - Two ACC electives

### Guidelines for Certificate Programs

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of "C-" was earned. Official transcripts should be submitted for analysis immediately after entering the certificate program.

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

*Note: Certificate candidates may use transfer or prior learning credit courses, but they must take four courses in residence at Southern New Hampshire University.*

**Prerequisites:** Various certificate courses require preparatory background. IT 210 requires IT 100 Introduction to Information Technology or appropriate work experience with computers. When waived for certificate candidates with appropriate work experience, prerequisite courses still remain as requirements for degree candidates (but may be satisfied by transfer- or prior-credit awards).

**Time limits:** Most certificate programs are scheduled so that concentration courses can be completed within one year, but students are free to set their own paces.

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

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

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

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

Total Credits: 18

## Accounting Degree in Three, B.S.

**Department Chair: David Doyon**

The Degree-in-Three Accounting program is an innovative and integrated three-year, six semester, outcomes focused degree in accounting that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and team-based semester projects are just some of the unique learning environments afforded to students in this Degree-in-Three program.

### Accounting Degree in Three Curriculum - Bachelor of Science

#### General Education Courses: 45 credits

The General Education Program

#### Business Core: 30 credits

The Business Core

#### Major Courses: 30 credits

**\*\*Can take two (2) grad level courses ACC 207/550 and FIN330/500**

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3

- ACC 345 - Financial Statement Analysis/ Business Valuation Minimum Credits: 3
- ACC 350 - Volunteer Income Tax Assistance Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 3
- ACC 411 - Auditing Principles Minimum Credits: 3
- ACC 490 - Accounting Internship Minimum Credits: 0 (variable credit course)
- BUS 307 - Business Law II Minimum Credits: 3

**Directed Experience: 15 credits**

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

**Total Credits: 120**

## **Accounting Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a Minor in Accounting by successfully completing all of the following courses:

### **Required Courses**

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3

**Total Credits: 15**

## **Accounting, A.S.**

### **Department Chair: David Doyon**

Students pursuing Associate Degrees in Accounting will gain the fundamental skills needed for entry-level accounting positions in industry and government. Students acquire the basic knowledge needed to become professional accountants.

### **Foundation Courses: 25 Credits**

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Choose one (1) of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3  
or
- MAT 140 - Precalculus Minimum Credits: 3  
or
- MAT 210 - Applied Calculus I Minimum Credits: 3

Choose one (1) Course in Fine Arts and Humanities

Fine Arts and Humanities Elective (any course from EFAH General Education Exploratory courses)

Major Courses: 27 Credits

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC - One ACC elective
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3

Free Electives: 9 Credits

Total Credits: 61

## **Accounting, B.S. (with concentration option)**

**Department Chair: David Doyon**

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

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

## Accounting Curriculum - Bachelor of Science

### General Education Program: 45 credits

The General Education Program

### Business Core: 30 credits

The Business Core

### Major Courses: 33 credits

- ACC 207 - Cost Accounting Minimum Credits: 3
  - ACC 307 - Intermediate Accounting I Minimum Credits: 3
  - ACC 308 - Intermediate Accounting II Minimum Credits: 3
  - ACC 330 - Federal Taxation I Minimum Credits: 3
  - ACC 345 - Financial Statement Analysis/ Business Valuation Minimum Credits: 3
  - ACC 405 - Advanced Accounting Minimum Credits: 3
  - ACC 411 - Auditing Principles Minimum Credits: 3
  - BUS 307 - Business Law II Minimum Credits: 3
- Take three (3) ACC electives 300+ level

### Concentration: 12 credits

\*\*Take concentration or free electives

### Forensic Accounting and Fraud Examination

- ACC 421 - Auditing and Forensic Accounting Minimum Credits: 3
- ACC 423 - Detection/Prevention Fraudulent Financial Statements Minimum Credits: 3
- ACC 425 - Interview Techniques/Legal Aspects Fraud Minimum Credits: 3
- ACC 427 - Investigating with Computers Minimum Credits: 3

### Free Electives Credits: 12

### Total Credits: 120

### Note(s):

*\* Students completing ACC 330 and ACC 331 may not take ACC 335 to satisfy an Accounting elective or a free elective.*



## Accounting/Finance Degree in Three, B.S.

**Department Chair: Dr. Michael Tasto**

The Degree-in-Three Accounting/Finance program is an innovative and integrated three-year, six semester, outcomes focused degree in accounting/finance that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and team-based semester projects are just some of the unique learning environments afforded to students in this Degree-in-Three program.

### Accounting and Finance Degree in Three Curriculum - Bachelor of Science

#### General Education Courses: 45 credits

The General Education Program

#### Business Core: 30 credits

The Business Core

#### Major Courses: 30 credits

**\*\*Can take two (2) grad level courses ACC 207/550 and FIN340/640**

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 345 - Financial Statement Analysis/ Business Valuation Minimum Credits: 3
- ACC 350 - Volunteer Income Tax Assistance Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN 440 - Investment Analysis Minimum Credits: 3

#### Directed Experience: 15 credits

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

**Total Credits: 120**

## Accounting/Finance, B.S.

**Program Coordinator: Dr. Michael Tasto**

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.

### Accounting/Finance Curriculum - Bachelor of Science

#### General Education Program: 45 credits

The General Education Program

#### Business Core: 30 credits

The Business Core

#### Major Courses: 30 credits

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- ACC - Choose one (1) 300/400 level ACC elective
- FIN - Choose one (1) 300/400 level FIN elective
- ACC/FIN - Choose one (1) 300/400 level ACC/FIN electives

#### Free Electives Credits: 15

Total Credits: 120

## American Studies Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a Minor in American Studies by successfully completing the following courses:

#### Select two of the following:

- HIS 319 - African-American History since the Civil War Minimum Credits: 3
- HIS 330 - Civil War and Reconstruction Minimum Credits: 3

- HIS 338 - Young America Minimum Credits: 3
- HIS 332 - Colonial New England Minimum Credits: 3
- HIS 357 - American Slavery Minimum Credits: 3

Select two of the following:

- LIT 207 - American Realism and Naturalism Minimum Credits: 3
- LIT 210 - American Literature: 20th Century and Beyond Minimum Credits: 3
- LIT 328 - Multi-Ethnic Literature: Describing the Hyphen Minimum Credits: 3
- LIT 336 - Thoreau and His Contemporaries Minimum Credits: 3
- LIT 350 - The Black Literary Tradition Minimum Credits: 3
- LIT 370 - Studies in American Literature Minimum Credits: 3

Select one of the following:

- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 319 - U.S. Environmental Law and Politics Minimum Credits: 3

Total Credits: 15

## Applied Mathematics Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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.

### Required Courses

- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3

Select one of the following:

- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 225 - Calculus I: Single-Variable Calculus Minimum Credits: 3

Select two of the following:

Students may not take MAT 211 and MAT 275

- MAT 211 - Applied Calculus II Minimum Credits: 3

- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 260 - Cryptology Minimum Credits: 3
- MAT 275 - Calculus II: Integration & Series Minimum Credits: 3
- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3
- MAT 325 - Calculus III: Multivariable Calculus Minimum Credits: 3
- MAT 330 - Differential Equations Minimum Credits: 3
- MAT 380 - Error-correcting Codes Minimum Credits: 3

Note(s):

*MAT 211 and MAT 275 may not both be taken for credit. Also, AP credit for MAT 210, MAT 211, or MAT 240 may count towards the Applied Mathematics Minor.*

Total Credits: 15

## Art History Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a Minor in Art History by successfully completing the following courses:

### Required Courses

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

Select three of the following:

- FAS 110 - Introductory Drawing Minimum Credits: 3
- FAS 226 - Digital Photography Minimum Credits: 3
- FAS 260 - History of Architecture Minimum Credits: 3
- FAS 270 - Introduction to Film History Minimum Credits: 3
- FAS 305 - Digital Documentary Photography Minimum Credits: 3
- FAS 320 - History of Design Minimum Credits: 3
- FAS 326 - History of Photography Minimum Credits: 3
- FAS 335 - Romanticism to Impressionism Minimum Credits: 3
- FAS 342 - Modernism Minimum Credits: 3
- FAS 345 - Contemporary Art Minimum Credits: 3
- FAS 365 - Arts Management Minimum Credits: 3
- FAS 370 - American Art Minimum Credits: 3
- FAS 380 - Women, Art and Society Minimum Credits: 3

Total Credits: 15

## **Baking and Pastry Arts, A.S.**

**Department Chair: Vicki Connell**

Associate in Science (A.S.) Core

Required Courses: 45 credits

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1
- One General Education course - Fine Arts and Humanities (EFAH)
- One General Education course - Social and Behavioral Sciences (ESBS)
- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3
- TCI 111 - Progressive Culinary Techniques/Menu Imp Minimum Credits: 3
- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 114 - Intermediate Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3
- TCI 167 - Nutritional Cooking Minimum Credits: 3
- TCI 250 - Dining Room Management Minimum Credits: 3
- TCI 256 - Food and Beverage Cost Control Minimum Credits: 3
- TCI 390 - Culinary Cooperative Education Minimum Credits: 2

Select one of the following:

- MAT 101 - Culinary Mathematics Minimum Credits: 3
- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 211 - Applied Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

**Baking and Pastry Arts Curriculum - Associate of Science**

Major Courses: 15 credits

- TCI 230 - Retail Baking Minimum Credits: 3
- TCI 233 - Classical Baking and Plate Composition Minimum Credits: 3
- TCI 238 - Cake Decorating Minimum Credits: 3
- TCI 240 - Advanced Pastry Minimum Credits: 3
- TCI 280 - International Baking and Desserts Minimum Credits: 3

Free Electives Credits: 3

Total Credits: 63

Note(s):

*Students must hold NRA Serve Safe Certification at the time of graduation.*

## Baking Certificate

**Department Chair: Vicki Connell**

### Culinary Certificates

The certificate program is offered for those interested in developing their baking and/or cooking skills on a part-time basis without formally enrolling in a degree program. Credits derived from successful completion of certificate courses may be transferred into Southern New Hampshire University's established Associate of Science Culinary Arts Program.

### Required Courses

- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3
- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 114 - Intermediate Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3

Total Credits: 15

## Business Administration Degree in Three, B.S.

**Department Chair(s): Dr. Maria Manus Painchaud & Dr. Sue Losapio**

Business Administration Degree in Three, B.S. is a three year, six semester, competency based, outcome focused bachelor's degree in business administration earned through traditional innovative and applied learning academic experiences.

### Business Administration Degree in Three Curriculum - Bachelor of Science

General Education Courses: 45 credits

The General Education Program

Business Core: 30 credits

The Business Core

**Major Courses: 15 credits**

- OL 211 - Human Resource Management Minimum Credits: 3
  - OL 215 - Principles of Management Minimum Credits: 3
  - OL 326 - Social Environment of Business Minimum Credits: 3
  - OL 342 - Organizational Behavior Minimum Credits: 3
- Take one (1) ECO/FIN elective

**Business Major Electives: 6 credits**

- Two OL Electives

**Directed Experiences: 24 credits****Major Directed Experiences**

- OL 462 - Year 1 Assembly and Knowledge Assurance Minimum Credits: 3
- OL 463 - Year 2 Assembly and Knowledge Assurance Minimum Credits: 3
- OL 465 - Fieldwork Experience & Final Project Minimum Credits: 3
- OL 468 - Team Based Project Minimum Credits: 3

**School of Business Directed Experiences**

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

**Total Credits: 120**

**Business Administration, A.S.**

**Department Chair(s): Dr. Maria Manus Painchaud & Dr. Sue Losapio**

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

**Major Courses: 49 credits**

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1
- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3

- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL - Two OL electives
- Select one course from General Education Exploratory area (EFAH)

Free Electives Credits: 12

Total Credits: 61

## Business Administration, B.B.A.

**Department Chair(s): Dr. Maria Manus Painchaud & Dr. Sue Losapio**

The International Bachelors of Business Administration is a focused business degree. This program is designed for certain international universities with which SNHU has signed articulation agreements. It is intended for international students who are on track to complete a graduate level business degree. They have completed three years of a four year degree in their home country or a three year diploma and require some General Education courses and additional business courses to fulfill our equivalent undergraduate Business Administration degree prior to starting their graduate studies.

The B.B.A. takes into consideration different educational systems around the world. It includes a balance of General Education and business electives in a broad variety of disciplines. In most foreign educational systems students take more credits in their major, so they are typically much more prepared in their subject than their US counterparts. Thus, having more free electives in business allows more flexibility for cooperating schools to direct students to take more specific course that will better fulfill their own final year requirements. A General Education capstone course assesses student understanding of core competencies.

Many countries are actively encouraging their universities to promote and support students to have a study abroad experience. Students in this program may travel to the US to complete their final courses in a classroom setting or they may study online as a more affordable option. This program is intended to be transfer friendly by accepting 90 transfer credits as a block from approved universities.

### Requirements for Campus Program:

90 credits transferred from an approved university

Equivalent GPA of 3.0

TOEFL score of 530/71

TOEFL score between 500/61 and 530/71, or 6.0 IELTS will be required to take a bridge program with ENG 070 and two academic courses.



## International Bachelors of Business Administration Curriculum

### Foundational Requirement (as needed):

- ENG 070 - Research and Academic Skills Minimum Credits: 3
- ENG 071 - Process Writing Minimum Credits: 3
- ENG 072 - Grammar Workshop Minimum Credits: 3
- ENG 099i - Fundamentals of Writing for International Students Minimum Credits: 3

### General Education Program: 16 credits

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- SCI ELE
- SCS ELE (excluding ECO)
- FAS ELE
- SNHU 404 - SNHU Exp: Gen Ed Capstone Minimum Credits: 1

### Major Business Courses: 15 credits

*Take four (4) courses from ACC, FIN, HOS, OL, IT, INT, MKT, or SPT at the 300/400 level*

- BUS ELE - Choose four (4) 300/400 Business Elective Courses
- OL 421 - Strategic Management and Policy Minimum Credits: 3

Total Credits: 121 Credits

## Business Administration, B.S. (with concentration option)

### Department Chair(s) – Dr. Maria Manus Painchaud & Dr. Sue Losapio

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

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

Students in the Business Administration Program will learn how to be leaders and managers in this ever-changing and hectic business environment.

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

### Business Administration Curriculum - Bachelor of Science

### General Education Program: 45 credits

The General Education Program

## Business Core: 30 credits

The Business Core

## Major Courses: 27 credits

- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - Four 300- or 400-level OL or BUS electives
- FIN/ECO - One ECO/FIN Elective

## Free Electives Credits: 18 (3 if completing a concentration)

## Concentrations

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

### Human Resource Management Concentration

- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 318 - Employee and Labor Relations Minimum Credits: 3
- or
- OL 325 - Total Rewards Minimum Credits: 3
- OL 442 - Human Resource Strategy and Development Minimum Credits: 3
- OL - Two 300- or 400-level OL or BUS 307 (satisfies one OL elective)

### Organizational Leadership Concentration

- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 324 - Managing Quality Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- OL - Two 300- or 400-level OL or BUS 307 (satisfies one OL elective)

### Small Business Management Concentration

- OL 317 - Small Business Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 321 - Business Plan Preparation Minimum Credits: 3
- OL - Two 300- or 400-level OL (except OL-490) or BUS 307 (satisfies one OL elective)

## Total Credits: 120

**Note(s):**

*Students who select the business administration with internship must use free electives to satisfy internship requirements.*

## **Business Education – Certification 7-12, M.Ed.**

The Masters of Education in Business Education provides students with 21st century knowledge and skills that will lead to eligibility for certification as a business education teacher in grades 7-12.

**Required Courses**

Foundation courses:

- MBA 503 - Financial Reporting and Analysis Minimum Credits: 3
- MBA 502 - Economics for Business Minimum Credits: 3
- MBA 610 - Business Law Minimum Credits: 3 (waived if competency is demonstrated)

Required courses:

- EDU 511 - Methods of Teaching in Secondary Schools Minimum Credits: 3
  - EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
  - EDU 533 - Learning through Technology Minimum Credits: 3
  - EDU 552 - Assessment for and of Learning Minimum Credits: 3
  - EDU 642 - Integration Specialist Toolbox Minimum Credits: 3
  - EDU 650 - Work-Based Learning Minimum Credits: 3
  - EDU 685 - Global Educational Technology Minimum Credits: 3
  - SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
  - EDU 571 - Student Teaching and Seminar Minimum Credits: 6
- Or
- EDU 770 - Certification Internship Minimum Credits: 3
  - Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

**Note(s):**

If courses are waived, graduate electives will be determined with advisor. EDU 543 must replace the first waived course.

*\* Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

Total Credits: 39

## **Business Information Systems Certificate**

**Certificate Programs**

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

## Required Courses

- IT 100 - Introduction to Information Technology Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- IT - Four IT electives (as recommended by the student's advisor)

## Select one of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

## Guidelines for Certificate Programs

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. Official transcripts should be submitted for analysis immediately after entering the certificate program.

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

*Note: Certificate candidates may use transfer or prior learning credit courses, but they must take four courses in residence at Southern New Hampshire University.*

**Prerequisites:** Various certificate courses require preparatory background. IT 210 requires IT 100 Introduction to Information Technology or appropriate work experience with computers. When waived for certificate candidates with appropriate work experience, prerequisite courses still remain as requirements for degree candidates (but may be satisfied by transfer- or prior-credit awards).

**Time limits:** Most certificate programs are scheduled so that concentration courses can be completed within one year, but students are free to set their own paces.

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

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

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

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

**Total Credits: 24**

## Business Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

(for Arts and Sciences majors)

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

### Required Courses

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- MAT 121^ - Math Concepts & Techniques for Business Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- One Business elective

Total Credits: 18

## Business Studies, B.S.

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

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

### Business Studies Curriculum - Bachelor of Science

#### General Education Program: 45 credits

The General Education Program

#### Business Core: 30 credits

The Business Core

Select one of the following:

Business Studies in Accounting

**Contact: Prof. David Doyon**

Major Courses: 15 credits

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3

Free Electives: 30 Credits

## Business Studies in Business Administration

**Contact: Dr. Maria Manus Painchaud & Dr. Sue Losapio**

Major Courses: 15 credits

- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - Two 300+level Organizational Leadership electives (except OL 490)
- BUS 307 - Business Law II Minimum Credits: 3 (can be used to satisfy one OL elective)

Free Electives: 30 Credits

## Business Studies in Business Finance

**Contact: Dr. Michael Tasto**

Major Courses: 18 credits

- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN/ECO - One Finance or Economics elective

Select one of the following:

- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3

Free Electives: 27 Credits

## Business Studies in Computer Information Technology

**Contact: Dean William Gillett**

Major Courses: 21 credits

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT - Four Information Technology electives (as recommended by an advisor)

Free Electives: 24 Credits

## Business Studies in Game Design and Development

*Contact: Dean William Gillett*

Major Courses: 21 credits

- GAM 135^ - Interactive 3-D Virtual Environments Minimum Credits: 3
- GAM 207 - Information Technology and Digital Games Minimum Credits: 3
- GAM 303 - Design of Virtual Game Environments Minimum Credits: 3
- GAM 305 - Digital Game Development Minimum Credits: 3

Select three of the following:

- ADV 428 - Promotional Research & Media Management Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3

Free Electives: 24 Credits

## Business Studies in Human Resource Management

**Contact: Dr. Maria Manus Painchaud & Dr. Sue Losapio**

Major Courses: 21 credits

- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 325 - Total Rewards Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL 442 - Human Resource Strategy and Development Minimum Credits: 3

- OL - Two 300+level Organizational Leadership electives
- BUS 307 - Business Law II Minimum Credits: 3 (can be used to satisfy one OL elective)

Free Electives: 24 Credits

## Business Studies in International Management

**Contact: Dr. C. Bulent Aybar**

Major Courses: 15 credits

- OL 215 - Principles of Management Minimum Credits: 3
- INT - Four 300+level International Business electives

Free Electives: 30 Credits

## Business Studies in Marketing

**Contact: Dr. Andy Lynch**

Major Courses: 18 credits

- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT 433 - Multinational Marketing Minimum Credits: 3

Select three of the following:

- QSO 330 - Supply Chain Management Minimum Credits: 3
- ADV - Any Advertising course
- MKT - Any Marketing course

Free Electives: 27 Credits

## Business Studies in Operations and Project Management

**Contact: Dr. Kishore Pochampally**

Major Courses: 21 credits

- OL 215 - Principles of Management Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3
- QSO 440 - Topics in Project Management Minimum Credits: 3



Select one of the following:

- QSO 310 - Management of Service Operations Minimum Credits: 3
- QSO 345 - Project Management/CAPM Certification Minimum Credits: 3
- QSO 490 - Operations/Project Management Internship Minimum Credits: 3  
*Note: Students may use only 3 credits of QSO 490 towards the program.*

Free Electives: 24 Credits

## Business Studies in Organizational Leadership

**Contact: Dr. Maria Manus Painchaud & Dr. Sue Losapio**

Major Courses: 18 credits

- OL 215 - Principles of Management Minimum Credits: 3
- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 324 - Managing Quality Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL/BUS - One 300+level Organizational Leadership or Business elective

Free Electives: 27 Credits

## Business Studies in Small Business Management

**Contact: Dr. Maria Manus Painchaud & Dr. Sue Losapio**

Major Courses: 21 credits

- BUS 307 - Business Law II Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 317 - Small Business Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 321 - Business Plan Preparation Minimum Credits: 3
- OL - Two Organizational Leadership electives (except OL 490)

Free Electives: 24 Credits

## Business Studies in Sport Management

**Contact: Dr. Mark Hecox**

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

*SPT 465 replaces INT 113 in the Business Core for all Sport Management students.*

**Major Courses: 18 credits**

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3

Select two of the following:

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3
- SPT 321 - Fitness Management Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 340 - Practicum in Sport Management Minimum Credits: 3
- SPT 375 - Economics of Professional Sports in the U.S. Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 6
- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 430 - Front Office Management Minimum Credits: 3

Free Electives: 27 Credits

Total Credits: 120

## **Child Development Minor**

### **Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Child Development by successfully completing the following five courses:

### **Required Courses**

- DEV 104 - Child Development I Minimum Credits: 3
- DEV 106 - Child Development II Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3
- DEV 340 - Meaning and Development of Play Minimum Credits: 3
- DEV 424 - Assessment, Observation & Intervention Minimum Credits: 3

Total Credits: 15

## Communication Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

Students may earn a minor in Communication by successfully completing the following courses:

### Required Course

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3

Select three of the following:

- COM 227 - Public Relations Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- COM 235 - Introduction to Journalism Minimum Credits: 3
- COM 322 - Advanced Public Speaking Minimum Credits: 3
- COM 430 - Organizational Communications Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 448 - Media Ethics and Law Minimum Credits: 3

Total Credits: 15

## Communication, B.A.

**Coordinator: Prof. Andrea Bard**

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, 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 competencies in particular areas that may be highlighted by capstone projects or portfolio work for future employment.

**General Education Courses: 45 credits**

The General Education program

**SAS Required Courses: 9 credits**

- ENG 220 - Business Communication Minimum Credits: 3  
Choose two (2) of the following:
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3

- SOC 328 - Sociology of Aging Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3

### Major Courses: 33 credits

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- COM 227 - Public Relations Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- COM 235 - Introduction to Journalism Minimum Credits: 3
- COM 244 - Digital Video Production: Level I Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3
- COM 320 - Exploring World Cultures/Mass Media Minimum Credits: 3
- COM 322 - Advanced Public Speaking Minimum Credits: 3
- COM 430 - Organizational Communications Minimum Credits: 3

### Free Electives Credits: 33

Total Credits: 120

## Community Mental Health and Mental Health Counseling Certificate

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

### Foundation Courses

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

### Clinical Core

Students must complete:

- PCMH 650 - Internship I Minimum Credits: 3

*and*

One of the following two sets of courses:

- PCMH 635 - Clinical Skills I: Integrated Community Mental Health Treatment for Children, Youth and Families Minimum Credits: 3

*and*

- PCMH 636 - Clinical Skills II: Integrated Community Mental Health Treatment for Children, Youth and Families Minimum Credits: 3  
or
- PCMH 645 - Clinical Skills I: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities Minimum Credits: 3  
and
- PCMH 646 - Clinical Skills II: Integrated Community Mental Health and Substance Abuse for Adults with Psychiatric Disabilities Minimum Credits: 3

Total Credits: 22

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

The Master of Science Program in Community Mental Health consists of a minimum of 48 credits, including the 22-credit certificate course sequence and 26 credits of advanced coursework. The minimum 60-credit, Master of Science with a concentration in mental health requires between 60 and 66 credits.

### Advanced Core

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

### Additional Course Work

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

- PCMH 672 - Management of Behavioral Health Services Minimum Credits: 3 \*
- PCMH 675 - Co-Occurring Issues for Children and Families Minimum Credits: 3 \*\*
- PCMH 689 - Early Childhood and Infant Mental Health Minimum Credits: 3 \*\*
- PCMH 676 - Physiology of Addictions and Psycho- Pharmacology Minimum Credits: 3 \*\*\*
- PCMH 692 - Elders: Mental Health/Substance Abuse Minimum Credits: 3 \*\*\*

### Note(s):

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

\*\* Required for students in the child concentration

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

Total Credits: 48

## Mental Health Counseling Concentration

For the minimum 60-credit, Mental Health Counseling track, four or more of the courses listed below are required (students in most states complete all seven courses). Additional electives may be recommended.

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

Mental Health Counseling Concentration: Minimum Credits - 60

## Computer Information Technology Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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

### Prerequisite

- MAT 230 - Discrete Mathematics Minimum Credits: 3

### Required Courses

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

Total Credits: 15

## Computer Information Technology, A.S.

**Contact: Dr. Robert Seidman**

Students in this two-year Associate Degree program will learn the fundamentals of business information systems. Courses required in the associate program also meet the requirements of the bachelor's degree program in IT, should students wish to pursue a Bachelor of Science degree later.

**Major Courses: 49 credits**

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1
- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- IT 145 - Intro to Software Development Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT - Four IT electives (as recommended by an advisor)
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3

**Select one course from General Education (EFAH)****Select one of the following:**

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

**Free Electives: 12 Credits**

**Total Credits: 61**

## **Computer Information Technology, B.A.**

**Coordinator: Dr. Robert Seidman**

The B.A. in Computer Information Technology is directed toward a new generation of students who wish to integrate technology with the liberal arts. The program provides a foundation for creative and applied fields, including digital games, digital music, geographical information systems, cognitive science/artificial intelligence, and human/robotic interactions. The next generation of IT professionals will be better prepared than any preceding one to meet the demand for creative individuals who are also technologists. IT is projected as one of the largest growth areas among all occupations today. Employers look for students with capabilities beyond traditional programming who are able to integrate the liberal arts with expert skill sets. This major prepares students for positions in management, communication, Web design and, generally, in design/development through the use of technology.

**Computer Information Technology Curriculum - Bachelor of Arts****General Education Program: 45 credits**

The General Education Program

**SAS required courses: 9 credits**

- COM 212 - Public Speaking Minimum Credits: 3

**Choose one of the following:**

- PHL 214 - Formal Logic Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3

**Choose one of the following:**

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3

**Major Courses: 33 credits**

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 415 - Advanced Information Systems Design Minimum Credits: 3
- IT 420 - Advanced Information Systems Implementation Minimum Credits: 3
- IT 485 - Information Technology Strategy and Management Minimum Credits: 3
- IT - Three IT electives (recommended by advisor)

**Free Electives: 33 Credits**

**Total Credits: 120**

## **Computer Information Technology, B.S.**

**Coordinator: Dr. Robert Seidman**

Southern New Hampshire University's CIT major is reaching a new generation of students with innovative programs that integrate IT with other disciplines including business, entertainment, information security, and management. The next generation of IT professionals will be better prepared than any preceding one to balance the demands of being both a business person and a technologist thanks to the integration of IT studies with business courses and skills such as game design, information security, and global IT management.

IT is projected as the second largest area of occupational growth in the United States, and the message from industry is that there is a need for a combined capability of IT and general business skills. SNHU is well positioned to respond to this need. We provide a depth of both core and elective IT classes that provide graduates with a solid foundation for entering the new business landscape. Students can focus their elective courses to concentrate on areas such as digital graphics, IT security, and other high-demand areas.



Businesses today are looking for employees with capabilities beyond traditional programming and IT expertise. People who can bridge the communication gap between IT and business are valuable and hard to find, and the US demand for this new breed of IT professional is growing. The SNHU IT major prepares students for just these kinds of positions.

The IT faculty at SNHU have extensive business experience and connections, published fourteen books in the area, hold twenty-eight patents, and publish in the professional literature. Students benefit by exposure to leading edge knowledge and skills in both the classroom and through internship placements.

Business will continue to expand the use of information technology and will continue to require IT-savvy people. The demand for IT capable individuals is projected to grow, according to the Bureau of Labor Statistics.

Laptop or notebook computers are required by all undergraduate day school IT majors for use in undergraduate IT courses.

## **FlexTech IT degree program: Individualized and Flexible**

In addition to the core requirements for the undergraduate program, the department encourages students to participate in shaping their course of study to fit their individual academic and professional interests in this constantly evolving field.

A diverse set of classes has been developed, ranging from traditional programming to the newest techniques and tools for E-commerce.

We provide a pool of electives and course arrangements for the greatest flexibility in customizing each student's curriculum for his/her particular needs. We encourage interdisciplinary studies. Faculty advisors are available to guide and encourage students to actively participate in designing and customizing the program of study to meet their specialized individual needs by selecting a suite of classes to match their interests, and developing an individualized academic study plan.

Additionally, beyond the "defined" programs, topical seminars are offered within the context of scheduled courses, and through ongoing seminar programs on campus that allow the introduction of emerging technology and other "new" topics.

### **Computer Information Technology Curriculum - Bachelor of Science**

#### **General Education Program: 45 credits**

The General Education Program

#### **Business Core: 30 credits**

The Business Core

#### **Major Courses: 30 credits**

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 415 - Advanced Information Systems Design Minimum Credits: 3

- IT 420 - Advanced Information Systems Implementation Minimum Credits: 3
- IT 485 - Information Technology Strategy and Management Minimum Credits: 3
- IT - Three IT electives (as recommended by advisor)

Free Electives: 15 Credits

Total Credits: 120

## Cooking Certificate

Department Chair: Vicki Connell

### Culinary Certificates

The certificate program is offered for those interested in developing their baking and/or cooking skills on a part-time basis without formally enrolling in a degree program. Credits derived from successful completion of certificate courses may be transferred into Southern New Hampshire University's established Associate of Science Culinary Arts Program.

### Required Courses

- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3
- TCI 111 - Progressive Culinary Techniques/Menu Imp Minimum Credits: 3
- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3

Total Credits: 15

## Creative Writing and English, B.A. (with concentration option)

Coordinator: Prof. Benjamin Nugent

Novelists, memoirists, poets, playwrights and screenwriters articulate the questions of our time. They help us to free ourselves from our easy assumptions and to empathize with people whose circumstances differ from our own. Literature gives our culture a way to talk to itself.

SNHU's major in creative writing is for students interested in careers in writing and book publishing, and for students who simply wish to explore a passion for writing. It teaches skills useful for journalism, law, communications, and many other professions. It prepares students for graduate programs, like the university's low-residency Master of Fine Arts in fiction and nonfiction writing. Creative writing courses begin during freshman year.

Publishing opportunities at SNHU include the student literary journal, The Manatee, and contests in the university's nationally-distributed journal, Amoskeag. Faculty help students prepare work for submission to graduate programs, agents, and editors. Students on the main campus in Manchester spend classroom time with agents, editors, publicists, and visiting writers. Students attend workshops, readings, and networking events.

Our faculty includes nationally acclaimed writers. They host renowned visiting writers. Students can join the creative writing club and the New Hampshire Writers' Project, the only statewide literary organization for writers of all levels and genres, which is housed on the university's main campus in Manchester.

Students who wish to major in creative writing on the main campus in Manchester must submit a writing sample to the program coordinator. Students applying to the online program in creative writing must submit a sample to the online program.

Creative writing majors on the main campus in Manchester choose a concentration in fiction, a concentration in nonfiction, or no concentration. Online majors choose a concentration in fiction, nonfiction, poetry or screenwriting. Majors on the main campus who choose no concentration take workshops in three out of four genres. Majors on the main campus who choose a concentration in fiction or nonfiction focus on a long work in the chosen genre. Online majors focus on the chosen genre and take a course in writing for new media.

For majors on the main campus, the concentrations in fiction and nonfiction make it easier to complete a B.A. in Creative Writing and English in three years with coursework during summers. The concentrations can also help students write work samples strong enough to earn admission to the low-residency M.F.A. program. Students who finish a B.A. with a concentration in fiction or nonfiction in three years can earn both a B.A. and an M.F.A. over the course of five years, if they are accepted to the M.F.A. program in the third year of the B.A.

## Creative Writing and English Curriculum with Concentrations:

### General Education Program: 45 credits

The General Education Program

### SAS required courses: 9 credits

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

### Choose one of the following:

- COM 212 - Public Speaking Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3

### Major Courses: 33 credits

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- ENG 340 - Context of Writing: Writers/Publishing Minimum Credits: 3
- ENG 350 - The English Language Minimum Credits: 3
- LIT 300 - Literary Theory Minimum Credits: 3
- LIT 319 - Shakespeare Minimum Credits: 3
- LIT - One 200 level literature elective
- LIT - One 400 level literature elective

## Concentration: Choose one

### Fiction Writing Concentration

- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 431 - Advanced Creative Writing Minimum Credits: 3  
Students will take nine (9) credits of ENG 431

### Nonfiction Writing Concentration

- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 431 - Advanced Creative Writing Minimum Credits: 3  
Students will take nine (9) credits of ENG 431

Free Electives: 33 Credits

Total Credits: 120

## Creative Writing Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Creative Writing by completing the following five courses:

### Required Courses

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

Select one of the following:

- COM 235 - Introduction to Journalism Minimum Credits: 3
- ENG 220 - Business Communication Minimum Credits: 3
- ENG 480 - Independent Study Minimum Credits: 3 (for longer writing projects with a tutor)

Total Credits: 15

## Crime and Criminology Certificate

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.

## Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3  
or
- POL 306 - The American Legal Tradition Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3

Select two (2) of the following:

- JUS 211 - Organized Crime Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3

Total Credits: 12

## Culinary Arts, A.S.

**Department Chair: Vicki Connell**

Southern New Hampshire University's Culinary Arts Program was founded in 1983 to help fulfill the growing need for educated and trained chefs and other food preparation personnel on a local, regional and national level.

The two-year program, which awards the associate of science degrees, combines theory, practical training and industry experience to prepare students for entry-level and management positions in the diverse and challenging food service industry. Students learn basic skills in the culinary arts and baking and take general education courses in the first year of the program. Students in the second year complete requirements for either the culinary arts or baking and pastry arts degree, based on their career goals. Students hone their skills in our award-winning campus restaurant, The Quill, which serves international and American regional cuisine. Technical subject areas include food preparation, baking and pastry techniques, menu planning, cost control, supervision, dining room service, nutrition, purchasing and receiving, and sanitation and safety. All culinary students must enroll in a cooperative education experience, which normally is taken during the summer months. There is an additional fee for cooperative education.

Students may tailor their course work to facilitate transfer into the four-year B.S. in Culinary Management degree program, the B.S. in Hospitality Business degree program or the B.A.S. in Hospitality Management degree program.

## Academic Standards and Regulations

Culinary program students adhere to the same academic standards and regulations as undergraduate school students. These policies are outlined in previous sections of this catalog.

*Note: Some students may be required to take ENG 099 - Fundamentals of Writing and MAT 050 - Fundamentals of Algebra in addition to the 63 credits listed below. All students who must begin the English sequence with ENG 099 should speak with their advisors about how the courses will fit into their academic program schedules.*

## Associate in Science (A.S.) Core

### Required Courses: 45 credits

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1
- One General Education course - Fine Arts and Humanities (EFAH)
- One General Education course - Social and Behavioral Sciences (ESBS)
- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3
- TCI 111 - Progressive Culinary Techniques/Menu Imp Minimum Credits: 3
- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 114 - Intermediate Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3
- TCI 167 - Nutritional Cooking Minimum Credits: 3
- TCI 250 - Dining Room Management Minimum Credits: 3
- TCI 256 - Food and Beverage Cost Control Minimum Credits: 3
- TCI 390 - Culinary Cooperative Education Minimum Credits: 2

### Select one of the following:

- MAT 101 - Culinary Mathematics Minimum Credits: 3
- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 211 - Applied Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

## Culinary Arts Curriculum - Associate in Science

### Major Courses: 15 credits

- TCI 211 - Italian Cuisine Minimum Credits: 3
- TCI 217 - Classical Cuisine Minimum Credits: 3

- TCI 218 - International Cuisine and Service Minimum Credits: 3
- TCI 220 - Charcuterie Minimum Credits: 3
- TCI 235 - American Regional Cuisine Minimum Credits: 3

Free Electives: 3 Credits

Total Credits: 63

## **Culinary Management (2+2 degree), B.S.**

**Department Chair: Vicki Connell**

The B.S. in Culinary Management degree extends students' culinary skill development while offering business and leadership competencies. Graduates will have the knowledge and skills to succeed in the culinary/restaurant management industry.

Admission is open only to students with associate's degrees from accredited culinary programs.

### **Required Courses**

Degree credits transferred from an accredited two-year culinary program: 63 Transfer Credits

General Education Courses: 24 credits

- ENG 200 - Sophomore Seminar Minimum Credits: 3

Select one of the following:

- MAT 101 - Culinary Mathematics Minimum Credits: 3
- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Take the following:

- SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- SNHU 303 - SNHU Experience: Life after SNHU Minimum Credits: 1
- SNHU 404 - SNHU Exp: Gen Ed Capstone Minimum Credits: 1

Select:

One course from ESBS

**Select:**

One course from EFAH

**Integration Cluster**

Take three (3) courses

**Culinary Lab Courses: 30 credits**

- ACC 201 - Financial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3

**Select one (1) of the following:**

- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3

**Select four (4):**

TCI courses from 300/400 level

**Electives: 3 credits**

Select one free elective

**Total Credits: 120**

## **Culinary Management, B.S.**

**Department Chair: Vicki Connell**

*Students must complete all courses for Culinary A.S. before taking B.S. courses*

### **Culinary Management Curriculum - Bachelor of Science**

#### **General Education Program: 45 credits**

The General Education Program



## Major Courses: 59 credits

- TCI 109 - Food Purchasing Minimum Credits: 3
- TCI 110 - Culinary Skills and Procedures Minimum Credits: 3
- TCI 111 - Progressive Culinary Techniques/Menu Imp Minimum Credits: 3
- TCI 113 - Fundamentals of Baking Minimum Credits: 3
- TCI 114 - Intermediate Baking Minimum Credits: 3
- TCI 116 - Safety and Sanitation Minimum Credits: 3
- TCI 167 - Nutritional Cooking Minimum Credits: 3
- TCI 250 - Dining Room Management Minimum Credits: 3
- TCI 256 - Food and Beverage Cost Control Minimum Credits: 3
- TCI 390 - Culinary Cooperative Education Minimum Credits: 2
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- ACC 201 - Financial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3

## Select one of the following courses:

- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3

## Select 4 culinary lab courses:

Take four (4) TCI courses from the 300/400 level

## Tracks: 15 credits

Complete one group

### Culinary Arts Track

- TCI 211 - Italian Cuisine Minimum Credits: 3
- TCI 217 - Classical Cuisine Minimum Credits: 3
- TCI 218 - International Cuisine and Service Minimum Credits: 3
- TCI 220 - Charcuterie Minimum Credits: 3
- TCI 235 - American Regional Cuisine Minimum Credits: 3

### Baking and Pastry Arts Track

- TCI 230 - Retail Baking Minimum Credits: 3
- TCI 233 - Classical Baking and Plate Composition Minimum Credits: 3
- TCI 238 - Cake Decorating Minimum Credits: 3
- TCI 240 - Advanced Pastry Minimum Credits: 3

- TCI 280 - International Baking and Desserts Minimum Credits: 3

### Free Electives: 3 Credits

Select one (1) Free Elective

Total Credits: 122

Note(s):

*\* Prerequisite for OL 215 can be satisfied with TCI 250.*

## Curriculum and Instruction, M.Ed. (can lead to Curriculum Administrator certification)

Certified teachers seeking leadership roles in the area of curriculum (curriculum coordinators, department chairs, lead teachers, etc.) will be eligible to receive Curriculum Administrator Certification through the State of New Hampshire.

### Required Courses

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 555 - Student Centered Curriculum/Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 775 - Practicum in Curriculum and Instruction Minimum Credits: 1
- Also choose three electives
- Exit Evaluation - ePortfolio

Total Credits: 31

## Curriculum and Instruction, M.Ed. (with concentration option)

The program in curriculum and instruction is designed for the certified teacher who seeks an in-depth study of teaching and learning. The program does not lead to initial early childhood, elementary or secondary certification.

This 33-semester hour program consists of a core of eight courses plus an individually designed sequence of three courses chosen by the student or one of four concentration options. The flexible program allows for a plan of study designed to meet each student's interests and professional needs.

### Curriculum Administrator

Certified teachers seeking leadership roles in the area of curriculum (curriculum coordinators, department chairs, lead teachers, etc.) will be eligible to receive Curriculum Administrator certification through the State of New Hampshire.

## Core Courses

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 555 - Student Centered Curriculum/Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 775 - Practicum in Curriculum and Instruction Minimum Credits: 1

## Dyslexia Studies and LBLD Concentration

- SPED 610 - Executive Function and Study Skills Minimum Credits: 3
- SPED 630 - Expressive Language-Skills and Writing Minimum Credits: 3
- SPED 635 - Reading Interventions for Students with LBLD Minimum Credits: 3

## Educational Leadership Concentration

- EDU 760 - School Facilities and Finance Minimum Credits: 3
- EDU 765 - School and Community Relations Minimum Credits: 3
- EDU 780 - School Organizational Leadership Minimum Credits: 3

## Reading Specialist Concentration

- RDG 503 - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 504 - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 582 - Assessing and Instructing Students with Literacy Difficulty Minimum Credits: 3

## Special Education Concentration

- SPED 521 - Effective Learning Environments Minimum Credits: 3
- SPED 525 - Critical Issues/Students w/Disabilities Minimum Credits: 3
- SPED 561 - Consultation and Collaboration Minimum Credits: 3

## Technology Integration Specialist Concentration

- EDU 640 - Integrating Digital Technology I K-12 Minimum Credits: 3
- EDU 641 - Integrating Digital Technology II K-12 Minimum Credits: 3
- EDU 642 - Integration Specialist Toolbox Minimum Credits: 3

## Individualized Sequence of Study

The student's individualized sequence of study consists of three courses chosen from graduate electives.

- Exit Evaluation ePortfolio

Total Credits: 31

## Degree in Three, B.S.

**Director: Corri Wilson**

The Degree in Three program is an innovative business program that allows students to earn a Bachelor of Science degree in three years (six semesters) through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences outside of the classroom. This interdisciplinary approach merges business and liberal arts while allowing students to put theory into practice. Speaker events, workshops, seminars, community engagement experiences and team-based semester projects are just some of the unique learning opportunities afforded to students in the Degree in Three program.

The program blends the same business core courses required of our four-year programs, coupled with unique out-of-classroom learning experiences. Students graduate in six semesters with 120-credits, however, 30 credits are completed through non-seat time experiences. Degree in Three students can major in Accounting, Accounting/Finance, Business Administration, Economics/Finance, Fashion Merchandising, Hospitality Business, International Business, Marketing, Operations and Project Management, or Sport Management.

What makes the program unique is that it combines the same general education and business core coursework of our four-year programs, with invaluable learning experiences that take place out of the classroom. This program emphasizes the essential business competencies and incorporates a collaborative approach between students, their professors and the business community. You'll learn firsthand exactly how theory is applied in real-world settings by participating in on-campus workshops, civic events in the community, and team-based projects.

To provide a better understanding of what students can expect when not in class, here's an overview of each year:

- **Year 1 - Theme: Broad Integrative Knowledge**
  - Students will attend on and off-campus events, lectures, workshops, performances, and art exhibits and write about those experiences in four graded assignments.
- **Year 2 - Theme: Civic Engagement and Citizenship**
  - Students move from spectator to participant as they become engaged in civic events and get involved with organizations.
- **Year 3 - Theme: Problem Solving, Interpersonal and Team Membership Skills**
  - As part of a project team, students investigate and analyze a real problem that a business or community faces, and create a solution. Students will also participate in industry-specific events, professional development workshops, and other outside learning experiences to prepare for life after graduation.

During each semester of the program, students take part in school directed experiences referred to as "the huddle". The huddle is a regularly scheduled meeting with Degree in Three classmates and a faculty facilitator to exchange ideas about the learning that takes place out of the classroom; it is the vehicle to discuss the various non-seat time experiences.

The **school directed experiences** are as follows:

SB 200, SB 210, SB 300, SB 310, SB 400 and SB 410. Additionally, the SNHU Experience (SNHU 101, SNHU 303 and SNHU 404) is integrated into the Degree in Three program through each semester of the school directed experience. Students receive 1 credit for SNHU 101 after completion of SB 200 and SB 210; 1 credit for SNHU 303 after completion of SB 300 and SB 310 and 1 credit for SNHU 404 after completion of SB 400 and SB 410.

Each fall and spring semester, students will take five 3-credit courses, made up of business and general education core classes, as well as major-specific courses.

## Digital Media and Video Production Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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

### Required Courses

- COM 128 - Language and Practice of Media Arts Minimum Credits: 3
- FAS 270 - Introduction to Film History Minimum Credits: 3
- COM 244 - Digital Video Production: Level I Minimum Credits: 3
- COM 344 - Digital Video Production: Level II Minimum Credits: 3

Select one of the following:

- COM 454 - Documentary Video Production Minimum Credits: 3
- COM 455 - Commercial Video Production Minimum Credits: 3

Total Credits: 15

## Early Childhood Education – Pre K-3 Certification, M.Ed.

The Early Childhood Program is designed for professional practitioners working in education, policy, administration and research. This program leads to New Hampshire teacher certification in pre-kindergarten through grade 3. M.Ed. candidates in early childhood education must complete the following specialized courses:

### Required Courses

- DEV 560 - Family and Culture Minimum Credits: 3
- DEV 565 - Play Minimum Credits: 3
- EDU 503 - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 535 - Early Childhood Health and Science Minimum Credits: 3
- EDU 537 - Social Studies/Arts for Young Children Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 552 - Assessment for and of Learning Minimum Credits: 3
- RDG 503 - Emerging and Early Literacy Development K-4 Minimum Credits: 3

- RDG 531 - Literature for Children Pre-K-8 Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6  
or
- EDU 770 - Certification Internship Minimum Credits: 3
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

*\* Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

Total Credits: 39-42 (dependent on student teaching)

## Early Childhood Education, B.A.

The Early Childhood Education Program leads to teaching certification for Pre-K through grade 3. The program provides students with a comprehensive understanding of child development, family systems, curriculum, instruction, and assessment. This program prepares educators with a solid foundation in developmental theory, teaching methods, and a content area concentration in an academic discipline. Students examine traditional and innovative research-based approaches to teaching a diverse population of young children.

### Early Childhood Education Curriculum - Bachelor of Arts

#### General Education Program: 45 credits

The General Education Program

*Note: MAT 106 and MAT 206 are required for Teacher Certification.*

#### Major Courses: 63 credits

- DEV 106 - Child Development II Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3
- DEV 320 - Precursors of Academic Skills Minimum Credits: 3
- DEV 424 - Assessment, Observation & Intervention Minimum Credits: 3
- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- EDU 330 - Mathematics Instruction/Young Children Minimum Credits: 3
- EDU 359 - Writing/Literature/Elem Minimum Credits: 3
- EDU 361 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 370 - Science for Early Learners Minimum Credits: 3
- EDU 419 - Integrating Social Studies/Arts in Elementary Schools Minimum Credits: 3

- EDU 440 - Differentiating Instruction Minimum Credits: 3
- SPED 210 - Early Childhood Issues/Disabilities Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

Free Electives: 12 Credits

Total Credits: 120

## Economics Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

Students may earn a minor in Economics by successfully completing the following six courses:

### Prerequisites

Complete the following courses:

Choose one from:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- and
- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3

### Required Courses

- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- ECO - Complete two ECO electives of 200-level or higher

Total Credits: 18

## Economics/Finance Degree in Three, B.S.

**Department Chair: Dr. Michael Tasto**

The Degree-in-Three Economics/Finance program is an innovative and integrated three-year, six semester, outcomes focused degree in economics/finance that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach

merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and team-based semester projects are just some of the unique learning environments afforded to students in this Degree-in-Three program.

## Economics and Finance Degree in Three Curriculum - Bachelor of Science

### General Education Courses: 45 credits

The General Education Program

### Business Core: 30 credits

The Business Core

### Major Courses: 27 credits

- ECO 301 - Managerial Economics Minimum Credits: 3
  - ECO 306 - Money and Banking Minimum Credits: 3
  - ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
  - FIN 330 - Corporate Finance Minimum Credits: 3
  - FIN 340 - Fundamentals of Investments Minimum Credits: 3
  - FIN 440 - Investment Analysis Minimum Credits: 3
- Take three (3) ECO/FIN electives

### Directed Experience: 15 credits

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

### Free Electives: 3 Credits

Total Credits: 120

## Economics/Finance, B.S.

**Department Chair: Dr. Michael Tasto**

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.

## Economics/Finance Curriculum - Bachelor of Science

### General Education Program: 45 credits

The General Education Program

### Business Core: 30 credits

The Business Core

### Major Courses: 27 credits

- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN/ECO - Four FIN/ECO electives of 200-level or higher

### Math Courses: 3 credits

- MAT 140 - Precalculus Minimum Credits: 3  
or
- MAT 210 - Applied Calculus I Minimum Credits: 3  
or
- MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3

### Free Electives: 15 Credits

Total Credits: 120

## Education Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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

## Required Courses

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3

Select one of the following:

- DEV 260 - Family and Culture Minimum Credits: 3
- DEV 340 - Meaning and Development of Play Minimum Credits: 3
- EDU 245 - Lit for Children and Young Adolescents Minimum Credits: 3
- PSY 201 - Educational Psychology Minimum Credits: 3
- SPED 210 - Early Childhood Issues/Disabilities Minimum Credits: 3

Total Credits: 15

## Education Technology Integration Specialist, M.Ed.

The Master of Education for Technology Integration Specialist may be an initial certification or be pursued by students who already hold an initial certification in another area. This program is for students who wish to become certified to become an integration specialist in grades K-12 with a special focus on integrating digital and emerging technologies into the curriculum.

## Required Courses

- EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 640 - Integrating Digital Technology I K-12 Minimum Credits: 3
- EDU 641 - Integrating Digital Technology II K-12 Minimum Credits: 3
- EDU 642 - Integration Specialist Toolbox Minimum Credits: 3
- EDU 685 - Global Educational Technology Minimum Credits: 3
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6
- or
- EDU 770 - Certification Internship Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

Note(s):

*\* Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

Total Credits: 36

## Educational Leadership – Principal Certification, M.Ed.

This program is designed for individuals who wish to become certified building principals. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Prerequisite: Three years of teaching experience.

### Required Courses

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 555 - Student Centered Curriculum/Instruction Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 610 - Ethics and School Law Minimum Credits: 3
- EDU 760 - School Facilities and Finance Minimum Credits: 3
- EDU 765 - School and Community Relations Minimum Credits: 3
- EDU 780 - School Organizational Leadership Minimum Credits: 3
- EDU 790 - Practicum in School Leadership Minimum Credits: 3
- Elective
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

Total Credits: 36

## Educational Leadership, Ed.D.

The Ed.D. in Educational Leadership program is designed for PreK-12 leaders, higher education administrators, curriculum specialists, and executive directors seeking to lead in a variety of system-level organizations such as school districts, state departments of education, policy organizations, nonprofits, foundations, or institutions of higher education. All candidates will be prepared to shape education policy, build public-private partnerships, and understand the steps necessary to lead 21st century schools, colleges, universities, or community organizations. The program seeks to produce a new generation of transformational leaders, focused on student learning and able to engage with and lead others in large-scale systemic change. The dissertation will support this focus and contribute important research to the scholarship on organizational behavior, leadership, and school reform.

To support candidates in their development as educational leaders, the program is built upon the national standards found in the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium Standards (ISLLC) 2008 and the revised Interstate New Teacher Assessment and Support Consortium (INTASC) Model Teacher Standards.

Experienced candidates from various fields in education are encouraged to apply. SNHU is committed to enrolling talented individuals who reflect the full spectrum of society, with respect to race, ethnicity, gender identity, religion, political beliefs, and other personal characteristics. Most importantly, all candidates must show evidence of having the moral, emotional, and ethical dispositions necessary to become effective 21st century leaders.

## Applicant Information

Admission will be based on a yearly cohort size of 10 to 15 candidates. All candidates will hold a minimum master's degree, and some may hold advanced degrees.

**Cohort Model:** The cohort model is a vital part of the program. It is core pedagogical strategy, which will bring together doctoral candidates with diverse career experiences and backgrounds. The cohort model will employ action based frameworks, innovative strategies, scholarly readings, and collaborative conversations to engage all candidates in the analysis of and reflection on contemporary educational issues. Cohort members will become a source of support and encouragement to one another. Within the model, the program will encourage a highly individualized approach to research and study. Each candidate's program and dissertation will be based on his or her scholarly interests, coupled with review and analysis of the candidate's mastery of the program competencies targeted for the three-year course of study.

**Application:** The application process will include the following:

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

The application review team will consist of full-time faculty members and the program director. The review team will evaluate each application, looking for evidence of professional and academic success and for the candidate's potential contributions to the cohort and the program as a whole. The review team will seek individuals with demonstrated abilities to think critically, work effectively in groups, conduct research, and engage thoughtfully in discussions, seminars, and activities surrounding the transformational issues explored in class and on-line.

## Program Plan

### Phase I: Initial Summer Residency and Six Foundational Courses

- EDU 910 - Theory into Practice I Minimum Credits: 3
- EDU 911 - Educational Scholarship Minimum Credits: 3
- EDU 913 - Sociocultural Analysis of Education Systems Minimum Credits: 3
- EDU 914 - Reflection and Evaluation I Minimum Credits: 3
- EDU 916 - Applied Research I Minimum Credits: 3
- EDU 918 - Applied Research II Minimum Credits: 3
- EDU 919 - Decision Making in Education Systems I Minimum Credits: 3

### Phase II: Summer Residency, Six Foundational Courses, and Qualifying Questions

- EDU 920 - Theory into Practice II Minimum Credits: 3
- EDU 921 - Reflection and Evaluation II Minimum Credits: 3
- EDU 923 - Decision Making in Education Systems II Minimum Credits: 3
- EDU 924 - Case Study I Minimum Credits: 3
- EDU 928 - Research-Based Independent Study I Minimum Credits: 3
- EDU 926 - Case Study II Minimum Credits: 3
- EDU 929 - Research-Based Independent Study II Minimum Credits: 3

## Phase III: Final Summer Residency, Defense of Qualifying Questions, and Dissertation Proposal

- EDU 930 - Theory into Practice III Minimum Credits: 3
- EDU 943 - Dissertation I Minimum Credits: 1
- EDU 944 - Dissertation II Minimum Credits: 1
- EDU 945 - Dissertation III Minimum Credits: 1

Total Credits: 48

## Educational Studies, M.Ed.

The M.Ed. in Educational Studies is appropriate for non-certified teachers working under the NH State Certification, Alternative IV and students that want a degree in education but do not want to acquire New Hampshire Teacher Certification.

### Required Courses

- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3
- Graduate Electives - Select six (6) electives with advisor including one in each of the following areas: curriculum, reading and assessment.
- Exit Evaluation - ePortfolio

Total Credits: 33

## Elementary Education – K-8 Certification, M.Ed.

The Elementary Education Program leads to New Hampshire teacher certification for grades K–8. M.Ed. candidates in elementary education must complete the following specialized courses:

### Required Courses

- EDU 503 - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 535 - Early Childhood Health and Science Minimum Credits: 3
- EDU 537 - Social Studies/Arts for Young Children Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 552 - Assessment for and of Learning Minimum Credits: 3
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6
- or
- EDU 770 - Certification Internship Minimum Credits: 3

- RDG 503 - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 504 - Content Area Literacy Grades 4-8 Minimum Credits: 3
- RDG 531 - Literature for Children Pre-K-8 Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

*\*Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

Total Credits: 39

## Elementary Education with Special Education, B.A.

The Elementary Education with Special Education Program leads to elementary teaching certification for grades K-8 and general special education teaching certification for grades K-12. The program provides graduates with comprehensive knowledge of instructional theory and practice and a content area concentration in general special education. Students examine traditional and innovative research-based approaches to teaching a diverse population of students with mild/moderate disabilities. Requirements for both endorsements are accomplished without taking any additional credits (120 total credits). Students who complete this program are highly marketable candidates for both elementary education and special education teaching positions.

### Elementary Education with Special Education Curriculum - Bachelor of Arts

#### General Education Program: 45 credits

The General Education Program

*Note: MAT 106 and MAT 206 are required for Teacher Certification.*

#### Major Courses: 78 credits

- DEV 106 - Child Development II Minimum Credits: 3
- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 250 - Examining Science Content Minimum Credits: 3
- EDU 266 - Exploring Social Studies Content Minimum Credits: 3
- EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- EDU 330 - Mathematics Instruction/Young Children Minimum Credits: 3
- EDU 335 - Methods of Teaching Elementary Mathematics Minimum Credits: 3
- EDU 359 - Writing/Literature/Elem Minimum Credits: 3
- EDU 361 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 362 - Literacy in the Content Areas: 4-8 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3

- EDU 370 - Science for Early Learners Minimum Credits: 3
- EDU 419 - Integrating Social Studies/Arts in Elementary Schools Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 3
- SPED 210 - Early Childhood Issues/Disabilities Minimum Credits: 3
- SPED 230 - Implications of Special Education Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- SPED 314 - Consultation and Collaboration Minimum Credits: 3
- SPED 350 - Special Education Assessment Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

Total Credits: 123

## Elementary Education, B.A.

The Elementary Education Program leads to teaching certification for grades K-8. The program provides graduates with comprehensive knowledge of instructional theory and practice. Students examine traditional and innovative research-based approaches to teaching a diverse population of elementary students.

### Elementary Education Curriculum - Bachelor of Arts

#### General Education Program: 45 credits

The General Education Program

*Note: MAT 106 and MAT 206 are required for Teacher Certification.*

#### Major Courses: 69 credits

- DEV 106 - Child Development II Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3
- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 250 - Examining Science Content Minimum Credits: 3
- EDU 266 - Exploring Social Studies Content Minimum Credits: 3
- EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- EDU 330 - Mathematics Instruction/Young Children Minimum Credits: 3
- EDU 335 - Methods of Teaching Elementary Mathematics Minimum Credits: 3
- EDU 359 - Writing/Literature/Elem Minimum Credits: 3
- EDU 361 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 362 - Literacy in the Content Areas: 4-8 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 370 - Science for Early Learners Minimum Credits: 3
- EDU 419 - Integrating Social Studies/Arts in Elementary Schools Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3

- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

Free Electives Credits: 6

Total Credits: 120

## **English for Speakers of Other Languages (ESOL) Education – K-12 Certification, M.Ed.**

English Language Learners are among the fastest growing segment of students in New Hampshire public schools. The Master of Education in English for Speakers of Other Languages (ESOL) Education prepares students for a career as an ESOL teacher in the United States or overseas. This program enables students to put theory into practice, through extensive field experience opportunities and formal coursework. This program provides a thorough foundation in pedagogy, assessment, literacy, language acquisition, and linguistics. Successful graduates will meet the NH Department of Education requirements for certification in ESOL grades K-12. M.Ed. candidates in ESOL Education must complete the following specialized courses:

### **Required Courses**

- EDU 521 - Exploring the Principles of Education Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 506 - Teaching English Learners Minimum Credits: 3
- EFL 501 - Language Learning and Acquisition Minimum Credits: 3
- EFL 502 - Evaluation and Assessment Minimum Credits: 3
- EFL 503 - Descriptive Linguistics of American English Minimum Credits: 3
- EFL 504 - Introduction to Curriculum Development, Design and Implementation Minimum Credits: 3
- EFL 526 - Aspects of Literacy/Multilingual Learner Minimum Credits: 3
- EFL 536 - Content-Based Instruction Minimum Credits: 3
- EFL 540 - Socio-Cultural Context of Language Teaching Minimum Credits: 3
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6
- or
- EDU 770 - Certification Internship Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

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

*\*Required for Teacher Certification Program (TCP) Acceptance*

Field experiences are embedded in courses.

Total Credits: 39



## English Language and Literature and English Education, B.A.

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

This program is demanding and intense: students who aspire to teach in public secondary education systems will at the same time complete the requirements for the English Language and Literature degree, graduating with 120 credits.

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

### English Language and Literature and English Education Certification Curriculum - Bachelor of Arts

#### General Education Program: 45 credits

The General Education Program

#### SED allied courses: 6 credits

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

#### English Language and Literature and English Education: 30 credits

- ENG 350 - The English Language Minimum Credits: 3
- LIT 300 - Literary Theory Minimum Credits: 3
- LIT 319 - Shakespeare Minimum Credits: 3
- LIT 323 - Studies in Drama Minimum Credits: 3
- LIT 327 - Studies in Poetry Minimum Credits: 3
- LIT 201 - World Lit I: Foundations of Culture Minimum Credits: 3
- or
- LIT 202 - World Lit II: Renaissance to Modern Minimum Credits: 3

Choose one:

American Literature:

- LIT 221 - American Literature I Minimum Credits: 3
- LIT 222 - American Literature II Minimum Credits: 3
- LIT 312 - Early American Literature Minimum Credits: 3
- LIT 313 - The American Renaissance Minimum Credits: 3
- LIT 314 - American Realism and Naturalism Minimum Credits: 3
- LIT 315 - 20th Century American Literature Minimum Credits: 3

**Choose one:****British Literature:**

- LIT 219 - British Literature I Minimum Credits: 3
- LIT 220 - British Literature II Minimum Credits: 3
- LIT 306 - Medieval Literature Minimum Credits: 3
- LIT 307 - Renaissance and Restoration Literature Minimum Credits: 3
- LIT 309 - Romantic Literature Minimum Credits: 3
- LIT 310 - Victorian Literature Minimum Credits: 3
- LIT 311 - Modern British Literature Minimum Credits: 3

**Choose one:****Non-traditional Literature:**

- LIT 328 - Multi-Ethnic Literature: Describing the Hyphen Minimum Credits: 3
- LIT 330 - Gender and Text Minimum Credits: 3
- LIT 350 - The Black Literary Tradition Minimum Credits: 3
- LIT 345 - Postcolonial Encounters Minimum Credits: 3

**Choose one:**

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3

**English Education Certification Courses: 39 credits**

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 232 - Young Adult Literature Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 271 - Methods of Teaching Secondary Education Minimum Credits: 3
- EDU 312 - Writing Workshop for Educators Minimum Credits: 3
- EDU 320 - Methods of Teaching English I Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

**Total Credits: 120****Note(s):****May** lead to teacher certification

## English Language and Literature Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

Students may earn a minor in English Language and Literature by successfully completing the following five courses:

### Required Courses

- LIT - Two 200-level LIT courses
- LIT - One 300-level LIT course
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 350 - The English Language Minimum Credits: 3

### Note(s):

Students must take two LIT electives, one of which may also be used to satisfy a Fine Arts and Humanities Exploration course requirement in the University's General Education Program.

Total Credits: 15

## English Language and Literature, B.A.

### Coordinator: Dr. Diana Polley

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 Postcolonial Studies, multinational literature, as well as regularly rotating courses on single authors (Dickens or Hemingway, for example) and specific genres (drama, poetry, and the novel).

## English Language and Literature Curriculum - Bachelor of Arts

### General Education Program: 45 credits

The General Education Program

### SAS required courses: 9 credits

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

Choose one of the following:

- 100-level HIS
- 200-level HIS

### Major Courses: 33 credits

- ENG 350 - The English Language Minimum Credits: 3
- LIT 300 - Literary Theory Minimum Credits: 3
- LIT 319 - Shakespeare Minimum Credits: 3
- One 200-level LIT elective
- Three 300-level LIT electives
- One 400-level LIT elective

Choose either:

- LIT 485 - Senior Thesis in Literature Minimum Credits: 3 (6 credits)
- Two 300- or 400-level LIT electives (6 credits)

Choose one:

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

### Free Electives Credits: 33

Total Credits: 120

## English, M.A.T.

Students may access the Master of Arts in Teaching (M.A.T.) in English as a 5-year undergraduate student. Students may also enter this program as an adult who has attained an undergraduate degree. Prospective and current

teachers can enhance their value as subject experts and educational leaders by seeking a M.A.T., with or without NH state certification in English Language Arts grades 5-12.

Graduates of this degree program are prepared to become leaders in public education. They will, in addition, have a higher degree of expertise in their subject area, and may also seek teaching positions in programs that grant Associates degrees. M.A.T. candidates in English must complete the following specialized courses:

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

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

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

Select two of the following:

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

Total Credits: 39

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

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

- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 750 - Seminar in Teaching Writing Minimum Credits: 3
- ENG 550 - Graduate Studies in English Language Minimum Credits: 3
- LIT 500 - Graduate Studies in Literary Theory Minimum Credits: 3
- LIT 685 - Graduate Thesis in Literature Minimum Credits: 3

**\*\*LIT 685 - take 3 credits in fall semester and 3 credits in spring semester**

Select two of the following:

- LIT 650 - Graduate Seminar in American Literature Minimum Credits: 3
- LIT 651 - Graduate Seminar in British Literature Minimum Credits: 3
- LIT 652 - Graduate Seminar in Global Literature Minimum Credits: 3

Advisor-approved electives

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

Total Credits: 36

## Environmental Management II, B.A.

**Program Contact: Paul Barresi**

In today's world, it's becoming essential to go green. Nowhere is this task more urgent than in developing countries, where the implementation of Western development models has created unprecedented environmental challenges. The B.A. in Environmental Management (International) at SNHU prepares international students to meet these challenges through the holistic, adaptive management of the health and resilience of the systems at the human-nature interface necessary to support both stewardship of the natural environment and long-term improvement in the human condition. Students spend their first two years in an environmental or other degree program at their home universities, then complete their remaining degree requirements in two years on campus at SNHU. They also take all of their SNHU environmental management courses with their American peers, immersing themselves not just in the sustainability content of their coursework, but in American culture and university life too.

SNHU is a great setting in which to learn about sustainable development because sustainability is part of our mission. SNHU is the first carbon-neutral campus in New Hampshire and one of the U.S. Environmental Protection Agency's top national Green Power Challenge partners. In addition, our new academic center and dining hall were built with sustainability in mind.

Program Prerequisites:

60 credits from an SNHU-approved university, at least three of which must be derived from an introductory environmental science course transferred to SNHU as ENV 101.

General Education Program: 13 credits

- SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- GEO 200 - World Geography Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

**SAS Required Courses: 9 credits**

- POL 210 - American Politics Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3

**Major Courses: 33 credits**

(Students must fulfill the ENV 101 requirement with transfer credits from the introductory environmental science course taken at their home universities as part of the 60-credit program prerequisite.)

- ENV 101 - Environmental Science Minimum Credits: 3
- BIO 315 - Ecological Principles and Field Methods Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- ENV 322 - Environment and Development Minimum Credits: 3
- ENV 325 - Industrial Ecology Minimum Credits: 3
- ENV 349 - Comparative Environmental Law and Sustainable Development Minimum Credits: 3
- PHL 363 - Environmental Ethics Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- SCS 444 - Capstone Colloquium Minimum Credits: 3
- Choose three of the following:
- ENV 305 - Global Climate Change Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- ENV 329 - International Environmental Law and Negotiation Minimum Credits: 3
- ENV 372 - Sustainability Strategies for Business Minimum Credits: 3
- BIO 330 - Conservation Biology Minimum Credits: 3
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3
- ENV 404 - Environmental Sustainability Field Experience I Minimum Credits: 3
- ENV 405 - Environmental Sustainability Field Experience II Minimum Credits: 3

**Free Electives: 6 credits**

**Total Credits: 121**

**Environmental Management, B.A.**

**Coordinator: Dr. Paul A. Barresi**

In today's world, it's essential to go green, which means living and working sustainably. Public opinion, political pressure, emerging business opportunities, and ecological realities have created sustainability-focused career options in nearly every major job sector. The B.A. in Environmental Management at SNHU provides students with the knowledge, skills, and practical experience needed to succeed in these careers, and to transform how we do business, build communities, make and implement laws and policies, and live our daily lives throughout the 21st century and beyond. Our program blends insights from environmental science, the environmental social sciences, and other sustainability-focused fields into a uniquely practical learning experience that is more than merely interdisciplinary. Its many one-of-a-kind features are designed to meet the demand for sustainability-focused professionals in businesses, consulting firms, government agencies, public interest groups, and many other professional settings.

Environmental managers are creative thinkers who welcome new challenges and like to solve problems. As sustainability-focused professionals, they devise greenhouse gas reduction, energy conservation, and sustainable supply chain management strategies; manage pollution prevention, environmental restoration, and environmental health and safety initiatives; supervise environmental compliance, cleanup, and monitoring operations; oversee related scientific studies; and more. Their knowledge and skills also transfer easily to related sustainability-focused fields, such as environmental law- and policy-making and implementation; environmental public interest advocacy; and local community planning and development.

## Environmental Management Curriculum - Bachelor of Arts

### General Education Program: 45 credits

The General Education Program

### SAS required courses: 9 credits

- POL 210 - American Politics Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3

### Required Courses: 33 credits

- ENV 101 - Environmental Science Minimum Credits: 3
- GEO 200 - World Geography Minimum Credits: 3  
*(GEO 200 will fulfill a requirement of the general education program and thus is not counted as a credit in the major.)*
- BIO 315 - Ecological Principles and Field Methods Minimum Credits: 3
- PHL 363 - Environmental Ethics Minimum Credits: 3  
*(PHL 363 will fulfill a requirement of the general education program and thus is not counted as a credit in the major.)*
- SOC 318 - Sustainable Communities Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- ENV 322 - Environment and Development Minimum Credits: 3
- ENV 325 - Industrial Ecology Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3  
*(MAT 240 will fulfill a requirement of the general education program and thus is not counted as a credit in the major.)*
- SCS 444 - Capstone Colloquium Minimum Credits: 3

### Choose nine credits of the following:

- ENV 305 - Global Climate Change Minimum Credits: 3
- ENV 329 - International Environmental Law and Negotiation Minimum Credits: 3
- ENV 349 - Comparative Environmental Law and Sustainable Development Minimum Credits: 3
- ENV 372 - Sustainability Strategies for Business Minimum Credits: 3
- ENV 404 - Environmental Sustainability Field Experience I Minimum Credits: 3
- ENV 405 - Environmental Sustainability Field Experience II Minimum Credits: 3



- ENV 410A - Semester in Washington, D.C.: Environmental Policy Field Experience Minimum Credits: 12 \*\*
- ENV 410B - Seminar in Washington, D.C.: Environmental Studies Seminar Minimum Credits: 3 \*\*
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3
- BIO 330 - Conservation Biology Minimum Credits: 3

### Note(s):

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

Free Electives Credits: 33

Total Credits: 120

## Environmental Science, B.S.

**Department Chair: Dr. Kevin Degnan**

Science at Southern New Hampshire University has three missions: science literacy, environmental science, and middle school science education. The ever increasing role of science in our lives demands a scientifically literate citizenry to choose the best path into the future. According to the United States National Center for Education Statistics, "scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity". A scientifically literate citizen is able to independently evaluate the source, methodology and quality of scientific information and arrive at valid conclusions rather than rely on the opinions of others. Consequently, the science department has developed a number of interdisciplinary science courses specifically designed to provide science literacy for the non-science majors.

Perhaps the greatest challenges in the future will focus on the environment. The science faculty at SNHU has diverse scientific backgrounds but shares a common interest in the environment that allows the department to offer a degree in environmental science with different tracts to accommodate different student interests. Environmental science is the interdisciplinary field of study that integrates the physical and biological sciences into the study of the environment and applies a systems approach to the solution of environmental issues. Many of the non-science faculty at SNHU share this interest in the environment and contribute a diversity of perspectives and dimensions to the major. Students with degrees in environmental science have a variety of different opportunities to apply their education, from journalism to graduate studies. A minor in environmental studies is also offered for the non-science students who would like to add another dimension to their education.

The science department also partners with the School of Education at SNHU to offer a Bachelor of Arts in Middle School Science Education. Throughout this program, courses integrate the knowledge and pedagogy of science to graduate students with a good science foundation and grasp of the science learning that takes place at the middle school level. Students graduate with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school science. A graduate of this program is fully certified to teach grades 5-9 science in New Hampshire, which is reciprocal in most states.

### Environmental Science Major Curriculum - Bachelor of Science

General Education Program: 45 credits

The General Education Program

**SAS required courses: 9 credits**

Take three courses from the following:

- PHL 363 - Environmental Ethics Minimum Credits: 3  
and two courses from:
- GEO 200 - World Geography Minimum Credits: 3
- HIS 270 - American Environmental History Minimum Credits: 3
- ENV 349 - Comparative Environmental Law and Sustainable Development Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3

**Major Courses: 37 credits**

- ENV 101 - Environmental Science Minimum Credits: 3
- BIO 101 - General Biology Minimum Credits: 3
- BIO 101L - General Biology Lab Minimum Credits: 1
- CHM 101 - Fundamentals of Chemistry Minimum Credits: 3
- CHM 101L - Fundamentals of Chemistry Lab Minimum Credits: 1
- BIO 315 - Ecological Principles and Field Methods Minimum Credits: 3
- ENV 250 - Environmental Research Methods Minimum Credits: 3
- ENV 344 - Environmental Science Colloquium I Minimum Credits: 1
- ENV 444 - Environmental Science Colloquium II Minimum Credits: 1
- PHY 101 - Principles of Physics Minimum Credits: 3
- PHY 105 - Geology Minimum Credits: 3

Students select one of the two following concentrations:

**Natural Resources and Conservation Concentration**

Choose four of the following:

- BIO 102 - General Biology II Minimum Credits: 3
  - BIO 102L - General Biology II Lab Minimum Credits: 1
  - BIO 312 - Zoology Minimum Credits: 3
  - BIO 314 - Introductory Botany Minimum Credits: 3
  - BIO 325 - Animal Behavior Minimum Credits: 3
  - BIO 330 - Conservation Biology Minimum Credits: 3
  - ENV 305 - Global Climate Change Minimum Credits: 3
  - SCI 218 - Natural Resources Minimum Credits: 3
  - SCI 220 - Energy and Society Minimum Credits: 3
  - SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3
  - SCI 373 - Environmental Field Study Minimum Credits: 3
- OR
- SOC 373 - Environmental Field Study Minimum Credits: 3

## Environment and Health Concentration

Take 12 credits from the following:

- BIO 102 - General Biology II Minimum Credits: 3
- BIO 102L - General Biology II Lab Minimum Credits: 1
- BIO 110 - Introduction to Public Health Minimum Credits: 3
- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- BIO 210L - Anatomy and Physiology Lab Minimum Credits: 1
- BIO 215 - People, Places, and Plagues Minimum Credits: 3
- BIO 340 - Human Health and the Environment Minimum Credits: 3
- SCI 215 - Contemporary Health Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3

Free Electives Credits: 29

Total Credits: 120

## Environmental Studies Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

This course of study is designed for students who are working towards a degree other than Environmental Science. As environmental concerns become more relevant, a minor in Environmental Studies can enhance a student's education and expand career opportunities. Students may earn a minor in Environmental Studies by successfully completing the sequence of five courses below:

### Required Courses

- PHL 363 - Environmental Ethics Minimum Credits: 3
- ENV 219 - Environmental Issues Minimum Credits: 3
- or
- SCI 219 - Environmental Issues Minimum Credits: 3

Select three of the following:

- ENV 305 - Global Climate Change Minimum Credits: 3
- or
- SOC 318 - Sustainable Communities Minimum Credits: 3
- ENV 325 - Industrial Ecology Minimum Credits: 3
- GEO 200 - World Geography Minimum Credits: 3
- HIS 270 - American Environmental History Minimum Credits: 3
- LIT 231 - Nature Writers Minimum Credits: 3
- SOC 350 - G.R.E.E.D. Minimum Credits: 3

Total Credits: 15

## **Fashion Merchandising and Management Degree in Three, B.S.**

**Coordinator: Dr. Eklou Amendah**

The degree in three program gives students the opportunity to experience real world business scenarios of apparel product development, distribution and marketing by working directly with fashion retailers from the field. Situation analyses, case studies and strategic plans will be developed. Students will be required to experience a semester long study abroad at Florence University of the Arts in Florence Italy.

### **Fashion Merchandising Degree in Three Curriculum - Bachelor of Science**

#### **General Education Courses: 45 credits**

The General Education Program

#### **Business Core: 24 credits**

The Business Core

**\*\*In this major -OL-125 will replace OL-421\*\***

#### **Major Courses: 36 credits**

- FMM 111 - Foundational Integration Experience Minimum Credits: 6
- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- FMM 333 - Exploration Integration Experience Minimum Credits: 6
- FMM 340 - Merchandise Management Strategies Minimum Credits: 3
- FMM 410 - Fashion Research and Forecasting Minimum Credits: 3
- FMM 457 - Strategic Fashion Management Minimum Credits: 3
- MKT 490 - Marketing Internship Minimum Credits: 0 (variable credit course)
- OL 215 - Principles of Management Minimum Credits: 3

#### **Tracks:**

Choose one (1) track:

#### **Consumer Promotion:**

Choose two (2) of the following:

- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 231 - Visual Merchandising Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3

**Retail:**

Choose two (2) of the following:

- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 228 - Technology in Fashion and Retailing Minimum Credits: 3
- MKT 442 - Retail Management Minimum Credits: 3

**Directed Experience: 15 credits**

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

Total Credits: 120

## **Fashion Merchandising and Management, B.S.**

**Coordinator: Dr. Eklou Amendah**

The business of fashion remains impervious to the economic environment. Fashion in the US is a multi-billion dollar industry. Despite economic shifts, people still buy clothing, buyers still choose fashions to sell, and retailers and contract manufacturers still make and sell clothing. Graduates of fashion merchandising management programs must demonstrate the skills, knowledge, and ability required for careers in the field.

The Fashion Merchandising and Management program at Southern New Hampshire University fills a niche in the New England fashion education marketplace. It is one of only seven such programs in New England. It provides a strong combination of business, fashion and experiential learning to students enrolled in the program. Students explore the ever-changing fashion industry by investigating how fashion apparel is developed, marketed and distributed. They learn how technological and organizational changes affect the business of fashion. Through field trips, guest speaker series and internships, students develop a broad perspective about the business of fashion. Upon successfully completing the program students develop an understanding of merchandise planning and operation systems.

### **Fashion Merchandising and Management Curriculum - Bachelor of Science**

#### **General Education Program: 45 credits**

The General Education Program

#### **Business Core: 24 credits**

The Business Core

## Required Courses: 27 credits

- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- FMM 204 - Textiles and Color Theory Minimum Credits: 3
- FMM 208 - History of Fashion and Costume Minimum Credits: 3
- FMM 225 - Merchandise Planning Minimum Credits: 3
- FMM 325 - Sustainability in Fashion Minimum Credits: 3
- FMM 340 - Merchandise Management Strategies Minimum Credits: 3
- FMM 410 - Fashion Research and Forecasting Minimum Credits: 3
- FMM 457 - Strategic Fashion Management Minimum Credits: 3
- FMM 490^ - Fashion Merchandising and Management Internship Minimum Credits: 0

## Allied Course: 3 credits

- QSO 330 - Supply Chain Management Minimum Credits: 3

## Fashion Electives: 6 credits

### Choose 2 of the following (International):

- FMM 417 - Global Sourcing and Apparel Minimum Credits: 3
- MKT 322 - International Retailing Minimum Credits: 3

or

### Choose 2 of the following (Consumer Promotion):

- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 231 - Visual Merchandising Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3

or

### Choose 2 of the following (Retail):

- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 442 - Retail Management Minimum Credits: 3
- MKT 228 - Technology in Fashion and Retailing Minimum Credits: 3

## Free Electives: 15 Credits

## Total Credits: 120 Credits

## Fashion Merchandising Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

Students may earn a minor in Fashion Merchandising by successfully completing the following courses:

### Prerequisites

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 222 - Principles of Retailing Minimum Credits: 3

### Required Courses

- FMM 101 - Basic Design and Color Theory Minimum Credits: 3  
or
- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- FMM 204 - Textiles and Color Theory Minimum Credits: 3
- FMM 225 - Merchandise Planning Minimum Credits: 3
- MKT 230 - Retail Sales Promotion Minimum Credits: 3

Total Credits: 15

## Fashion Merchandising, A.S.

### Program Coordinator: Dr. Eklou Amendah

The Associate Degree in Fashion Merchandising offers students a concentrated course of study that prepares them for entry-level positions in soft goods retailing or wholesaling in the fashion industry. Many students choose careers in the merchandising or operations departments of specialty, department and discount stores. Others opt for positions in manufacturers' showrooms or as sales representatives.

Fashion Merchandising students are required to participate in an internship that will combine valuable practical experience with theories learned in the classroom.

Since many of our two-year degree recipients stay on to complete four-year degree programs, the transition between the two-year Fashion Merchandising Program and its closely related four-year counterpart, the Retailing Program, is a smooth one. Students anticipating transfer to a four-year degree program should consult with their advisors regarding the most effective choices of free electives.

It also is possible for students to complement Fashion Merchandising courses with other majors, such as Marketing or Communications. Such pursuits are limited only by students' needs, interests and creativity.

### Major Courses: 55 credits

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1
- ACC 201 - Financial Accounting Minimum Credits: 3

- ACC 202 - Managerial Accounting Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- FMM 101 - Basic Design and Color Theory Minimum Credits: 3  
or
- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- FMM 204 - Textiles and Color Theory Minimum Credits: 3
- FMM 225 - Merchandise Planning Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 270 - Professional Selling Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3
- FMK 290 - Fashion Merchandising Internship Minimum Credits: 3

Select one of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Free Electives: 6 Credits

Total Credits: 61

Note(s):

\*FMK 290 Fashion Merchandising Internship *may be taken during the summer between the first and second year or during the first semester of the second year.*

## Fiction and Nonfiction, M.F.A.

**Contact: Prof. Benjamin Nugent**

The School of Arts and Sciences 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 book-length manuscript of professional quality, suitable for submission to editors, and a critical essay suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student's fourth semester. Students who have completed their degree work are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

## Master in Fine Arts Required Courses

*(five-month mentored semester/courses)*

### For the fiction sequence

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

### For the nonfiction sequence

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

## Residency requirements

2 Summer – 3 credits each, on site

2 Winter – 3 credits each, on site

- MFA 501 - Summer Residency I Minimum Credits: 3
- MFA 502 - Winter Residency I Minimum Credits: 3
- MFA 503 - Summer Residency II Minimum Credits: 3
- MFA 504 - Winter Residency II Minimum Credits: 3

Total Credits: 60

## Field-based Graduate Program in Education

**\*\* Offered on location at regional sites in Vermont, New Hampshire and internationally. \*\***

**Master of Education (M.Ed.) and Certificate of Advanced Graduate Study (C.A.G.S.)**

The Field-based Graduate Programs in Education offer a master of education degree as well as a certificate of advanced study (post master's degree). Its graduate degree and advanced certificates are centered on excellence in teaching and promote intellectual development, empowerment and social responsibility in a supportive environment.

This is a part-time program designed for educators working in the field who wish to improve their professional practices.

The program takes place off campus in school communities, often in rural settings, based on the belief that the professional educator's working environment is a vital center of learning. Graduate courses are taught in condensed weekend formats during the school year by faculty members who are known for their expertise in a variety of professional positions in the field of education. Students must be practicing educators to be admitted to the program.

The program's constructivist philosophy allows students the flexibility to create a focus and develop greater expertise at any level, from early childhood to high school and beyond. Program instructors provide the most current and best research and practice for students, who may immediately apply them to their classroom and school needs. This individualization allows educators to match the program's content to school-specific needs and cultures.

All courses and program activities occur off-site on location in cohort models, where area professional educators work together over a period of several years. The networking and collegial support for ensuring ongoing culture-specific change and improvement often continues even after the graduate degree or certificate is completed. An Action Research Practicum replaces the traditional graduate thesis.

The Field-based Graduate Program in Education currently has locations in Springfield, Milton, Lyndon, St. Albans, St. Johnsbury, Barre, and South Royalton, all currently in Vermont and at Colegio Euroamericano, a private English-inclusion school in Monterrey, Nuevo Leon (Mexico). A new site or cohort is created when a need is identified in a particular geographic location. A minimum of 15 educators interested in pursuing their graduate work is required for the creation of a new graduate face-to-face education cohort group. Although the program's original roots are in Vermont, there are several New Hampshire educators attending current sites in Vermont.

## Admission – Field-based Graduate Programs in Education

The Master of Education (M.Ed.) program is intended for educators who hold bachelor's degrees that can be verified by official transcripts. The Certificate of Advanced Graduate Study (C.A.G.S.) is intended for educators who hold a master's degree. When a new regional field-based graduate education site has been identified and confirmed, interested applicants should submit the following materials for the designated site to:

Southern New Hampshire University-Vermont Programs  
Field-based Graduate Programs in Education  
463 Mountain View Drive, Suite 101  
Colchester, VT 05446  
1.800.730.5542  
info@actioneducation.com  
<http://www.actioneducation.com>

### Admission Materials Include:

- Field-based Graduate Program in Education application
- Official transcripts from previous undergraduate and/or graduate course work
- A teaching certificate or evidence of teaching experience
- Evidence of access to a teaching situation
- Three letters of professional reference
- Successful completion of EDGR 600 *ProFile Seminar*
- Non-refundable \$40 application fee

This graduate degree and/or advanced graduate certificate is not intended for initial certification/licensure.

Individual admission decisions will be based upon the evaluation of the submitted application materials. Faculty members will look for evidence that an applicant is likely to contribute to an understanding of important issues about educational practice and research, has earned a bachelor's degree (for a M.Ed.) or a Master's degree (for a C.A.G.S.), has at least one year of full-time teaching experience in grades preschool-12 and possesses good communication skills. The applicant's previous academic record also will be considered. Each candidate must take the 1-credit EDGR 600 *ProFile Seminar*, one credit of the 36-credit requirement for the master of education or the 31-credit requirement for the certificate of advanced graduate study, to explore and reflect upon personal and professional goals as part of the admissions process.

### **Time Limits**

The Field-based Graduate Program in Education is designed for practicing educators who would like to participate on a part-time basis. By taking courses during the fall, spring and summer terms, students may complete the 36-credit Master of Education (M.Ed.) degree in approximately three and a half years or the 31-credit Certificate of Advanced Graduate Study (C.A.G.S.) in two to three years. Program completion time for the Master of Education is flexible and depends upon each program cohort's preferences and needs; however, the program must be completed within seven years, unless determined otherwise. Course enrollment or acceptance into the program may occur during the fall, spring or summer terms, dependent upon each individual community site's schedule.

### **Transfer Credit**

Applicants for the Field-based Graduate Program in Education are notified that credits earned at any college are transferable only at the discretion of Southern New Hampshire University.

A maximum of six credits of graduate work may be approved for transfer, provided that:

- The institution from which the work is to be transferred is authorized to grant graduate degrees by the regional accrediting agency.
- The credits to be transferred are graduate-level.
- The course to be transferred is comparable to and may serve as a substitute for course requirements in Southern New Hampshire University's field-based graduate programs in education.
- The course must have been taken within the last five years, with the exception of technology classes, which must have been taken within the last two years.
- The applicant earned a grade of "B" or better in the course being considered for transfer credit.

Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide the program director with this information on official transcripts.

Grades do not transfer. A student's GPA is based solely on courses completed at Southern New Hampshire University.

### **Core Courses**

The Master of Education (M.Ed.) program requires completion of 36 semester credit hours.

- EDGR 610 - Dimensions of Curriculum and Management Minimum Credits: 3
- EDGR 620 - Dimensions of Teaching/Instructional Technology Minimum Credits: 3
- EDGR 630 - Dimensions of Assessment and Evaluation Minimum Credits: 3
- EDGR 640 - Dimensions of Leadership & Organization Minimum Credits: 3
- EDGR 650 - Dimensions in Learning and Development Minimum Credits: 3

## Applications Courses

The second level of course work is distributed over the same five strands of learning as the previous Dimensions courses. Students can actively shape their studies to reflect personal, professional or district goals.

- EDGR 615 - Curriculum and Management Decision Making Minimum Credits: 3
- EDGR 625 - Teaching and Instructional Technology Applications Minimum Credits: 3
- EDGR 635 - Applications in Assessment/Evaluation Minimum Credits: 3
- EDGR 645 - Challenges in Leadership Minimum Credits: 3
- EDGR 655 - Learning and Development Applications Minimum Credits: 3

## Integrating Activities

Students further personalize their degree or advanced certificate through a series of seminars that continue to chart professional growth and development. These courses are the keystone of the program.

- EDGR 600 - Profile Seminar Minimum Credits: 1
- EDGR 601 - Action Research Practicum I Minimum Credits: 1
- EDGR 602 - Action Research Practicum II Minimum Credits: 1
- EDGR 603 - Action Research Practicum III Minimum Credits: 1
- EDGR 604 - Action Research Practicum IV Minimum Credits: 1
- EDGR 690 - Capstone Seminar Minimum Credits: 1

## The Certificate of Advanced Graduate Study (C.A.G.S.)

The Certificate of Advanced Graduate Study (C.A.G.S.) is designed to allow educators to pursue specific education topics through the coursework that is offered at each on-location cohort site. A student must have earned a master's degree from an accredited institution before applying for a C.A.G.S. Thirty-one credits are required and selected from the Master of Education curriculum. Students work with faculty members and the academic program director to construct a meaningful and cohesive theme.

Six transfer credits can be accepted for the C.A.G.S. Additional course work beyond the 31 required credits may be transferred to supplement a student's theme.

**Total Credits: 36**

## Finance Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

Students may earn a minor in Finance by successfully completing the following six courses:

### Prerequisites

- ECO 201 - Microeconomics Minimum Credits: 3 (for FIN 320 and FIN 340)

## Required Courses

- ECO 202 - Macroeconomics Minimum Credits: 3
- FIN 320 - Principles of Finance Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3

Select two of the following:

- ECO 306 - Money and Banking Minimum Credits: 3
- FIN 250 - Personal Financial Planning Minimum Credits: 3
- FIN 260 - Risk Management and Insurance Minimum Credits: 3
- FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- FIN 345 - Student Managed Investment Fund Minimum Credits: 3
- FIN 426 - Contemporary Issues in Finance Minimum Credits: 3

Total Credits: 18

## Game Art and Development Minor

### Required Courses

- GRA 201 - Intro to Digital Sculpting Minimum Credits: 3
- GRA 202 - 3-D Modeling and Animation Minimum Credits: 3
- GRA 212 - 3-D Character Animation Minimum Credits: 3
- GRA 311 - Environment Design Minimum Credits: 3
- GRA 401 - Character Design Minimum Credits: 3
- or
- GRA 402 - Creature Design Minimum Credits: 3

Total Credits: 15

## Game Art and Development, B.A.

Electronic gaming has become one of the most popular forms of entertainment in the world today. But gaming is used also for education, training and other important purposes. Consequently, the industry is large, diverse and growing, offering huge opportunities for a host of careers.

Including but not limited to:

Lead Storyteller

Designer

Sound Producer

General Producer

Programmer

The worldwide game industry is expected to reach \$68 billion by 2012, with an increasing demand for university graduates with game-related skills. Our gaming major prepares students for these exciting new careers.

## Game Art and Development Curriculum - Bachelors of Art

### General Education Courses: 45 credits

The General Education Program

*Note: Game Art and Development Majors must take BIO 210 and PSY 108 as part of the General Education Program.*

### SAS Required Courses: 9 credits

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- FAS 110 - Introductory Drawing Minimum Credits: 3
- LIT 229 - World Mythology Minimum Credits: 3

### Major Courses: 33 credits

- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
- GRA 201 - Intro to Digital Sculpting Minimum Credits: 3
- GRA 202 - 3-D Modeling and Animation Minimum Credits: 3
- GRA 211 - Interactive Animation Minimum Credits: 3
- GRA 212 - 3-D Character Animation Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- GRA 311 - Environment Design Minimum Credits: 3
- GRA 401 - Character Design Minimum Credits: 3
- GRA 402 - Creature Design Minimum Credits: 3
- GRA 440 - 3-D Art and Design Minimum Credits: 3
- GRA 490 - Graphic Design Internship Minimum Credits: 0 (variable credit course)

### Free Electives: 33 credits

Total Credits: 120

## Game Design and Development Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Game Design and Development by successfully completing the following five courses:

### Required Courses

- IT 135 - Interactive 3-D Virtual Environments Minimum Credits: 3
- or
- GAM 135^ - Interactive 3-D Virtual Environments Minimum Credits: 3
- IT 207 - Information Technology and Digital Games Minimum Credits: 3

or

- GAM 207 - Information Technology and Digital Games Minimum Credits: 3
- IT 303 - Design of Virtual Game Environments Minimum Credits: 3

or

- GAM 303 - Design of Virtual Game Environments Minimum Credits: 3
- IT 305 - Digital Game Development Minimum Credits: 3

or

- GAM 305 - Digital Game Development Minimum Credits: 3
- GDD - One GDD Elective (as recommended by an advisor)

Total Credits: 15

## Game Programming and Development, B.S.

Coordinator: Dr. Robert Seidman

Game Programming and Development Curriculum - Bachelors of Science

General Education Courses: 45 credits

The General Education Program

*Note: Game Programming and Development Majors must take MAT 240 and PSY 108 as part of the General Education Program.*

SAS Required Courses: 9 credits

- COM 212 - Public Speaking Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3

Choose one of the following:

- ENG 220 - Business Communication Minimum Credits: 3
- ENG 226 - Introduction to Creative Writing Minimum Credits: 3

Major Courses: 39 credits

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- GAM 207 - Information Technology and Digital Games Minimum Credits: 3
- GAM 211 - Interactive Animation Minimum Credits: 3
- GAM 303 - Design of Virtual Game Environments Minimum Credits: 3
- GAM 305 - Digital Game Development Minimum Credits: 3
- GAM 450 - Artificial Intelligence Minimum Credits: 3
- GAM 465 - Digital Multimedia Development Minimum Credits: 3
- GRA 202 - 3-D Modeling and Animation Minimum Credits: 3

Choose four of the following:

- IT 205 - Digital Music Minimum Credits: 3
- IT 230 - Software Development with C#.NET Minimum Credits: 3
- IT 232 - Software Development w/C++.NET Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- Any 300 or 400 level GAM course not listed above.

Free Electives: 27 credits

Total Credits: 120

## Gender Studies Minor

The minor in gender studies offers students of any major an interdisciplinary examination of gender across cultures. Students may declare the minor by filling out the Undergraduate Program Modification form and taking five courses with a significant focus on gender (from an evolving list of offerings).

### Required Courses

Take Five of the following:

- SOC 320 - Sociology of Gender Minimum Credits: 3
- SOC 330 - Sociology of Minority Relations Minimum Credits: 3
- LIT 330 - Gender and Text Minimum Credits: 3
- PSY 319 - Social Development: Child and Adolescent Minimum Credits: 3
- PSY 331 - Human Sexuality Minimum Credits: 3
- FAS 380 - Women, Art and Society Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3

Total Credits: 15

## General Studies in Education, B.A.

The General Studies in Education Program provides students not seeking certification a degree in the field of education.

A plan of study allows the individual to design a program to accomplish career goals in the areas of educational services or related fields that do not require certification. Individuals may select courses from related disciplines to complete the 45 credit hours for the General Studies in Education program. Students design a plan of study with an academic advisor from the School of Education. Acceptance into the major requires approval by the faculty.



## General Studies in Education Curriculum - Bachelor of Arts

### General Education Program: 45 credits

The General Education Program

### Major Courses: 12 credits

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3

### Allied Disciplines: 45 credits

Student proposed as approved by the faculty.

### Free Electives: 18 Credits

Total Credits: 120

## Graphic Design and Media Arts, B.A.

**Coordinator: Prof. Harry Umen**

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

## Graphic Design and Media Arts Curriculum - Bachelor of Arts

### General Education Program: 45 credits

The General Education Program

### SAS required courses: 9 credits

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- HIS - Any 200+ level Elective

**Major Courses: 33 credits**

- GRA 101 - Basic Design and Color Theory Minimum Credits: 3  
*or*
- FMM 101 - Basic Design and Color Theory Minimum Credits: 3
- COM 128 - Language and Practice of Media Arts Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- FAS 226 - Digital Photography Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- GRA 340 - Typography Minimum Credits: 3
- GRA 410 - Advanced Digital Graphic Design for Web Minimum Credits: 3
- GRA 420 - Advanced Digital Imaging Minimum Credits: 3

Choose one of the following:

- FAS 320 - History of Design Minimum Credits: 3
- FAS 326 - History of Photography Minimum Credits: 3

**Free Electives: 33 Credits**

Total Credits: 120

## **Graphic Design Minor**

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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

**Required Courses**

- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- FAS 342 - Modernism Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3

Total Credits: 15

## History and Social Studies Education, B.A.

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

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

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

### History and Social Studies Education Certification Curriculum - Bachelor of Arts

#### General Education Program: 45 credits

The General Education Program

#### SED Allied Courses: 6 credits

Take one 200/300 level LIT course.

- PSY 108 - Introduction to Psychology Minimum Credits: 3

#### History Major Courses: 33 credits

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- HIS 117 - World Civilizations, Prehistory to 1500 Minimum Credits: 3
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3
- HIS 270 - American Environmental History Minimum Credits: 3
- HIS 340 - Making History Minimum Credits: 3
- HIS 460 - History Research Seminar Minimum Credits: 3
  
- HIS 260 - Modern China Minimum Credits: 3  
or
- HIS 264 - Modern Japan Minimum Credits: 3  
Take one of the following:
- POL 305 - State and Local Government Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- POL 324 - Congress and the Legislative Process Minimum Credits: 3  
Take three (3) HIS courses

#### Education Major Courses: 36 credits

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3

- EDU 271 - Methods of Teaching Secondary Education Minimum Credits: 3
- EDU 312 - Writing Workshop for Educators Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- EDU 326 - Methods of Teaching Social Studies Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

Total Credits: 120

Note(s):

*Leads to teacher certification*

## History Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in History by successfully completing five history courses.

### Required Courses

Students must complete one year of a survey, either:

- HIS 117 - World Civilizations, Prehistory to 1500 Minimum Credits: 3  
**and**
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3  
**or**
- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3  
**and**
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- HIS - Three HIS electives

Note(s):

Students who have taken one of the survey courses to meet the General Education requirement must take four courses in addition to the two surveys.

Total Credits: 18

## History, B.A.

**Coordinator: Dr. Kenneth Nivison**

The history major provides students with the mental discipline needed for them to assume lives of positive impact in any specific vocational field. In pursuit of this goal, the program cultivates a historical perspective, which is integrative of all fields of human knowledge; analyzes the choices, and consequences of those choices, of various human

communities; appreciates the development of wisdom and beauty; develops advanced critical thinking and communication skills through intensive examination of the elements of history (among them texts, images, objects, landscapes) and the crafting of contemporary historical arguments based upon those sources; examines the creation of history through the work of historians; and encourages civic engagement through a deeper and more nuanced understanding of the development of human societies and the importance of competent, creative, and generous leadership in forging peaceful societies.

In addition to the prescribed coursework, students are strongly encouraged to participate in internships and study abroad programs as a way of broadening their intellectual and cultural development and preparing them for success in a wide range of fields.

## History Curriculum - Bachelor of Arts

### General Education Program: 45 credits

The General Education Program

#### SAS required courses: 9 credits

- COM 212 - Public Speaking Minimum Credits: 3

Choose one of the following:

- 200-level LIT
- 300-level LIT

Choose one of the following:

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3
- MUS 223 - Appreciation and History of Music Minimum Credits: 3
- FAS 370 - American Art Minimum Credits: 3

#### Major Courses: 33 credits

- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3  
(HIS 114 above will fulfill a requirement of the general education program and thus is not counted as a credit in the major.)
- HIS 117 - World Civilizations, Prehistory to 1500 Minimum Credits: 3
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3
- HIS 340 - Making History Minimum Credits: 3
- HIS 460 - History Research Seminar Minimum Credits: 3
- Six 200 to 400 level HIS electives

#### Free Electives: 33 Credits

Total Credits: 120

## **Hospitality Business Degree in Three with focus options, B.S.**

**Department Chair: Dr. Kimberly Monk**

### **Mission Statement**

The Hospitality Business Program is committed to providing its students with a quality learning experience that incorporates hospitality business theory and practice. The curriculum integrates social and ethical responsibility, cultural sensitivity and honorable stewardship. This balanced approach develops adaptive learners and provides them with the critical competencies essential for success in the hospitality industry.

### **Hospitality Business Degree in Three Curriculum - Bachelor of Science**

**General Education Courses: 45 credits**

The General Education Program

**Business Core: 30 credits**

The Business Core

**Major Courses: 15 credits**

- HOS 220 - Geography of Global Cultures Minimum Credits: 3
- HOS 225 - Intro to Commercial Food Production Minimum Credits: 3
- HOS 315 - Rooms Division Management Minimum Credits: 3
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3
- HOS 420 - Financial Analysis for the Hospitality Industry Minimum Credits: 3

**Choose One Concentration: 15 credits**

### **Hospitality Management - Hotel & Resort specialization**

- HOS 101 - Introduction to Hospitality and Tourism Minimum Credits: 1
- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3
- HOS 321 - Hospitality Sales Management-DiT Minimum Credits: 2
- HOS 327 - Food and Beverage Operations Management Minimum Credits: 3
- HOS 415 - Hotel Administration Minimum Credits: 3
- HOS 428 - Resort Development and Management Minimum Credits: 3
- or
- HOS 430 - Casino and Gaming Operations Minimum Credits: 3

## Event and Convention Management

- HOS 101 - Introduction to Hospitality and Tourism Minimum Credits: 1
- HOS 321 - Hospitality Sales Management-DiT Minimum Credits: 2
- HOS 327 - Food and Beverage Operations Management Minimum Credits: 3
- HOS 340 - Special Events Management Minimum Credits: 3
- HOS 341 - Meeting Planning Minimum Credits: 3
- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3

## Restaurant and Beverage Management

- HOS 101 - Introduction to Hospitality and Tourism Minimum Credits: 1
- HOS 321 - Hospitality Sales Management-DiT Minimum Credits: 2
- HOS 327 - Food and Beverage Operations Management Minimum Credits: 3
- HOS 422 - Beverage Management and Control Minimum Credits: 3
- HOS 424 - Managing, Merchandising, and Service of Wines Minimum Credits: 3
- HOS 425 - Food and Beverage Pairing Minimum Credits: 3

## HOS 492 Experiential Learning - Requirement for Graduation

In order to graduate, students enrolled in the Bachelor of Science degree program must complete 700 hours of experiential learning in a hospitality (or related) business with a minimum of 150 hours in guest/customer contact services.

## Directed Experiences: 15 credits

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

Total Credits: 120

## Hospitality Business, B.S.

**Department Chair: Dr. Kimberly Monk**

### Mission Statement

The Hospitality Business Program is committed to providing its students with a quality learning experience that incorporates hospitality business theory and practice. The curriculum integrates social and ethical responsibility, cultural sensitivity and honorable stewardship. This balanced approach develops adaptive learners and provides them with the critical competencies essential for success in the hospitality industry.

## Bachelor of Science in Hospitality Business

### General Education Program: 45 credits

The General Education Program

### Business Core: 30 credits

The Business Core

*Note: HOS 202 replaces ACC 202 and HOS 416 replaces BUS 206 for BS in Hospitality Business Students.*

### Hospitality Major Courses: 21 credits

- HOS 220 - Geography of Global Cultures Minimum Credits: 3
- HOS 225 - Intro to Commercial Food Production Minimum Credits: 3
- HOS 315 - Rooms Division Management Minimum Credits: 3
- HOS 320 - Hospitality Sales Management Minimum Credits: 3
- HOS 327 - Food and Beverage Operations Management Minimum Credits: 3
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3
- HOS 420 - Financial Analysis for the Hospitality Industry Minimum Credits: 3
- HOS 492 - Experiential Learning Minimum Credits: 0

All students in the major must select one of the following Specializations:

#### Hotel and Resort Management

##### Required Courses (9 credits)

- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3
- HOS 415 - Hotel Administration Minimum Credits: 3

And one of the following:

- HOS 428 - Resort Development and Management Minimum Credits: 3
- HOS 430 - Casino and Gaming Operations Minimum Credits: 3

#### Restaurant and Beverage Management

##### Required Courses (9 credits)

- HOS 422 - Beverage Management and Control Minimum Credits: 3
- HOS 424 - Managing, Merchandising, and Service of Wines Minimum Credits: 3



And one of the following:

- HOS 425 - Food and Beverage Pairing Minimum Credits: 3
- HOS 427 - Food and Beverage Concept Development Minimum Credits: 3

## Event and Convention Management

### Required Courses (9 credits)

- HOS 340 - Special Events Management Minimum Credits: 3
- HOS 341 - Meeting Planning Minimum Credits: 3
- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3

## Hospitality Electives - 15 Credits

The Hospitality Business Program provides the students with a choice of electives that gives them the chance to add depth and/or breadth to the major courses, and also offers the opportunity to pursue a concentration in one or both of the two most important segments of the hospitality industry: Hotel and Convention Management and Restaurant Management. The curriculum in the respective concentrations builds on the university and business core curriculum and key hospitality major courses.

## HOS 492 Experiential Learning – Requirement for Graduation

In order to graduate, students enrolled in the Bachelor of Science degree program must complete 1,000 hours of experiential learning in a hospitality (or related) business with a minimum of 200 hours in guest/customer contact services.

- HOS 492 - Experiential Learning Minimum Credits: 0

Total Credits: 120

## Hospitality Management, B.A.S. (with concentration option)

**Department Chair: Dr. Kimberly Monk**

### Mission Statement

The Hospitality Business Program is committed to providing its students with a quality learning experience that incorporates hospitality business theory and practice. The curriculum integrates social and ethical responsibility, cultural sensitivity and honorable stewardship. This balanced approach develops adaptive learners and provides them with the critical competencies essential for success in the hospitality industry.

Students with two-year degrees from accredited hospitality management programs can enroll in Southern New Hampshire University's two-year bachelor of applied science in hospitality management degree program. Students who transfer to Southern New Hampshire University are required to complete an additional 60 credits, including five hundred (500) hours of experiential learning required during the completion of the BASHM course requirements regardless of industry experience prior to being admitted into the program. Students graduating from this program will be prepared to enter management positions in the hospitality industry.

Admission is open only to students with associate degrees from accredited hospitality management programs. Students planning to transfer in to the BASHM program must fulfill the following requirements before they are admitted to the program:

- Successful completion of the associate degree with a 3.00 GPA or above
- A letter of recommendation from a faculty member

## B.A.S. Hospitality Management

### Required Courses

Degree credits transferred from a hospitality and tourism program: 60 Credits

General Education Courses: 21 credits

### Foundation:

- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- SNHU 303 - SNHU Experience: Life after SNHU Minimum Credits: 1
- SNHU 404 - SNHU Exp: Gen Ed Capstone Minimum Credits: 1

### Exploration:

- ECO 201 - Microeconomics Minimum Credits: 3  
or
- ECO 202 - Macroeconomics Minimum Credits: 3

### Integration:

Choose three (3) courses from any one (1) cluster.

### Business Core Courses: 12 credits

- HOS 202 - Hospitality Managerial Accounting Minimum Credits: 3
- HOS 416 - Legal Issues in the Hospitality and Tourism Industry Minimum Credits: 3
- OL 421 - Strategic Management and Policy Minimum Credits: 3
- QSO 300 - Operations Management Minimum Credits: 3

### Hospitality Major Courses: 12 credits

- HOS 220 - Geography of Global Cultures Minimum Credits: 3
- HOS 320 - Hospitality Sales Management Minimum Credits: 3
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3
- HOS 420 - Financial Analysis for the Hospitality Industry Minimum Credits: 3

- HOS 492 - Experiential Learning Minimum Credits: 0 \*

## Hospitality Concentrations: 9 credits

Choose one (1) concentration:

### Event and Conventions Management

- HOS 340 - Special Events Management Minimum Credits: 3
- HOS 341 - Meeting Planning Minimum Credits: 3
- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3

### Hotel and Resort Management

- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3
- HOS 415 - Hotel Administration Minimum Credits: 3
- HOS 428 - Resort Development and Management Minimum Credits: 3
- or
- HOS 430 - Casino and Gaming Operations Minimum Credits: 3

### Restaurant and Beverage Management

- HOS 422 - Beverage Management and Control Minimum Credits: 3
- HOS 424 - Managing, Merchandising, and Service of Wines Minimum Credits: 3
- HOS 425 - Food and Beverage Pairing Minimum Credits: 3
- or
- HOS 427 - Food and Beverage Concept Development Minimum Credits: 3

## HOS 492 Experiential Learning – Requirement for Graduation

In order to graduate, students enrolled in the Bachelor of Science degree program must complete 500 hours of experiential learning in a hospitality (or related) business with a minimum of 100 hours in guest/customer contact services.

- HOS 492 - Experiential Learning Minimum Credits: 0

## Free Electives: 6 credits

Select two (2) free electives.

## Total Credits: 120

## Hotel and Event Management Minor

**Department Chair: Dr. Kimberly Monk**

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

### Minors in Hospitality Business

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

### Hotel and Event Management

- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3
- HOS 315 - Rooms Division Management Minimum Credits: 3
- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3
- HOS 415 - Hotel Administration Minimum Credits: 3
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3

Select one of the following:

- HOS 340 - Special Events Management Minimum Credits: 3
- HOS 341 - Meeting Planning Minimum Credits: 3

Total Credits: 18

## Human Resource Management Certificate

**Department Chair(s): Dr. Maria Manus Painchaud & Dr. Sue Losapio**

### Certificate Programs

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

### Required Courses

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 318 - Employee and Labor Relations Minimum Credits: 3
- OL 325 - Total Rewards Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL 442 - Human Resource Strategy and Development Minimum Credits: 3

## Guidelines for Certificate Programs

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. Official transcripts should be submitted for analysis immediately after entering the certificate program.

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

*Note: Certificate candidates may use transfer or prior learning credit courses, but they must take four courses in residence at Southern New Hampshire University.*

**Prerequisites:** Various certificate courses require preparatory background. IT 210 requires IT 100 Introduction to Information Technology or appropriate work experience with computers. When waived for certificate candidates with appropriate work experience, prerequisite courses still remain as requirements for degree candidates (but may be satisfied by transfer- or prior-credit awards).

**Time limits:** Most certificate programs are scheduled so that concentration courses can be completed within one year, but students are free to set their own paces.

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

**Certificate conferral:** The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

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

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

Total Credits: 18

## Individually Designed Major in Liberal Arts, B.A.

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

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

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

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

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

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

## Individually Designed Major Curriculum

### General Education Program: 45 credits

The General Education Program

### SAS required courses: 9 credits

(to be determined by the student's faculty advisor)

### Free electives: 24 credits

### Field of Study:

- Primary field of study: 15 credits (courses 200 level or above)
- Organizing course: 3 credits (course by arrangement setting forth student learning goals)
- Mentoring course: 3 credits (1 credit in each of three semesters)  
*and*
- Individually designed program of study\*: 21 credits without thesis option (at least 15 credits at 300 level or above)  
*or*
- 15 credits plus the 6 credit thesis option (at least 12 credits at 300 level or above)

### Total Credits 120

### Note(s):

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

## International Business Degree in Three, B.S.

**Department Chair: Dr. Bulent Aybar**

The Degree-in-Three International Business program is an innovative and integrated three-year, six semester, outcomes focused degree in International Business that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and faculty guided international field trips are just some of the unique learning environments afforded to students in this Degree-in-Three program.

## International Business Degree in Three Curriculum - Bachelor of Science

### General Education Courses: 45 credits

The General Education Program

### Business Core: 30 credits

The Business Core

### Major Courses: 30 credits

- INT 221 - Global Financial System Minimum Credits: 3
  - INT 315 - International Management Minimum Credits: 3
  - INT 335 - Importing & Exporting in International Trade Minimum Credits: 3
  - INT 400 - International Business Project Minimum Credits: 3
  - INT 433 - Multinational Marketing Minimum Credits: 3
  - INT 316 - Cultural & Political Environment of International Business Minimum Credits: 3
  - or
  - INT 441 - Licensing and Negotiations in the International Arena Minimum Credits: 3
- Take four (4) INT courses: INT 280, 380, 480, 490

### Directed Experience: 15 credits

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

Total Credits: 120

## International Business Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in International Business by successfully completing the following courses:

### Prerequisites

- ECO 202 - Macroeconomics Minimum Credits: 3 (for INT 433/MKT 433)
- FIN 320 - Principles of Finance Minimum Credits: 3 (for INT 336/FIN 336)
- MKT 113 - Introduction to Marketing Minimum Credits: 3 (for INT 433/MKT 433)
- OL 125 - Human Relations in Administration Minimum Credits: 3 (for INT 315 and INT 316)

## Required Courses

- INT 113 - Introduction to International Business Minimum Credits: 3
- INT 400 - International Business Project Minimum Credits: 3
- INT 316 - Cultural & Political Environment of International Business Minimum Credits: 3
- INT 336 - Multinational Corporate Finance Minimum Credits: 3
- or
- FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- INT 433 - Multinational Marketing Minimum Credits: 3
- or
- MKT 433 - Multinational Marketing Minimum Credits: 3

Total Credits: 15

## International Business, B.S.

**Department Chair: Dr. Bulent Aybar**

The International Business major provides students with a solid foundation in core business functions, specific understanding of global dimensions of business and integrated knowledge of major regions of the world. These are acquired through experiential learning, study abroad programs, language studies and live case studies explored in faculty directed international field trips.

The International Business program prepares aspiring students for careers in globally integrated for-profit and non-profit organizations as well as for cross-border entrepreneurial pursuits. More specifically, students will gain necessary analytical skills, knowledge and intellectual versatility to succeed in careers involving international market analysis, global business development, consulting, international banking and finance in any country and culture.

Students are encouraged to pursue "functional minor areas" to obtain depth in a business function that will complement their international business training and enhance their post-graduation placement opportunities. Students can choose minor areas in Finance, Marketing, Organizational Leadership, Operations Management, Hospitality and Sport Management.

### International Business Curriculum - Bachelor of Science

General Education Program: 45 credits

The General Education Program

Business Core: 30 credits

The Business Core

Major Courses: 30 credits

- INT 400 - International Business Project Minimum Credits: 3
- INT 316 - Cultural & Political Environment of International Business Minimum Credits: 3
- INT - Five INT electives



Choose any three (3) from the following:

- ACC 312 - International Managerial Accounting Minimum Credits: 3
- ECO 322 - International Economics Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- LAR, LFR, LMN, or LSP Language Electives \*

Note(s):

*\* Students may choose up to two (2) Language Electives to satisfy course requirements*

Free Electives: 15 Credits

Total Credits: 120

## International Business, Ph.D.

**Director: Dr. Massood Samii**

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

Admission into the Ph.D. program is competitive. Applicants must have an M.S. in International Business or a related area from an accredited University. In addition to completing an application form that requires an essay and a fee, applicants must provide:

- Official undergraduate and graduate transcripts
- Official GMAT score
- Three letters of recommendation
- Resume
- Official TOEFL score if not a natural U.S. citizen

Only completed applications will be reviewed by the Ph.D. Admissions Committee.

Program Requirements:

Students must complete pre-requisite courses for each of the doctoral seminars.

Required Doctoral Seminars:

- INT 800 – Foreign Direct Investment
- INT 810 – Emerging Economies
- INT 820 – Seminar in Multinational Finance
- INT 830 – Theories of Globalization
- INT 840 – Seminar in Multinational Marketing
- INT 850 – Seminar in Global Business Strategy
- INT 880 – Advanced Quant Methods/Int'l Bus I
- INT 881 – Advanced Quant Methods/Int'l Bus II

Total Credits: 24

**Minor Field of Specialization:**

Students and faculty mentors design a minor area of specialization that must include at least four upper-level courses in fields such as finance, information technology, marketing, leadership, or business strategy

**Comprehensive Examination:**

Upon the completion of all course work, doctoral students must sit for a series of comprehensive examinations in international business, research methodology and their minor fields of specialization.

**Dissertation Stage:**

During the dissertation stage, students enroll each term in the Doctoral Dissertation Colloquium. These colloquiums provide a forum for students to discuss their dissertation research and help monitor their progress in completing their dissertations. Students are required to enroll in at least three colloquia.

Each student is assigned a committee, which normally is comprised of two faculty members from the international business area, one from the minor field of specialization, and one who specializes in research methodology. The dissertation is expected to contribute to the student's chosen field of study.

Once a student completes their research and the final draft and receives approval from the dissertation chair, the student will give an oral presentation to the committee and any other interested individuals. A student must receive approval from all members of the dissertation committee to successfully complete the doctoral program.

For More Information Contact: Dr. Massood Samii  
Director, Doctoral Program  
Southern New Hampshire University School of Business  
2500 North River Road  
Manchester, NH 03106-1045  
603.644.3102 @ Fax 603.644.3150  
www.snhu.edu

## Required Doctoral Courses

- INT 800 - Foreign Direct Investment Minimum Credits: 3
- INT 810 - Privatization Minimum Credits: 3
- INT 820 - Seminar in Multinational Finance Minimum Credits: 3
- INT 830 - Theories of Globalization Minimum Credits: 3
- INT 840 - Seminar in Multinational Marketing Minimum Credits: 3
- INT 850 - Seminar in Global Business Strategy Minimum Credits: 3
- INT 880 - Advanced Quant Methods/Int'l Bus I Minimum Credits: 3
- INT 881 - Advanced Quant Methods/Int'l Bus II Minimum Credits: 3

Total Credits: 24

## International Sport Management Minor

**Residency for Minors**

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in International Sport Management by successfully completing the following courses:

## Prerequisites

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- INT 113 - Introduction to International Business Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3

## Required Courses

- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 465 - Global Sport Business Minimum Credits: 3
- INT 315 - International Management Minimum Credits: 3
- INT 433 - Multinational Marketing Minimum Credits: 3

## Select one of the following:

- INT 316 - Cultural & Political Environment of International Business Minimum Credits: 3
- Study Abroad Option Minimum Credits: 3

# Justice Studies Minor

## Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Justice Studies by successfully completing the following courses:

## Required Courses

- JUS 455 - Legal Traditions Minimum Credits: 3

## Select one of the following:

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3

## Electives

- Select any three JUS courses

Total Credits: 15

## Justice Studies, A.S.

**Coordinator: Prof. Patrick Cullen**

The Associate of Science degree in Justice Studies is a two-year program. Students completing this program may transfer to a B.S. and then M.S. Justice Studies program.

### Justice Studies Curriculum - Associate of Science

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1
- COM 212 - Public Speaking Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 121 - College Composition II Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 102 - American Policing Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3
- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 455 - Legal Traditions Minimum Credits: 3

Select one of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 200^ - Mathematics for the Humanities Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Select two B.A./B.S. Core electives

Select two B.S. Justice Studies major course requirements

Select two Free electives

Total Credits: 61

## Justice Studies, B.S. (with concentration option)

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.

## B.S. Justice Studies Curriculum

### General Education Program: 45 credits

The General Education Program

### SAS required courses: 9 credits

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3

### Major Courses: 18 credits

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 455 - Legal Traditions Minimum Credits: 3
- JUS 224 - Legal and Justice Research Methods Minimum Credits: 3
- or
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- or
- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3

### Areas of Study Courses: 18 Credits

### Crime and Criminology: 6 Credits

- JUS 211 - Organized Crime Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3

## Law and Legal Process: 6 Credits

- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 395 - The Death Penalty Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- JUS 496 - Administrative Law Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3

## Policing and Law Enforcement: 6 Credits

- JUS 102 - American Policing Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3
- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 111 - Introduction to Criminalistics Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 345 - Probation and Parole Minimum Credits: 3
- JUS 394 - Problems in Policing Minimum Credits: 3
- JUS 465 - Police Organization and Management Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

## Major Electives: 6 Credits

Select two of the following:

- ACC 421 - Auditing and Forensic Accounting Minimum Credits: 3
- ACC 423 - Detection/Prevention Fraudulent Financial Statements Minimum Credits: 3
- ACC 425 - Interview Techniques/Legal Aspects Fraud Minimum Credits: 3
- ACC 427 - Investigating with Computers Minimum Credits: 3
- COM 448 - Media Ethics and Law Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- ENV 329 - International Environmental Law and Negotiation Minimum Credits: 3
- HOS 416 - Legal Issues in the Hospitality and Tourism Industry Minimum Credits: 3
- INT 309 - Legal Environment of International Business Minimum Credits: 3
- JUS 400 - Foreign Study in Criminal Justice Minimum Credits: 3
- JUS 480 - Independent Study in Law and Justice Minimum Credits: 3
- JUS 498 - Criminal Justice Internship Minimum Credits: 0 (variable credit course)
- PAD 330 - Public Administration Minimum Credits: 3
- PHL 212 - Introduction to Ethics Minimum Credits: 3
- PHL 214 - Formal Logic Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3

- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3
- SPT 307 - Sport Law Minimum Credits: 3
- or
- up to 6 credits as approved by Department Chair

Free Electives: 24 Credits

Total Credits: 120

Justice Studies Concentrations: 36 Credits

Students selecting a concentration will utilize 12 elective credits to complete the concentration.

### Crime & Criminology (36 credits)

This optional program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students explore related topics including victimology, sociology of deviance, and crimes against children.

Select six (6) of the following:

Not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

- JUS 211 - Organized Crime Minimum Credits: 3
  - JUS 215 - The Victim and the Justice System Minimum Credits: 3
  - JUS 305 - International Criminal Justice Minimum Credits: 3
  - JUS 309 - White Collar Crime Minimum Credits: 3
  - JUS 429 - Terrorism Minimum Credits: 3
  - JUS 468 - Crimes Against Children Minimum Credits: 3
  - PSY 205 - Forensic Psychology Minimum Credits: 3
  - PSY 215 - Abnormal Psychology Minimum Credits: 3
  - PSY 310 - Criminal Psychology Minimum Credits: 3
  - SOC 213 - Sociology of Social Problems Minimum Credits: 3
  - SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
  - SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3
- Select two courses from each area as outlined above:
- Police and Law Enforcement - 6 credits
  - Law and Legal Process - 6 credits
  - Justice Studies Electives - 6 credits

### Law and Legal Process (36 credits)

This optional 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.

**Select six (6) of the following:**

Not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

- JUS 325 - Law, Justice and Family Minimum Credits: 3
  - JUS 331 - Juvenile Justice System Minimum Credits: 3
  - JUS 376 - Criminal Procedure Minimum Credits: 3
  - JUS 395 - The Death Penalty Minimum Credits: 3
  - JUS 485 - Forensic Law Minimum Credits: 3
  - JUS 496 - Administrative Law Minimum Credits: 3
  - JUS 497 - Law and Evidence Minimum Credits: 3
  - BUS 206 - Business Law I Minimum Credits: 3
  - BUS 307 - Business Law II Minimum Credits: 3
  - POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- Select two courses from each area as outlined above:
- Police and Law Enforcement - 6 credits
  - Crime and Criminology - 6 credits
  - Justice Studies Electives - 6 credits

**Policing & Law Enforcement (36 credits)**

This optional program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

**Select six (6) of the following:**

Not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

- JUS 102 - American Policing Minimum Credits: 3
  - JUS 103 - Correctional Systems Minimum Credits: 3
  - JUS 104 - Introduction to Security Minimum Credits: 3
  - JUS 111 - Introduction to Criminalistics Minimum Credits: 3
  - JUS 201 - Criminal Investigation Minimum Credits: 3
  - JUS 202 - Industrial and Retail Security Minimum Credits: 3
  - JUS 345 - Probation and Parole Minimum Credits: 3
  - JUS 394 - Problems in Policing Minimum Credits: 3
  - JUS 465 - Police Organization and Management Minimum Credits: 3
  - JUS 466 - Homeland Security Minimum Credits: 3
- Select two courses from each area as outlined above:
- Crime and Criminology - 6 credits
  - Law and Legal Process - 6 credits
  - Justice Studies Electives - 6 credits



## Terrorism & Homeland Security (36 credits)

This optional 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.

### Take four (4) of the following courses

Not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

- JUS 104 - Introduction to Security Minimum Credits: 3
  - JUS 202 - Industrial and Retail Security Minimum Credits: 3
  - JUS 429 - Terrorism Minimum Credits: 3
  - JUS 466 - Homeland Security Minimum Credits: 3
- Select two courses from each area as outlined above:
- Police and Law Enforcement - 6 credits
  - Crime and Criminology - 6 credits
  - Law and Legal Process - 6 credits
  - Justice Studies Electives - 6 credits

## 3 Year Option in B.S. Justice Studies Program

Highly qualified and motivated students may want to complete their justice studies degree in three years. This accelerated program requires students to take courses—typically, Criminal Justice Internship—in the summer terms between their regular academic years. This program may be particularly attractive to those who wish to obtain real world experience in the field prior to graduation.

## 5 Year B.S./M.S. in Justice Studies Program

SNHU undergraduate students who are interested in pursuing the Masters in Justice Studies are encouraged to apply early for admission into the M.S. program. Conditionally accepted students are eligible to take their first two graduate courses during their undergraduate senior year. Additionally, these two courses are covered under the traditional undergraduate tuition, thereby saving students additional tuition expense. By starting early students can, upon graduation and full acceptance, complete their graduate degree in as few as 15 months after graduation. Graduate courses are available in an online delivery allowing students to study from anywhere in the world. Any student wishing to pursue this option should contact the Justice Studies department prior to registering for their junior year coursework.

## Law and Legal Process Certificate

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.

## Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3  
or
- POL 306 - The American Legal Tradition Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3

## Select two (2) of the following:

- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 335^ - Private Security Law Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 395 - The Death Penalty Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- JUS 496 - Administrative Law Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3

Total Credits: 12

## Law and Politics II, B.A.

**Program Contact: Paul Barresi**

In developed countries like the United States, law and politics are closely intertwined. The strong rule of law in developed countries ensures that the law is as much of a force in politics as it is in nearly every other area of social life. At the same time, the governmental roles that developed-country constitutions assign to the courts shape how judges perform their legal functions. Meanwhile, the globalization of national economies worldwide means that lawyers from common law jurisdictions like the United States and civil law jurisdictions like most developing countries often find themselves working side by side in business transactions, where sharp differences in legal cultures can lead to misunderstandings and miscommunication. The B.A. in Law and Politics (International) at SNHU offers international students an opportunity to explore these issues by providing them with insight into what it means to "think like a lawyer," both in the United States and around the world, as well as a solid foundation in the art and science of politics as practiced in the United States, abroad, and internationally. Students spend their first two years in a law, politics, or other degree program at their home universities, then complete their remaining degree requirements in two years on campus at SNHU. They also take all of their SNHU law and politics courses with their American peers, immersing themselves not just in the legal and political content of their coursework, but in American culture and university life too.

SNHU is a great place to study law and politics because of the State of New Hampshire's unique role as host of the first-in-the-nation presidential primary election, which often is the most crucial stop for the many men and women who seek to be President of the United States. Two recent presidential candidates, including Hillary Clinton, have chosen SNHU as their primary election night campaign headquarters. In 2007, Barack Obama delivered the commencement address at SNHU's graduation ceremony shortly before launching his own presidential campaign.

## Law and Politics II, B.A. Curriculum

### Program Prerequisites:

60 credits from an SNHU-approved university, at least three of which must be derived from an introductory American politics course transferred to SNHU as POL 210. Students transferring credits from a university that does not offer an introductory American politics course must take POL 210 at SNHU in the summer term immediately preceding the students' first fall semester on the SNHU campus.

### General Education Program: 10 credits

- SNHU 202 - SNHU Experience: Transition to SNHU Minimum Credits: 1
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

### SAS Courses: 9 credits

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3
- Choose one of the following:
- ENV 101 - Environmental Science Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3

### Major Courses: 33 credits

- GEO 200 - World Geography Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 211 - International Relations Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 314 - Political Theory Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- SCS 444 - Capstone Colloquium Minimum Credits: 3
- Choose four of the following:
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 317 - Campaigns and Elections Minimum Credits: 3
- POL 324 - Congress and the Legislative Process Minimum Credits: 3
- POL 362 - The American Presidency Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- ENV 329 - International Environmental Law and Negotiation Minimum Credits: 3
- ENV 349 - Comparative Environmental Law and Sustainable Development Minimum Credits: 3

### Free Electives: 9 credits

Total Credits: 121

## Law and Politics, B.A.

**Coordinator: Dr. Paul A. Barresi**

Whether you're fascinated by politics or intrigued by the law, the B.A. in Law and Politics at SNHU will provide you with the knowledge and skills essential for success across a broad spectrum of careers that lie at the interface of these two dynamic and exciting fields. Our unique interdisciplinary program will provide you not only with a solid foundation in the art and science of politics, but also with insight into what it means to "think like a lawyer," both in the United States and around the world. We emphasize the development of critical thinking and analytical skills in political and legal contexts, as well as the ability to communicate effectively, both orally and in writing, on topics of political and legal concern. These skills are essential for political and legal professionals, and are transferable to many other professional fields.

The range of career options for students with a B.A. in Law and Politics is very broad, encompassing careers in politics, government, diplomacy, business, journalism, consulting, teaching, and many other fields. Our program also prepares students for graduate study in political science, international relations, public policy, or public administration, and for law school, as well as for a lifetime of citizenship in a politically and legally complex and increasingly globalized world. Students interested in earning the B.A. in Law and Politics as a stepping stone to law school also may earn a Certificate in Pre-Law within the same 4-year course of study.

### Law and Politics Curriculum - Bachelor of Arts

#### General Education Program: 45 credits

The General Education Program

#### SAS required courses: 9 credits

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- HIS 301 - World History and Culture Minimum Credits: 3
- ENV 101 - Environmental Science Minimum Credits: 3
- or
- SCI 219 - Environmental Issues Minimum Credits: 3

#### Required Courses: 33 credits

- GEO 200 - World Geography Minimum Credits: 3  
(*GEO 200 will fulfill a requirement of the general education program and thus is not counted as credit in the major.*)
- POL 210 - American Politics Minimum Credits: 3
- POL 211 - International Relations Minimum Credits: 3
- POL 314 - Political Theory Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

*(MAT 240 will fulfill a requirement of the general education program and thus is not counted as credit in the major.)*

- SCS 444 - Capstone Colloquium Minimum Credits: 3

Choose twelve credits of the following:

- POL 305 - State and Local Government Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- POL 317 - Campaigns and Elections Minimum Credits: 3
- POL 324 - Congress and the Legislative Process Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3
- POL 362 - The American Presidency Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- ENV 329 - International Environmental Law and Negotiation Minimum Credits: 3 \*
- ENV 349 - Comparative Environmental Law and Sustainable Development Minimum Credits: 3 \*
- POL 410A - Semester in Washington, D.C.: Politics Field Experience Minimum Credits: 12 \*\*
- POL 410B - Seminar in Washington, D.C.: Politics Seminar Minimum Credits: 3 \*\*
- POL 413A - Semester in Washington, D.C.: Pre-Law Field Experience Minimum Credits: 12 \*\*
- POL 413B - Semester in Washington, D.C.: Pre-Law Seminar Minimum Credits: 3 \*\*

Note(s):

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

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

Free Electives: 33 Credits

Total Credits: 120

## Liberal Arts, A.A.

**Coordinator: Dr. John McCannon**

The Associate of Arts degree in Liberal Arts is a two-year program. Students completing this program may transfer to a four-year liberal arts major or a four-year business program.

### Liberal Arts Curriculum - Associate of Arts

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1
- COM 212 - Public Speaking Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3

- HIS - One History elective
- LIT - One English Literature elective
- PHL - One Philosophy elective
- SCI - One Science elective

Select one of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 211 - Applied Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

Select two of the following:

The General Education Program - Social and Behavioral Science (ESBS)

Free Electives: 15 Credits

Liberal Arts Electives: 6 Credits

Total Credits: 61

## **Liberal Arts, B.A.**

Liberal Arts, B.A. Curriculum

Note to Students - 90 Credits

This program is only for international students who must have an approved 90 university credits, equivalent to 3.0 GPA (out of 4.0) to enter this program.

### **Foundation Courses**

- ENG 070 - Research and Academic Skills Minimum Credits: 3
- ENG 071 - Process Writing Minimum Credits: 3
- ENG 072 - Grammar Workshop Minimum Credits: 3
- ENG 099i - Fundamentals of Writing for International Students Minimum Credits: 3

Major Courses: 19 credits

- ENG 120 - College Composition I Minimum Credits: 3

- ENG 200 - Sophomore Seminar Minimum Credits: 3
- Take one MAT elective
- SNHU 404 - SNHU Exp: Gen Ed Capstone Minimum Credits: 1
- Take one ESTM elective
- Take one ESBS elective
- Take one EFAH elective

### Liberal Arts Concentration: 12 credits

4 courses in Approved Subject; concentrations may be based on different models and will have a minimum of two courses at the 200 level or above.

Courses must be approved by either the Program Coordinator or the School of Arts and Sciences Dean.

Total Credits: 121

## Marketing Degree in Three, B.S.

**Department Chair: Dr. Andrew Lynch**

The marketing field encompasses activities related to: identifying needs of prospective customers, selecting a target market, designing a product, packaging, pricing, advertising, selling, distributing, servicing products and services in both domestic and international markets. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer demands largely determines their success. Southern New Hampshire University's Marketing Degree in Three, B.S. program provides students with a challenging fast-paced three-year learning experience that blends a robust general education curriculum with core business and marketing courses along with industry-based experiences that includes a required internship in year three of the program. Throughout the program, each student develops a professional ePortfolio featuring work completed throughout the program. The ePortfolio is a valuable tool students can leverage to market themselves for internship and employment opportunities.

### Marketing Degree in Three Curriculum - Bachelor of Science

#### General Education Courses: 45 credits

The General Education Program

#### Business Core: 24 credits

The Business Core

#### Major Courses: 24 credits

- MKT 265 - Social Media & Marketing Communications Minimum Credits: 3
- MKT 270 - Professional Selling Minimum Credits: 3
- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT 432 - Strategic Marketing Planning Minimum Credits: 3
- MKT 433 - Multinational Marketing Minimum Credits: 3
- Choose two courses with MKT prefix, ADV 263, ADV 340, QSO 330, or ADV/MKT/FMK/RET internships.

Directed Experiences: 24 credits

### Marketing Directed Experiences

- MKT 212 - Marketing Foundations Experience Minimum Credits: 1
- MKT 312 - Consumer Research Experience Minimum Credits: 3
- MKT 490 - Marketing Internship Minimum Credits: 0 (variable credit course) (3 credits)

### School of Business Directed Experiences

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

Free Electives: 3 credits

Total Credits: 120

## Marketing Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

The Marketing minor is comprised of six courses in marketing that give students a basic knowledge of the field. Students may earn a minor in Marketing by successfully completing the following courses:

### Required Courses

*May require additional prerequisites. Check course descriptions.*

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- Choose three courses with MKT prefix.

Total Credits: 18



## Marketing, A.S.

**Department Chair: Dr. Andy Lynch**

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

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

**Major Courses: 52 credits**

- SNHU 101 - SNHU Experience: Transition to College Minimum Credits: 1
- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT - Choose five (5) courses with MKT prefix

**Select one of the following:**

General Education core - Social and Behavioral Sciences (ESBS)

**Select one of the following:**

General Education core - Humanities and Fine Arts (EFAH)

**Select one of the following:**

General Education core - Science, Technology, and Mathematics (ESTM)

**Free Electives: 9 Credits**

**Total Credits: 61**

## Marketing, B.S. (with concentration option)

**Department Chair: Dr. Andy Lynch**

The marketing field encompasses activities related to: identifying needs of prospective customers, selecting a target market, designing a product, packaging, pricing, advertising, selling, distributing, and servicing products in both

domestic and international markets. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer needs and wants largely determines their success.

Southern New Hampshire University's Marketing Program integrates theory and application. Marketing majors also study general management, finance, organizational behavior, information technology and selected liberal arts courses, ensuring that students learn the tenets of marketing in concert with those disciplines. Domestic and international marketing internships and study abroad programs allow Marketing majors additional opportunities to link marketing theory with practice.

Students will also formulate an ePortfolio and a career portfolio which are included in the coursework of the marketing curriculum.

### **Career Outlook**

The Marketing Program at Southern New Hampshire University prepares graduates to work in various areas of the marketing field including retail management, professional sales, advertising, media planning, research, distribution, product/brand management, marketing research and customer relations, social media marketing, e-commerce, digital marketing and marketing management. Marketing positions exist in a wide variety of corporate settings, including multinational corporations, independently owned local businesses and non profit organizations.

## **Marketing Curriculum - Bachelor of Science**

### **General Education Program: 45 credits**

The General Education Program

### **Business Core: 30 credits**

The Business Core

### **Major Courses: 30 credits**

- MKT 265 - Social Media & Marketing Communications Minimum Credits: 3
- MKT 270 - Professional Selling Minimum Credits: 3
- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT 432 - Strategic Marketing Planning Minimum Credits: 3

### **Marketing Electives: 15 credits**

Choose five (5) courses with MKT prefix, ADV 263 or ADV 340, QSO 330 or any ADV.MKT/FMK/RET Internships.

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

If choosing the concentration, choose any two (2) courses with MKT prefix, ADV 263 , ADV 340, QSO 330 or ADV/MKT/FMK/RET Internships.

## Social Media Marketing Concentration

NOTE: COCE students choosing the Social Media Marketing Concentration will only take 9 credits of Marketing electives.

- COM 310 - Social Media Minimum Credits: 3  
or
- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3
- MKT 355 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 455 - Social Media Marketing Campaigns Minimum Credits: 3

Electives: 15 Credits

Total Credits: 120

## Mathematics Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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.

### Required Courses

- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

Select one of the following:

- MAT 210 - Applied Calculus I Minimum Credits: 3
- MAT 225 - Calculus I: Single-Variable Calculus Minimum Credits: 3

Select three of the following:

at least one of which must be MAT 415 or MAT 470.

Students may not take both MAT 211 and MAT 275

- MAT 211 - Applied Calculus II Minimum Credits: 3
- MAT 275 - Calculus II: Integration & Series Minimum Credits: 3
- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 310 - Number Theory Minimum Credits: 3
- MAT 325 - Calculus III: Multivariable Calculus Minimum Credits: 3

- MAT 361 - Geometry for Teachers Minimum Credits: 3
- MAT 380 - Error-correcting Codes Minimum Credits: 3
- MAT 415 - Abstract Algebra Minimum Credits: 3
- MAT 460 - Topology Minimum Credits: 3
- MAT 470 - Real Analysis Minimum Credits: 3
- MAT 480 - Independent Study Minimum Credits: 3

Note(s):

*MAT 211 and MAT 275 may not both be taken for credit. Also, AP credit for MAT 210, MAT 211, MAT 225, MAT 275, or MAT 240 may count towards the Mathematics Minor.*

Total Credits: 15

## Mathematics, B.A.

**Coordinator: Dr. Susan D'Agostino**

The Mathematics major at Southern New Hampshire University fosters an appreciation for the significant role mathematics has played in society from early times through the modern technological age. In particular, students pursuing the Mathematics major will develop an advanced ability in mathematical methods, reasoning and problem solving in three main areas of math: analysis, algebra and statistics. Students pursuing the Mathematics major also elect courses based on their particular interests in math, including mathematics education, pure mathematics or applied mathematics. 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.

### Mathematics Curriculum - Bachelor of Arts

General Education Program: 45 credits

The General Education Program

*Note: Mathematics Majors must take MAT 230 and MAT 240 as part of General Education Program.*

SAS required courses: 9 credits

- PHL 214 - Formal Logic Minimum Credits: 3
- GEO 200 - World Geography Minimum Credits: 3

Choose one of the following:

- COM 341 - Technical Writing Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

**Required Courses: 33 credits**

- MAT 225 - Calculus I: Single-Variable Calculus Minimum Credits: 3
- MAT 275 - Calculus II: Integration & Series Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- MAT 325 - Calculus III: Multivariable Calculus Minimum Credits: 3
- MAT 330 - Differential Equations Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3
- MAT 415 - Abstract Algebra Minimum Credits: 3
- MAT 470 - Real Analysis Minimum Credits: 3

**Select three of the following:**

MAT-135 or any 200-, 300- or 400-level mathematics class **excluding**: MAT 206, MAT 210, MAT 211, MAT 360, MAT 362, EDU 441, MAT 490, MAT 495 and any math courses already required as part of the mathematics major.

**Note(s):**

*AP, IB or transfer credit for MAT 225, MAT 275, or MAT 240 may count towards the Mathematics Major.*

**Free Electives: 33 Credits**

**Total Credits: 120**

**Middle School Mathematics Education, B.A.**

The Middle School Mathematics education program leads to certification for mathematics grades 5-8. The program of study provides prospective middle school mathematics teachers with strong mathematical knowledge and a good sense of mathematics learning that takes place during the middle grades. Throughout this program, courses integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching Middle School Mathematics.

**Middle School Mathematics Education Curriculum- Bachelor of Arts****General Education Program: 45 credits**

The General Education Program

*Note: MAT 106, MAT 206, PSY 108, and PSY 211 are required for Teacher Certification.*

**Major Courses: 24 credits**

- MAT 225 - Calculus I: Single-Variable Calculus Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- MAT 360 - Statistics and Probability for Teachers Minimum Credits: 3

- MAT 361 - Geometry for Teachers Minimum Credits: 3
- MAT 362 - Algebra for Teachers Minimum Credits: 3
- MAT 450 - History of Math and Math Education Minimum Credits: 3
- MAT 495 - Middle Grades Mathematics Minimum Credits: 3

### Mathematics Certification Courses: 36 credits

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 220 - Teaching Middle Grade Education Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- EDU 362 - Literacy in the Content Areas: 4-8 Minimum Credits: 3
- EDU 441 - Math Education Research and Practice Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

### Free Electives: 15 Credits

Total Credits: 120

## Middle School Mathematics Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

The Middle School Mathematics minor at SNHU is for elementary or special education students who desire exposure to the content and pedagogy of middle school mathematics. The courses that comprise the Middle School Mathematics minor integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching focusing on the processes of proving and problem solving.

### Required Courses

- MAT 206 - Math for Elementary Education II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

Select two of the following:

- MAT 360 - Statistics and Probability for Teachers Minimum Credits: 3
- MAT 361 - Geometry for Teachers Minimum Credits: 3
- MAT 362 - Algebra for Teachers Minimum Credits: 3
- EDU 441 - Math Education Research and Practice Minimum Credits: 3

Total Credits: 15

## Middle School Science Education Minor

The Middle School Science Education minor at SNHU is for students interested in the content and pedagogy of middle school science. Courses focus on particular areas of science that are integrated across the middle school curriculum, and will also provide a strong foundation for understanding effective teaching methods for middle school science. This minor is appropriate for students already enrolled in teacher certification programs.

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

#### Required Course:

- BIO 101 - General Biology Minimum Credits: 3
- EDU 375 - Middle School Science Methods Minimum Credits: 3
- PHY 103 - Earth System Science Minimum Credits: 3

#### Choose two of the following:

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
  - BIO 215 - People, Places, and Plagues Minimum Credits: 3
  - CHM 101 - Fundamentals of Chemistry Minimum Credits: 3
  - PHY 101 - Principles of Physics Minimum Credits: 3
- Note: Credit in EDU 220 may be used toward the minor.

Total Credits: 15

## Middle School Science Education, B.S.

The Middle School Science Education Program leads to certification for middle level science grades 5-9. The program provides graduates with strong scientific knowledge and a good sense of science learning that take place during the middle grades. Throughout this program, courses integrate knowledge of science, knowledge of teaching, and scientific knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school science.

### Middle School Science Education Curriculum- Bachelor of Science

General Education Program: 45 credits

Major Courses: 36 credits

- BIO 101 - General Biology Minimum Credits: 3
- BIO 101L - General Biology Lab Minimum Credits: 1
- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- BIO 210L - Anatomy and Physiology Lab Minimum Credits: 1
- BIO 215 - People, Places, and Plagues Minimum Credits: 3

- BIO 315 - Ecological Principles and Field Methods Minimum Credits: 3
- CHM 101 - Fundamentals of Chemistry Minimum Credits: 3
- CHM 101L - Fundamentals of Chemistry Lab Minimum Credits: 1
- CHM 200 - Environmental Chemistry Minimum Credits: 3
- GEO 200 - World Geography Minimum Credits: 3
- PHY 101 - Principles of Physics Minimum Credits: 3
- PHY 103 - Earth System Science Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3
- SCI 220 - Energy and Society Minimum Credits: 3

### Science Certification Courses: 36 credits

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 220 - Teaching Middle Grade Education Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 362 - Literacy in the Content Areas: 4-8 Minimum Credits: 3
- EDU 375 - Middle School Science Methods Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3

### Free Electives: 3 Credits

Total Credits: 120

## Music Education, B.A.

The Music Education Program leads to teacher certification for music grades K–12. The program provides an intensive study of music, a broad and integrated background in the liberal arts, and the skills, knowledge and experience to help elementary, middle, and high school students develop to their full potential. Music education majors practice traditional and innovative research-based approaches to teaching music through a six semester series of weekly internships in the local public schools, and a full immersion semester of student teaching.

### Music Education Curriculum - Bachelor of Arts

#### General Education Program: 45 credits

The General Education Program

#### Major Courses: 33 credits

Complete 6 credits in MUS 130 and/or MUS 140:

Complete 6 credits of MUS 250:

- MUS 130 - Chorus Minimum Credits: 0 (variable credit course)



- MUS 140 - Instrumental Music Ensemble Minimum Credits: 0 (variable credit course)
- MUS 250 - Private Music Lessons Minimum Credits: 1
- MUS 211 - Music Theory and Aural Skills I Minimum Credits: 3
- MUS 212 - Music Theory and Aural Skills II Minimum Credits: 3
- MUS 311 - Music Theory and Aural Skills III Minimum Credits: 3
- MUS 312 - Music Theory and Aural Skills IV Minimum Credits: 3
- MUS 351 - Music History: Antiquity to 1750 Minimum Credits: 3
- MUS 352 - Music History: 1750 to the Present Minimum Credits: 3
- MUS 451 - Seminar: Music History and Theory Minimum Credits: 3

### Music Certification Courses: 30 credits

- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- MUE 351 - Beginning Conducting Minimum Credits: 3
- MUE 352 - Advanced Conducting and Leadership Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12
- SPED 260 - Children with Exceptionalities Minimum Credits: 3

### Instrument Courses: 6 credits

- MUE 251 - Brass Techniques Minimum Credits: 1
- MUE 252 - Woodwind Techniques Minimum Credits: 1
- MUE 253 - String Techniques Minimum Credits: 1
- MUE 254 - Percussion Techniques Minimum Credits: 1
- MUE 255 - Vocal Techniques Minimum Credits: 1
- MUE 256 - Piano/Guitar Techniques Minimum Credits: 1

### Music Internship Courses: 10 credits

- MUE 261 - Introduction to Music Education Minimum Credits: 2
- MUE 262 - Elementary General Music Methods Minimum Credits: 2
- MUE 263 - Middle School General Music Methods Minimum Credits: 2
- MUE 264 - Advanced Vocal Music Methods Minimum Credits: 1
- MUE 265 - Advanced Instrumental Music Methods Minimum Credits: 1
- MUE 266 - High School General Music Methods Minimum Credits: 2

### Required Courses: 3 credits

- PSY 211 - Lifespan Development Minimum Credits: 3

Total Credits: 127

## Music Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Music by successfully completing the following courses:

### Required Courses

- MUS 223 - Appreciation and History of Music Minimum Credits: 3
- MUS 323 - Music Theory and Composition Minimum Credits: 3

Choose nine credits from the following:

- MUS 130 - Chorus Minimum Credits: 0 (variable credit course)
- MUS 140 - Instrumental Music Ensemble Minimum Credits: 0 (variable credit course)
- MUS 250 - Private Music Lessons Minimum Credits: 1
- IT 205 - Digital Music Minimum Credits: 3

Total Credits: 15

## Operations and Project Management Degree in Three, B.S.

**Department Chair: Dr. Kishore Pochampally**

Operations Management is the planning and execution of operations (routine work) in the service and manufacturing worlds, including demand forecasting, production planning, inventory control, quality management, and supply chain collaboration. Project Management is the planning and execution of projects (non]routine work) in the service and business worlds, including project initiating, project planning, project executing, project monitoring and controlling, and project closing. Efficient management of operations and projects is of utmost importance for both the success and survival of a firm. This program is designed for students interested in the production of goods and services and the application of quantitative methods to solve business problems. The program also serves students interested in planning and executing a variety of projects in service and manufacturing firms. The program helps students to pursue careers such as Operations Analyst/Manager, Project Analyst/Coordinator/Manager, Supply Chain Analyst/Manager, Production Planner, Logistics Engineer, Distribution Analyst/Manager, Purchasing Analyst/Manager, Inventory Control Analyst/Manager, Quality Analyst/Manager, Plant Manager, Warehouse Manager, Materials Manager, and Master Scheduler.

### Operations and Project Management Degree in Three Curriculum - Bachelor of Science

General Education Courses: 45 credits

The General Education Program

Business Core: 30 credits

The Business Core

**Major Courses: 24 credits**

- QSO 291 - 1st Year Experience in OPM Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3
- QSO 391 - 2nd Year Experience in OPM Minimum Credits: 3
- QSO 440 - Topics in Project Management Minimum Credits: 3
- QSO 491 - 3rd Year Fall Experience in OPM Minimum Credits: 3
- QSO 492 - 3rd Year Spring Experience in OPM Minimum Credits: 3

**QSO Electives: 6 credits**

Choose two of the following:

- QSO 310 - Management of Service Operations Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 345 - Project Management/CAPM Certification Minimum Credits: 3

**Directed Experience: 15 credits**

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

**Total Credits: 120**

## **Operations and Project Management, B.S.**

**Department Chair: Dr. Kishore Pochampally**

Operations Management is the planning and execution of operations (routine work) in the service and manufacturing worlds, including demand forecasting, production planning, inventory control, quality management, and supply chain collaboration. Project Management is the planning and execution of projects (non-routine work) in the service and business worlds, including project initiating, project planning, project executing, project monitoring and controlling, and project closing. Efficient management of operations and projects is of utmost importance for both the success and survival of a firm. This program is designed for students interested in the production of goods and services and the application of quantitative methods to solve business problems. The program also serves students interested in planning and executing a variety of projects in service and manufacturing firms. The program helps students to pursue careers such as Operations Analyst/Manager, Project Analyst/Coordinator/Manager, Supply Chain Analyst/Manager, Production Planner, Logistics Engineer, Distribution Analyst/Manager, Purchasing Analyst/Manager, Inventory Control Analyst/Manager, Quality Analyst/Manager, Plant Manager, Warehouse Manager, Materials Manager, and Master Scheduler.

## Operations and Project Management Curriculum - Bachelor of Science

### General Education Courses: 45 credits

The General Education Program

### Business Core: 30 credits

The Business Core

### Major Courses: 30 credits

- QSO 310 - Management of Service Operations Minimum Credits: 3
- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3
- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3
- QSO 440 - Topics in Project Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3

Choose any three (3) from the following:

- ECO 301 - Managerial Economics Minimum Credits: 3
  - IT 467 - Digital Commerce and eBusiness Minimum Credits: 3
  - MAT 210 - Applied Calculus I Minimum Credits: 3
  - MAT 300 - Applied Statistics II: Regression Analysis Minimum Credits: 3
  - QSO 345 - Project Management/CAPM Certification Minimum Credits: 3
  - QSO 490 - Operations/Project Management Internship Minimum Credits: 3
- \*\*Students may use only 3 credits of QSO-490 towards the program**

### Free Electives: 15 Credits

Total Credits: 120

## Operations and Supply Chain Management Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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.

Choose five of the following:

- QSO 300 - Operations Management Minimum Credits: 3
  - QSO 310 - Management of Service Operations Minimum Credits: 3
  - QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
  - QSO 330 - Supply Chain Management Minimum Credits: 3
  - QSO 360 - Six Sigma Quality Management Minimum Credits: 3
  - QSO 490 - Operations/Project Management Internship Minimum Credits: 3
- NOTE: Students may use only 3 credits of QSO 490 towards the minor

Total Credits: 15

## Organizational Leadership Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

Students may earn a minor in Organizational Leadership by successfully completing the following six courses:

### Required Courses

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 324 - Managing Quality Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3

Total Credits: 18

## Philosophy Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Philosophy by successfully completing 15 credits in philosophy.

### Required Courses

Select five (5) PHL courses

Total Credits: 15

## Policing and Law Enforcement Certificate

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.

### Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3  
or
- POL 306 - The American Legal Tradition Minimum Credits: 3
- JUS 102 - American Policing Minimum Credits: 3

Select two (2) of the following:

- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 345 - Probation and Parole Minimum Credits: 3
- JUS 351^ - Civil Liability of CJ Personnel Minimum Credits: 3
- JUS 394 - Problems in Policing Minimum Credits: 3
- JUS 465 - Police Organization and Management Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

Total Credits: 12

## Political Science Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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

A student may earn a minor in Political Science by completing the following courses:

### Required Courses

- POL 210 - American Politics Minimum Credits: 3
- POL 211 - International Relations Minimum Credits: 3
- POL 314 - Political Theory Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3

Choose one of the following:

- POL 305 - State and Local Government Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 324 - Congress and the Legislative Process Minimum Credits: 3
- POL 362 - The American Presidency Minimum Credits: 3

Total Credits: 15

## Pre-Law Certificate

**Coordinator: Dr. Paul A. Barresi**

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

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

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

### Program Requirements

#### Required Courses

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

- POL 210 - American Politics Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3

Select three of the following:

- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- ENV 329 - International Environmental Law and Negotiation Minimum Credits: 3

- ENV 349 - Comparative Environmental Law and Sustainable Development Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- SPT 307 - Sport Law Minimum Credits: 3

Total Credits: 21

## Professional Sales Minor

Students aspiring to enroll in the Professional Sales minor must demonstrate the potential and strong desire to pursue a career in sales. This minor allows students to develop their business-to-business communication, relationship building and sales skills through real life and experiential exercises. There is one-on-one coaching with Professional Sales industry professionals and thus this minor will be limited to those who display a strong aptitude and desire for the profession. Coursework is supplemented with opportunities for students to practice their sales skills through numerous role plays and presentations which are critiqued by faculty as well as sales professionals. This minor provides students with the necessary skills and experience to launch a successful career in sales. Students are strongly encouraged to complete a minimum of one sales-related internship and be an active member of the Students Professional Selling Association campus organization. Any student wishing to declare Professional Sales as a minor must complete a brief application process to ensure their understanding of the program and must receive a minimum of a "C" in MKT 270 Professional Selling.

### Prerequisite:

- MKT 113 - Introduction to Marketing Minimum Credits: 3

### Required Courses:

- MKT 270 - Professional Selling Minimum Credits: 3
- MKT 300 - Advanced Professional Selling Minimum Credits: 3
- MKT 320 - Sales Force Management Minimum Credits: 3
- MKT 331 - Business to Business Marketing Minimum Credits: 3
- Choose one from:
- ENG 220 - Business Communication Minimum Credits: 3
- PSY 258 - Industrial Organizational Psychology Minimum Credits: 3
- COM 322 - Advanced Public Speaking Minimum Credits: 3
- QSO 330 - Supply Chain Management Minimum Credits: 3
- MKT 490 - Marketing Internship Minimum Credits: 0 (variable credit course)

Total Credits: 15

## Professional Writing Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.



A student may earn a minor in Professional Writing by completing the following five courses:

### Required Courses

- COM 235 - Introduction to Journalism Minimum Credits: 3
- COM 435 - Feature Writing Minimum Credits: 3
- ENG 220 - Business Communication Minimum Credits: 3
- ENG 350 - The English Language Minimum Credits: 3

Select one of the following:

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 480 - Independent Study Minimum Credits: 3

Total Credits: 15

## Project Management Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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

### Required Courses

- QSO 340 - Project Management Minimum Credits: 3
- QSO 440 - Topics in Project Management Minimum Credits: 3

Select three from the following:

- QSO 320 - Management Science through Spreadsheets Minimum Credits: 3
  - QSO 330 - Supply Chain Management Minimum Credits: 3
  - QSO 345 - Project Management/CAPM Certification Minimum Credits: 3
  - QSO 360 - Six Sigma Quality Management Minimum Credits: 3
  - QSO 490 - Operations/Project Management Internship Minimum Credits: 3
- NOTE: Students may use only 3 credits of QSO 490 towards the minor

Total Credits: 15

## Psychology Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Psychology by successfully completing the following courses:

### Required Courses

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PSY One PSY elective

Choose three of the following:

- PSY 211 - Lifespan Development Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 216 - Psychology of Personality Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 300 - Biopsychology Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3

Total Credits: 15

## Psychology, B.A. (with concentration option)

Our program 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 teaching awards and published books and journal articles.

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 continued on to work (after graduating with a Bachelor of Arts degree) in such areas such as mental health clinics, social service agencies and human resources.

### Psychology Curriculum - Bachelor of Arts

Psychology majors may choose to focus on a specific area of psychology. Students must take a minimum of 12 credits in the concentration.

### General Education Courses: 45 credits

The General Education Program

## SAS Required Courses: 9 credits

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3

Choose two of the following:

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- SCI 215 - Contemporary Health Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 317 - Sociology of the Family Minimum Credits: 3
- SOC 320 - Sociology of Gender Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3
- SOC 328 - Sociology of Aging Minimum Credits: 3

## Major Courses: 36 credits

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PSY 223 - Research I: Statistics for Psychology Minimum Credits: 3
- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3
- PSY 444 - Senior Seminar in Psychology Minimum Credits: 3

## Content Areas

Choose four (4) of the following:

- PSY 211 - Lifespan Development Minimum Credits: 3
- PSY 215 - Abnormal Psychology Minimum Credits: 3
- PSY 216 - Psychology of Personality Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 300 - Biopsychology Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3

## Psychology electives: 12 credits

Choose four (4) 200/300 level PSY electives

or

Choose one (1) concentration:

### Child and Adolescent Development Concentration

Psychology majors with a concentration in Child and Adolescent Development learn about how individuals gain skills and knowledge, progress socially, and grow physically from birth to adolescence. With the concentration, students gain the knowledge and skills necessary to work with infants, children and adolescents in a variety of settings and/or continue to graduate school.

The following courses are required in place of the psychology electives:

- PSY 314 - Disorders of Childhood and Adolescence Minimum Credits: 3
- PSY 321 - Issues in Childhood Development Minimum Credits: 3
- PSY 322 - Issues in Adolescent Development Minimum Credits: 3

Choose one of the following:

- PSY 201 - Educational Psychology Minimum Credits: 3
- PSY 230 - Psychology of Individual Differences and Special Needs Minimum Credits: 3
- PSY 291 - Experiential Learning Minimum Credits: 3
- PSY 319 - Social Development: Child and Adolescent Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3
- PSY 443 - Psychology Internship Minimum Credits: 3
- PSY 480 - Independent Study Minimum Credits: 3

### Forensic Psychology Concentration

Forensic Psychologists work at the intersection between psychology and law. The Forensic Psychology concentration challenges students to apply their research skills, psychological knowledge, and critical thinking abilities to a variety of issues facing the legal system. Students who concentrate in this area study subjects such as:

- how psychologists serve as expert witnesses and advisors in courts
- motives and patterns of criminal behavior
- definitions for insanity
- treatment, rehabilitation and assessments used in corrections and in private practice
- eyewitness memory
- criminal profiling

The following two courses are required in place of the psychology electives:

- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3

Select two of the following courses:

- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3

## Mental Health Concentration

Students selecting a concentration in Mental Health can be in the field as early as their freshman year gaining experience and augmenting their classroom learning. Students in this concentration will work closely with advisors.

The following four courses should be taken in place of the psychology electives:

- PSY 291 - Experiential Learning Minimum Credits: 3
- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3
- PSY 443 - Psychology Internship Minimum Credits: 3

Free Electives: 30 Credits

Total Credits: 120

## Public Relations Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

The minor in Public Relations consists of five courses.

### Required Courses

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- COM 227 - Public Relations Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 452 - Public Relations Campaign Planning Seminar Minimum Credits: 3

Total Credits: 15

## Public Service, B.A.

### Coordinator: Dr. Frank Catano

Southern New Hampshire University offers a Bachelor of Arts in Public Service for students with associates of science degrees from New Hampshire seeking to continue their education. The program is designed to be completed in two years of full-time study. The degree is built upon a solid foundation of core liberal arts courses. Students have the opportunity to concentrate in a variety of social science disciplines, and so focus on the areas of greatest interest to them. This challenging, flexible and accessible program provides professionals with the opportunity to move forward in their professions, and the chance to explore a variety of public service careers.

## Public Service Curriculum

### General Education

- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- SCI - Science Elective Minimum Credits: 3
- LIT - Literature Elective (200 Level) Minimum Credits: 3
- FAS/LIT/PHL - One Elective (Choose from FAS, LIT, or PHL courses) Minimum Credits: 3

### History Elective (Choose one:)

- HIS 109 - Western Civilization to 1500 Minimum Credits: 3
- HIS 110 - Western Civilization since 1500 Minimum Credits: 3
- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3

### Fine Arts Elective (Choose one:)

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3
- MUS 223 - Appreciation and History of Music Minimum Credits: 3
- FAS 370 - American Art Minimum Credits: 3

### Economics Elective (Choose one:)

- ECO 201 - Microeconomics Minimum Credits: 3
- or
- ECO 202 - Macroeconomics Minimum Credits: 3

### Major Courses

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL - Politics Elective (300+) Minimum Credits: 3
- Four Social and Behavioral Science Electives (Choose from ECO, POL, PSY or SOC) Minimum Credits: 3 \*

### Note(s):

\* ALL in the same discipline

### One free elective

Total Credits: 60

## Reading and Writing Specialist, M.Ed.

The Reading and Writing Specialist Program is for students who wish to become certified as reading and writing specialists in grades K-12. Certified classroom teachers with 2 years of classroom teaching experience can apply during their third year of teaching.

### Required Courses

- EDU 501 - Methods of Teaching Reading Minimum Credits: 3
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 547 - Curriculum Development Minimum Credits: 3
- EDU 550 - Educational Assessment Minimum Credits: 3
- EDU 582 - Educational Factors of Diversity Minimum Credits: 3
- EDU 750 - Seminar in Teaching Writing Minimum Credits: 3
- EFL 501 - Language Learning and Acquisition Minimum Credits: 3
- RDG 503 - Emerging and Early Literacy Development K-4 Minimum Credits: 3
- RDG 531 - Literature for Children Pre-K-8 Minimum Credits: 3
- RDG 582 - Assessing and Instructing Students with Literacy Difficulty Minimum Credits: 3
- RDG 701 - Reading Internship: K-4 Minimum Credits: 1
- RDG 702 - Reading Internship: 5-8 Minimum Credits: 1
- RDG 703 - Reading Internship: 9-12 Minimum Credits: 1
- SPED 525 - Critical Issues/Students w/Disabilities Minimum Credits: 3
- SPED 601 - Content-Based Literacy Minimum Credits: 3
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

Internship courses will be undertaken as the culminating experience upon completion of all coursework.

Field Experiences are embedded in courses.

Total Credits: 39

## Restaurant and Beverage Management Minor

Department Chair: Dr. Kimberly Monk

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

## Minors in Hospitality Business

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

### Restaurant and Beverage Management

- HOS 225 - Intro to Commercial Food Production Minimum Credits: 3
- HOS 327 - Food and Beverage Operations Management Minimum Credits: 3
- HOS 418 - Hospitality Facilities Management Minimum Credits: 3
- HOS 422 - Beverage Management and Control Minimum Credits: 3
- HOS 424 - Managing, Merchandising, and Service of Wines Minimum Credits: 3

Select one of the following:

- HOS 425 - Food and Beverage Pairing Minimum Credits: 3
- HOS 427 - Food and Beverage Concept Development Minimum Credits: 3

Total Credits: 18

## Retailing Minor

Students may earn a minor in Retailing by successfully completing the following courses:

### Prerequisite

- MKT 113 - Introduction to Marketing Minimum Credits: 3

### Required Courses

- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3  
OR
- MKT 322 - International Retailing Minimum Credits: 3  
AND
- FMM 225 - Merchandise Planning Minimum Credits: 3
- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 442 - Retail Management Minimum Credits: 3

Total Credits: 15



## Secondary Education – English or Social Studies 5-12 Certification - M.Ed.

Secondary certification for grades 5–12 is available in English or Social Studies Education. Students are required to complete an undergraduate major in their area of specialization or the equivalent coursework. Teacher candidates in secondary education must complete the following specialized courses.

### Required Courses

- DEV 515 - Adolescent Psychology Minimum Credits: 3
- EDU 511 - Methods of Teaching in Secondary Schools Minimum Credits: 3
- EDU 520 - The Educator Researcher Minimum Credits: 3
- EDU 521 - Exploring the Principles of Education Minimum Credits: 3 \*
- EDU 533 - Learning through Technology Minimum Credits: 3 \*
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 552 - Assessment for and of Learning Minimum Credits: 3
- EDU 560 - Methods of Teaching English in Middle and High Schools Minimum Credits: 3
- or
- EDU 565 - Methods of Teaching Social Studies: in Middle/High School Minimum Credits: 3
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6
- RDG 532 - Young Adult Literature Minimum Credits: 3
- RDG 535 - Content Area Literacy Grades 5-12 Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

*\*Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

Total Credits: 39

## Social Media Marketing Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

The minor in Social Media Marketing provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media utilizing the most relevant and current attributes in technology, marketing, advertising, communication, public relations, and journalism. Students may earn a minor in Social Media Marketing by completing the following courses:

### Required Courses

- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 355 - Social Media Marketing Strategy Minimum Credits: 3

- MKT 455 - Social Media Marketing Campaigns Minimum Credits: 3

Select one of the following:

- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3

Select one of the following:

- MKT 360 - Direct Marketing Minimum Credits: 3
- MKT 378 - Brand Communications Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3

Total Credits: 15

## Sociology Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

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

### Required Courses

- SOC 112 - Introduction to Sociology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC - Three SOC electives

Total Credits: 15

## Sociology, B.A.

**Chair: Dr. Francis Catano**

GO MAKE AN IMPACT

Sociology is the scientific study of social life and the causes and consequences of human behavior, social groups, and societies. The term social life encompasses all interpersonal relationships, all groups, all types of social organizations, and all human culture; past and present. We want our majors to experience Sociology. Our emphasis is on professional practices as well as scholarship, with a career orientation and experiential learning approach. We provide first-person experiences in analyzing and dealing with processes, problems and institutions of society. In a world of globalization and cultural diversity, Sociology is of increased practical importance in many career paths. Partnering with community organizations, the Sociology major emphasizes a hands-on approach to learning.

Graduates of our program seek employment in social services and counseling, management and administrative support, teaching, research, sales, marketing, public relations, criminal justice positions, and many other fields. Our program also prepares students to continue their education to obtain a graduate degree in Sociology or in other areas: for example, entrance into law school or a MBA program

## Sociology Curriculum - Bachelor of Arts

### General Education Courses: 45 credits

The General Education Program

### SAS Required Courses: 9 credits

- HIS 301 - World History and Culture Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3
- PHL 230 - Religions of the World Minimum Credits: 3

### Required Courses: 36 credits

- GEO 200 - World Geography Minimum Credits: 3  
*GEO 200 will fulfill a requirement of the general education program and thus is not counted as credit in the major.*
- SOC 112 - Introduction to Sociology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 325 - Sociological Perspectives Minimum Credits: 3
- ATH 111 - Introduction to Cultural Anthropology Minimum Credits: 3  
*ATH 111 will fulfill a requirement of the general education program and thus is not counted as credit in the major*
- SCS 224 - Social Science Research Methods Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3  
*MAT 240 will fulfill a requirement of the general education program and thus is not counted as credit in the major.*
- SCS 444 - Capstone Colloquium Minimum Credits: 3

Select either five or six of the following:

- SOC 317 - Sociology of the Family Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- SOC 320 - Sociology of Gender Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3
- SOC 328 - Sociology of Aging Minimum Credits: 3
- SOC 330 - Sociology of Minority Relations Minimum Credits: 3
- SOC 333 - Sport and Society Minimum Credits: 3
- SOC 335 - Technology and Society Minimum Credits: 3
- SOC 350 - G.R.E.E.D. Minimum Credits: 3
- SCS 300 - The Human Condition: Environment/You Minimum Credits: 3

Choose one of the following:

- SOC 291 - Experiential Learning Minimum Credits: 3
- SOC 490 - Community Sociology Internship Minimum Credits: 3

*\*\*Students may take SOC 490 twice for a total of six internship credits to be counted toward the major.*

Free Electives: 30 credits

Total Credits: 120

## Special Education, B.A.

The program for children with disabilities prepares students for eligibility for teaching certification for grades K-12 in General Special Education. Teachers with this certification are qualified to teach children with disabilities in all settings.

Special Education Curriculum - Bachelor of Arts

General Education Program: 45 credits

The General Education Program

*Note: MAT 106 and MAT 206 are required for Teacher Certification.*

Major Courses: 72 credits

- DEV 106 - Child Development II Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3
- EDU 200 - Introduction to Education Minimum Credits: 3
- EDU 208 - Assessment, Accountability and Teaching in the Classroom Minimum Credits: 3
- EDU 235 - Learning with Technology Minimum Credits: 3
- EDU 250 - Examining Science Content Minimum Credits: 3
- EDU 266 - Exploring Social Studies Content Minimum Credits: 3
- EDU 270 - Foundations of Teaching and Learning Minimum Credits: 3
- EDU 324 - The Inclusive Classroom Minimum Credits: 3
- EDU 330 - Mathematics Instruction/Young Children Minimum Credits: 3
- EDU 335 - Methods of Teaching Elementary Mathematics Minimum Credits: 3
- EDU 361 - Emerging and Early Literacy: Grades K-4 Minimum Credits: 3
- EDU 363 - Literacy Facilitation for all Learners Minimum Credits: 3
- EDU 440 - Differentiating Instruction Minimum Credits: 3
- SPED 210 - Early Childhood Issues/Disabilities Minimum Credits: 3
- SPED 230 - Implications of Special Education Minimum Credits: 3
- SPED 260 - Children with Exceptionalities Minimum Credits: 3
- SPED 314 - Consultation and Collaboration Minimum Credits: 3
- SPED 350 - Special Education Assessment Minimum Credits: 3
- SPED 499 - Internship Minimum Credits: 3
- EDU 490 - Student Teaching and Seminar Minimum Credits: 12

Free Electives: 3 Credits

Total Credits: 120

## Special Education, M.Ed.

The program in Special Education prepares candidates for certification in General Special Education (K-12). Teachers with this certification are qualified to teach children with disabilities in resource room environments and to support the learning of students with disabilities in the regular education curriculum. Candidates who are not currently certified are required to enroll in student teaching for one semester under the supervision of a Special Education Teacher. Teachers who have an initial certification, are currently teaching, and are seeking general special education certification must complete an internship and an ePortfolio that demonstrates evidence of the designated competencies.

### Required Courses

- EDU 501 - Methods of Teaching Reading Minimum Credits: 3
- EDU 503 - Methods of Teaching Elementary Math Minimum Credits: 3
- EDU 543 - Learning Theories and Instruction Minimum Credits: 3 \*
- EDU 571 - Student Teaching and Seminar Minimum Credits: 6
- or
- EDU 770 - Certification Internship Minimum Credits: 3
- RDG 582 - Assessing and Instructing Students with Literacy Difficulty Minimum Credits: 3
- SPED 501 - Students with Exceptionalities Minimum Credits: 3 \*
- SPED 520 - Assessment of Student Performance Minimum Credits: 3
- SPED 526 - Multisensory Literacy Strategies Minimum Credits: 3
- SPED 540 - Classroom and Behavior Management Minimum Credits: 3
- SPED 580 - Special Education Assessment Minimum Credits: 3
- SPED 601 - Content-Based Literacy Minimum Credits: 3
- SPED 624 - Professional Collaboration Minimum Credits: 3
- SPED 680 - IEP Development Minimum Credits: 3
- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor

### Note(s):

*\*Required for Teacher Certification Program (TCP) Acceptance*

Field Experiences are embedded in courses.

Total Credits: 42

## Sport & Special Event Management Minor

Department Chair: Dr. Mark Hecox

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Sport & Special Event Management by successfully completing the following courses:

## Business Core Requirement

- MKT 113 - Introduction to Marketing Minimum Credits: 3

## Required Courses

- HOS 340 - Special Events Management Minimum Credits: 3

## Select four of the following:

*Of the four electives below, Hospitality majors must take only SPT or QSO electives, and Sport Management majors must take one (1) HOS electives.*

- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 6
- QSO 340 - Project Management Minimum Credits: 3
- HOS 311 - Policy and Planning for Sustainable Development Minimum Credits: 3
- HOS 401 - Convention Sales and Group Planning Minimum Credits: 3

Total Credits: 15

## Sport Management Degree in Three, B.S.

**Department Chair: Dr. Mark Hecox**

The Sport Management Degree in Three, B.S. program delivers a quality three-year, competency-based, outcomes focused bachelor's degree for students through a combination of traditional and innovative academic experiences that prepares our students to be valuable members of organizations and contributing members to society.

## Sport Management Degree in Three Curriculum - Bachelor of Science

### General Education Courses: 45 credits

The General Education Program

### Business Core: 27 credits

The Business Core

### Major Courses: 18 credits

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3

- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3
- SPT 461 - Seminar in Sport Management Minimum Credits: 3
- SPT 465 - Global Sport Business Minimum Credits: 3

Directed Experiences: 30 credits

### Sport Management Directed Experiences

- SPT 340 - Practicum in Sport Management Minimum Credits: 3
  - SPT 491 - Sport Management Internship Minimum Credits: 3
- The above 2 courses earn 6 credits each for this program.

Choose one course:

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3
- SPT 321 - Fitness Management Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 375 - Economics of Professional Sports in the U.S. Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 6
- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3

### School of Business Directed Experiences

- SB 200 - DIT: Broad Integrative Knowledge Part I Minimum Credits: 2.5
- SB 210 - DIT: Broad Integrative Knowledge II Minimum Credits: 2.5
- SB 300 - DIT: Civic Engagement/Citizenship I Minimum Credits: 2.5
- SB 310 - DIT: Civic Engagement/Citizenship II Minimum Credits: 2.5
- SB 400 - DIT: Problem Solving, Interpersonal & Team Minimum Credits: 2.5
- SB 410 - DIT: Problem Solving Interpersonal and Team II Minimum Credits: 2.5

Total Credits: 120

## Sport Management Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

A student may earn a minor in Sport Management by successfully completing the following courses:

## Core & Business Core Requirement

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

- ENG 121 - College Composition II Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3

## Sport Management Core Requirement

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3

Select one of the following:

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3
- SPT 321 - Fitness Management Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 340 - Practicum in Sport Management Minimum Credits: 3
- SPT 375 - Economics of Professional Sports in the U.S. Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 6
- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 430 - Front Office Management Minimum Credits: 3
- SPT 465 - Global Sport Business Minimum Credits: 3
- SPT 491 - Sport Management Internship Minimum Credits: 3
- SPT 492 - Sport Management Internship II Minimum Credits: 3

Total Credits: 15

## Sport Management, B.S.

**Department Chair: Dr. Mark Hecox**

The growth of sports as a major industry has increased the need and opportunities for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field.

The mission of Southern New Hampshire University's Sport Management program is to deliver an innovative educational experience grounded in relevant theory and practice that enables students to be successful leaders in the global sport industry. Students couple ten specialized courses in sport management with a strong mix of business and liberal arts courses. Students will have an opportunity to gain practical experience through field experiences with a variety of sport, fitness and recreational industries.



The Sport Management programs have Program Approval from the North American Association of Sport Management & the National Association of Physical Education for both the Undergraduate and Graduate degrees; and are in the Candidacy Process for accreditation with the Commission of Sport Management Accreditation. Through the national program accreditation the requirements of the major in Sport Management include extensive field experience(s) totaling a minimum of 300 hours. Therefore, students majoring in Sport Management are required to complete SPT 491 which has a minimum GPA requirement of 2.5. Any student with a minor or concentration in Sport Management is encouraged to complete field experience(s) which also have a minimum GPA requirement of 2.5. In order to facilitate this and to ensure that all students are eligible and prepared for their field experience, any student with a Sport Management major, minor or concentration must receive a minimum of a "C" in all required Sport Management courses. Similarly, all students wishing to change their major to Sport Management must complete a brief application process to ensure their understanding of the field experience requirement in the program.

## Sport Management Curriculum - Bachelor of Science

### General Education Program: 45 credits

The General Education Program

### Business Core: 30 credits

The Business Core

*Note: SPT 465 replaces INT 113 in the School of Business Core for all BS Sport Management Students.*

### Major Courses: 30 credits

*Students completing a Sport Management major must earn a minimum of a "C" grade in all required program courses (including Sport Management Core and electives).*

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
  - SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
  - SPT 208 - Sport Marketing Minimum Credits: 3
  - SPT 333 - Sport, Society, and Ethics Minimum Credits: 3
  - SPT 461 - Seminar in Sport Management Minimum Credits: 3
  - SPT 491 - Sport Management Internship Minimum Credits: 3
- NOTE: UC students take 6 credits of SPT 491.*

### Choose one (1) of the following:

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3

### Choose two (2) of the following Electives (not previously taken):

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3

- SPT 321 - Fitness Management Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 340 - Practicum in Sport Management Minimum Credits: 3
- SPT 375 - Economics of Professional Sports in the U.S. Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 6
- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 430 - Front Office Management Minimum Credits: 3

Free Electives: 15 Credits

Total Credits: 120

## Sustainability Certificate

**Coordinator: Dr. Paul A. Barresi**

In today's world, it's essential to go green, which means living and working sustainably. Public opinion, political pressure, emerging business opportunities, and ecological realities have created sustainability-focused career options in nearly every major job sector. The Sustainability Certificate at SNHU provides students with the knowledge, skills, and practical experience needed to succeed in these careers. Our program blends insights from environmental science, the environmental social sciences, and other sustainability-focused fields into a uniquely practical learning experience that is more than merely interdisciplinary. Its many one-of-a-kind features are designed to meet the demand for sustainability-focused professionals of many different types in today's job market, especially in the private sector.

The Sustainability Certificate is especially for students pursuing bachelor's degrees in SNHU's School of Business or enrolled in other complementary SNHU degree programs, such as the B.S. in Environmental Science. It also is open to anyone not already enrolled in a degree program at SNHU who is interested in earning a stand-alone undergraduate certificate in the sustainability field. The Sustainability Certificate is not for students enrolled in SNHU's B.A. in Environmental Management or B.A. in Environmental Management (International).

*NOTE: For students pursuing the Certificate in Sustainability and a SNHU undergraduate degree concurrently, at least four courses used to satisfy the requirements of the Certificate in Sustainability must be in addition to any courses counted toward the requirement of the student's major.*

Required Courses: 21 credits

- ENV 100 - Introduction to Sustainability Minimum Credits: 3
- ENV 372 - Sustainability Strategies for Business Minimum Credits: 3
- ENV 445 - Sustainability Capstone Experience Minimum Credits: 3  
Choose one (1) of the following:
- ENV 101 - Environmental Science Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3  
Choose one (1) of the following:
- BIO 315 - Ecological Principles and Field Methods Minimum Credits: 3
- BIO 340 - Human Health and the Environment Minimum Credits: 3  
Choose one (1) of the following:

- ENV 325 - Industrial Ecology Minimum Credits: 3
- SCI 333 - Waste: Sources, Reduction, & Remediation Minimum Credits: 3  
Choose one (1) of the following:
- POL 319^ - US Environmental Law and Politics Minimum Credits: 3
- POL 329^ - Int'l Environmental Law and Negotiation Minimum Credits: 3
- POL 349^ - Comp Environ Law/Sustainable Development Minimum Credits: 3

Total Credits: 21

## Taxation Certificate

Required Courses: 15 credits

- TAX 650 - Federal Taxation of Individuals Minimum Credits: 3
- TAX 655 - Fed Income Tax of Corp & Partnerships Minimum Credits: 3
- TAX 665 - Estate and Gift Taxation Minimum Credits: 3
- TAX 670 - Tax Research Methodology/Practice & Procedures Minimum Credits: 3
- TAX 700 - Special Topics in Taxation Minimum Credits: 3

Total Credits: 15

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

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

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

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

### Admission Requirements:

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

## Required Courses

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

Choose 5 of the following electives:

- EFL 523 - Listening and Speaking Techniques Minimum Credits: 3
- EFL 525 - Reading and Writing Techniques Minimum Credits: 3
- EFL 526 - Aspects of Literacy/Multilingual Learner Minimum Credits: 3
- EFL 527 - Strategies/Techniques for Teaching Grammar Minimum Credits: 3
- EFL 530 - Methods of Teaching English through Drama Minimum Credits: 3
- EFL 531 - Pronunciation Techniques Minimum Credits: 3
- EFL 536 - Content-Based Instruction Minimum Credits: 3
- EFL 537 - Computer-Assisted Language Learning Minimum Credits: 3

Total Credits: 36

## Technical Management, B.S.

**Department Chair: Dr. Kishore Pochampally**

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

**NOTE:** *There is a variation of this program serving students who have completed an Associate's degree in a technical field (e.g. automotive technology, electronics technology, construction engineering, manufacturing engineering, etc.) from an accredited institution prior to joining SNHU. The curriculum is designed to help students master a number of tools and techniques that are essential for management careers in various technical fields.*

**Admission Requirement:** *Associate's degree in a technical field from an accredited institution.*

### Technical Management Curriculum - Bachelor of Science

General Education Program: 45 credits

The General Education Program

## Business Core: 30 credits

The Business Core

## Major Courses: 12 credits

- QSO 340 - Project Management Minimum Credits: 3
- QSO 360 - Six Sigma Quality Management Minimum Credits: 3  
Take two (2) from courses QSO310, 320, 330, 440, or OL 215

## Free Electives: 33 Credits

Total Credits: 120

## Terrorism & Homeland Security Certificate

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.

### Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3  
or
- POL 306 - The American Legal Tradition Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

Select one (1) of the following:

- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3

Total Credits: 12

## World Languages and Culture Minor

### Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

By declaring a minor in World Languages 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. Students may complete a minor in World Languages and Culture by successfully completing courses from each of the following three (3) categories (program advisor must approve all choices):

## Required Courses

Select one of the following:

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

- LAR 111 - Elementary Arabic and Culture I Minimum Credits: 3
- LAR 112 - Elementary Arabic and Culture II Minimum Credits: 3
- LAS 111 - Elementary American Sign Language I Minimum Credits: 3
- LAS 112 - Elementary American Sign Language II Minimum Credits: 3
- LFR 111 - Beginning French I Minimum Credits: 3
- LFR 112 - Beginning French II Minimum Credits: 3
- LFR 211 - Intermediate French I Minimum Credits: 3
- LFR 212 - Intermediate French II Minimum Credits: 3
- LFR 311 - French Civilization and Culture Minimum Credits: 3
- LMN 111 - Elementary Mandarin Language/Culture I Minimum Credits: 3
- LMN 112 - Elementary Mandarin Language/Culture II Minimum Credits: 3
- LSP 111 - Beginning Spanish I Minimum Credits: 3
- LSP 112 - Beginning Spanish II Minimum Credits: 3
- LSP 211 - Intermediate Spanish I Minimum Credits: 3
- LSP 212 - Intermediate Spanish II Minimum Credits: 3
- LSP 311 - Hispanic Cultures Minimum Credits: 3
- or
- Language study taken in a study abroad program Minimum Credits: 6

Select one of the following:

*(courses to be determined in consultation with the program advisor for the minor)*

- Two courses in cultural studies
- or
- One course in cultural studies
- and**
- One course in cultural studies taken in a study abroad program

Select:

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

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

Total Credits: 15

## University College Course Offerings:

### Course Numbering Key

000 - 099 Developmental (*NOTE: All ESL courses, regardless of the number, are considered Developmental*)

100 - 499 Undergraduate

500 - 799 Graduate (Masters)

800+ Graduate (Doctoral)

### General Education Courses

(see next page)

## 2014 General Education Requirements

updated 4/29/2014

FOUNDATIONS (12 CR)	FENG	ENG 120	
	FENG	ENG 200	
	FSNH	SNHU 101 or 202 (1 credit)	
	FSNH	SNHU 303 (1 credit)	
	FSNH	SNHU 404 (1 credit)	
FOUNDATIONS (12 CR)	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 225, MAT 230; MAT 240; MAT 275; or, MAT 299.	MAT ____ 12 CR
EXPLORATION (24 CR)	1. Fine Arts and Humanities (EFAH): choose <u>one</u> course from <u>two different</u> columns		
	A	B	C
	FAS 201, FAS 202, FAS 226, FAS 260, FAS 270, FAS 301, FAS 320, FAS 326, FAS 335, FAS 342, FAS 345, FAS 365, FAS 370, FAS 380, MUS 223	HON 201, HON 202, LIT 100, LIT 201, LIT 202, LIT 219, LIT 220, LIT 221, LIT 222, LIT 229, LIT 231, LIT 300, LIT 306, LIT 307, LIT 308, LIT 309, LIT 310, LIT 311, LIT 312, LIT 313, LIT 314, LIT 315, LIT 317, LIT 318, LIT 319, LIT 322, LIT 323, LIT 325, LIT 327, LIT 328, LIT 330, LIT 335, LIT 345, LIT 350, LIT 450, LIT 451, LIT 452	HIS 109, HIS 110, HIS 113, HIS 114, HIS 117, HIS 118, HIS 220, HIS 222, HIS 223, HIS 235, HIS 238, HIS 240, HIS 241, HIS 245, HIS 249, HIS 260, HIS 264, HIS 270, HIS 301, 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 210, PHL 212, PHL 230, PHL 316, PHL 363		6 CR
	2. Social and Behavioral Sciences (ESBS): choose <u>one</u> course from <u>two different</u> columns		
	A	B	C
	ATH 111, ATH 200; SOC 112, SOC 213, SOC 317, SOC 320, SOC 324, SOC 328, SOC 330, SOC 333/SPT333, SOC 350/PHL 350	ECO 101, ECO 201, ECO 202, ECO 375/SPT 375	POL 210, POL 211
			PSY 108, PSY 211, PSY 216, PSY 257
			6 CR
EXPLORATION (24 CR)	3. Science, Technology, and Mathematics (ESTM): choose <u>one</u> course from <u>two different</u> columns		
	A	B	C
	BIO 101, BIO 210, BIO 215, GEO 200, SCI 212, SCI 215, SCI 219, SCI 220, SCI 251, SCI 252	IT 100, IT 135, IT 205, IT 207, IT 209, IT 210, IT 270	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 225, MAT 229, MAT 230, MAT 240, MAT 260, MAT 275, MAT 299, PHL 214
			6 CR
	4. General Education Electives (EGED): choose any two All of the above courses, plus: COM 126, COM 212, COM 220, COM 320, DEV 260, EDU 200, ENG 220, ENG 350, HOS 220, INT 113, LAR 111, LAR 112, LAS 111, LAS 112, LFR 111, LFR 112, LMN 111, LMN 112, LSP 111, LSP 112, MKT 113, MKT 265, MKT 270, MKT 337, MKT 345, MKT 350		
			6 CR
INTEGRATION (9 CR)	Choose <u>three courses</u> from a minimum of <u>two disciplines</u> from <u>any one</u> cluster. Cluster #: ____		
	1. America (IAME): JUS 101, HIS 113, HIS 114, EDU 200, POL 210, LIT 221, LIT 222, ECO 201, FAS 301, FAS 370, ECO 375/SPT 375, SNHU 490	2. Diversity (IDIV): ECO 101, SOC 112, PHL 230, SOC 320, LIT 328, SOC 328, SOC 330, LIT 330, LIT 350, FAS 380, SNHU 490	3. Ethics (IETH): ECO 101, PHL 212, ENV 219/SCI 219, HIS 249, JUS 309, PHL 316, LIT 345, SPT 333/SOC 333, PHL 350/SOC 350, PHL 363, JUS 395, SNHU 490
			9 CR
	4. Global Culture (IGCU): HIS 117, HIS 118, LIT 201, HOS 220, MUS 223, LIT 229, PHL 230, HIS 235, HIS 238, FAS 260, HIS 260, HIS 264, HIS 301, COM 320, SNHU 490; choose one from LAR 111, LAR 112, LAS 111, LAS 112, LFR 111, LFR 112, LMN 111, LMN 112, LSP 111 or LSP 112 (only one language course can count toward integration requirement).	5. Global Society (IGSO): ATH 111, SOC 112, INT 113, ATH 200, GEO 200, SOC 213, INT 221, PHL 230, HIS 249, JUS 305, INT 316, ECO 322, ECO 360, SNHU 490	6. I, Robot (IIRO): IT 135, IT 207, IT 209, PHL 214, MAT 260, PSY 300, PSY 305, IT 450, SNHU 490
	7. Popular Culture (IPOC): COM 126, IT 205, FAS 223/MUS 223, MKT 265, FAS 270, IT 270, FAS 301, COM 320, FAS 320, LIT 322, FAS 326, FAS 345, SNHU 490	8. War and Peace (IWAP): ATH 111, POL 211, ENV 219, HIS 223, PHL 230, HIS 240, HIS 241, HIS 249, LIT 318, ECO 322, HIS 330, LIT 345, FAS 342, SNHU 490	9. Wellness (IWEL): BIO 210, PSY 211, PHL 212, BIO 215, SCI 215, FIN 250, SOC 317, SPT 333/SOC 333, SNHU 490
	Total Credits in General Education Program		
			45 Credits



## Academic Skills

### SNHU 101 - SNHU Experience: Transition to College

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

Minimum Credits: 1

*FSNH*

### SNHU 202 - SNHU Experience: Transition to SNHU

SNHU 202: Transition to SNHU will help you make the most successful, least stressful transition possible. This is a course in the 3-credit SNHU Experience sequence (SNHU 101/202, SNHU 303, SNHU 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 the 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.

Minimum Credits: 1

*FSNH*

### SNHU 303 - SNHU Experience: Life after SNHU

This is the second general education course of a three-course sequence (SNHU 101/202, 303, SNHU 404). The course will build upon the SNHU 101 experience focusing students on preparing for their post collegiate life. Topics include: Goal setting, career and graduate school exploration, resume and cover letter writing, interviewing techniques, and topics of personal finance.

Prerequisite(s): SNHU 101 or SNHU 202 and 60 credits or permission of general education coordinator

Minimum Credits: 1

*FSNH*

### SNHU 400 - Pre-Internship Seminar

Minimum Credits: 0 (variable credit course)

### SNHU 401 - Pre-Internship Sem/Malaysia

Minimum Credits: 0 (variable credit course)

### SNHU 404 - SNHU Exp: Gen Ed Capstone

This capstone course enables all SNHU learners 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 Course series.

Minimum Credits: 1

*FSNH*

## **SNHU 405 - SNHU Exp: Gen Ed Capstone Abroad**

This capstone course focuses students on preparing for their post collegiate life. Topics include: goal setting, career and graduate school exploration, resume and cover letter writing, interviewing techniques, topics of personal finance, lifelong learning opportunities and reflection on their general education experiences. This process culminates with the presentation of professional and personal development e-portfolios that highlight and demonstrate their academic, personal, and professional development throughout their SNHU experience. For students enrolled at SNHU international sites.

Minimum Credits: 3

## **SNHU 490 - General Education Internship**

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, after completing the Pre-Internship Seminar on BlackBoard, 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.

Minimum Credits: 3

*IAME IDIV IETH IGSU IGSO IIRO IPOC IWAP IWEL*

# **Accounting**

## **ACC 201 - Financial Accounting**

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

Minimum Credits: 3

## **ACC 202 - Managerial Accounting**

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

Prerequisite(s): ACC 101 or ACC 210 or ACC 201

Minimum Credits: 3

## **ACC 207 - Cost Accounting**

This course examines the accounting concepts and practices used in the recording, classifying and reporting of cost data. An analysis is made of the behavior of costs and its use to management in the planning and control process. Budgeting, standard cost, job order and process are examined, along with special problems in cost accounting.

Prerequisite(s): ACC 102 or ACC 214 or ACC 202

Minimum Credits: 3

## **ACC 307 - Intermediate Accounting I**

This is the first of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. The first course focuses on understanding the theoretical framework that provides the foundations for the development of various accounting standards, regulations and practices. This is followed by a review of the accounting cycle, including adjusting, correcting, reversing, and closing entries. Students will learn how to prepare accurate and complex financial statements including required disclosures that must accompany an organization's income statement, balance sheet and statement of cash flows; and how time value of money impacts the recording of various transactions. The course concludes with a presentation of techniques to analyze income measurement and profitability analysis.

Prerequisite(s): ACC 102 or ACC 214 or ACC 202

Minimum Credits: 3

## **ACC 308 - Intermediate Accounting II**

This is the second of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. The second course focuses on an improved understanding of a company's assets and begins a discussion of liabilities. Students will study the recording and disclosure requirements for cash and receivables, inventories, long-lived operational assets and investments, which also serve as financial instruments for an organization. The course concludes with a presentation of recording and disclosure requirements for current and long-term liabilities. Integrated within this course will be exposure to CPA simulation questions and the use of the FARS database for conducting accounting research.

Prerequisite(s): ACC 203 or ACC 307

Minimum Credits: 3

## **ACC 309 - Intermediate Accounting III**

This is the last of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. Students will study the reporting and disclosure requirements for more complex accounting topics that would include leases, accounting for income taxes and pensions, and shareholders' equity, including share-based compensation and various earnings per share (EPS) computations. Other financial reporting issues discussed include accounting changes and error corrections as well as the presentation of requirements for partnership accounting issues. Integrated within this course will be exposure to CPA simulation questions and the use of the FARS database for conducting accounting research.

Prerequisite(s): ACC 308

Minimum Credits: 3

## **ACC 312 - International Managerial Accounting**

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

Prerequisite(s): ACC 202

Minimum Credits: 3

## **ACC 330 - Federal Taxation I**

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

Prerequisite(s): ACC 102 or ACC 202  
Minimum Credits: 3

### **ACC 331 - Federal Taxation II**

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

Prerequisite(s): ACC 330 or ACC 415  
Minimum Credits: 3

### **ACC 335 - Tax Factors for Business Decisions**

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

Prerequisite(s): ACC 102 or ACC 202 or ACC 214  
Minimum Credits: 3

### **ACC 340 - Controllership**

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.

Prerequisite(s): ACC 307  
Minimum Credits: 3

### **ACC 345 - Financial Statement Analysis/ Business Valuation**

Accountants and other business professionals are often called upon to evaluate the financial health and market value of their company and of other companies under consideration for acquisition. This course presents theory, tools and techniques that are later applied to the actual analysis of a publicly traded company, as well as an introduction to fundamental valuation techniques. It will extend prior analysis to include the computation of free cash flows, the interpretation of notes to financial statements and the integration of information provided in various SEC filings to evaluate a corporation's future prospects. This is a team intensive course.

Prerequisite(s): ACC 307 and FIN 320  
Minimum Credits: 3

### **ACC 350 - Volunteer Income Tax Assistance**

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.

Prerequisite(s): ACC 102 or ACC 202

Minimum Credits: 3

### **ACC 405 - Advanced Accounting**

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

Prerequisite(s): ACC 309

Minimum Credits: 3

### **ACC 411 - Auditing Principles**

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

Prerequisite(s): ACC 204 or ACC 308

Minimum Credits: 3

### **ACC 421 - Auditing and Forensic Accounting**

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

Prerequisite(s): ACC 204 or ACC 308

Minimum Credits: 3

### **ACC 423 - Detection/Prevention Fraudulent Financial Statements**

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. This course identifies common fraud schemes and scams. Participants in this course will learn how to review, detect and investigate possible financial statement fraud. Various techniques will be used to explore substantive analytical procedures and to assess the risks of financial statement fraud.

Prerequisite(s): ACC 421

Minimum Credits: 3

### **ACC 425 - Interview Techniques/Legal Aspects Fraud**

This third course in forensic accounting and fraud examination will introduce participants to interview principles and techniques. Participants will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud.

Prerequisite(s): ACC 423

Minimum Credits: 3

### **ACC 427 - Investigating with Computers**

This course focuses on the importance of technology as it relates to modern crime. During the journey of this course, students are presented with topics covering an overview of computer crimes, locations of digital evidence,

fundamentals of working with data, an overview of legal aspects of computer crime, and how to present findings at the conclusion of a computer based investigation. Topics include identity theft, the insider threat, locating digital evidence, working with data, legal aspects, and finally presenting investigative findings. Students review case examples of cyber-crime, research relevant current events, and identify best practices when conducting a cyber-investigation.

Minimum Credits: 3

### **ACC 480 - Independent Study**

Independent study allows the student to investigate any accounting subject not incorporated into the curriculum or to do in-depth research in a specialized area of accounting.

Minimum Credits: 3

### **ACC 490 - Accounting Internship**

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

## **Advertising**

### **ADV 263 - Advertising Copy and Design**

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.

Minimum Credits: 3

*IPOC 1YO EGED*

### **ADV 340 - Advertising Media Planning**

This course addresses the connection between media and markets from a quantitative perspective. Students learn to read and understand available statistical tools providing measurement data of media audiences and media usage patterns. The course covers media selection criteria, such as effective reach and frequency, cost per thousand and cost per rating point, weighting, and continuity patterns. Students also become cognizant of the impact of a firm's corporate strategies, particularly the marketing and financial strategies, on media planning. Lastly, the course considers the strategic issues of fragmentation and selectivity as new technology and methods of reaching target markets emerge. Writing intensive course.

Prerequisite(s): MKT 229

Minimum Credits: 3

### **ADV 428 - Promotional Research & Media Management**

This course applies marketing research techniques to the field of promotion. Topics covered include research for promotional campaigns and a survey of the research companies and reports used in evaluating the success of the promotional effort.

Minimum Credits: 3

## **ADV 480 - Independent Study**

This course allows students to investigate any advertising subjects not incorporated into the curriculum.  
Minimum Credits: 3

## **ADV 490 - Advertising Internship**

This closely supervised on-the-job training combines classroom theory with business experiences. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand.  
Minimum Credits: 0 (variable credit course)  
Maximum Credits: 12

# **Anthropology**

## **ATH 111 - Introduction to Cultural Anthropology**

This course is the study of preliterate and changing societies that emphasizes social organization and cultural aspects. Global marker.  
Minimum Credits: 3  
*IGSO ESBS EGED IWAP*

## **ATH 200 - Native History and Culture**

Students enrolled in this course will be exposed to the culture and history of Native America as told in their own voices, including events, spirituality, art, folk-lore, governance and status as separate nations.  
Minimum Credits: 3  
*IGSO ESBS EGED*

# **Biology**

## **BIO 101 - General Biology**

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.  
Minimum Credits: 3  
*ESTM EGED*

## **BIO 101L - General Biology Lab**

BIO 101L is a laboratory course, following topics in BIO 101, General Biology. Students will gain hands-on experience and visual reinforcement of concepts, including acid-base dynamics, enzyme action, osmosis and diffusion, cellular reproduction, and use of microscopes.  
Minimum Credits: 1

**BIO 102 - General Biology II**

This course builds on information presented in BIO 101. Topics include: principles and history of evolutionary theory, taxonomy, and systematic examination of the five Kingdoms of organisms: Bacteria, Protista, Fungi, Plantae, and Animalia.

Prerequisite(s): BIO 101 or equivalent

Minimum Credits: 3

**BIO 102L - General Biology II Lab**

Laboratory course to follow topics presented in BIO 102. 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?

Prerequisite(s): BIO 102 or co-requisite

Minimum Credits: 1

**BIO 110 - Introduction to Public Health**

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.

Minimum Credits: 3

**BIO 210 - Introduction to Anatomy and Physiology**

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.

Minimum Credits: 3

*IWEL ESTM EGED*

**BIO 210L - Anatomy and Physiology Lab**

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.

Minimum Credits: 1

**BIO 215 - People, Places, and Plagues**

This special topics 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.

Minimum Credits: 3

*ESTM IWEL EGED*



**BIO 312 - Zoology**

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.  
Minimum Credits: 3

**BIO 314 - Introductory Botany**

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.  
Minimum Credits: 3

**BIO 315 - Ecological Principles and Field Methods**

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.  
Prerequisite(s): ENV 101, ENV 219 or SCI 219  
Minimum Credits: 3

**BIO 320 - Neuroscience**

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.  
Minimum Credits: 3

**BIO 325 - Animal Behavior**

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. No prerequisite is assigned but students are strongly urged to take general biology and introduction to anatomy and physiology prior to the course.  
Minimum Credits: 3

**BIO 330 - Conservation Biology**

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.

Prerequisite(s): ENV 101, SCI 219 or SCI 220 or permission of instructor

Minimum Credits: 3

## **BIO 340 - Human Health and the Environment**

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.

Prerequisite(s): BIO 101 and ENV 101

Minimum Credits: 3

## **Business**

### **BUS 206 - Business Law I**

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

Minimum Credits: 3

### **BUS 307 - Business Law II**

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

Prerequisite(s): BUS 206

Minimum Credits: 3

### **MBA 502 - Economics for Business**

This course is intended to provide the student with a concisely focused yet rigorous introduction to both micro- and macroeconomic theory needed at the foundational level of a graduate degree program. Some of the topics to be addressed include: market behavior; demand theory and related elasticity concepts; production and cost theory; managerial decision-making in perfectly competitive and imperfectly competitive markets; GDP determination; unemployment and inflation; and fiscal and monetary policy.

Prerequisite(s): MBA 501

Minimum Credits: 3

### **MBA 503 - Financial Reporting and Analysis**

This course is designed to help future business leaders across all functional areas appreciate and understand the rules and regulations, processes and procedures, and significance of financial accounting statements and reports. It provides a balanced presentation between how statements are prepared and, more importantly, how to analyze these statements and footnotes to assess a company's performance within the industry and management's performance within a particular company. New government regulations have made the integrity and quality of financial accounting information everyone's responsibility. This course will help future business leaders conduct better internal audits,

improve forecasts and valuations, and make better management decisions.

Minimum Credits: 3

### **MBA 610 - Business Law**

This course focuses on the theory and application of business regulations and the laws of contracts, agency, property and business organizations. Background preparation: 3 credit hours in business law or the equivalent.

Minimum Credits: 3

### **SB 200 - DIT: Broad Integrative Knowledge Part I**

This course is designed to introduce students to the fundamentals of understanding the need for an integrated approach in any formal organization. Special attention is given to reinforcing and understanding the value of broad integrative knowledge. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program

Minimum Credits: 2.5

### **SB 210 - DIT: Broad Integrative Knowledge II**

This course is designed to introduce students to the fundamentals of understanding the need for an integrated approach in any formal organization as well as individual growth and development. Special attention is given to reinforcing and understanding the value of broad integrative knowledge. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program

Minimum Credits: 2.5

### **SB 300 - DIT: Civic Engagement/Citizenship I**

This course is designed to introduce students to the importance of civic engagement and citizenship; the role it plays in society and the overall wellbeing of communities and individuals. Special attention is given to personal goals, life plan and the exploration of the various dimensions that comprise citizenship and civic engagement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Junior standing and must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program

Minimum Credits: 2.5

### **SB 310 - DIT: Civic Engagement/Citizenship II**

This course is designed to introduce students to the importance of civic engagement and citizenship; the role it plays in society and the overall wellbeing of communities and individuals. Special attention is given to personal goals, life plan and the exploration of the various dimensions that comprise citizenship and civic engagement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Junior standing and must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program

Minimum Credits: 2.5

**SB 400 - DIT: Problem Solving, Interpersonal & Team**

This course is designed to assist students preparing to enter the work environment by further developing interpersonal abilities, problem solving, teamwork, leadership, responsibility and accountability. Special attention is given to developing action plans to address areas for improvement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Senior standing and must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program

Minimum Credits: 2.5

**SB 410 - DIT: Problem Solving Interpersonal and Team II**

This course is designed to assist students in preparation of entering the work environment by further development of interpersonal abilities, team membership, strategic approach, responsibility and accountability. Special attention is given to the power of reflection and identifying areas for improvement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Senior standing and must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program

Minimum Credits: 2.5

## **Chemistry**

**CHM 101 - Fundamentals of Chemistry**

This course surveys the major themes of chemistry. Topics include chemical reactions, acids and bases, bonding, phases of matter, nuclear chemistry, and basic organic chemistry.

Minimum Credits: 3

**CHM 101L - Fundamentals of Chemistry Lab**

This course will use laboratory techniques to study the fundamental principles of chemistry. Topics such as the mole, chemical equilibria, chemical and physical properties, solutions, kinetics, etc., will all be covered along with other topics important to chemistry.

Minimum Credits: 1

**CHM 200 - Environmental Chemistry**

This course examines environmental problems with an emphasis on the scientific evidence from a chemistry perspective. Scientific concepts will be reinforced by the use of virtual labs.

Prerequisite(s): ENG 120, ENV 219 or SCI 219 and MAT 220

Minimum Credits: 3

## **Child Development**

*(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)*

**DEV 104 - Child Development I**

This course focuses on human growth from conception to age 3. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of child growth and development are included. It includes methods of observation, planning for and teaching infants and toddlers, both typical and atypical and from diverse backgrounds.

Minimum Credits: 3

**DEV 106 - Child Development II**

This course surveys and focuses on child growth and development from age 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.

Minimum Credits: 3

**DEV 249 - Field Experience: Child Care Setting Young Children**

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.

Minimum Credits: 3

**DEV 259 - Field Experience: Agency Setting Young Children**

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.

Minimum Credits: 3

**DEV 260 - Family and Culture**

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

Minimum Credits: 3

*EGED*

**DEV 301 - Behavior Management and Legal Issues**

Students learn how to give positive guidance so that children, both typical and atypical, behave in acceptable ways. There is an emphasis on proactive behavioral systems. Legal issues are included. It is highly recommended that the student be taking the practicum or internship concurrently.

Prerequisite(s): DEV 102

Minimum Credits: 3

**DEV 302 - Historical and Current Perspectives in Development**

The student is exposed to historical, sociological and philosophical foundations of child development programs. Students develop their personal philosophies of education, study topical issues and problems in the field and are

encouraged to form independent opinions. Students examine various models of programs in use today, including models of special-needs education.

Minimum Credits: 3

### **DEV 303 - Admin of Child Development Programs**

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

Minimum Credits: 3

### **DEV 320 - Precursors of Academic Skills**

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.

Minimum Credits: 3

### **DEV 340 - Meaning and Development of Play**

Students explore theories of play during early childhood. The role of play in promoting healthy development, learning and literacy are covered. The distinction between developmentally appropriate play and play which does not promote development is made. Play as form of early intervention to assist children experiencing developmental challenges is covered in detail.

Minimum Credits: 3

### **DEV 424 - Assessment, Observation & Intervention**

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)

Prerequisite(s): DEV 340

Minimum Credits: 3

### **DEV 480 - Independent Study**

Minimum Credits: 3

### **DEV 499 - Internship**

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.

Minimum Credits: 3

Maximum Credits: 12

**DEV 515 - Adolescent Psychology**

This course is a study of developmental growth that is focused on the transition to adolescence and processes of physiological, cognitive, social and emotional changes that occur during the teen years. Middle/secondary education majors are required to do field experience in appropriate grade levels and subject areas.

Minimum Credits: 3

**DEV 560 - Family and Culture**

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

Prerequisite(s): DEV 545

Minimum Credits: 3

**DEV 565 - Play**

This course provides students with an understanding of the critical role play has in a child's life. Play is the primary means for learning and development, an important method of assessment and a tool for intervention. Students learn how to assess play between a child and parent/adult, a child within a group, and a child's solitary play.

Minimum Credits: 3

**Communication****COM 126 - Introduction to Mass Communication**

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.

Minimum Credits: 3

*IPOC EGED*

**COM 128 - Language and Practice of Media Arts**

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.

Minimum Credits: 3

## **COM 212 - Public Speaking**

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.

Prerequisite(s): ENG 120 or ENG 200

Minimum Credits: 3

*EGED*

## **COM 220 - Intercultural Communication**

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.

Minimum Credits: 3

*EGED*

## **COM 227 - Public Relations**

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

Prerequisite(s): ENG 11, ENG 121 or ENG 200

Minimum Credits: 3

## **COM 230 - Graphics and Layout in Print Media**

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.

Minimum Credits: 3

## **COM 232 - Desktop Publishing**

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

Prerequisite(s): COM 230

Minimum Credits: 3



## **COM 235 - Introduction to Journalism**

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.

Prerequisite(s): ENG 121 or ENG 200

Minimum Credits: 3

## **COM 237 - Journalism Practicum**

The option for this practicum is print journalism. Students have the opportunity to publish the student newspaper, 'The Observer'. Students interested in receiving credits for this practicum must present portfolios of their work. The newspapers' editorial board and faculty advisor assign credits.

Minimum Credits: 1

Maximum Credits: 6

## **COM 238 - Radio Practicum**

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.

Minimum Credits: 0

Maximum Credits: 2

## **COM 244 - Digital Video Production: Level I**

This course introduces the student to video aesthetics, and techniques, as well as providing student 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 fundamental 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.

Minimum Credits: 3

## **COM 305 - Digital Documentary Photography**

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.

Prerequisite(s): FAS 226

Minimum Credits: 3

### **COM 310 - Social Media**

Twitter, Facebook, blogs, podcasts - the possibilities of social media today are countless and ever-changing. This course is a broad approach to the history, theory, technology, impact and strategic uses of social media. These tools are relatively inexpensive and accessible technologies that enable anyone to create, publish, edit and access messages intended for the smallest to the largest of audiences. Students will examine the strategic uses of social media for community building, civic and political participation, advertising, marketing, public relations, and journalism. This course provides hands-on experience with the most current technology.

Prerequisite(s): ENG 121 or ENG 200

Minimum Credits: 3

### **COM 320 - Exploring World Cultures/Mass Media**

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. Global marker.

Prerequisite(s): COM 126 or COM 128 and ENG 121 or ENG 200

Minimum Credits: 3

*EGED IPOC IGCU*

### **COM 322 - Advanced Public Speaking**

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

Prerequisite(s): COM 212 or ENG 200

Minimum Credits: 3

### **COM 337 - Journalism Practicum II**

The option for this advanced practicum is print journalism at the executive board (editorial staff) level on the student run newspaper, the OBSERVER. Students interested in receiving credit for this practicum must assume the editorial roles to operate and publish the student newspaper; and present portfolios of their work at the end of the academic year. The 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.

Prerequisite(s): COM 237

Minimum Credits: 1.5

Maximum Credits: 6

### **COM 340 - Writing for Public Relations**

Survey course requiring copywriting in public communication formats, including news releases, features, editorials, brochures, executive summaries, company profiles, newsletters and annual report copy.

Prerequisite(s): ENG 121 or ENG 200

Minimum Credits: 3

### **COM 341 - Technical Writing**

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

Prerequisite(s): ENG 121 or ENG 200

Minimum Credits: 3

### **COM 344 - Digital Video Production: Level II**

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.

Prerequisite(s): COM 244

Minimum Credits: 3

### **COM 345 - Animation and Visual Effects**

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.

Prerequisite(s): GRA 220

Minimum Credits: 3

### **COM 430 - Organizational Communications**

This course gives students the opportunity to develop skills, knowledge, philosophies in organizational communication through lectures, research, readings, discussions, application, and written assignments. Emphasis is placed on verbal and nonverbal communication, cultural communication and interpersonal relationships within organizations.

Prerequisite(s): COM 212

Minimum Credits: 3

### **COM 435 - Feature Writing**

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.

Prerequisite(s): COM 235

Minimum Credits: 3

**COM 448 - Media Ethics and Law**

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

Minimum Credits: 3

**COM 452 - Public Relations Campaign Planning Seminar**

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.

Prerequisite(s): COM 227

Minimum Credits: 3

**COM 454 - Documentary Video Production**

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.

Prerequisite(s): COM 344

Minimum Credits: 3

**COM 455 - Commercial Video Production**

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, maintain 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.

Prerequisite(s): COM 344

Minimum Credits: 3

**COM 480 - Independent Study**

This course allows a student to investigate any communication subject not in the curriculum.

Minimum Credits: 3

## Community Mental Health

### PCMH 600 - Overview of Behavioral Health Services

In this course, students gain an understanding of co-occurring psychiatric disabilities and psychoactive substance abuse disorders, severe emotional disturbances affecting children and adolescents and their impact on the lives of people diagnosed with these disabling conditions. This course also provides an overview of emerging policy and practice in behavioral health care, including the historical context in which service systems organize, finance and deliver care; the current approaches to comprehensive treatment and support; the impact of managed care; and community-building, advocacy and systems change. Topics are addressed from multiple perspectives, with a strong emphasis on the perspective of service recipients and their families, as well as service providers, policy makers and the community at large.

Minimum Credits: 3

### PCMH 605 - Measurement & Advanced Assessment

This course will provide students with an overview of the principles and practice of measurement and advanced assessment in the helping professions. Students in this course will gain an understanding of the major theories underlying different approaches to psychological measurement, and the ethical and psychosocial issues involved in measurement. This course will focus on selecting instruments for gathering data and information, evaluating the utility of these instruments in terms of their psychometric properties including reliability and validity, and understanding and interpreting the results of clinical measures. Students will gain familiarity with the major measurement techniques for children and adults in the following areas: intelligence and educational testing, personality assessment, vocational and aptitude testing, strength based assessments, substance abuse, and other clinical issues such as mood, eating disorders, adaptive behavior and trauma.

Minimum Credits: 3

### PCMH 610 - Helping Relationships

Students gain an understanding of the clinical process, from engagement to assessment, intervention, and evaluation. The focus is on the development of communication and consultation skills, in the context of major counseling theories. Skills are practiced in relation to working with individuals with significant mental health and substance abuse problems, their families, and other professionals. Skills covered include values clarification, establishing effective relationships, listening skills, team building, working with natural supports, mediation, negotiation and conflict resolution.

Minimum Credits: 3

### PCMH 615 - Practicum

Students complete a 100-hour practicum involving skills-based practice and experience, primarily in the areas of introductory counseling and diagnosis and assessment.

Minimum Credits: 1

### PCMH 621 - Community Resources and Rehabilitation

This course explores the concept of the whole community as a resource. It begins by exploring state-of-the-art approaches to community support services and treatment planning. Within the treatment planning process, it looks at how a wraparound approach to service delivery individualizes and strengthens outcomes in community-based services, by addressing both client skill and support needs. "Traditional" community resources such as entitlement programs, housing, education, vocational rehabilitation, legal, medical and social services are covered. However, the course emphasizes the need for practitioners to go beyond 'traditional' resources and to help individuals identify and

access non-agency oriented community supports and services in order to promote community integration and membership.

Minimum Credits: 3

### **PCMH 635 - Clinical Skills I: Integrated Community Mental Health Treatment for Children, Youth and Families**

This is the first of two courses designed to develop student knowledge and skills in community-based service approaches for children and adolescents experiencing severe emotional disturbances and their families. The course focuses on the applications of the values of integration, family integrity, child and family centeredness, choice and unconditional care. Students explore the principles of and develop the essential skills to provide wrap-around services, including individualized and flexible supports, outreach, collaborative teaming and the use of natural supports. Approaches to in-home support; case management; educational and school-based services; foster care; crisis, housing and respite services; peer support and self-help; and medication management are covered. Students develop skills in individual needs and preference assessment, futures planning, skill teaching and resource development.

Minimum Credits: 3

### **PCMH 636 - Clinical Skills II: Integrated Community Mental Health Treatment for Children, Youth and Families**

Students refine skills learned in PCMH 635. This course emphasizes involving family members, working with schools and other social service agencies, designing culturally relevant services, designing services relevant to children in different developmental periods and designing services for children and adolescents with multiple and complex needs. Students develop skills in crisis prevention and intervention. Ethical and relationship boundary issues in outreach support services are discussed.

Minimum Credits: 3

### **PCMH 645 - Clinical Skills I: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities**

This course provides a clinical and practical foundation for intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Essential epidemiological, etiological, assessment and intervention areas are covered. Students explore a variety of motivational and contextual dimensions, including empowerment, hope, recovery education and symptom self-management, self-help and therapeutic interventions. Family support, involuntary interventions, intervention networks and integrated clinical services will be addressed using a general systems theory approach.

Minimum Credits: 3

### **PCMH 646 - Clinical Skills II: Integrated Community Mental Health and Substance Abuse for Adults with Psychiatric Disabilities**

This course integrates empirical and functional aspects of the therapeutic process when intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Students learn to employ core clinical interventions and treatments modalities. Students must demonstrate a high level of competence in clinical and psychosocial interventions used with co-occurring disorders will be examined closely. Ways an individual's experience of trauma complicates clinical work will be stressed. Unique ethical and boundary issues will be addressed.

Minimum Credits: 3

**PCMH 650 - Internship I**

Students complete a 300-hour clinical internship, in a relevant program or agency, under the supervision of a qualified field instructor. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Minimum Credits: 3

**PCMH 662 - Internship II**

Students in the master's program complete a second 300 to 400-hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Minimum Credits: 3

**PCMH 663 - Internship III**

Students in the master's program may complete a third 100 to 400-hour internship (one credit requires a minimum of 100 hours of internship; two credits equals 200 hours, 3 credits equals 300 hours, 4 credits equals 400 hours) that focuses on the development of advanced clinical and counseling skills. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Minimum Credits: 3

**PCMH 665 - Program Evaluation and Systems Research**

This course introduces students to the principles and practices of program evaluation and systems research, including quantitative and qualitative research methodologies. Students become informed readers of research literature, develop a research proposal on a topic of interest and learn how to use data to evaluate individual clinical practice and program/agency outcomes. Methods for gathering information from and for key constituencies are emphasized.

Minimum Credits: 3

**PCMH 666 - Professional Affairs and Ethics**

This course covers significant practice-based challenges for the mental health professional. The course includes a review of ethical standards and guidelines that have been developed by various professions (e.g., mental health counseling, substance abuse counseling, human services, marriage and family counseling, psychology, and social work) and their practical application to day-to-day decision-making. It examines common tensions, polarities, and moral conflicts within which the counselor must exercise discretion and judgment, and explores the legal and ethical frameworks through which these decisions must be considered. Through discussion, role play, real-time case examples and guest speakers, this class provides students with the opportunity to deepen their understanding and commitment to professional standards and ethical guidelines for competent practice as a mental health counselor or program manager. This course will also introduce students to licensure standards, licensing process and legal issues in their respective states.

Minimum Credits: 3

**PCMH 667 - Community and Systems: Analysis, Consultation and Change**

Students examine the research on community systems and change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches being used in the field. Students learn the consultation skills critical to promoting collaboration and change in systems and communities and complete a project that integrates the research literature with practical applications and action strategies in this area.  
Minimum Credits: 3

**PCMH 671 - Special Topics, Mental Health Counseling for Children and Families**

This course covers emerging issues and trends in mental health counseling for children and families. It has clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.  
Minimum Credits: 3

**PCMH 672 - Management of Behavioral Health Services**

This course explores aspects of leadership and management roles with behavioral health organizations. It provides an introduction to such topics as personal management and self-awareness, managed care, and organizational dynamics, change and leadership. Students also learn about basic aspects of managing organizations, including financial management, risk management and strategic affiliations.  
Minimum Credits: 3

**PCMH 673 - Mental Health Counseling for Adults**

This course covers the emerging issues and trends in mental health counseling for adults with mental health issues. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.  
Minimum Credits: 3

**PCMH 674 - Special Topics, Mental Health Substance Use Counseling**

This course covers emerging issues and trends in mental health counseling for persons with substance use disorders. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.  
Minimum Credits: 3

**PCMH 675 - Co-Occurring Issues for Children and Families**

This course focuses on three issues. The first is understanding families with a member who abuses substances. This includes an understanding of family systems, issues related to culture and ethnicity, the impact of domestic violence and effects specific to very young children. The second, specific interventions for youth who are abusing substances, includes strategies for providing intensive treatment options in the community, developing pro-social behaviors and legal issues that affect minors. The third, system and community issues, includes ways to address cross-social service system treatment barriers and community education and mobilization.  
Minimum Credits: 3

**PCMH 676 - Physiology of Addictions and Psycho- Pharmacology**

This course covers the physiology of addictions and the effects and prevalence of major addictive and abused substances. Students develop an understanding of withdrawal symptoms and detoxification protocols. Students also



gain a working knowledge of major medications used to treat psychiatric, substance use and co-occurring disorders and basic medical problems for which referrals should be made. Educating individuals and their families on medication benefits and side effects is emphasized.

Minimum Credits: 3

### **PCMH 677 - Special Topics, Management and Policy**

This course covers national policy issues (e.g. health care reform) and emerging issues and trends in behavioral health management (e.g. managed care, quality improvement, risk management, and customer and stakeholder involvement) that affect mental health counselors and managers in behavioral health settings.

Minimum Credits: 3

### **PCMH 680 - Diagnosis, Assessment & Psychopathology**

This course provides an overview of standard assessment and diagnostic methods in mental health counseling, which includes the classification, description and differential diagnosis of mental health and substance use disorders. Students will develop the capacity to use a systematic inquiry process for obtaining and evaluating important and accurate information during assessment. Students will gain a practical, working knowledge of the DSM-5, as well as skills to assess strengths, mental status, and trauma. The role of hypothesis formulation and hypothesis testing will be considered, along with the etiology and treatment indications for various disorders. Ethical, cultural and other issues and biases related to assessment and psychopathology are discussed.

Minimum Credits: 3

### **PCMH 682 - Human Development**

This course reviews significant research findings and theory about human development. Building a multidimensional framework for understanding development process and dynamics and for predicting challenges associated with life transitions is emphasized. The interplay of the biological, cognitive, social and cultural influences of each aspect of development also is stressed.

Minimum Credits: 3

### **PCMH 683 - Group Process**

This course enables participants to acquire knowledge about theory and a way of thinking about and working with small groups. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. The course combines presentations of various theoretical issues related to group work with structured learning experiences that enable the application of newly acquired content in familiar contexts.

Minimum Credits: 3

### **PCMH 685 - Social and Cultural Foundations**

This course focuses on the interaction between society and the individual. Students gain an understanding of issues related to race, gender, age, disability, sexual orientation, ethnicity, culture and religious preferences and develop the knowledge and skills for culturally competent practice in behavioral health services.

Minimum Credits: 3

### **PCMH 686 - Career and Lifestyle Development**

This course reviews the major theories of career counseling. It explores life factors and roles that influence decision-making and reviews community and informational resources for career development. It also covers major career-

counseling techniques and programs for the general population and for people with disabilities.

Minimum Credits: 3

### **PCMH 687 - Marriage and Family Therapy**

This course offers an overview of prominent approaches for working with couples and families, including psychodynamic, behavioral, communication-based, experiential, multi- generational, structural, systemic and strategic approaches. Special attention is given to research-based strategies for working with families in which one or more members have a long-standing disabling condition.

Minimum Credits: 3

### **PCMH 688 - Counseling Theory**

This course will provide students with an overview of several formal theories of counseling and psychotherapy. Many of the major theories will be explored. Among the theories to be covered are RET, TA, Gestalt, Person-centered, Psychoanalytic, Bowen Systems Theory, Adlerian, Narrative Brief-Treatment approaches. We will consider the key concepts of each theory, and application practices. A wide range of teaching and learning methods will be used to facilitate learning. Most importantly, this will include case study review and skill-based practice.

Minimum Credits: 3

### **PCMH 689 - Early Childhood and Infant Mental Health**

This innovative new course provides an overview of the latest assessment and intervention techniques used with infants, very young children and their families, with a strong emphasis on social and emotional development and mental health. Students will gain an understanding of the impact that early trauma, family violence, poverty and development disabilities can have on young children. Students will establish a context for working with young children in various community settings.

Minimum Credits: 3

### **PCMH 690 - Master's Project**

Students must write a significant paper that is a literature review in an emerging area of clinical practice; a review and analysis of a policy issue or trend; a program design, development or evaluation; a system change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

Minimum Credits: 2

### **PCMH 692 - Elders: Mental Health/Substance Abuse**

Americans over the age of 65 are a fast growing segment of the population. A significant percentage of elders have mental health or substance abuse concerns. This course is designed to better prepare mental health and substance abuse counselors and other related professionals for the treatment and support of elders. Students will gain knowledge of specific strategies for screening, assessment, and treatment of elders, including attention to: situational concerns such a loss, grief and social isolation; issues of trauma and elder care; differential diagnosis of new vs. existing conditions; symptoms related to dementia and Alzheimer's; mental health issues related to depression, mental illness and changes in executive function; substance use issues, including interactions with medications, and other related medical conditions. Students also will gain an understanding of the larger service systems and community resources available to elders.

Minimum Credits: 3

## **PCMH 710 - Independent Study**

This course is intended to be designed independently by a Program in Community Mental Health graduate student, in concert with an instructor, and with program approval. The independent study may address a clinical, management or research topic, either to meet a specific course category needed for licensure that is not otherwise covered within the curriculum or to allow the student advanced study in an area of interest.

Minimum Credits: 3

## **Culinary**

### **TCI 109 - Food Purchasing**

This course uses student research, lectures and guest speakers to examine the various grades, types and varieties of fresh and processed fruits, vegetables, meats, fish, shellfish, poultry, dairy products and various sundry items, and the methodology of purchasing food in large quantities. This course integrates student research with applied learning activities conducted through the Hospitality Center receiving department and Hospitality Center special events. Students will acquire in-depth knowledge of centralized procurement, writing specifications, product identification, packaging and pricing. Offered every year.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 110 - Culinary Skills and Procedures**

This is a foundation course for students embarking on culinary careers. It emphasizes basic cooking techniques, culinary terminology and the proper uses of culinary tools. A typical class consists of a classroom lecture and demonstration of food preparation by the instructor followed by hands-on food production by the students. Goals of the course include learning the importance of detailed organization, or "Mise en Place;" correct cooking procedures; and appropriate attitudes towards the culinary profession as developed by the culinary program and the American Culinary Federation. Offered as needed.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 111 - Progressive Culinary Techniques/Menu Imp**

Food Production continues TCI 110 with lectures and demonstrations to strengthen students' backgrounds and knowledge of cooking techniques and their application to a variety of products. Sauce production and meat fabrication will be studied in more detail. Students also produce multicourse American menus. Appropriate readings and written assignments are included. Offered as needed.

Prerequisite(s): TCI 110 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 113 - Fundamentals of Baking**

This course defines basic baking terminology, ingredients and methods. Techniques discussed in each class session are applied to the actual production of baked items, including yeast breads, puff pastry, Danish dough, quick breads, éclair paste, tarts and pies. Students will be asked to analyze the components of each baked good and will learn how to evaluate the finished product. Proper sanitation and safety techniques in the bakery will be emphasized. Offered as

needed.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 114 - Intermediate Baking**

This course is a continuation of TCI 113. A lecture and lab format is used to introduce students to techniques used in the production of chiffon, Bavarian creams, mousses, pastry cream and other fillings, phyllo dough products, cakes and icings. Basic cake decorating techniques also are introduced. Offered as needed.

Prerequisite(s): TCI 113 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 116 - Safety and Sanitation**

This course examines the fundamentals of sanitation in foodservice operations. Techniques of proper sanitation and safety will be studied and practiced. Students will become familiar with HACCP, Federal, State, and Local sanitation and safety requirements. Topics studied include the importance of proper sanitation procedures, purchasing and receiving of safe food. Emphasis is placed on the elimination of cross- contamination and harmful pathogens.

Management strategies demonstrate the importance of the integration of pest management, employee sanitation and safety training and proper safety and security measures. The NRA Serve Safe Sanitation Exam, a degree requirement, is given to students during the course.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 167 - Nutritional Cooking**

Through this course, the student will develop knowledge toward a cohesive concept of health. Because the majority of all diseases and illnesses is directly related to lifestyle, emphasis is on day-to-day living and the individual's responsibility to and for himself or herself. Contemporary nutritional theories are applied in the production lab, where students practice various dietary menus. Offered once a year.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 208 - New American Cuisine**

This course is designed for students to gain knowledge of the properties of the new American cuisine and to create lighter, healthier foods for consumption and home preparation. Offered as needed.

Prerequisite(s): TCI 111 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 211 - Italian Cuisine**

Students will strengthen their cooking skills and techniques by producing food to be served in the public restaurant and banquet facilities. Students will rotate through each station of the kitchen, practicing the skills and techniques learned in TCI 110 and TCI 111. In addition to the strongly emphasizing classical cooking techniques, the course will provide students with production experience in breakfast cookery, salads and dressings, hot and cold hors d'oeuvres, canapés, sandwiches, cheeses and a la carte desserts. The development of production techniques, timing and

organizational skills are emphasized. Offered as needed.

Prerequisite(s): TCI 111 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 217 - Classical Cuisine**

Students prepare products using classic recipes from specific regions in France. They learn the cooking techniques that have been proven over time and how regional influences have helped shape the foods indigenous to French cooking. Food is prepared in this class for a la carte service in the public dining room of the Hospitality Center.

Offered every semester.

Prerequisite(s): TCI 111 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 218 - International Cuisine and Service**

In this production class, students prepare the cuisine of six different nationalities. Middle Eastern, Latin, Bavarian, Italian, Chinese and Asian cuisines are practiced and a set menu is provided for service in the culinary dining room. All facets of a country's cuisine, from appetizers through desserts, are studied. Offered every semester.

Prerequisite(s): TCI 111 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 220 - Charcuterie**

This course introduces students to all aspects of the cold kitchen. The course begins with an overview of the history of garde manger and the proper selection, care and handling of ingredients. Students are encouraged through their lab work to demonstrate an understanding of classical garde manger techniques. Each lab begins with a class lecture on the day's topic followed by an instructor's demonstration. Students then work on projects based on the lecture and demonstration. Content area includes: cured and smoked foods, charcuterie, terrines and pates, aspic and chaud froid, cheese, hors d'oeuvres, appetizers, cold sauces and condiments. Basic ice carving and buffet layout are covered. Required outside study will include French and English terminology associated with garde manger and readings in the textbook. This course is designed to study purchasing, receiving, evaluating and proper storage procedures of meats. Emphasis is placed on primal and subprimal cuts, federal inspections, grading yields, and the classifications of meats, poultry and game. Laboratory activities include hands-on fabrication of pork, beef, poultry, lamb and veal.

Prerequisite(s): TCI 111 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 224 - Skills of Meat Cutting**

This course is designed to study purchasing, receiving, evaluating and proper storage procedures of meats.

Emphasis is placed on primal and subprimal cuts, federal inspections, grading yields, and the classifications of meats, poultry and game. Laboratory activities include hands-on fabrication of pork, beef, poultry, lamb and veal.

Prerequisite(s): TCI 111 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 227 - Quantity Bakery Production**

This course is a production-based lab engaged in large quantity baking for the wholesale market that reinforces skills and competencies from TCI 113 and TCI 114. Students apply culinary math techniques to determine baking formulas for specific yields, and perform yield tests to insure accuracy and consistency of products. Finishing techniques and proper sanitary handling of finished goods will be emphasized. Lectures will reinforce proper procedures in mixing, make-up and baking methods. Students will be required to evaluate and critique each item prepared to enhance the quality, appearance and salability.

Prerequisite(s): TCI 114 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 230 - Retail Baking**

This lab and service course provides students with the opportunity to produce and merchandise bakery products for sale to the public. Students will research, develop and produce products to augment the basic menu of the public coffee and pastry shop. Offered as needed.

Prerequisite(s): TCI 114 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 233 - Classical Baking and Plate Composition**

Students in this course will expand on the baking knowledge they attained in the previous two courses. Students will become more proficient in baking techniques through lectures, demonstrations and participation in baking labs. More emphasis is placed on classical terms, desserts, terminology, equipment and techniques. Particular emphasis is given to decorative projects. Offered once a year.

Prerequisite(s): TCI 114 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 235 - American Regional Cuisine**

This course explores the historical implications of the development of regional American cuisines and their effects. Diverse ethnic backgrounds and regional availability and their roles in the development of truly American dishes are explored. Students will assemble and produce menus that encompass cuisine from a region's earliest beginnings to a variety of food that is prepared today. Offered once a year.

Prerequisite(s): TCI 111 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 237 - Menu and Facilities Planning**

Since a menu is the focal point of any food service operation, proper menu planning is vital for success. This class is structured to give students a firm working knowledge of menu-writing techniques. Color, layout, design and merchandising tools as they pertain to different establishments are discussed. Students participate in actual menu design and facilities layout of a food service establishment based on specifications developed as part of a class project. Offered once a year.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 238 - Cake Decorating**

This course builds on the introduction of cake preparation and icing technique instruction delivered in TCI 114 Intermediate Baking. Through weekly lecture and lab sessions, students will reinforce cake mixing and baking skills. Basic tiered construction and support devices will be discussed and applied to multi-tiered cake projects. Buttercream, royal icing and rolled fondant application, and decorating techniques using the pastry bag and icing tips, stencils, color-flow transfer, fondant decoration, and an introduction to gumpaste flowers will be covered.

Prerequisite(s): TCI 114 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 240 - Advanced Pastry**

This practical lab course introduces students with an interest in baking to more advanced mediums used for decorative pastry items. Each class session begins with a discussion of a specific medium and the scientific principles governing its manipulation. Students are presented with a basic recipe and technique and are given lab time to develop their skills with each medium. Ways to incorporate the item of the day into a more elaborate showpiece also are taught. Offered as needed.

Prerequisite(s): TCI 114 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 250 - Dining Room Management**

This course will focus on the basic principles of supervising a food service operation. Management theories will be explored in the context of a changing service industry. Hiring, training, motivating, directing, delegating and solving problems as a chef-manager will be emphasized. Offered as needed.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 256 - Food and Beverage Cost Control**

This course reviews the computational arithmetic skills required for accurate food service preparation, operation and management. The methods used to solve mathematical problems that relate to food service operations are stressed. Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversion, menu pricing, food cost, inventories, break-even analysis and financial statements. Use of a calculator is stressed. Offered once a year.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 270 - Visiting Chef**

This elective course offers students exposure to industry chefs who share their knowledge in a variety of culinary mediums.

Prerequisite(s): TCI 111 or TCI 114 and must be enrolled in Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 275 - Etruscan Culture and Cuisine**

A submersion into the Etruscan Culture with the emphasis on the foods. It will be a learning experience based on the food, culture and history of the Etruscans in Italy. The course will explore the region and food. It will look at the farming, production and sales of Foods made in the region. Specializing in the cheeses, meats and wines of Tuscany: The course will visit Perugia for its chocolate, Parma for its Prosciutto, Parmigianino, Olive old and Balsamic Vinegar and other regions that align with the learning outcomes of the course. Baking and Culinary labs in the Zeppelin restaurant with Chef Lorenzo Polegri and 5 wine seminars and vineyard visits will also be included in this course.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 280 - International Baking and Desserts**

Students will research and learn how different baking techniques have been applied around the world historically, and how they have evolved into the signature desserts and confections that are identified regionally. There will be lecture and classroom discussion around how immigration, emigration and world colonization have impacted cuisine development globally. Students will explore how climate, terrain, colonization and religion can affect the development and evolutions of cuisines through desserts. The chef will lecture on and demonstrate different international products and techniques and on their use in the appropriate cuisines.

Prerequisite(s): TCI 114 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 295B - Comprehensive Assessment Seminar-Pastry**

This course reviews the major course competencies required by the American Culinary Federation accreditation for the program and prepares the student for comprehensive written and practical testing to demonstrate the competencies. Upon successful completion of the practical cooking exams, students will be eligible for Certified Pastry Cook through the American Culinary Federation.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 295C - Comprehensive Assessment Seminar-Cook**

This course reviews the major course competencies required by the American Culinary Federation accreditation for the program and prepares the student for comprehensive written and practical testing to demonstrate the competencies. Upon successful completion of the practical cooking exams, students will be eligible for Certified Cook through the American Culinary Federation.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 320 - Baking for the Restricted Diet**

The cause, effect and current research attributed to diabetes, heart disease, gluten and other food allergies, Crohn's disease, colitis and IBS will be the focus of lectures. Students will then prepare and evaluate baked goods and desserts in the baking lab that fulfill each restrictive diet criteria. Emphasis is placed on a thorough understanding of the underlying disease and its relationship to diet, and the development of satisfying products that maintain the constraints of a restricted eating plan.

Prerequisite(s): TCI 114 and TCI 167. Must be enrolled in the Culinary program.



Minimum Credits: 3

*TCI*

### **TCI 325 - Artisan Breads**

This course defines the terminology and techniques utilized in the production of a variety of yeast breads. Emphasis will be placed upon proper mixing, proofing, finishing, and baking techniques. Students will be required to analyze the components of the bread dough at its various stages, and to evaluate the finished product. The sequential steps that are essential to successful bread making will be discussed in lecture and applied in daily production. The course will provide the information, tools and instruction necessary to gain proficiency in the preparation of a variety of rustic breads including; Rustic Black Olive and Pepper Rounds, Country Sourdough Boule, Ciabatta, Crusty Italian, Parisian Baguettes and Vienna Bread.

Prerequisite(s): TCI 114 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 330 - Media of Culinary Artistry**

This class will explore the various forms of media and their impact on the industry throughout history. We will focus on press, radio, film and software applications. Topics covered include writing recipes for the print media, identifying leading media figures in the culinary industry, demonstrating techniques necessary for the production of a culinary video, understanding the applications of training videos in the work environment and critiquing cooking shows for content and entertainment value.

Prerequisite(s): TCI 111 and TCI 256. Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 335 - The Sustainable Kitchen: Farm to Table**

Students will explore and research the viability of working within a framework of sustainability in the restaurant industry. We will be working in the classroom, in the kitchen and visiting local farms and purveyors to establish practices that can be beneficial for both the environment and the restaurant. We will be exploring ways of building relationships with growers/purveyors, setting up personal goals for sustainability, methods for implementing those goals. We will be creating seasonal menus, exploring ways to negotiate and work with farmers/purveyors to create mutually beneficial relationships, and how to extend the Farm to Table principles in a cold weather region. Students will explore the integral part a restaurant plays within the community and aspects of social responsibility - be those to the environment, the customers, employees and the basic need for profit for the restaurant to remain sustainable for itself. This course will utilize classroom lecture and discussion, visits to and from local farmers/purveyor, and kitchen lab time for preparing foods.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 340 - Spirits and Mixology Management**

This course is designed to teach students the skills of making, pricing, and making a profit from alcoholic beverages. This class has a lab component that emphasizes the importance of the skills of bartending to food service operations. Throughout history alcoholic beverages have played an important role in most cultures. As civilization developed, the inns, alehouses, and taverns were central to the growth of towns, travel, and the communication of ideas. This course is designed to give the student an overview of these topics and also cover mixology and bartending.

Prerequisite(s): TCI 256 and must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 371 - Food Styling and Presentation**

This course is designed to study the trends of food presentations and plating techniques. The course examines the fundamentals of food styling with a modern influence of art and design.

Prerequisite(s): Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 390 - Culinary Cooperative Education**

This is a guided cooperative education experience for integrating study and experience. Students are contracted to maintain employment for a minimum of 240 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. Open to culinary students only. Offered every year.

Prerequisite(s): TCI 111, TCI 114 and TCI 116 or permission of instructor. Must be enrolled in the Culinary program.

Minimum Credits: 2

Maximum Credits: 3*TCI*

### **TCI 410 - Cooking Without Recipes**

This course is a production and hands on course. Students will be faced with a mystery basket style experience on a weekly basis. This will test their creativity, organization and teamwork abilities. The class will come together to evaluate the product given, look at menu restrictions given for the day by the professor, and create lunch or dinner style dish. Students are encouraged to enhance their skills of cooking techniques like grilling/broiling, roasting, sautéing and deep-frying.

Prerequisite(s): TCI 218 or TCI 233. Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 420 - Sugarcraft and Cake Design**

This course allows students to further develop their ability in creating realistic flowers, leaves, and decorative elements using a variety of sugar pastes, food color painting techniques, and floral arranging concepts. A review of the various types of sugar mediums and their application in cake design will be discussed. The unique tools of the trade will be introduced, and lab time will afford students the opportunity to create a range of floral sprays and practice of decorative techniques on sugar paste. Students will create a finished cake for their final project, incorporating a floral design of their choosing.

Prerequisite(s): TCI 217 or TCI 233. Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

### **TCI 430 - Dietetics and Spa Cuisine**

This course introduces students to the world of spa, taking a comprehensive look at subjects ranging from the history and cultural development of spas to spa terminology and financial realities. The course takes students through a typical day from a spa director's perspective, examines the qualities of outstanding service, and discusses industry trends and future directions. It is also intended to build a greater awareness and understanding of today's health conscious and educated food service patron. It addresses the marriage of nutrition and the imaginative, flavorful cuisine demanded by today's consumer.

Prerequisite(s): TCI 167 and TCI 256. Must be enrolled in the Culinary program.

Minimum Credits: 3

*TCI*

## **TCI 440 - Catering and Banquet Management**

The classroom portion of this course will focus on the advanced principles of supervising/developing/marketing a food service operation that is either off-site or is served in a separate room. Management theories will be explored in the context of off-site catering or Banquet execution: Developing Systems and Controls, Purchasing Matrixes, Targeted Marketing Plans, Client Service and Problem Solving are emphasized. As well as Regulatory Needs, Staffing and Equipment Needs.

Prerequisite(s): TCI 111 and TCI 256

Minimum Credits: 3

## **TCI 480 - Independent Study**

This course allows a student to independently study a subject not included in the curriculum or one that is in the curriculum but not offered. Offered every year.

Prerequisite(s): Must be enrolled in Culinary program

Minimum Credits: 3

*TCI*

# **Economics**

## **ECO 101 - Economics of Social Issues**

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.

Minimum Credits: 3

*IDIV IETH ESBS EGED*

## **ECO 201 - Microeconomics**

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

Prerequisite(s): MAT 130, MAT 140, MAT 210, MAT 240 or MAT 106 and MAT 206

Minimum Credits: 3

*ESBS IAME EGED*

## **ECO 202 - Macroeconomics**

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.

Prerequisite(s): MAT 130, MAT 140, MAT 210, MAT 240 or MAT 106 and MAT 206

Minimum Credits: 3

*ESBS EGED*

## **ECO 301 - Managerial Economics**

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.

Prerequisite(s): ECO 201, ECO 202 and ACC 102, ACC 214 or ACC 202 and MAT 18, MAT 220, MAT 250 or MAT 240

Minimum Credits: 3

## **ECO 306 - Money and Banking**

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.

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

## **ECO 322 - International Economics**

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

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

*IGSO IWAP*

## **ECO 325 - Economics for Hospitality Students**

Topics in economics will be selected and designed for study by students in the bachelor of applied science in hospitality administration program. Open only to students in the BASHA program.

Minimum Credits: 3

## **ECO 360 - The Rise of Modern Asia**

This course describes and explains the emergence of modern nations in Pacific Asia. History, geography and cultural traditions are examined and related to the economic development of Pacific Asia. Global market.

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

*IGSO*

## **ECO 375 - Economics of Professional Sports In the U.S.**

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.

Prerequisite(s): ECO 201

Minimum Credits: 3

*IAME ESBS EGED*

## **ECO 402 - Intermediate Macroeconometrics**

This course develops models of short-to-medium-run fluctuations in overall economic activity as well as long-run models of economic growth of a nation. The former category of models includes the Keynesian, New Classical, and New Keynesian frameworks. Particular emphasis will be placed on the New Keynesian model. Empirical testing of the models using computer software will involve the statistical analysis of macroeconomic data. The primary econometric tools for analyzing this data will be regression and its extensions and modern time series analysis. Long-run models of economic growth including the Solow model and the Romer model will also be examined.

Prerequisite(s): ECO 201, ECO 202 and MAT 240

Minimum Credits: 3

## **ECO 480 - Independent Study**

This course allows the student to investigate any economic or finance subject not incorporated into the curriculum.

Prerequisite(s): ECO 201, ECO 202 and MAT 18, MAT 220, MAT 240 or MAT 250

Minimum Credits: 3

Maximum Credits: 6

## **ECO 490 - Economics Finance Internship**

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.

Minimum Credits: 3

Maximum Credits: 12

## Education

*(All DEV and EDU courses may require students to complete off-campus field experience.)*

### **EDU 200 - Introduction to Education**

This course gives students an overview of American education through analysis of its historical and philosophical roots. Contemporary issues in American education are emphasized. Non-education majors may use this course as a social science elective.

Minimum Credits: 3

*IAME EGED*

### **EDU 208 - Assessment, Accountability and Teaching in the Classroom**

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

Prerequisite(s): MUE 261, EDU 270, EDU 271 or EDU 220

Minimum Credits: 3

### **EDU 220 - Teaching Middle Grade Education**

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.

Prerequisite(s): PSY 211

Minimum Credits: 3

### **EDU 232 - Young Adult Literature**

This course provides focus on literature designed for the adolescent reader, grades 5-12. Students read examples of young adult fiction and nonfiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for integrating these books into a standard English or social studies curriculum.

Minimum Credits: 3

### **EDU 235 - Learning with Technology**

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. Offered every fall and spring.

Minimum Credits: 3

### **EDU 245 - Lit for Children and Young Adolescents**

This course offers an interpretive and critical study of literature that is appropriate for children from preschool through the eighth grade. The course will focus on the various literary genres, elements of fiction, authors and illustrators.

Minimum Credits: 3

**EDU 250 - Examining Science Content**

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.

Minimum Credits: 3

**EDU 266 - Exploring Social Studies Content**

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.

Minimum Credits: 3

**EDU 270 - Foundations of Teaching and Learning**

This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools and strategies.

Prerequisite(s): EDU 200

Minimum Credits: 3

**EDU 271 - Methods of Teaching Secondary Education**

This course teaches students how to develop effective strategies for delivering content knowledge consistent with standards based learning. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum. Students will promote literacy in the content areas by developing lesson plans that incorporate cognitive strategies for reading, writing, speaking, and viewing.

Minimum Credits: 3

**EDU 312 - Writing Workshop for Educators**

This class is designed to help future teachers to fine-tune their own writing, while they learn ways to incorporate writing into their teaching. The course inspires future teachers to enjoy the possibilities of writing in their classrooms, so their students will also. An examination of a wide array of useful classroom approaches will promote better reading and learning and support differentiation. Well-designed writing assessments promote critical thinking as well as higher levels of literacy. Topics will include prewriting techniques, using art and music to promote writing, unlocking the secret to assigning interesting and useful journals, techniques for painless peer editing, practices that streamline grading of papers, and how to find and incorporate excellent models for writing.

Prerequisite(s): EDU 200 and ENG 121 or ENG 200

Minimum Credits: 3

**EDU 320 - Methods of Teaching English I**

This course prepares students to teach English in grades 5 through 12. Students will develop and deliver lessons, find and use education-media, design essay questions, writing prompts, and other appropriate assessments, and choose reading materials appropriate to individual student abilities. Topics include current practices, technology resources, strategies for teaching reading and writing, vocabulary and language building, young adult literature, television and film, questioning, testing and grading, classroom management, and professionalism. TCP acceptance

is required.

Prerequisite(s): EDU 271

Must be enrolled in the Teacher Certification program

Minimum Credits: 3

## **EDU 324 - The Inclusive Classroom**

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. TCP acceptance is required.

Prerequisite(s): SPED 260 or SPED 210

Must be enrolled in the Teacher Certification program

Minimum Credits: 3

## **EDU 326 - Methods of Teaching Social Studies**

This course helps to prepare students to teach history, geography, economics, civics, and social science areas in grades 5 through 12. A variety of teaching methods prepare students to write lessons and prepare standards-based units that include other disciplines, formative and summative assessments, integrate technology and to differentiate instruction. TCP acceptance is required.

Prerequisite(s): EDU 271

Must be enrolled in the Teacher Certification program

Minimum Credits: 3

## **EDU 330 - Mathematics Instruction/Young Children**

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. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Minimum Credits: 3

## **EDU 335 - Methods of Teaching Elementary Mathematics**

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. TCP acceptance is required.

Prerequisite(s): MAT 106 and MAT 206

Must be enrolled in the Teacher Certification program

Minimum Credits: 3



**EDU 359 - Writing/Literature/Elem**

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.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Minimum Credits: 3

**EDU 361 - Emerging and Early Literacy: Grades K-4**

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. TCP acceptance and junior standing or permission of instructor.

Prerequisite(s): EDU 200 Junior prereg status

Minimum Credits: 3

**EDU 362 - Literacy in the Content Areas: 4-8**

In this course, students study effective practices that support the development of reading comprehension and writing strategies for accessing information across 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 using the applications of strategic reading and writing. TCP acceptance is required.

Prerequisite(s): EDU 361

Must be enrolled in the Teacher Certification program

Minimum Credits: 3

**EDU 363 - Literacy Facilitation for all Learners**

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. TCP acceptance is required.

Prerequisite(s): EDU 361 and EDU 362

Must be enrolled in the Teacher Certification program

Minimum Credits: 3

**EDU 370 - Science for Early Learners**

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. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification Program

Minimum Credits: 3

**EDU 375 - Middle School Science Methods**

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. TCP acceptance required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Minimum Credits: 3

**EDU 419 - Integrating Social Studies/Arts in Elementary Schools**

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. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Minimum Credits: 3

**EDU 440 - Differentiating Instruction**

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. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Minimum Credits: 3

**EDU 441 - Math Education Research and Practice – see *Mathematics section*****EDU 480 - Independent Study**

This course allows the student to investigate any education subject not incorporated into the curriculum.

Minimum Credits: 3

**EDU 489 - Field Experience**

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.

Minimum Credits: 3

**EDU 490 - Student Teaching and Seminar**

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes seminars at the university. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Minimum Credits: 12

**EDU 491 - Advanced Field Experience**

This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior 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.

Minimum Credits: 3

Maximum Credits: 12

**EDU 499 - Internship**

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.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

**EDU 501 - Methods of Teaching Reading**

This course is an overview of reading and writing processes. The course addresses current trends for teaching literacy including basal programs, whole language, language experience, thematic teaching, literature-based instruction, and technology-based instruction. Students will learn about the components of balanced literacy instruction that includes word attack, word identification, vocabulary development, fluency, comprehension and writing.

Minimum Credits: 3

**EDU 503 - Methods of Teaching Elementary Math**

This course focuses on the concepts of mathematics that are taught in grades K-6 and the current methods of teaching that content, including experience with manipulative materials. TCP acceptance is required.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Minimum Credits: 3

**EDU 506 - Teaching English Learners**

In this course students will study the history, pedagogy and techniques for specific ESL/EFL methods and approaches used to teach in culturally diverse classrooms. The course intends to equip mainstream classroom teachers with background, introduction and understanding necessary to teach EL students. The course will include clarification of issues such as the differences between bilingual instruction and teaching English Learners in the classroom. The course will enable teachers to learn how to modify content and scaffold learning for ELs.

Minimum Credits: 3

**EDU 511 - Methods of Teaching in Secondary Schools**

This course teaches students how to develop effective strategies and lesson plans for delivering content knowledge consistent with standards based learning. Using each student's primary content area as the context, this course investigates developmentally appropriate teaching and classroom management for adolescent learners. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum.

Minimum Credits: 3

**EDU 520 - The Educator Researcher**

This course provides an introduction to methods of educational research. These methods encourage educators to be action researchers in their own classrooms, school districts, and/or communities to improve teaching and learning practice. Students will become familiar with purposeful quantitative and qualitative research designs to develop an increased understanding of the issues, both theoretical and practical, arising through the research process. An emphasis will be placed on understanding, interpreting, and critiquing educational research and developing research proposals.

Minimum Credits: 3

**EDU 521 - Exploring the Principles of Education**

This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America.

Minimum Credits: 3

**EDU 533 - Learning through Technology**

In this course, students will develop the knowledge and skills to use technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.

Minimum Credits: 3

**EDU 535 - Early Childhood Health and Science**

This course applies developmental theory to the teaching of science literacy in the early grades. Students will focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with science literacy standards.

Minimum Credits: 3

**EDU 537 - Social Studies/Arts for Young Children**

This course will explore the concepts, methods, techniques, and material necessary to effectively teach social studies and fine arts in early childhood. Using national and state standards and frameworks, students will develop learning experiences that meet curriculum objectives in both social studies and the fine arts. Strategies for integrating social studies and fine arts across all curriculum areas will be addressed.

Minimum Credits: 3

**EDU 543 - Learning Theories and Instruction**

This course studies the role of contemporary learning theories and their application to educational practice, including issues of readiness, motivation, problem solving, and the social context of learning. Students will understand how to apply scientifically based instructional strategies to promote learning.

Minimum Credits: 3

**EDU 547 - Curriculum Development**

This course is a comprehensive, practical basis for preparing school administrators and teachers to be knowledgeable, creative and effective curriculum designers. Readings will provide students information about the importance and relevance of good curriculum design. The primary focus of the course will be on the study and use of

UBD (Understanding by Design). Students will develop a working model of a curriculum unit using the UBD framework.

Minimum Credits: 3

### **EDU 550 - Educational Assessment**

This course builds assessment competency by analyzing recent trends in assessment for evaluating and documenting student performance and progress toward desired outcomes. Students examine the uses of assessment at the individual, class and school levels; including New England Common Assessment Data. Students will select and design assessments suitable for instructional decisions that support planning developing curriculum, and making recommendations for instructional improvement. Students will interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences. Students will describe valid grading procedures and discuss ethical issues linked to assessment methods and uses of assessment information.

Minimum Credits: 3

### **EDU 552 - Assessment for and of Learning**

This course is an introduction to assessment for teaching and learning content in grades K-12. Topics include the types, benefits, and uses of formal and informal assessment. Ethical issues of assessment and grading will be discussed. Students will create assessments aligned with standards-based content.

Minimum Credits: 3

### **EDU 555 - Student Centered Curriculum/Instruction**

The course will emphasize the teacher's critical role as a designer of student learning and will address how a curriculum built on the goal of student understanding using differentiated instruction can provide teachers with more specific teaching targets. The focus of this course is on the connections between Understanding by Design (UBD) and Differentiated Instruction (DI) as well as the use of standards of Universal Design for Learning (UDL) in the planning and delivery of curriculum for all types of learners.

Prerequisite(s): EDU 547

Minimum Credits: 3

### **EDU 560 - Methods of Teaching English in Middle and High Schools**

This course prepares students to teach English in grades 5 through 12. Students will develop and deliver lessons, find and use education-media, design essay questions, writing prompts, and other appropriate assessments, and choose reading materials appropriate to individual student abilities. Topics include current practices, technology resources, strategies for teaching reading and writing, vocabulary and language building, young adult literature, television and film, questioning, testing and grading, classroom management, and professionalism.

Prerequisite(s): EDU 511, EDU 521 and EDU 533

Minimum Credits: 3

### **EDU 565 - Methods of Teaching Social Studies: in Middle/High School**

This course helps to prepare students to teach history, geography, economics, civics, and social science areas in grades 5 through 12. A variety of teaching methods prepare students to write lessons and prepare standards-based units that include other disciplines, formative and summative assessments, integrate technology, and to differentiate instruction.

Prerequisite(s): EDU 511, EDU 521 and EDU 533

Minimum Credits: 3

**EDU 571 - Student Teaching and Seminar**

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the University.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Minimum Credits: 6

**EDU 582 - Educational Factors of Diversity**

This course examines a variety of factors that affect academic achievement for today's students from birth through the high school level. Students will examine diversity through the lens of race/ethnicity, language, economics, and academics. Culturally responsive teaching practices, including issues such as gender, ability, class, socio-economic status, sexual orientation, and cultural pluralism will be examined.

Minimum Credits: 3

**EDU 601 - Research Seminar**

This course is an examination of the various research methods used in psychology and education. Students will become familiar with resources, terms and techniques necessary to understand, interpret, conduct and appreciate research. Limited enrollment. Only for students accepted into the program.

Prerequisite(s): EDU 520 and EDU 533

Minimum Credits: 3

**EDU 610 - Ethics and School Law**

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

Minimum Credits: 3

**EDU 640 - Integrating Digital Technology I K-12**

This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for teachers and students.

Minimum Credits: 3

**EDU 641 - Integrating Digital Technology II K-12**

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology

Standards (NETS)for administrators.  
Minimum Credits: 3

### **EDU 642 - Integration Specialist Toolbox**

Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.  
Minimum Credits: 3

### **EDU 650 - Work-Based Learning**

Students investigate and discuss current issues in business and vocational education. Topics include the effective employment of youth organizations in a program and the efficient operation of a cooperative work experience program. Class members apply the principles discussed in the course by helping to administer the New Hampshire State DECA Career Development Conference.  
Minimum Credits: 3

### **EDU 685 - Global Educational Technology**

This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacy. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.  
Minimum Credits: 3

### **EDU 701 - Elementary Ed Internship K-4**

Internship course for Elementary Education for grades K-4.  
Minimum Credits: 3

### **EDU 702 - Elementary Ed Internship 5-8**

Internship course for Elementary Education for grades 5-8.  
Minimum Credits: 3

### **EDU 750 - Seminar in Teaching Writing**

This course is designed to help educators who work with middle and secondary school students to design and plan programs and courses that promote improved literacy practices, especially improvement of student writing. By investigating and practicing a variety of writing exercises, processes, and approaches to improve their own writing skills, students will create a portfolio of ideas and options for teaching others.  
Prerequisite(s): EDU 521  
Minimum Credits: 3

### **EDU 760 - School Facilities and Finance**

This course offers a study of the management and operation of a school facility and an understanding of school finance as it relates to the teaching and learning process. Students will learn how to engage school board members in a discussion about how school finance and facility relate to student achievement. Students will examine various

tools and methodologies that support the school process and how to connect with community members in the budget building process. This course aims to make students better managers and consumers of financial information rather than budget officers; students will better understand the real-world implications and consequences of their decisions and allocations.

Minimum Credits: 3

## **EDU 765 - School and Community Relations**

This course explores relationships with the broader community to foster learning. Students learn how to engage stakeholders, create and communicate a school vision of learning, develop community collaboration skills, capitalize on the diversity of the school community and use the cultural context of the larger community to develop activities and policies that benefit students and their families. This course makes use of individualized programs of study and experience.

Minimum Credits: 3

## **EDU 770 - Certification Internship**

This is the capstone course for certified teachers seeking an additional certification. Students complete a full-time, competency-based internship at a site appropriate to the area of certification being sought. During this internship, the student is mentored by like-credentialed site personnel as well as by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar held on campus.

Minimum Credits: 3

## **EDU 775 - Practicum in Curriculum and Instruction**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the teacher as researcher and leader in curriculum development and encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a school district administrator and the student's advisor.

Prerequisite(s): EDU 547

Minimum Credits: 1

Maximum Credits: 3

## **EDU 780 - School Organizational Leadership**

The course explores the dynamics of transformational leadership that looks beyond traditional school environments and welcomes non-traditional thinking. Students will consider themselves "architects" of the teaching and learning environments within their schools wherein there is a culture of continuous improvement. Future school leaders will: explore technology that supports teachers and administrators decision-making; learn how to develop policies and practices that support learning; explore how extended learning time can advantage underachieving students; investigate the benefits and challenges of risk taking and transparency; and look at models of professional learning communities.

Prerequisite(s): EDU 765

Minimum Credits: 3

## **EDU 790 - Practicum in School Leadership**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as researcher and leader in school administration and to encourage the integration and application of course work. The practicum is



completed during the semester under the supervision of a certified school district administrator and the student's advisor. This course is the capstone of Educational Leadership.

Prerequisite(s): EDU 765

Minimum Credits: 3

### **EDU 910 - Theory into Practice I**

This course is the first summer intensive/summer residency experience at the beginning of the Ed.D. program. Students meet for eight days for self-assessment, introduction to the program and to SNHU's educational and technological expectations, and to develop their personal educational plan for the following three years.

Minimum Credits: 3

### **EDU 911 - Educational Scholarship**

This course aims to fuse the practice of twenty-first century education with scholarship which is thought-provoking, relevant, and practical. Candidates will investigate both current educational scholarship and the ways in which that scholarship is disseminated and put into practice.

Minimum Credits: 3

### **EDU 913 - Sociocultural Analysis of Education Systems**

This course investigates the social and cultural factors that influence academic achievement and the teaching practices that promote diversity and inclusion. Candidates will examine the approaches to addressing the many challenges of social justice.

Minimum Credits: 3

### **EDU 914 - Reflection and Evaluation I**

This course engages candidates in assessing their reflection and evaluation skills and competencies in a number of areas, such as: data analysis, teaching and learning practice, and approaches to both change and social justice.

Minimum Credits: 3

### **EDU 916 - Applied Research I**

This course introduces techniques and approaches of applied research. Topics addressed include: Qualitative and quantitative methods, ethical and legal responsibilities of the researcher, development of problem statements relevant to candidates own teaching/employment circumstances.

Minimum Credits: 3

### **EDU 918 - Applied Research II**

This course builds upon EDU 916. Candidates will use qualitative, quantitative or mixed methods to investigate a research question.

Minimum Credits: 3

### **EDU 919 - Decision Making in Education Systems I**

This course investigates multiple approaches to decision-making in various educational contexts. Decision-making models are introduced and applied to a variety of case studies.

Minimum Credits: 3

## **EDU 920 - Theory into Practice II**

This course follows the first year of the Ed.D. program and allows students to meet as a group to discuss their progress, to meet with faculty to choose a dissertation chair, to develop their literature review, and to identify their qualifying exam questions.

Minimum Credits: 3

## **EDU 921 - Reflection and Evaluation II**

This course focuses on reflection and the development of collaborative learning organizations which support creativity and innovation.

Minimum Credits: 3

## **EDU 923 - Decision Making in Education Systems II**

This course builds upon EDU 919. Candidates apply the techniques introduced in Decision Making I to their own educational contexts.

Minimum Credits: 3

## **EDU 924 - Case Study I**

This course will explore the various case study methodologies and perspectives used in educational research. Candidates will develop an understanding of the various components of case study research and its application to educational settings.

Minimum Credits: 3

## **EDU 926 - Case Study II**

This course builds on EDU 924. Candidates will use case study methodology to investigate a research question related to their research interests.

Minimum Credits: 3

## **EDU 928 - Research-Based Independent Study I**

This course provides the opportunity for candidates to develop their research questions and frame their research ideas into research plans. Candidates will complete a draft of their dissertation proposal, including a well-developed literature review.

Minimum Credits: 3

## **EDU 929 - Research-Based Independent Study II**

This course provides the opportunity for candidates to develop the research design and methodology that will be employed in their dissertation research. Candidates will complete a well-developed dissertation proposal.

Minimum Credits: 3

## **EDU 930 - Theory into Practice III**

This course follows the second year of the Ed.D. program. Students defend their qualifying exam questions, present their dissertation proposals, and complete the IRB process.

Minimum Credits: 3

**EDU 943 - Dissertation I**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Minimum Credits: 1

**EDU 944 - Dissertation II**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Minimum Credits: 1

**EDU 945 - Dissertation III**

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Minimum Credits: 1

**EDU 950 - Dissertation Colloquium**

The Doctoral Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each year beyond the third year of the program.

Minimum Credits: 3

**MUE 251 - Brass Techniques**

Brass Techniques will instruct music education majors how to teach each of the brass instruments in a variety of settings. Students are expected to learn how to play each instrument in the brass family at a basic level.

Minimum Credits: 1

**MUE 252 - Woodwind Techniques**

Woodwind Techniques instructs music education majors how to teach each of the woodwind instruments in a variety of settings. Students are expected to learn how to play each instrument in the woodwind family at a basic level.

Minimum Credits: 1

**MUE 253 - String Techniques**

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.

Minimum Credits: 1

**MUE 254 - Percussion Techniques**

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.

Minimum Credits: 1

**MUE 255 - Vocal Techniques**

Vocal Techniques instructs music education majors how to teach vocalists in a variety of settings. Students learn the basics of vocal pedagogy and develop individual vocal performance skills.

Minimum Credits: 1

**MUE 256 - Piano/Guitar Techniques**

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.

Minimum Credits: 1

**MUE 261 - Introduction to Music Education**

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.

Minimum Credits: 2

**MUE 262 - Elementary General Music Methods**

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.

Minimum Credits: 2

**MUE 263 - Middle School General Music Methods**

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.

Minimum Credits: 2

**MUE 264 - Advanced Vocal Music Methods**

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.

Minimum Credits: 1

### **MUE 265 - Advanced Instrumental Music Methods**

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.

Minimum Credits: 1

### **MUE 266 - High School General Music Methods**

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 high school classroom. Students will role-play pedagogical scenarios that will be encountered in high school classrooms. Students will do fieldwork in a high school music classroom, implementing strategies and lessons taught with a cooperating music specialist. This course includes the component of required pre-practicum fieldwork.

Minimum Credits: 2

### **MUE 351 - Beginning Conducting**

This course is designed for music education majors. Students will explore fundamental baton technique, use of hands, score preparation, literature selection, correcting common rehearsal errors, and ensemble management.

Minimum Credits: 3

### **MUE 352 - Advanced Conducting and Leadership**

This course is designed for music education majors. Students will explore advanced baton technique, compound and asymmetrical patterns, score preparation, literature selection, and ensemble management.

Prerequisite(s): EDU 351 or MUE 351

Minimum Credits: 3

## **English**

### **ENG 070 - Research and Academic Skills**

This course focuses on the basic research skills required of an undergraduate student, including the following: choosing an appropriate topic for research, conducting preliminary research, writing a research proposal, and drafting and revising a research paper. Instruction in library research methods (conducting paper, database, and internet searches, as well as evaluating internet sources) is a major focus of this course. Also included are the academic skills of summarizing, paraphrasing, quoting, and documenting sources. This course is offered in conjunction with ENG 071 and ENG 072.

Minimum Credits: 3

### **ENG 071 - Process Writing**

This course focuses on the basic writing skills required of an undergraduate student. It includes the following processes: invention strategies (brainstorming, clustering/mapping, free writing, outlining), drafting, peer review,

revising, and editing. This course also emphasizes the concepts of organization, development, unity and coherence in writing paragraphs and essays. This course is offered in conjunction with ENG 070 and ENG 072.

Minimum Credits: 3

## **ENG 072 - Grammar Workshop**

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.

Minimum Credits: 3

## **ENG 099 - Fundamentals of Writing**

This course is a basic writing course designed to help students acquire the composition skills they need to succeed in ENG 120. Students will be engaged in preparing essays that respond to written texts, thereby combining reading skills with writing strategies. In addition, ENG 101 provides a systematic introduction to/review of grammar, mechanics and other college-writing conventions. One major objective of ENG 099 is to teach students to prepare essays that review and evaluate the ideas and issues found in the writings of others. All ENG 101 students must pass the Basic Competency Examination before being admitted into ENG 120. A common-course grammar/mechanics test is given during the final week of the semester. Classroom instructors confirm placement in ENG 099 during the first two weeks of instruction. Credits awarded for this course are counted in addition to the 120-credit minimum degree requirement. Classes are kept intentionally small, typically 15 students per section, to assure maximum benefit.

Minimum Credits: 3

## **ENG 099I - Fundamentals of Writing for International Students**

This course is specifically designed for students whose primary language is not English and who have consequently have special linguistic requirements. The major objective of ENG 099I is to prepare students for success in ENG 120 through a basic and programmed approach to the acquisitions of reading skills, writing conventions and fluency in English grammar/mechanics. Students must pass the Basic Competency Examination, which is issued during finals week, before they may be admitted into ENG 120. Students also are required to take a grammar/mechanics test during the last week of instruction. ENG 099I meets four times a week. Enrollment is kept intentionally small, typically 12 students per section, to assure maximum benefit. Placement is determined by the staff of the Center for Language Education and verified by the freshman writing coordinator/department chair. Credits awarded for this course are counted in addition to the 120-credit minimum degree requirement. Offered every semester.

Minimum Credits: 3

## **ENG 120 - College Composition I**

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.

Minimum Credits: 3

*FENG*

## **ENG 121 - College Composition II**

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

Prerequisite(s): ENG 120

Minimum Credits: 3

*FENG*

## **ENG 200 - Sophomore Seminar**

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.

Prerequisite(s): ENG 120 and sophomore standing or honors

Minimum Credits: 3

*FENG*

## **ENG 220 - Business Communication**

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

Prerequisite(s): ENG 121 or ENG 200

Minimum Credits: 3

*EGED*

## **ENG 226 - Introduction to Creative Writing**

An introductory creative writing course designed to acquaint students with the craft of creating 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.

Minimum Credits: 3

## **ENG 229 - The Theater Within**

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.

Minimum Credits: 3

## **ENG 327 - Play Writing Workshop**

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. Not available every semester. Writing Intensive Course.

Prerequisite(s): ENG 120

Minimum Credits: 3

## **ENG 328 - Poetry Writing Workshop**

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. Not available every semester.

Prerequisite(s): ENG 120

Minimum Credits: 3

## **ENG 329 - Fiction Writing Workshop**

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. Not available every semester.

Prerequisite(s): ENG 120

Minimum Credits: 3

## **ENG 330 - Nonfiction Writing Workshop**

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

Prerequisite(s): ENG 120

Minimum Credits: 3

## **ENG 340 - Context of Writing: Writers/Publishing**

ENG 340 is a survey course in contemporary literature designed for students interested in creative writing. Students will be asked to read contemporary American authors such as Jennifer Egan, Lev Grossman, Joan Didion, Ben Lerner, Sheila Heti, James Wood, Curtis Sittenfeld, George Saunders and Karen Russell with special attention to prose style, structure, and the influence of modern and postmodern literary movements. Students will workshop each other's creative writing, informed by the aesthetic strategies they've gleaned from the reading material. Students will also receive an introduction to the culture and history of contemporary American book publishing and literary magazine publishing.

Prerequisite(s): ENG 121 or ENG 200

Minimum Credits: 3

## **ENG 350 - The English Language**

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary (morphology), phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language



acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or 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.

Prerequisite(s): ENG 120 and junior standing or instructor permission

Minimum Credits: 3

*EGED*

## **ENG 431 - Advanced Creative Writing**

This course is designed to support a sequence of writing workshops in the creative writing and English major, to provide students serious about their writing an opportunity to study a particular genre (fiction, poetry, scriptwriting or nonfiction) beyond the 300-level workshops. The course also prepares the student for his or her senior thesis in creative writing. In addition to extensive reading within the chosen genre, workshops require participation in class discussions, student presentations and analyses of other students' work. Select class periods will be devoted to individual tutorials with the instructor.

Prerequisite(s): ENG 11, ENG 121 or ENG 200 and ENG 323 or ENG 327 or ENG 328 or ENG 329 or ENG 330

Minimum Credits: 3

## **ENG 480 - Independent Study**

This course allows the student to investigate any English subject not incorporated into the curriculum.

Minimum Credits: 3

## **ENG 550 - Graduate Studies in English Language**

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary 'morphology', phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest, such as the language of advertising or propaganda.

Minimum Credits: 3

# **English as a Foreign Language**

## **EFL 501 - Language Learning and Acquisition**

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and learner language and inter-language.

Minimum Credits: 3

## **EFL 502 - Evaluation and Assessment**

The first part of this course is an introduction to proficiency, achievement, diagnostic and placement testing. The use of student portfolios in the EFL classroom and self-evaluation and observation techniques, including checklists and anecdotal reports, also are covered.

Minimum Credits: 3

**EFL 503 - Descriptive Linguistics of American English**

This course covers the American English sound system and American English grammar. Students learn the basics of AE phonetics and phonology; including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of AE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure and transformational process.

Minimum Credits: 3

**EFL 504 - Introduction to Curriculum Development, Design and Implementation**

Topics include curriculum, syllabus and lesson planning with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes.

Minimum Credits: 3

**EFL 526 - Aspects of Literacy/Multilingual Learner**

This course will examine the role of literacy in the public school classroom (K-Adult) for linguistically and culturally diverse students. A careful analysis will be conducted of the reading process as it applies to both young English Language Learners (ELLs) and older ELLs who come to the classroom with varying degrees of literacy. The influences of the first language on reading in the second language classroom will also be examined.

Minimum Credits: 3

**EFL 536 - Content-Based Instruction**

This course explains how to develop theme- and content-based lessons and classes using US cultural topics and adapting and controlling material for various proficiency levels.

Minimum Credits: 3

**EFL 540 - Socio-Cultural Context of Language Teaching**

Topics include sociolinguistics, regional variation and cultural diversity as they apply to TESL/TEFL. A unit on the history of the English language is also included.

Minimum Credits: 3

**English as a Second Language****ESL 121 - Intro to ESL Listening A**

This course is a high beginning level listening course. It introduces both social communicative and academic oral communication skills. The focus is on introducing listening strategies, understanding reduced forms, recognizing idioms and phrasal verbs, and listening for the general topic, main idea and details to aid in overall comprehension.

Minimum Credits: 0.25

**ESL 122 - Introduction to ESL Reading A**

This course is a high beginning level reading course. It introduces general reading skills. The focus is on the basic principles of phonics and decoding, the reading strategies of finding the main idea and support, scanning and skimming, identifying details to aid in comprehension, using the context to guess new vocabulary, recognizing grammatical functions and forms, and acquiring dictionary skills. A basic vocabulary inventory is also developed.

Minimum Credits: 0.25

**ESL 123 - Fundamentals of English Grammar A**

This course is a high beginning level grammar course. The focus is on introducing the simple, progressive and perfect verb tenses, noun and pronoun forms, modals, and capitalization and punctuation rules. This course is intended to improve the usage of correct grammar in speaking and supplement ESL 125, Introduction to ESL Writing.

Minimum Credits: 0.25

**ESL 124 - Intro to ESL Speaking A**

This course is a high beginning level speaking course. It introduces both social communicative and academic oral communication skills. The focus is on pronunciation, stress and intonation patterns, idioms and phrasal verbs, appropriate usage of social exchanges and rejoinders, and sustaining a conversation/discussion on a general topic.

Minimum Credits: 0.25

**ESL 125 - Intro to ESL Writing A**

This course is a high beginning level writing course. It introduces basic sentence structures, word order, and the basic mechanical rules of capitalization and punctuation. Compound and complex sentences are also mentioned. The organization and development of a paragraph (topic sentence with support) are also introduced.

Minimum Credits: 0.25

**ESL 126 - Comparative Cultures I A**

This course is a high beginning level culture course. It introduces and explores American culture through selected topics of interest. This analysis helps develop an understanding of American culture and a sense of comfort for newly arrived international students. Cross cultural awareness is emphasized. While all language skills are required for participation in this course, the focus is on reading and speaking skills.

Minimum Credits: 0.25

**ESL 131 - Development of ESL Listening A**

This course offers extensive conversation and listening practice at the intermediate level through a variety of learning techniques presented within a context of realistic and familiar topics. Students learn to use specific listening attack strategies and are taught to develop an ongoing pattern of predicting, negotiating, and renegotiating. The course not only helps students direct their attention to main ideas while listening, but also how to grasp specific details.

Minimum Credits: 0.25

**ESL 132 - Development of ESL Reading A**

This course helps the student improve reading ability at the intermediate level by developing practical reading strategies and vocabulary building skills. Some of the strategies include previewing, predicting, skimming, scanning, guessing meaning from context, finding the main idea, recognizing supporting details, and developing reading

fluency. The student will also become familiar with text structure and organization.  
Minimum Credits: 0.25

### **ESL 133 - Fundamentals of English Grammar II A**

This course helps student develop written and spoken English grammar skills by participating in formal oral exercises, asking and responding to questions, and writing. The course begins with an overview of the basic verb forms and a review of present and past perfect forms, modals, and forming questions in English. The students are given extensive and varied practice in many areas of English grammar including connecting ideas, comparisons, and gerunds and infinitives. They are introduced to the passive form, adjective clauses, and noun clauses.  
Minimum Credits: 0.25

### **ESL 134 - Development of ESL Speaking A**

This course helps the student improve speaking skills at the intermediate level, with the use of audio and video tapes, class discussion, and pair/small group problem solving and interaction. Students ask and answer questions, communicate cultural knowledge, describe people, places, and experiences using correct intonation and stress. They also engage in authentic conversations practicing specific structures in order to improve communicative output.  
Minimum Credits: 0.25

### **ESL 135 - Development of ESL Writing A**

Intermediate level writing skills will initially be developed through improved basic sentence structure, specific grammar points, and paragraph foundation. Paragraph organization and cohesion are a main focus as the students learn to develop process writing skills and to become familiar with common methods of organizing ideas. Much of the class will focus on writing short compositions.  
Minimum Credits: 0.25

### **ESL 136 - Comparative Cultures II A**

The emphasis of the class is the improvement of basic English communication skills such as listening and speaking while learning about cross- cultural behaviors and interactions. The class work includes information from many cultures so that students can compare their own ideas and traditions with those of other countries. A variety of high-interest topics will enable students to take part in discussions, present short talks, solve problems, and interact with each other.  
Minimum Credits: 0.25

### **ESL 141 - Intro to Academic Listening A**

This course is designed to develop listening skills of non-native English speakers by increasing their ability to comprehend spoken American English in a variety of situations. Students will practice listening strategies, note-taking and organizational skills, academic vocabulary building, guessing meaning from context, summarizing main ideas, cooperative speaking activities, and test-taking skills.  
Minimum Credits: 0.25

### **ESL 142 - Intro to Academic Reading A**

This course uses topics of interest to English language learners to help improve reading skill. Students are introduced to authentic academic reading in order to develop their vocabulary, their understanding of structure, syntax, and main ideas. Emphasis is placed on excerpting information in order to paraphrase and summarize when writing essays and

term papers.

Minimum Credits: 0.25

### **ESL 143 - Understanding English Grammar A**

This course is specifically designed to improve grammar skills of English language learners through the study of and practice with prescriptive grammar rules. The course begins with a review of verb tenses, passive voice, modals, infinitives, and gerunds, and introduces/improves students' understanding and use of subordination. This course is intended to supplement the writing needs of students in ESL 145, Introduction to Essay Writing.

Minimum Credits: 0.25

### **ESL 144 - Intro to Oral Communication A**

This course is designed to develop speaking skills of non-native English speakers by increasing their ability to produce intelligible spoken English in a variety of situations both formal and informal. Activities include role-plays, interviews, class discussions, and presentations. Speaking opportunities will be both spontaneous and planned.

Minimum Credits: 0.25

### **ESL 145 - Intro to Essay Writing A**

This course is specifically designed to improve the academic writing skills of English language learners. Students initially review writing complex sentences and paragraphs, including the construction of a solid topic sentence and support sentences. Next, the components of a five-paragraph essay, including the thesis statement, appropriate title, and concluding sentences, are introduced. Students also study and implement the principles of unity and coherence in paragraph and essay construction. The course uses the stages of process writing as students practice and perfect the requirements of the classification, comparison/contrast, cause/effect, and argumentation essay.

Minimum Credits: 0.25

### **ESL 146 - Comparative Cultures III A**

This course is designed to assist international students with the transition from the social/educational systems in their own cultures to the social/educational systems in the United States. Students will practice communication in various settings and for a wide range of purposes while learning about cultural diversity in the United States. Language and study skills are reinforced by readings, discussions, presentations, and written assignments involving current issues and different cultural perspectives.

Minimum Credits: 0.25

### **ESL 151 - Development of Academic Listening A**

This is an ESL advanced academic listening course which integrates the four skills of listening, speaking, reading, and writing with a special focus on listening. This course develops academic skills in discriminative listening through carefully structured practice. Students improve their ability to extract meaning from spoken English sentences. They learn to pay attention to grammatical relationship within the flow of natural spoken English. This course further develops listening and comprehension of lectures, media presentations, and note taking skills. Students also learn to comprehend from detail; develop academic vocabulary and idiomatic expressions; focus and concentrate; listen for the general idea and infer meaning; and listen for specific words, i.e., content or function words. It also focuses on usage of dictionary, giving feedback, and discussing issues raised by a variety of topics. The students learn to present speaking projects such as panel discussions and individual presentations.

Minimum Credits: 0.25

## **ESL 152 - Development of Academic Reading A**

This course addresses the difficulties that pre-university and college ESL students generally experience when reading authentic material for information. As much as possible, real life reading materials are used, and emphasis is placed on context reading and word analysis. Scanning and skimming practice is further developed, as a reading skill. Students learn to retain main ideas and supporting details of extensive college-level readings, such as articles, essays, and short chapters from text books; find specific data; use dictionary for vocabulary development; determine the objective or subjective nature of statements, and determine whether statements of opinion favor or oppose the given proposal or postulate; interpret information from tables, charts, graphs, and diagrams; understand referents; understand literal meanings and ability to identify cultural implications or influence; identify and understand topics; identify who, what, where and time period of text and/or author; research, read on topic, gather information, and make questions in margins of texts; interpret connotative meanings and figurative language in context; identify an author's audience, purpose, bias, viewpoint, and tone in extensive college-level material; and increase reading speed, with acceptable comprehension.

Minimum Credits: 0.25

## **ESL 153 - Understanding English Grammar II A**

This course is specifically designed to improve the grammar skills of advanced English language learners through the study of and practice with prescriptive grammar rules. Rules will be examined by the results of a diagnostic grammar test which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of subordination. In addition, it improves the student's understanding and use of coordinating conjunctions; connectives expressing cause and effect, contrast, and condition; and conditional sentences and wishes. This course is intended to supplement ESL 155, Development of Essay Writing.

Minimum Credits: 0.25

## **ESL 154 - Development of Oral Communication A**

This course focuses on the inclusion of academic and idiomatic vocabulary in team discussions and individual brief presentations to support an argument as well as formal presentations of the projects using technology. Students will learn to demonstrate formal public speaking ability on assigned academic topics; support opinions on an abstract or theoretical controversial topic by using general library or the internet sources and making a factual presentation; gain a general understanding of new vocabulary through strategies of using contextual and lexical clues; use a variety of communicative strategies to compensate for a lack of fluency or vocabulary; organize ideas; express principal points, nuances, and inferences; deliver effective presentations, using well-modulated volume and intonation patterns; participate in discussion; work in teams; utilize academic and appropriate idiomatic language and vocabulary in presentations.

Minimum Credits: 0.25

## **ESL 155 - Development of Essay Writing A**

This course addresses the difficulties that pre-university and college ESL students generally experience in prewriting process and writing in academic English. Students learn to apply process writing; recognize and employ logical patterns and methods of organization; write a thesis statement; differentiate fact from opinion; express a viewpoint on a controversial issue, with the purpose of persuading the reader to agree, by supporting that viewpoint with facts based on cited references; take notes in English from extensive readings and lectures using formal and informal outline forms; acquire integrated research and writing skills for academic purposes. Students also receive instruction in library and online research techniques as well as basic study skills.

Minimum Credits: 0.25

**ESL 156 - Comparative Culture Studies A**

This course is designed to improve student English language skills, enhance writing and reading skills, and develop oral communication skills. It will help students to become more knowledgeable about American culture and their cultural differences. It will also expand and enrich their cross-cultural communication skills. The students discuss various aspects of cultural experiences in small groups. They learn to observe, describe, interpret, discuss, and then evaluate this information. The students research, read, and evaluate materials in periodicals, literature, films, and art sources using library, and the Internet. The students observe differences and similarities between the cultures and learn how to communicate them in English. The students learn how to organize their materials, deliver oral presentations, and work on individual and team projects using technology.

Minimum Credits: 0.25

**ESL 161 - Advanced Academic Listening A**

This course continues to develop the academic listening skills needed for undergraduate and graduate coursework. The course uses commentaries from National Public Radio and other authentic sources to help train the students to listen carefully to improve listening comprehension, identify main ideas, supporting information and more discreet details. The course also uses simulated lectures to develop extended listening skills and note-taking abilities.

Minimum Credits: 0.25

**ESL 162 - Advanced Academic Reading A**

This course prepares advanced English language learners for the rigors of university reading. Students are introduced to authentic readings selected from a variety of current periodicals, journals, books and short stories to help develop analytical reading skills to improve reading comprehension, locate main ideas and supporting details, recognize the author's purpose and meaning, and to separate fact from opinion. The course shows how to recognize content clues to better understand vocabulary, to interpret inferences, and to increase reading speed without sacrificing comprehension.

Minimum Credits: 0.25

**ESL 163 - Understanding English Grammar III A**

This course is the final course in the series of advanced grammar courses. The intent is to prepare the students for the grammatical forms and discourse usage they will encounter in oral and written university coursework. The focus includes, but is not limited to, active and passive verbs, phrasal verbs, coordination and subordination, participial adjectives, adverb/ adjective/noun clauses, reduction of adverb and adjectives clauses.

Minimum Credits: 0.25

**ESL 164 - Advanced Oral Communication A**

This course focuses on increasing academic vocabulary, pronunciation, and communication skills necessary to succeed in university coursework. Students are required to discuss academic topics presented in class or from out of class assignments, to ask and answer questions, participate in individual, team and group projects, deliver individual presentations, and complete guided speaking exercises.

Minimum Credits: 0.25

**ESL 165 - Essay Writing for Academic Purposes A**

This course focuses on the continued development of academic writing skills for international students. It guides the student to plan, organize, and write subjective and objective, coherent and cohesive paragraphs and essays using the most common process writing formats. The course shows students how to take notes from a lecture and

researched material, and to outline, paraphrase, summarize and cite material while avoiding plagiarism.

Minimum Credits: 0.25

### **ESL 166 - Comparative Cultures V A**

This course increases the student's knowledge of American and the other cultures represented in the class. A number of issues and functions where expectation may differ are discussed. All four language skills will be called upon in this course.

Minimum Credits: 0.25

### **ESL 241 - Intro to Academic Listening II A**

This course is designed to further establish the ability of English language students to successfully comprehend what they hear in American university classrooms and on campus, as well as in situations of everyday life. Students will engage in a variety of listening venues. Opportunities include lectures by university professors on many topics, authentic conversations relevant to academic and campus life, and authentic radio broadcasts about issues pertinent to American business interests and personal life. Students practice academic skills, like note-taking and guessing meaning from context, and receive training in decoding informal discourse patterns like reduced forms of words and interjections. Vocabulary and complexity of speech patterns increases as the course progresses.

Minimum Credits: 0.25

### **ESL 242 - Intro to Academic Reading II A**

The emphasis of this course is to help the development of reading fluency and rate flexibility and apply critical thinking skills while reading academic selections and passages. Using a strategy-based approach, the course will review pre-reading and reading techniques such as previewing, skimming, scanning, and attention to main ideas and details. A continuation of learning to paraphrase and summarize is also a focus.

Minimum Credits: 0.25

### **ESL 243 - Further Understanding English Grammar A**

This course helps students further develop their written and spoken English grammar skills by studying the rules of grammar according to form and discourse usage. The course reviews the use of subordination in noun, adjective, and adverb clauses and includes students' life experiences as context for grammar-based communicative approach to learning. Students will engage in free response exercises to aid in the understanding of form, meaning, and usage of the target structures.

Minimum Credits: 0.25

### **ESL 244 - Introduction to Oral Communication II A**

This course builds the capacity of English language students to participate in the discourse in American university classrooms and campuses and in everyday life in the US. Speaking opportunities are aligned with listening opportunities in ESL 241, Introduction to Academic Listening II. They are designed to help students join study groups, interact with professors, make friends, and to successfully converse in all everyday living situations such a shopping, inquiring about a bill, and discussing news, culture, and everyday life. Students practice engaging in everyday conversation, interviewing, discussing issues akin to university life and living in American society, sharing opinions, and formally presenting material through Power Point usage.

Minimum Credits: 0.25



**ESL 245 - Introduction to Essay Writing II A**

As the course begins, students will review academic writing skills by developing, organizing, composing, and revising a 3-5 paragraph essay. Students receive instruction on using appropriate vocabulary, grammar, and sentence structure following the conventions of standard written English. Using a step-by-step approach and varied practices, students are guided through the academic writing process to produce well-organized and developed essays with clear thesis statements. They learn to express ideas and viewpoints with supportive statements and factual reasoning.

Minimum Credits: 0.25

**ESL 246 - Comparative Cultures IV A**

This course provides international students in the United States with an overview of American culture and tradition and improves comprehension of nonnative students. The course also allows opportunity for discussion of American cultural norms as compared to other cultures.

Minimum Credits: 0.25

**Environmental Studies****ENV 100 - Introduction to Sustainability**

How sustainable are modern human lifestyles? What would the world be like if they were more sustainable? How could we create such a world through the choices that we make as citizens, professionals, and consumers? Students leave traditional academic disciplines behind as they seek answers to these questions in this more than merely interdisciplinary course. By exploring how human systems and environmental systems interact in the context of everyday human activities, students learn how they can make choices that support both stewardship of the natural environment and long-term improvement in the quality of life for human individuals and communities.

Minimum Credits: 3

**ENV 101 - Environmental Science**

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.

Minimum Credits: 3

**ENV 219 - Environmental Issues**

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. Global marker.

Minimum Credits: 3

*IETH ESTM EGED IWAP*

**ENV 250 - Environmental Research Methods**

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.

Minimum Credits: 3

## **ENV 305 - Global Climate Change**

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.

Prerequisite(s): ENV 101 or SCI 219

Minimum Credits: 3

## **ENV 319 - US Environmental Law and Politics**

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in ENV 329 and ENV 349. Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to privilege special interests and to favor the status quo.

Prerequisite(s): POL 210 and ENV 219 or SCI 219

Minimum Credits: 3

## **ENV 322 - Environment and Development**

How can businesses, governments, and civil society organizations work together to build environmentally sustainable economies and livable local communities in an increasingly crowded and globalized world? Students in this interdisciplinary course use insights drawn from the social sciences to identify assumptions about human nature and nurture that lead to environmentally unsustainable economic and development practices, then apply those insights to the practical problems of building robust national economies and healthy local communities worldwide, with an emphasis on less developed countries. Students spend part of the course playing and critiquing their own performance in *Stratagem*, a computer-assisted simulation game, in which they assume the roles of government ministers in a less developed country and try to chart a course of environmentally sustainable development for that country over more than half a century.

Prerequisite(s): ENV 101 or SCI 219

Minimum Credits: 3

## **ENV 325 - Industrial Ecology**

How can industrialized societies, industrial economic sectors, and industrial firms maintain and enhance productivity without exceeding the capacity of the natural environment to serve as a source of raw materials and to absorb wastes? This interdisciplinary course looks to the field of industrial ecology for answers to these questions. Industrial ecology aims to minimize the environmental costs of industrial activities by applying lessons learned from ecosystems, in which all wastes are consumed as raw materials by other parts of the system. At scales ranging from whole societies to individual firms, students in this course learn how to stretch resources, manage risks, protect human health, and pursue environmental sustainability through strategies for preventing, reducing, reusing, and recycling the wastes that otherwise would be released to the environment as pollution.

Prerequisite(s): ENV 101 or SCI 219

Minimum Credits: 3

## **ENV 329 - International Environmental Law and Negotiation**

How can we resolve environmental disagreements without picking winners and losers or merely agreeing to disagree? This interdisciplinary course explores the most effective strategy for doing so in negotiating agreements of all kinds, using the multilateral agreements that are at the center of international environmental law as illustrative examples. Students spend about half of the course exploring the nature of international law, salient features of the international system, and the content of multilateral environmental agreements of interest to them. In the other half, students first learn the art of win-win negotiation, and then put their skills to work as they assume the roles of member-states of the International Whaling Commission to negotiate the fate of a controversial proposal to end the international ban on commercial whaling.

Prerequisite(s): ENV 349 or both POL 211 and either ENV 219 or SCI 219

Minimum Credits: 3

## **ENV 344 - Environmental Science Colloquium I**

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).

Prerequisite(s): ENV 101

Minimum Credits: 1

## **ENV 349 - Comparative Environmental Law and Sustainable Development**

How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, and the European Union as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains. Students spend the last third of the course playing and critiquing their own performance in Stratagem, a computer-assisted simulation game, in which they assume the roles of government ministers in a less developed country and try to chart a course of environmentally sustainable development for that country over a period of sixty years.

Prerequisite(s): POL 210 and ENV 219, ENV 319 or SCI 219. ENV-319 recommended.

Minimum Credits: 3

## **ENV 372 - Sustainability Strategies for Business**

This course introduces students to sustainability practices in business settings. After learning the fundamentals of earth system science and ecological economics, students will explore topics such as carbon management, ecosystem services, natural resource sustainability, and energy use options. Students will analyze regional, national, and international case studies that highlight sustainability practices in business settings to determine what works and what does not. Students will also read, write about, and discuss articles on sustainability in business.

Prerequisite(s): ENV 101 or SCI 219

Minimum Credits: 3

## **ENV 404 - Environmental Sustainability Field Experience I**

This course offers students an opportunity to undertake an experiential learning project that contributes to the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals.

Prerequisite(s): ENV 319, ENV 329 or ENV 349

Minimum Credits: 3

## **ENV 405 - Environmental Sustainability Field Experience II**

This course offers students the opportunity to undertake an experiential learning project that contributes to the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals.

Prerequisite(s): ENV 319, ENV 329 or ENV 349

Minimum Credits: 3

## **ENV 410A - Semester in Washington, D.C.: Environmental Policy Field Experience**

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.

Prerequisite(s): ENV 319, ENV 329 or ENV 349 and junior standing with permission of SNHU environmental management program coordinator

Minimum Credits: 12

## **ENV 410B - Seminar in Washington, D.C.: Environmental Studies Seminar**

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.

Prerequisite(s): ENV 319, ENV 329 or ENV 349 and junior standing with permission of SNHU environmental management program coordinator

Minimum Credits: 3

**ENV 444 - Environmental Science Colloquium II**

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.

Prerequisite(s): ENV 344 and Senior level standing

Minimum Credits: 1

**ENV 445 - Sustainability Capstone Experience**

This course offers students an opportunity to build upon the themes of ENV 100 in contexts of relevance to their career goals using the insights into human systems and environmental systems acquired throughout their courses of study at SNHU. Students may fulfill the requirements of this course wholly on-campus in a traditional classroom setting or partly off-campus in an internship-like experience.

Prerequisite(s): ENV 100, either ENV 101 or SCI 219, and two 300 level courses in any field

Minimum Credits: 3

**ENV 480 - Independent Study**

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.

Minimum Credits: 3

**ENV 490 - Environmental Studies Internship**

Offered as needed. An interdisciplinary topic, not covered in any course listed in the catalog, will be studied under the supervision of an environmental faculty member.

Minimum Credits: 3

Maximum Credits: 12

**Fashion Merchandising****FMK 290 - Fashion Merchandising Internship**

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.

Minimum Credits: 3

**FMM 101 - Basic Design and Color Theory**

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.

Minimum Credits: 3

## **FMM 111 - Foundational Integration Experience**

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  
Minimum Credits: 6

## **FMM 114 - Introduction to Fashion Merchandising**

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. A field trip to New York City's market district is a possibility.  
Minimum Credits: 3

## **FMM 204 - Textiles and Color Theory**

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.  
Minimum Credits: 3

## **FMM 208 - History of Fashion and Costume**

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.  
Minimum Credits: 3

## **FMM 225 - Merchandise Planning**

This course seeks to instill in students a complete understanding of the influence of merchandise planning and purchasing on retail profit. Students analyze profit and loss statement and demonstrate a complete understanding of the factors that influence the retailer's financial performance.  
Minimum Credits: 3

## **FMM 325 - Sustainability in Fashion**

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.  
Minimum Credits: 3

### **FMM 333 - Exploration Integration Experience**

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.

Minimum Credits: 6

### **FMM 340 - Merchandise Management Strategies**

Effective merchandise management involves efficient decision making. Ordering, keeping and managing the right merchandise in terms of size and quantity are the key to a retailer's success. Retail merchandise management brings to light the vital relationship between the manufacturer and the retailer. Students explore various strategic techniques that influence profit including vendors-fashion retailers' negotiations over merchandise.

Prerequisite(s): FMM 225

Minimum Credits: 3

### **FMM 410 - Fashion Research and Forecasting**

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.

Prerequisite(s): MAT 240

Minimum Credits: 3

### **FMM 417 - Global Sourcing and Apparel**

This course analyzes global trades in textiles and apparel. The course explains the necessity of export and import in the textiles and apparel industry. Topics include global trades in apparel (the benefits of export and import), trade policies and trade organizations.

Prerequisite(s): FMM 114 and MKT 222

Minimum Credits: 3

### **FMM 457 - Strategic Fashion Management**

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.

Prerequisite(s): FMM 204, FMM 208, FMM 325, FMM 340, MKT 228 and MKT 231

Minimum Credits: 3

**FMM 490^ - Fashion Merchandising and Management Internship**

<sup>^</sup> *Inactive Course* Fashion Merchandising and Management Internship

Minimum Credits: 0

Maximum Credits: 12

**Field-Based Graduate Program in Education****EDGR 600 - Profile Seminar**

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

Minimum Credits: 1

**EDGR 601 - Action Research Practicum I**

This seminar reviews the entire Action Research process and sequence. Students are expected to begin to conceptualizing their practicum topics and developing research questions specific to their work environments.

Minimum Credits: 1

**EDGR 602 - Action Research Practicum II**

This seminar continues the Action Research process through collegial networking and discussion. Students address literature and research reviews and develop data collectors for researching their environments. The concept of triangulation to maximize the reliability of developed assessment tools is stressed as part of the research design.

Minimum Credits: 1

**EDGR 603 - Action Research Practicum III**

Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the "collective genius" of the cohort is part of the process.

Minimum Credits: 1

**EDGR 604 - Action Research Practicum IV**

Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.

Minimum Credits: 1

**EDGR 610 - Dimensions of Curriculum and Management**

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

Minimum Credits: 3



### **EDGR 615 - Curriculum and Management Decision Making**

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

Minimum Credits: 3

### **EDGR 620 - Dimensions of Teaching/Instructional Technology**

Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

Minimum Credits: 3

### **EDGR 625 - Teaching and Instructional Technology Applications**

This second-level course intensifies the effort to determine the best processes to integrate the varying forms of instructional technology into different disciplines and environments on behalf of students.

Minimum Credits: 3

### **EDGR 630 - Dimensions of Assessment and Evaluation**

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

Minimum Credits: 3

### **EDGR 635 - Applications in Assessment/Evaluation**

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

Minimum Credits: 3

### **EDGR 640 - Dimensions of Leadership & Organization**

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

Minimum Credits: 3

### **EDGR 645 - Challenges in Leadership**

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

Minimum Credits: 3

**EDGR 650 - Dimensions in Learning and Development**

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

Minimum Credits: 3

**EDGR 655 - Learning and Development Applications**

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

Minimum Credits: 3

**EDGR 690 - Capstone Seminar**

This seminar is taken at the final stage of the program. It provides an opportunity for students to celebrate the professional milestones that they have achieved as they complete the master of education program. This also is the occasion for extending and celebrating professional growth by sharing key insights or research results from the practicum with the professional community.

Minimum Credits: 1

**Fine Arts****FAS 110 - Introductory Drawing**

In this course, students are introduced to the fundamentals of drawing from observation and imagination in a variety of media. A series of in-class drawing exercises will introduce the basic visual elements and their application to pictorial composition. Still life, figurative, and abstract drawing projects will afford students multi-faceted experiences in the creation of composition. Class meets 60 hours per term.

Minimum Credits: 3

**FAS 201 - Introduction to Humanities I**

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

Minimum Credits: 3

*EFAH EGED*

**FAS 202 - Introduction to Humanities II**

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

Minimum Credits: 3

*EFAH EGED*

## **FAS 210 - Introduction to Acting**

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.

Minimum Credits: 3

## **FAS 225 - Introduction to Photography**

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.

Minimum Credits: 3

## **FAS 226 - Digital Photography**

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

Minimum Credits: 3

*EFAH EGED*

## **FAS 260 - History of Architecture**

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.

Minimum Credits: 3

*EFAH EGED IGCU*

## **FAS 270 - Introduction to Film History**

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. Global marker.

Minimum Credits: 3

*EFAH EGED IPOC*

## **FAS 301 - Film and American Culture**

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.

Prerequisite(s): HIS 114

Minimum Credits: 3

*EFAH IAME IPOC*

## **FAS 305 - Digital Documentary Photography**

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.

Minimum Credits: 3

## **FAS 310 - Illustration**

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.

Prerequisite(s): FAS 110

Minimum Credits: 3

## **FAS 320 - History of Design**

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. Student will be encouraged to apply their learning to practical design exercises.

Minimum Credits: 3

*IPOC EFAH EGED*

## **FAS 326 - History of Photography**

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.

Minimum Credits: 3

*IPOC EFAH EGED*

### **FAS 335 - Romanticism to Impressionism**

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.

Minimum Credits: 3

*EFAH EGED*

### **FAS 342 - Modernism**

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.

Minimum Credits: 3

*EFAH EGED IWAP*

### **FAS 345 - Contemporary Art**

This course covers art since 1945, a period of radical experimentation when the very definition of art has been challenged. Painting, sculpture, architecture, photography, and recent developments in video, installation, and multi-media will be examined in relation to major issues in postwar culture, politics, and art criticism.

Minimum Credits: 3

*EFAH EGED IPOC*

### **FAS 353 - Improvisation and Performance**

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.

Minimum Credits: 3

### **FAS 365 - Arts Management**

This course will be an introduction to the fundamental best practices for the management of visual and/or performing arts organizations. The areas that will be covered include but are not limited to: governance, programming, budgeting, marketing and public relations, grant writing and other fund-raising practices; development of financial statements and other issues associated with the founding and on-going management of non-profit arts organizations.

Minimum Credits: 3

*EFAH EGED*

### **FAS 370 - American Art**

This is a course will introduce students to the unique artistic tradition of the United States from Colonial times to World War II. In addition to studying masterworks by the likes of Copley, Cole, Church, Homer, Sargent, and Hooper, 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 will function as a vibrant retelling of American history as revealed in its visual production.

Minimum Credits: 3  
*EFAH EGED IAME*

### **FAS 380 - Women, Art and Society**

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.

Minimum Credits: 3  
*IDIV EFAH EGED*

### **FAS 480 - Independent Study**

This course allows the student to investigate any fine arts subject not incorporated into the curriculum.  
Minimum Credits: 3

### **MFA 501 - Summer Residency I**

Minimum Credits: 3

### **MFA 502 - Winter Residency I**

Minimum Credits: 3

### **MFA 503 - Summer Residency II**

Minimum Credits: 3

### **MFA 504 - Winter Residency II**

Minimum Credits: 3

### **MFA 510 - MFA Workshop: Fiction Writing I**

Fiction Writing I is a course designed to help the student entering the MFA program in fiction grasp the central principles of writing professional quality fiction. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal responding to the reading assigned during the period. By the end of the course the student should have completed between 60 and 120 pages of polished fictional prose (prose well beyond the first or second draft).

Minimum Credits: 12

### **MFA 511 - MFA Workshop: Fiction Writing II**

Fiction Writing II is designed to extend a student's understanding of the essential principles of writing professional-quality fiction. During the second semester students also prepare to do a substantial critical analysis of works in their genre through a series of brief critical papers in addition to developing a creative manuscript. Students will submit to

the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination, read the month due. In addition, and on a schedule established with the instructor, students will submit a reading journal on the two assigned books and brief critical papers on selected stories and novels they read during the semester.

Prerequisite(s): MFA 510

Minimum Credits: 12

### **MFA 512 - Graduate Fiction Workshop III**

Fiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty- mentored courses, MFA 510 and MFA 511). In this course, students will write an extended critical essay on a contemporary author or authors, continue work on their book-length thesis project in fiction, and develop critical literacy by continuing to read in prose fiction genres.

Prerequisite(s): MFA 511

Minimum Credits: 12

### **MFA 513 - Graduate Fiction Workshop IV**

Fiction Writing Workshop IV completes the sequence of four residencies and four mentored semester of reading, critical analysis, writing and participation in workshops, lectures, and public readings.

Prerequisite(s): MFA 512

Minimum Credits: 12

### **MFA 520 - MFA Workshop: Nonfiction Writing I**

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 four weeks 30 pages of manuscript, double-spaced, 12-point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal covering the reading assigned during that period.

Minimum Credits: 12

### **MFA 521 - MFA Workshop: Nonfiction Writing II**

Nonfiction Writing II is designed to extend a student's understanding of the essential principles of writing professional quality nonfiction. During the second semester students also prepare to do a substantial critical analysis of works in their genre through a series of brief critical papers in addition to developing a creative manuscript. By the end of the course the student should have completed a series of short critical essays and between 60 and 120 additional pages of polished nonfiction prose.

Prerequisite(s): MFA 520

Minimum Credits: 12

### **MFA 522 - Graduate Nonfiction Workshop III**

Nonfiction Writing Workshop III builds on the foundations laid in the previous year. In this course, students will research and write an extended critical essay (suitable for publication) on a contemporary author or authors, continue working on a book-length thesis project in nonfiction, and develop critical literacy by continuing to read in prose nonfiction genres.

Prerequisite(s): MFA 521

Minimum Credits: 12

## **MFA 523 - Graduate Nonfiction Workshop IV**

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.

Prerequisite(s): MFA 522

Minimum Credits: 12

## **MFA 710 - Internship**

Minimum Credits: 3

Maximum Credits: 12

## **MUS 130 - Chorus**

MUS 130 provides students the opportunity to rehearse and perform as a member of the SNHU Chorus. Students will study basic chamber music skills such as ensemble precision and group intonation. They will also develop individual practice techniques. Students are expected to practice their music outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 3

## **MUS 131 - Chorus I**

Must take Chorus I and Chorus II to receive 3 credits. Offered every semester.

Minimum Credits: 0 (variable credit course)

## **MUS 132 - Chorus II**

Must take Chorus I and Chorus II to receive 3 credits. In addition to rehearsing and performing a repertoire representing various periods and styles of choral music, credit seeking students will receive instruction in solfege, theory and music appreciation related to the repertoire they sing. Participation in the chorus is also open to the entire university on a non-credit basis.

Prerequisite(s): FAS 131

Minimum Credits: 3

## **MUS 140 - Instrumental Music Ensemble**

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.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 3

## **MUS 142 - Instrumental Music II**

Instrumental music provides students the opportunity to rehearse and perform with the SNHU chamber orchestra, the SNHU Jazz Combo, the SNHU Brass Choir, the SNHU Rock Bands and/or other SNHU instrumental chamber ensembles. Specific ensembles are created at the start of each semester based on student interest and available instrumentation. Students will study basic chamber music skills such as ensemble precision and group intonation.



They will also develop individual practice techniques. Students are expected to practice their instrument outside of rehearsal on a regular basis. Three academic credits are awarded with the completion of every two semester of Instrumental Music.

Prerequisite(s): FAS 140

Minimum Credits: 3

## **MUS 211 - Music Theory and Aural Skills I**

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.

Minimum Credits: 3

## **MUS 212 - Music Theory and Aural Skills II**

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.

Prerequisite(s): FAS 211 or MUS 211

Minimum Credits: 3

## **MUS 223 - Appreciation and History of Music**

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.

Minimum Credits: 3

*IPOC IGCU EFAH EGED*

## **MUS 227 - The History of Jazz**

See department for course description.

Minimum Credits: 3

## **MUS 231 - Chorus III**

Must take Chorus III and Chorus IV to earn 3 credits.

Prerequisite(s): FAS 132 or MUS 132

Minimum Credits: 0 (variable credit course)

## **MUS 232 - Chorus IV**

Must take Chorus III and Chorus IV to earn 3 credits. Students continue studying choral singing by extending their credit-bearing participation in the chorus. Solfege, theory, and music appreciation will be individualized in consultation with the chorus director.

Prerequisite(s): FAS 231 or MUS 231

Minimum Credits: 3

### **MUS 241 - Instrumental Music III**

Instrumental music provides students the opportunity to rehearse and perform with the SNHU chamber orchestra, the SNHU Jazz Combo, the SNHU Brass Choir, the SNHU Rock Bands and/or other SNHU instrumental chamber ensembles. Specific ensembles are created at the start of each semester based on student interest and available instrumentation. Students will study basic chamber music skills such as ensemble precision and group intonation. They will also develop individual practice techniques. Students are expected to practice their instrument outside of rehearsal on a regular basis. Three academic credits are awarded with the completion of every two semester of Instrumental Music.

Prerequisite(s): FAS 142 or MUS 142

Minimum Credits: 0 (variable credit course)

### **MUS 242 - Instrumental Music IV**

Instrumental music provides students the opportunity to rehearse and perform with the SNHU chamber orchestra, the SNHU Jazz Combo, the SNHU Brass Choir, the SNHU Rock Bands and/or other SNHU instrumental chamber ensembles. Specific ensembles are created at the start of each semester based on student interest and available instrumentation. Students will study basic chamber music skills such as ensemble precision and group intonation. They will also develop individual practice techniques. Students are expected to practice their instrument outside of rehearsal on a regular basis. Three academic credits are awarded with the completion of every two semester of Instrumental Music.

Prerequisite(s): FAS 241 or MUS 241

Minimum Credits: 3

### **MUS 250 - Private Music Lessons**

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. Student enrolled in Private Music Lessons must participate in a SNHU performing ensemble.

Minimum Credits: 1

### **MUS 311 - Music Theory and Aural Skills III**

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.

Prerequisite(s): FAS 212 or MUS 212

Minimum Credits: 3

### **MUS 312 - Music Theory and Aural Skills IV**

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.

Prerequisite(s): FAS 311

Minimum Credits: 3

## **MUS 323 - Music Theory and Composition**

This course introduces students to the scope of western music theory and harmony. It provides vocabulary, concepts, and musical examples that allow students to comprehend the fundamentals of music theory and composition. Topics include music fundamentals, diatonic triads, diatonic seventh chords, chromaticism, and twentieth-century practices. The course places an emphasis on learning about music through original composition. This course requires interaction with SNHU Ensemble.

Minimum Credits: 3

## **MUS 351 - Music History: Antiquity to 1750**

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.

Minimum Credits: 3

## **MUS 352 - Music History: 1750 to the Present**

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.

Prerequisite(s): FAS 351 or MUS 351

Minimum Credits: 3

## **MUS 451 - Seminar: Music History and Theory**

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.

Prerequisite(s): FAS 312, FAS 352, MUS 312 or MUS 352

Minimum Credits: 3

# **Finance**

## **FIN 250 - Personal Financial Planning**

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.

Minimum Credits: 3

*IWEL*

## **FIN 260 - Risk Management and Insurance**

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.

Minimum Credits: 3

## **FIN 320 - Principles of Finance**

This course is designed to survey the corporate finance discipline, examine the financial management of corporations and help students develop the skills needed to make decisions about financing, investments and dividends. Students also will be introduced to money, capital markets and institutions.

Prerequisite(s): ECO 201, MAT 240 and ACC 201

Minimum Credits: 3

## **FIN 330 - Corporate Finance**

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

Prerequisite(s): FIN 320

Minimum Credits: 3

## **FIN 336 - Multinational Corporate Finance**

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. Global marker.

Prerequisite(s): FIN 320

Minimum Credits: 3

## **FIN 340 - Fundamentals of Investments**

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.

Prerequisite(s): FIN 320

Minimum Credits: 3

## **FIN 345 - Student Managed Investment Fund**

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.

Prerequisite(s): FIN 320

Minimum Credits: 3

## **FIN 426 - Contemporary Issues in Finance**

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

Prerequisite(s): FIN 330 and FIN 340

Minimum Credits: 3

## **FIN 440 - Investment Analysis**

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.

Prerequisite(s): FIN 340

Minimum Credits: 3

## **FIN 480 - Independent Study**

This course allows the student to investigate any economic or finance subject not incorporated into the curriculum.

Minimum Credits: 3

## **FIN 490 - Finance Economics Internship**

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.

Minimum Credits: 3

Maximum Credits: 12

# **Game Development**

## **GAM 135^ - Interactive 3-D Virtual Environments**

<sup>^</sup> *Inactive Course* This course introduces students to the underlying concepts in manipulating a three dimensional virtual reality environment. The objects in this environment are both recognizable (dinosaur, tree, airplane) and also proper objects as the term is used in computer science. Students will work individually and in teams animating to specific objectives with a significant deliverable at the end of the course. Implementations of interactive advertising or educational games are potential project areas. Topics include: virtual reality concepts (objects, point of view, lighting), object oriented concepts (properties, methods, events), and animation control concepts (collision detection, decision implementation, iteration, and parallel activities). This course is cross listed with IT 135.

Minimum Credits: 3

*ESTM EGED*

## **GAM 207 - Information Technology and Digital Games**

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.

Minimum Credits: 3

*IIRO ESTM EGED*

## **GAM 211 - Interactive Animation**

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.

Minimum Credits: 3

## **GAM 303 - Design of Virtual Game Environments**

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics, and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered.

Prerequisite(s): IT 207 or GAM 207

Minimum Credits: 3

## **GAM 305 - Digital Game Development**

To provide a technically well-founded introduction to game development using programming languages and various gaming editors. On completing this course, the student will have acquired a fundamental understanding of the Windows API, the use of sprites, animation and audio in an integrated game environment. This course is cross-listed with IT 305.

Prerequisite(s): IT 207

Minimum Credits: 3

## **GAM 430^ - 3-D Modeling and Animation**

<sup>^</sup> *Inactive Course* In this course students are introduced to a multitude of techniques in 3-D graphics and animation as they master the many tools of 3-D Studio Max. This hands-on computer course includes modifying primitives (simple, predefined geometry) and modeling new geometry with splines and mesh editing. Topics include creating and applying textures with ray tracing (reflections) and bump maps to 3-D geometry. In addition, students learn how to animate geometry and textures. Virtual lights and cameras will be created by students to increase the realism and style of the created models. Students will learn how to add 3-D animations and images to web pages, videos, and printed documents; students will also learn how to create virtual objects and figures for use in 3-D games.

Prerequisite(s): COM 230

Minimum Credits: 3

## **GAM 465 - Digital Multimedia Development**

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. Offered as needed.

Prerequisite(s): IT 375 or GRA 310

Minimum Credits: 3

## **GAM 480 - Independent Study**

This course allows students to investigate any game design subject not incorporated into the curriculum. Offered as needed.

Minimum Credits: 3

## **GAM 490 - Game Design Internship**

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course. Offered every year.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

# **Geography**

## **GEO 200 - World Geography**

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. Global marker.

Minimum Credits: 3

*ESTM IGSO EGED*

## **GEO 202 - Regional Geography: Appalachia**

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.

Minimum Credits: 3

# **Graphic Design and Media Arts**

## **GRA 101 - Basic Design and Color Theory**

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.  
Minimum Credits: 3

### **GRA 201 - Intro to Digital Sculpting**

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.

Minimum Credits: 3

### **GRA 202 - 3-D Modeling and Animation**

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.

Prerequisite(s): COM 230 and GRA 220

Minimum Credits: 3

### **GRA 211 - Interactive Animation**

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.

Minimum Credits: 3

### **GRA 212 - 3-D Character Animation**

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.

Prerequisite(s): GRA 202

Minimum Credits: 3

### **GRA 220 - Introduction to Digital Imaging**

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



CD, video and film. Special attention will be paid to copyright awareness in the age of digital image.

Prerequisite(s): COM 230

Minimum Credits: 3

## **GRA 310 - Digital Graphic Design for the Web**

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, special HTML tags, jquery frameworks, javascript frameworks, style sheets, template use, graphics format selecting and optimization, and HTML coding and debugging.

Prerequisite(s): GRA 220

Minimum Credits: 3

## **GRA 311 - Environment Design**

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.

Prerequisite(s): GRA 201 and GRA 202

Minimum Credits: 3

## **GRA 332 - Digital Publishing**

In this course, students will be introduced to the creative and practical aspects of digital publishing using Adobe's Digital Publishing Suite, used extensively in the creation of multimedia publications for the iPad. Students will identify and explore differences between designing for the iPad, smartphone, tablet, laptop and desktop computers. This course shows students how to step outside of print design and learn about interactive design, and the differences and similarities between the two. Through targeted assignments students will develop an understanding of the variety of tools used to create publications for electronic media. Students will capture key insights to improve content and deepen reader engagement.

Prerequisite(s): COM 232

Minimum Credits: 3

## **GRA 340 - Typography**

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.

Prerequisite(s): GRA 220

Minimum Credits: 3

## **GRA 401 - Character Design**

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.

Prerequisite(s): GRA 201 and GRA 202

Minimum Credits: 3

## **GRA 402 - Creature Design**

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.

Prerequisite(s): GRA 201 and GRA 202

Minimum Credits: 3

## **GRA 410 - Advanced Digital Graphic Design for Web**

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.

Prerequisite(s): GRA 310 or IT 375

Minimum Credits: 3

## **GRA 420 - Advanced Digital Imaging**

This hands-on computer graphics course introduces the student to advanced digital composition concepts and techniques. The emphasis in this course is imaging software integration in the creative process. The student has the opportunity to produce a professional portfolio of digital images to use in design and fine art. Topics such as transparency scanning, channel and layer manipulation, large format printing and proofing, digital camera use, complex montage, type and filter effects are covered in depth. In addition, the important techniques of imaging software integration and file format compatibilities are discussed and applied while preparing images for print, video, Web and CD/DVD distribution. In addition, students will be introduced to assorted projects involving self-promotion and client-based needs. Students will have the opportunity to output images in large digital format in the graphics lab and at area service bureaus for dramatic public presentation. At the conclusion of this course, students will have assembled a portfolio presentation for public viewing.

Prerequisite(s): GRA 220

Minimum Credits: 3

## **GRA 440 - 3-D Art and Design**

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.

Prerequisite(s): GRA 311 and GRA 402

Minimum Credits: 3

## **GRA 480 - Independent Study**

This course allows the student to investigate any graphics subject not incorporated into the curriculum.

Minimum Credits: 3

Maximum Credits: 6

## **GRA 490 - Graphic Design Internship**

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.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

# **History**

## **HIS 109 - Western Civilization to 1500**

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.

Minimum Credits: 3

*EFAH EGED*

## **HIS 110 - Western Civilization since 1500**

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.

Minimum Credits: 3

*EFAH EGED*

## **HIS 113 - United States History I: 1607-1865**

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.

Minimum Credits: 3

*IAME EFAH EGED*

### **HIS 114 - United States History II: 1865-Present**

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.

Minimum Credits: 3

*IAME EFAH EGED*

### **HIS 117 - World Civilizations, Prehistory to 1500**

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.

Minimum Credits: 3

*IGCU EFAH EGED*

### **HIS 118 - World Civilizations, 1500 to Present**

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.

Minimum Credits: 3

*IGCU EFAH EGED*

### **HIS 220 - Modern European History: 1890-Present**

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. Not available every semester.

Minimum Credits: 3

*EFAH EGED*

### **HIS 222 - War and Society, Antiquity to 1800**

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.

Minimum Credits: 3

*EFAH EGED*

### **HIS 223 - Modern War & Society**

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.

Minimum Credits: 3

*EFAH EGED IWAP*

**HIS 235 - Modern Russia**

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. Not available every semester.

Minimum Credits: 3

*IGCU EFAH EGED*

**HIS 238 - Modern Germany, 1871-Present**

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.

Minimum Credits: 3

*IGCU EFAH EGED*

**HIS 240 - World War I**

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.

Minimum Credits: 3

*EFAH EGED IWAP*

**HIS 241 - World War II**

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. Not available every semester.

Minimum Credits: 3

*EFAH EGED IWAP*

**HIS 245 - United States History since 1945**

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.

Minimum Credits: 3

*EFAH EGED*

**HIS 249 - The Common Good**

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.

Minimum Credits: 3

*EFAH EGED IGSO IWAP IETH*

**HIS 260 - Modern China**

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.

Minimum Credits: 3

*IGCU EFAH EGED*

**HIS 264 - Modern Japan**

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.

Minimum Credits: 3

*IGCU EFAH EGED*

**HIS 270 - American Environmental History**

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.

Minimum Credits: 3

*EFAH EGED*

**HIS 301 - World History and Culture**

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. Offered every year in the fall. Recommended for majors in History and Social Studies Education with a concentration in History. Global marker.

Minimum Credits: 3

*EFAH EGED IGCU*

**HIS 309 - Dictators in the Modern Era**

This course is intended to acquaint students in depth with several examples of dictatorial governments selected from the history of the 20th and 21st centuries. The regimes under consideration during this semester are the Soviet Union (under Lenin and Stalin), Fascist Italy, and Nazi Germany. Both in Europe and worldwide, the 20th century ushered in unprecedented forms of dictatorial government. This course will examine the concepts of authoritarianism and totalitarianism. To what degree are these terms meaningful or useful? How do we distinguish between the two? What social, economic, political, technological, and cultural developments helped to create the preconditions for these new forms of government? This course will also compare and contrast the historical experiences; political practices; and social, economic, and cultural features of Europe's major dictatorships. Are regimes such as Lenin's, Stalin's, Mussolini's, and Hitler's fundamentally alike? Or do differences outweigh likenesses? What patterns, if any, can we draw from an investigation of these governments?

Minimum Credits: 3

*EFAH EGED*

### **HIS 314 - European Conquest of New World**

This course will explore the social and intellectual impact of the discovery of the American continents on the European mind and the consequences of colonization and migration in North America 1500-1800. Emphasis will be on British colonies and competing European cultures (especially French and Spanish) with Native Americans and African-Americans. Students will focus on three areas: cultural exchange, economic exchange and hostility/conquest. Required for majors in social studies education with concentration in history. Not available every semester.

Minimum Credits: 3

*EFAH EGED*

### **HIS 319 - African-American History since the Civil War**

This course traces the changes in labor practices, politics and living conditions of the millions of African-Americans in the South after the Civil War. Further, the Great Migration, the civil rights movement and the black revolutionary movement will be investigated carefully. Not available every semester.

Minimum Credits: 3

*EFAH EGED*

### **HIS 321 - The Ancient World of Greece and Rome**

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. Not available every semester.

Minimum Credits: 3

*EFAH EGED*

### **HIS 330 - Civil War and Reconstruction**

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. Not available every semester.

Minimum Credits: 3

*EFAH EGED IWAP*

### **HIS 338 - Young America**

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.

Minimum Credits: 3

*EFAH EGED*

### **HIS 340 - Making History**

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.

Minimum Credits: 3

### **HIS 357 - American Slavery**

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.

Minimum Credits: 3

*EFAH EGED*

### **HIS 374 - The Renaissance and the Reformation**

This course is an examination of some of the major themes of the Renaissance and Reformation in Europe. Through extensive readings in primary sources, the class will explore the major personalities of the period and their influence on changes in many aspects of life. The lectures will focus on a broader context and will raise historical questions concerning such topics as science and belief, voyages of discovery, rise of the nation/state, rise of capitalism, and the millennial view of history.

Minimum Credits: 3

*EFAH EGED*

### **HIS 460 - History Research Seminar**

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)

Prerequisite(s): HIS 340

Minimum Credits: 3

### **HIS 480 - Independent Study**

Offered every year.

Minimum Credits: 3

### **HIS 490 - History Internship**

Minimum Credits: 3

Maximum Credits: 12

## **Honors**

### **HON 201 - Interdisciplinary Studies I**

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 yearlong two-course requirement. The Honors student must complete both semesters to receive credit in the Honors Program.

Minimum Credits: 3

*EFAH EGED*

## **HON 202 - Interdisciplinary Studies II**

This is the second half of the require two- semester course. It emphasizes texts from the Enlightenment.

Prerequisite(s): HON 201

Minimum Credits: 3

*EFAH EGED*

## **HON 301 - Issues/Values: Honors Seminar**

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." Offered every year. Honors students should include at least one HON-301 Seminar in their honors courses for graduation.

Minimum Credits: 3

## **HON 314 - Seminar in Research Methods**

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.

Minimum Credits: 3

## **HON 401 - Independent Honors Thesis**

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. Offered every year.

Minimum Credits: 3

# **Hospitality Business**

## **HOS 101 - Introduction to Hospitality and Tourism**

This course has been designed to introduce students to the hospitality and tourism industry. The aim of the course is to help students understand, gain knowledge and develop an appreciation of the multi-faceted elements of hospitality and tourism management. This course also reflects the social, economic, technological and political factors on

industry operations. Further, students are offered information on the array of careers available in the various segments of the industry. \*Students will be certified as New Hampshire Granite State Ambassadors.

Minimum Credits: 1

## **HOS 202 - Hospitality Managerial Accounting**

This course emphasizes the methods and procedures of internal controls and the generation and analysis of quantitative information for management of hospitality organizations. Hospitality management accounting tools for interpreting and analyzing data that contribute to more effective decision-making are also examined. Offered every year.

Prerequisite(s): ACC 201

Minimum Credits: 3

## **HOS 220 - Geography of Global Cultures**

Tourism geography investigates the relationship between culture and tourism. Issues and trends in the management of tangible and intangible assets, such as interpretation, globalization and cross-cultural values are investigated. The course covers major tourism and recreation issues on a global scale and how they apply to different regions of the world. The class takes a geographical perspective, which includes relationships between physical (geology, climate, vegetation) and cultural (historical, cultural, economic) aspects of places around the globe. Global marker.

Minimum Credits: 3

*EGED IGCU*

## **HOS 225 - Intro to Commercial Food Production**

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.

Minimum Credits: 3

## **HOS 311 - Policy and Planning for Sustainable Development**

This course provides an introduction to the nature and scope of tourism planning at the local, regional and national levels. Topics to be addressed include economic, social, environmental and policy considerations within the sustainable development framework. This course also discusses planning and development guidelines in different geographical areas. Case studies will be used to discuss different strategies regarding planning, initiating, and implementing tourism events and activities. Junior standing.

Prerequisite(s): Junior prereg status

Minimum Credits: 3

## **HOS 315 - Rooms Division Management**

This course takes an operations approach to room management, including front office, revenue management (reservations), uniformed services, housekeeping and engineering. Emphasis is placed upon the management function, coordination and communication within and between departments. Offered as needed.

Minimum Credits: 3

## **HOS 320 - Hospitality Sales Management**

The ability to sell is the single most critical success factor of any hospitality and tourism firm. This course approaches sales from the practical and tactical ins and outs of how to sell products and services to a sophisticated marketplace and how to build and manage a sales force. This course consists of a study of sales management competencies designed for hospitality and tourism students. The course provides students with an understanding of the theory and practice of personal selling as used by hospitality organizations to develop long-term partnerships with customers and enhance students' ability to diagnose and address diverse problems and decisions that arise in developing and implementing a hospitality firm's selling strategy.

Prerequisite(s): MKT 113

Minimum Credits: 3

## **HOS 321 - Hospitality Sales Management-DiT**

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.

Prerequisite(s): MKT 113

Minimum Credits: 2

## **HOS 327 - Food and Beverage Operations Management**

This course is designed to provide instructions about managing a variety of food and beverage operations. Included are the history and development of restaurants; food production and menus; the size, scope and classification of restaurants; principles of American, French, Russian and English services; principles of menu-making; layout and design of restaurants; marketing and sales promotion; management of personnel and human relations; and food and beverage control procedures. Students will apply the management theories learned while supervising in the front- and back-of-the-house areas of the Hospitality Center restaurant and while managing special events during the semester. An optional exam by the National Restaurant Association is scheduled. Offered every year.

Prerequisite(s): HOS 225

Minimum Credits: 3

## **HOS 340 - Special Events Management**

This course is designed to give students experience in developing an event, trade show or exhibition with emphasis on pre-planning, budget preparation, advertising and/or public relations. Students will be prepared with the tools to work in the industry, which represents a major economic gain for the communities and facilities where special events are held. Topics include planning, set up, exhibit management, crowd control, special effects lighting, decorations, sound and protocol. Offered as needed.

Minimum Credits: 3

## **HOS 341 - Meeting Planning**

This course has been designed to challenge students in the meeting planning process. The course will utilize 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 three-day meeting and a product launch in this context.

Prerequisite(s): HOS 340

Minimum Credits: 3

### **HOS 350 - Chamber of Commerce Management**

This course is based on a core curriculum developed by the American Chamber of Commerce (ACCE). Core areas of competent chamber management are outlined in the ACCE's Body of Knowledge for Chamber Executives and address leadership, planning, development, finance and administration. The American Chamber of Commerce Executives is the only national, professional association for chamber executives. Offered as needed.

Minimum Credits: 3

### **HOS 401 - Convention Sales and Group Planning**

The objective of this course is to acquaint students with the methods and accoutrements used in successful meeting and convention management. Students are required to develop and present a major project detailing the planning and administration of a conference from conception to fulfillment. Offered as needed.

Prerequisite(s): HOS 340

Minimum Credits: 3

### **HOS 415 - Hotel Administration**

This course considers the analysis of theories, principles and techniques of hotel management. Subjects include the principles of organizing, the formulation of goals and objectives, decision-making processes, staffing, employee/guest relations and labor management negotiations. The problems and issues management encounters are emphasized.

Prerequisite(s): HOS 315

Minimum Credits: 3

### **HOS 416 - Legal Issues in the Hospitality and Tourism Industry**

This course examines the common and statutory law of the hospitality and tourism industry in the United States. Included are discussions of the duties and responsibilities of hospitality and tourism businesses to guests, including duties to maintain property, receive travelers and assume various liabilities for guests' property. The legal environment and issues of the hotel, restaurant and travel industry will be discussed and analyzed. Ways of preventing and responding to legal situations as an executive in the hospitality and tourism industry will be identified and evaluated. Offered every year.

Prerequisite(s): HOS 220

Minimum Credits: 3

### **HOS 418 - Hospitality Facilities Management**

This course provides students with an understanding of the fundamental principles of facilities planning, management and maintenance in all segments of the hospitality industry. Decision-making processes regarding planning, using facility management systems and taking cost-cutting measures in operations are studied. The interaction of management, engineering and maintenance also are explored. Offered every semester.

Prerequisite(s): HOS 315

Minimum Credits: 3

## **HOS 420 - Financial Analysis for the Hospitality Industry**

This course is designed to integrate the fundamental concepts of accounting and financial reporting, managerial accounting and introductory business finance with the concepts and tools of financial management in hospitality organizations. This course will emphasize on the analysis of the financial strength and weakness of a hospitably firm, cost benefit analysis of asset acquisitions, analysis of cash flows and valuation concepts and techniques. Financial Management in the Hospitality Industry is an advanced and an applied course. Students apply finance valuation techniques using real data, integrate finance concepts and quantitative analyses into logical business solutions, and make and defend decisions regarding a business problem at hand. This, along with a commitment to quality, means that HTM-420 is a reasonably difficult course.

Prerequisite(s): ACC 201 and ACC 202

Minimum Credits: 3

## **HOS 422 - Beverage Management and Control**

This course covers the operational and management of cocktail lounges and bars. Methods of distilled spirit production and beer brewing are detailed to help students understand the varying qualities of beverages. Students will learn through a semester project of designing a lounge that includes the layout and design of the facility, the equipment used to operate it, control procedures, customer relations, staffing, marketing, sanitation procedures and regulations affecting operations. An optional National Restaurant Association exam about responsible alcohol service is administered. Field trips are scheduled. Offered every other year.

Prerequisite(s): HOS 327

Minimum Credits: 3

## **HOS 424 - Managing, Merchandising, and Service of Wines**

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). Global marker. Junior or senior standing.

Prerequisite(s): Junior prereg status

Minimum Credits: 3

## **HOS 425 - Food and Beverage Pairing**

Art and Science are combined to teach students how food and beverages, when paired correctly, can enhance the overall dining experience. 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 staff and designing food and beverage pairing menus. Students must be of legal drinking age in the U.S. (21 years of age).

Prerequisite(s): HOS 424, Age restriction

Minimum Credits: 3

## **HOS 426 - U.S. Hospitality Industry Work Experience**

This is a practical career course that is intended to help students understand and prepare for employment in the American hospitality industry in the context of effective and professional business communication and protocols. The course is conducted in two sessions: classroom instruction and activities that provide theoretical and conceptual base, and a lab environment which provides students with opportunities to apply and practice the business

communication and protocols. The course is open to summer Bachelor of Applied Science in Hospitality Administration (BASHA I) students or to students who obtain the permission of the instructor. Offered every semester.  
Minimum Credits: 3

## **HOS 427 - Food and Beverage Concept Development**

This course exposes students to the process, challenges, and rewards of developing a food and or beverage concept from idea to the construction of the first unit. Students will learn the basic concepts of foodservice facilities design and planning with an emphasis on restaurants. Students will determine space allocations for the front and back of house areas; develop production work flow in the preparation and service areas; and select equipment utilizing standards for production capability, quality of construction, greenness viability and the ease of maintenance. Specific topics addressed include concept creation, market research, creating the delivery process, concept testing and evaluation, restaurant feasibility, site selection, facility programming, and development issues such as licensing, permitting, and construction. Visitors from industry will address best practices and their own experiences in getting a restaurant concept off the ground. The course includes readings, discussions with industry leaders, cases, and culminates with students formulating a detailed food and beverage concept and development plan.

Prerequisite(s): HOS 320 and HOS 327

Minimum Credits: 3

## **HOS 428 - Resort Development and Management**

The course provides the students with the overview of resort development, management and operations in the context of ski, golf, gaming, cruises, and other types of resorts. The course also looks at the history and evolution of resorts, land use and development, target markets for resorts, feasibility, investment and financial analysis of a resort project. The course incorporates current trends in the services and activities expected and offered by today's resorts and cruises.

Prerequisite(s): HOS 315

Minimum Credits: 3

## **HOS 430 - Casino and Gaming Operations**

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. Offered as needed.

Minimum Credits: 3

## **HOS 451 - Nutrition**

Changes in consumers' dining habits mandate an awareness of the importance of proper nutrition in menu offerings. Students in this course examine food requirements for the aged, those with special diets and health-conscious groups. Specific topics include balanced diets, vitamin and mineral needs, low-cholesterol menu items, low sodium menu items and special-needs diets. These are discussed in conjunction with the need for appetizing menu items and tasteful foods. Offered as needed.

Prerequisite(s): Junior prereg status

Minimum Credits: 3

## **HOS 480 - Independent Study**

This course allows a student to independently study a subject not included in the curriculum or one that is in the curriculum but not offered. Students study under the tutelage of the instructor. Offered every year.

Minimum Credits: 1

Maximum Credits: 3

## **HOS 490 - Supervised Practical Experience**

This is a 12-credit course required for graduation from the BAS in Hospitality program. The practical training is a work-study program within a division or department of a major hotel or a hospitality organization, essential for providing the student with necessary professional experience. The Career Development Center coordinates the placements for the required practical training with participating properties and students. Each student is provided with an opportunity to a series of interviews with recruiters that might be interested in hiring the student. The type of activities to be performed during the practical training is decided by the student and the employers. Based upon their individual goals, interest, course work and previous experience, students decide on which area of the participating property he or she would be interested in working. Based upon the student's quality and quantity of work experience, self-efficacy, confidence, attitude, communication skills, and other abilities, the employer decides on what activities the student will be performing. During the practical training students are required to work on and submit completed assignments as stated in the course syllabus. Students' practical training performance is evaluated on the basis of their assignments and on-site visit by assigned faculty or staff. Based on the evaluations students are assigned a pass or fail grade for the practical training.

Prerequisite(s): Must be enrolled in Hospitality program

Minimum Credits: 12

## **HOS 491 - Hospitality Business Co-Op Education**

Students may use 3, 6, 9 or 12 credit 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. Three credits are given for a minimum of 140 hours; six credits are given for 280 hours, nine credits are given for 420 hours and 12 credits are given for 560 hours of industry work. Minimum hours are in addition to the 1,000 hour graduation requirement.

Minimum Credits: 3

Maximum Credits: 12

## **HOS 492 - Experiential Learning**

Students pursuing the BS in Hospitality Business or the BAS in Hospitality Management must register for this course in the final semester of their senior year and complete an industry related experiential learning component as a requirement for graduation. Students enrolled in the BS degree program must complete 1,000 hours of experiential learning in hospitality and tourism (or related business) with a minimum of 200 hours in guest/customer contact services. Students with transfer credit (least 30 credits) and enrolled in the BAS or BS degree program must complete 750 hours of experiential learning in hospitality and tourism (or related business) with a minimum of 100 hours in guest/customer contact services. Students with transfer credit (60 or more credits) and enrolled in the BAS or BS degree program must complete 500 hours of experiential learning in hospitality and tourism (or related business) with a minimum of 100 hours in guest/customer contact services. Students enrolled in the BS in Hospitality Business Degree in Three program must complete 700 hours of experiential learning in hospitality and tourism (or related business) with a minimum of 150 hours in guest/customer contact services. Students are encouraged to pursue diverse experimental learning opportunities. The required hours must be completed by March 15th of the student's senior year. Credit will not be awarded for any work experience prior to formal admission into the program.

Minimum Credits: 0

## Information Technology

### IT 100 - Introduction to Information Technology

This is the fundamental computer fluency course required for all Southern New Hampshire University students. It is designed to promote a working knowledge and understanding of computer information technology 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.

Minimum Credits: 3

*ESTM EGED*

### IT 135 - Interactive 3-D Virtual Environments

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).

Prerequisite(s): IT 100

Minimum Credits: 3

*ESTM EGED IIRO*

### IT 145 - Intro to Software Development

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

Prerequisite(s): CIS 100 or IT 100

Minimum Credits: 3

### IT 201 - Computer Platform Technologies

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. Offered every year.



Prerequisite(s): CIS 100 or IT 100

Minimum Credits: 3

## **IT 205 - Digital Music**

This course introduces students to information technology and the music business. The primary theme of the course is to understand how information technology has transformed the music industry in the last five years. The course is part lecture and part lab work. During lectures, students will learn about topics such as waveform audio, data compression and sampling, digital signal processors and soundcards, audio file formats, MIDI, e-collaboration, and e-business. During lab work, students will learn how to use software packages to compose, record, and mix music, to put music on a CD, to design a CD package, and to use the Internet to market and distribute music CD's. The course includes a project which will culminate in the creation of a professional CD suitable for distribution. The course is designed for students who have an interest in music and IT, e.g. sound engineering, song-writing, or executive leadership in the music industry. An ability to play an instrument is not required.

Prerequisite(s): IT 100

Minimum Credits: 3

*ESTM IPOC EGED*

## **IT 207 - Information Technology and Digital Games**

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.

Prerequisite(s): IT 100

Minimum Credits: 3

*IIRO ESTM EGED*

## **IT 209 - Introduction to Robotics**

This course covers Introduction to Robotics, Applications of Robots, Return-on-Investment, Abstract Models, Controlling Robot Motion, Complex Motion, Robotic Sensors, Input / Output, External Sensors, Threads, Event Programming, Remote Communication, Remote Sensing, Behavior Programming, and Human/Robot Interfaces. Students will gain hands-on experience with emerging robot technologies, understand industrial applications of robots, and ramifications of human/robot interaction.

Prerequisite(s): IT 100

Minimum Credits: 3

*IIRO ESTM EGED*

## **IT 210 - Business Systems Analysis and Design**

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.

Minimum Credits: 3  
*ESTM*

## **IT 211 - Interactive Animation**

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.

Minimum Credits: 3

## **IT 230 - Software Development with C#.NET**

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, offered every year. This is a programming course.

Minimum Credits: 3

## **IT 232 - Software Development w/C++.NET**

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

Prerequisite(s): IT 135 or IT 145

Minimum Credits: 3

## **IT 270 - Web Site Design**

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. Offered every year.

Prerequisite(s): IT 135 or IT 145

Minimum Credits: 3

*ESTM IPOC EGED*

## **IT 303 - Design of Virtual Game Environments**

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics, and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics,

game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered.

Prerequisite(s): IT 207 or GAM 207

Minimum Credits: 3

## **IT 305 - Digital Game Development**

To provide a technically well-founded introduction to game development using programming languages and various gaming editors. On completing this course, the student will have acquired a fundamental understanding of the Windows API, the use of sprites, animation and audio in an integrated game environment.

Prerequisite(s): IT 207 or GAM 207 or permission of instructor

Minimum Credits: 3

## **IT 315 - Object Oriented Analysis and Design**

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. Offered every year. Writing intensive course.

Prerequisite(s): CIS 200 or IT 210

Minimum Credits: 3

## **IT 340 - Network and Telecommunication Management**

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). Offered as needed.

Prerequisite(s): CIS 201 or IT 201 and CIS 200 or IT 210

Minimum Credits: 3

## **IT 375 - Digital Graphics Design**

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

Prerequisite(s): CIS 100 or IT 100

Minimum Credits: 3

## **IT 415 - Advanced Information Systems Design**

This is the first of a two-part capstone course for IT majors which covers the major methodologies used in Systems Analysis, Design, and Implementation. This course focuses mainly on the systems analysis part of the systems development process and emphasizes SDLC (Software Development Life Cycle). Different system development strategies are examined within the broader context of identifying and understanding the detailed stages they make up.

the systems analysis process. Students will learn how to perform feasibility analysis, and to create a system proposal. Fact finding techniques used to determine system requirements will be identified and studied. Standard graphical modeling tools used in systems analysis will be covered: process modeling with data flow diagrams; data modeling with entity relationship diagrams; and object-oriented modeling using UML. The basic activities of project management are examined. Students will be assigned a systems development project case with concrete milestones, enabling the practical application of concepts presented in the course. This is a lab intensive course.

Prerequisite(s): IT 201, IT 315 and IT 330

Senior prereg status

Minimum Credits: 3

## **IT 420 - Advanced Information Systems Implementation**

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

Prerequisite(s): CIS 415 or IT 415

Minimum Credits: 3

## **IT 450 - Artificial Intelligence**

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

Offered as needed.

Prerequisite(s): IT 135 or IT 145

Minimum Credits: 3

I/O

## **IT 467 - Digital Commerce and eBusiness**

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of Web-centric forms of communication and trade amongst commercial, industrial, institutional, governmental, employee and consumer participants and partners. Topics include: e-business models, security, privacy, ethics, major Internet tools and architectures behind digital commerce. Students use a Web development tool to build and post a site. Offered as needed.

Prerequisite(s): IT 100 or permission of instructor

Minimum Credits: 3

## **IT 475 - Current Trends in Information Technology**

This course covers important contemporary computer information technology trends in business and industry. Each offering focuses on one or more topics in order to better prepare students to enter and manage IT within business organizations. Topics covered are different in each offering. Students cannot take this course more than once.

Prerequisite(s): Junior prereg status

Minimum Credits: 3

## **IT 480 - Independent Study**

This course allows students to investigate any information technology subject not incorporated into the curriculum.

Offered as needed.

Minimum Credits: 3

Maximum Credits: 6

## **IT 481H - Trends in Computer Information Technology Honors**

This course is about mastering tools to create charts and graphs in the service of business decision making. Many business decisions are based upon supporting data and their analyses. The presentation of data in support of decisions is as important as understanding what the data analyses tells us. Businesses need employees who are able to communicate powerfully in order to reveal trends and explain underlying data. Students learn how to customize Excel charts that show trends, differences, and relationships. They learn how to effectively create stock analysis charts, pivot tables, and pivot charts to analyze large data sets. In addition to learning advanced charting features such as mixing two chart types into a single chart and creating dynamic charts, students learn how to use Excel Sparklines and data visualization techniques associated with conditional formatting in worksheet cells. Students learn how to plot data geographically on maps and know when someone is trying to deceive with charts. Case studies are utilized in the course.

Prerequisite(s): IT 210 and must be enrolled in 3Year Honors

Minimum Credits: 3

Maximum Credits: 6

## **IT 485 - Information Technology Strategy and Management**

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.

Prerequisite(s): CIS 415 or IT 415

Minimum Credits: 3

## **IT 490 - Information Technology Internship**

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course. Offered every year.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

# **International Business**

## **INT 113 - Introduction to International Business**

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.

Minimum Credits: 3

*EGED IGSO*

**INT 221 - Global Financial System**

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. Global Marker.

Minimum Credits: 3

IGSO

**INT 280 - Int'l Business Foundational Experience**

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.

Minimum Credits: 3

**INT 309 - Legal Environment of International Business**

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. Not available every semester.

Prerequisite(s): INT 113

Minimum Credits: 3

**INT 315 - International Management**

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

Minimum Credits: 3

**INT 316 - Cultural & Political Environment of International Business**

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

Minimum Credits: 3

IGSO

## **INT 322 - International Retailing**

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

Prerequisite(s): MKT 222

Minimum Credits: 3

## **INT 335 - Importing & Exporting in International Trade**

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. Offered every other year.

Prerequisite(s): INT 113

Minimum Credits: 3

## **INT 336 - Multinational Corporate Finance**

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

Prerequisite(s): FIN 320

Minimum Credits: 3

## **INT 380 - Global Practicum-I**

The Global Practicum-I is the second year non-seat international business experience in the Three Year Degree Program in International Business. The course offers a broad exposure to geographic, commercial, political, economic and cultural attributes to an economically significant region of the world, and a firsthand exposure to a selected country in the region through a structured 7 to 10 day international field trip. The primary goal of the Global Practicum-I is to consolidate and reinforce functional/disciplinary practice in a non-classroom setting, and to relate this experience to discipline based knowledge acquired in the second year of the Three Year Degree Program in International Business. Students will be given opportunities to synthesize and integrate functional knowledge into practice in an experiential setting. The course is designed to provide the three-year students majoring in international business with a systematic foundation in the analysis, formulation and implementation of international business knowledge and skills in the context of a selected region of the world. IB students examine the forces underlying the political and economic dynamics in the region and the selected country. Through an in depth analysis of cultural, political and economic factors, students learn about critical strategic issues and operating challenges as well as business conditions in the region and the selected country and develop perspectives on managerial issues and essential skills for success. The exposure and the experience gained in this course is intended to offer IB students the opportunity to develop crucial job searching skills, explore career interests, enhance their resume, and to make contacts in the student's chosen field as well as to build references for future employment. It is formulated to be an integrative experience enabling students to synthesize and apply the theories and concepts learned previously in the required international business courses in a macro and micro context.

Prerequisite(s): INT 113 and INT 280

Must be enrolled in the Degree in Three program

Minimum Credits: 3

Maximum Credits: 6

### **INT 400 - International Business Project**

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.

Prerequisite(s): INT 113

Minimum Credits: 3

### **INT 410 - International Entrepreneurship**

This course provides a hands-on perspective of creating an international enterprise from an entrepreneur's viewpoint. The course provides a comprehensive process that covers four stages of global entrepreneurship: (1) pre-global decision-making; (2) strategy formulation; (3) the mechanics of going global; and (4) sustaining global success. This course provides students with the foundation for taking the North American Small Business International Trade Educators (NASBITE) Certification Global Business Professional (CGBP) exam. Global marker.

Minimum Credits: 3

### **INT 422 - International Strategic Management**

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. Not available every semester. Writing Intensive Course.

Prerequisite(s): INT 113 and junior standing or instructor permission

Minimum Credits: 3

### **INT 433 - Multinational Marketing**

This course covers the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. International similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment are examined. Also considered are the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries. Offered as needed. Global marker.

Prerequisite(s): MKT 113 and ECO 202

Minimum Credits: 3

### **INT 441 - Licensing and Negotiations in the International Arena**

This is an overview course surveying the licensing of intellectual property with a special focus on the international arena. Emphasis will be placed on the nature of intellectual property, licensing theory and practice, licensing negotiations, license drafting, and license implementation and administration after the completed agreement. Offered as needed.



Prerequisite(s): INT 113 and ADB 125 or OL 125  
Minimum Credits: 3

### **INT 480 - Independent Study**

Offered every year.  
Minimum Credits: 3  
Maximum Credits: 6

### **INT 481 - Global Practicum-II**

This third year experiential learning course is the second course of its kind required for the Three Year Degree Program in International Business. Although both courses submerge in the functional/disciplinary goals of the international business program, the first course INT-300 Global Practicum I takes on a macro approach by focusing on the experience and research related to country and/or region involved in the study, and this course maintains a micro stance by making the central theme the firm and its international operations. With the firm being the central focus, all other related international business processes will be studied and analyzed in relation to the firm and its international operations. In the first semester of the course students will gather data and other relevant information by conducting expansive research and make analysis of the research conducted. In addition, students will prepare for the second half of the course which will entail a country visit. Students will be exposed to firm related subjects in three interrelated segments: (1) Firm strategy and international market opportunity assessment of the firm located in the country to be visited; (2) Firm's operations in international markets and patterns of market entry; and (3) Understanding and analysis of the country's infrastructure, political economic and financial institutions, as well as economic integration/s that it may be a member of by visiting local institutions in the country. Upon completion of all activities, students will make assessment of firm activities based on the guidelines. These experiential learning activities will enable students to gain valuable insights into the firm and internationalization activities.

Prerequisite(s): INT 113, INT 280 and INT 380  
Must be in Degree in Three program  
Minimum Credits: 3  
Maximum Credits: 6

### **INT 490 - International Business Internship**

Offered as needed.  
Minimum Credits: 0 (variable credit course)  
Maximum Credits: 12

### **INT 800 - Foreign Direct Investment**

This course builds on the foundations acquired in financial management and international finance to create an understanding of international capital markets and the process of strategic and financial evolution which accompanies international investment and international financial market participation.

Prerequisite(s): INT 610  
Minimum Credits: 3

### **INT 810 - Privatization**

This course is a study of privatization with emphasis on the various methods, costs and benefits and the long-run implications. The course requires research by students on different privatization projects for development projects using private financing.

Prerequisite(s): INT 610  
Minimum Credits: 3

**INT 820 - Seminar in Multinational Finance**

This course is devoted to the study of advanced topics and current research being employed in the field of multinational finance. The course provides an opportunity for students to explore their area of interest in this field.

Prerequisite(s): INT 620

Minimum Credits: 3

**INT 830 - Theories of Globalization**

This is a doctoral seminar that develops, examines and evaluates competing and complementary theories of globalization. Students taking this seminar should regard it as helping them form the basis of their understanding of globalization as a conceptual and empirical phenomenon for their doctoral dissertation work in the International Business Department.

Minimum Credits: 3

**INT 840 - Seminar in Multinational Marketing**

This seminar will include extensive reading in the international Marketing/Business literature. Major seminar topics will include (but will not be limited to): countertrade, tariff and non-tariff barriers, cultural differences among market segments and global vs. multinational marketing strategies. The case method will be utilized. Class discussions will center around the literature via assigned journal articles. Class preparation and presentation will be individual and group. International market access will include the Internet.

Prerequisite(s): INT 640

Minimum Credits: 3

**INT 850 - Seminar in Global Business Strategy**

This seminar is designed to allow doctoral students to explore the complex problems of international business strategy from multiple levels of analysis using both contemporary and historical materials. The course will include a literature review, area studies and specialized case analysis as appropriate to illustrate specific problems characteristic of the discipline. Various theoretical methods will be compared and contrasted in order to evaluate their ability to solve problems of particular interest and intractability as defined by the major authors and practitioners in the field.

Prerequisite(s): INT 700

Minimum Credits: 3

**INT 880 - Advanced Quant Methods/Int'l Bus I**

This is an advanced, applied statistics course that is applicable to both economics and business environments. This course highlights matrix approach linear models, binary and continuous response functions, model building, model diagnostics and remedial measures.

Prerequisite(s): QSO 510

Minimum Credits: 3

**INT 881 - Advanced Quant Methods/Int'l Bus II**

This is an applied, multivariate statistics course that is applicable to both economics and business environments. It highlights factor analysis, discriminate analysis, cluster analysis, multidimensional scaling, canonical correlation and MANOVA.

Prerequisite(s): INT 880

Minimum Credits: 3

**INT 890 - Doctoral Colloquium – see *Ph.D. Doctoral courses section*****Justice Studies****JUS 101 - Introduction to Criminal Justice**

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.

Minimum Credits: 3

*IAME*

**JUS 102 - American Policing**

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.

Minimum Credits: 3

**JUS 103 - Correctional Systems**

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.

Minimum Credits: 3

**JUS 104 - Introduction to Security**

A basic overview of private sector justice is the course's chief aim. Types of security operations and functions comprises much of the course coverage including perimeter and physical security, intelligence gathering, retail and industrial security, terrorism and executive protection as well as security in select business and industrial centers. Careers, regulation and licensure, and the debate on professionalization are other areas of major intellectual concern.

Minimum Credits: 3

**JUS 111 - Introduction to Criminalistics**

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.

Minimum Credits: 3

## **JUS 201 - Criminal Investigation**

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.

Minimum Credits: 3

## **JUS 202 - Industrial and Retail Security**

This course covers a wide array of issues relevant to the protection of industrial, retail and commercial interests, including administrative and managerial aspects of the security field in both the public and private sector; consideration of unique security management problems arising from labor disputes, demonstration, civil disorders and riots, white collar and organized crime and industrial espionage. Management issues peculiar to organizations which operate under constraints imposed by federal and state regulatory agencies is also dealt with. Tactical steps and strategies to combat the various forms of criminality in the commercial marketplace will be analyzed and discussed.

Minimum Credits: 3

## **JUS 211 - Organized Crime**

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.

Minimum Credits: 3

## **JUS 215 - The Victim and the Justice System**

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.

Minimum Credits: 3

## **JUS 224 - Legal and Justice Research Methods**

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.

Minimum Credits: 3

## **JUS 261 - Judicial Administration**

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.

Minimum Credits: 3

## **JUS 305 - International Criminal Justice**

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.

Minimum Credits: 3

*IGSO*

## **JUS 309 - White Collar Crime**

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.

Minimum Credits: 3

*IETH*

## **JUS 325 - Law, Justice and Family**

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.

Minimum Credits: 3

## **JUS 331 - Juvenile Justice System**

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.

Minimum Credits: 3

## **JUS 335^ - Private Security Law**

<sup>^</sup> *Inactive Course* A focused examination familiarizes students with the origins and development of private security, with an emphasis on defining security's role in the administration of justice, its historical underpinnings, types of

security services in the American marketplace, and the legal aspects of private sector justice. Further considerations are regulation, licensing, the civil and criminal liability of security personnel, and the ongoing constitutional debate that surrounds private security enforcement. Exactly how private sector justice operatives are legally liable for their conduct, as compared with the public justice official, is a major feature of the course design.

Minimum Credits: 3

### **JUS 345 - Probation and Parole**

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.

Minimum Credits: 3

### **JUS 351^ - Civil Liability of CJ Personnel**

<sup>^</sup> *Inactive Course* A comprehensive examination of civil law issues, often witnessed in a justice agency, brought about by justice personnel in the performance of their duties. Examples include civil rights violations, consequences of excessive force, assault and other tortuous conduct, negligent hiring, retention and entrustment, defamation and slander and dereliction of duty. Course employs a series of actual litigations involving civil liability in police departments, tracing the original infliction of harm through the jury verdict. Defense strategies to citizen actions are provided.

Minimum Credits: 3

### **JUS 375 - Criminal Law**

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.

Minimum Credits: 3

### **JUS 376 - Criminal Procedure**

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.

Minimum Credits: 3

### **JUS 394 - Problems in Policing**

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.

Minimum Credits: 3

### **JUS 395 - The Death Penalty**

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.

Minimum Credits: 3

*IETH*

### **JUS 400 - Foreign Study in Criminal Justice**

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.

Minimum Credits: 3

Maximum Credits: 12

### **JUS 429 - Terrorism**

Examines current terrorism, its origins and ideological bases, with particular attention to its relation to political institutions and the criminal justice process. Specific attention is given methods and means of the terrorist, motivations and modus operandi trends and predictability and law enforcement's multi-faceted reactions to its many devious forms. Legislative efforts to curb the scourge of terrorism are also highlighted.

Minimum Credits: 3

### **JUS 455 - Legal Traditions**

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?

Minimum Credits: 3

### **JUS 465 - Police Organization and Management**

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.

Minimum Credits: 3

### **JUS 466 - Homeland Security**

The goal of this course is to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues

and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

Minimum Credits: 3

### **JUS 468 - Crimes Against Children**

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.

Minimum Credits: 3

### **JUS 480 - Independent Study in Law and Justice**

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.

Minimum Credits: 3

### **JUS 485 - Forensic Law**

An interdisciplinary course covering law, criminal justice, science, and technological issues in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, vascular/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

Minimum Credits: 3

### **JUS 496 - Administrative Law**

Course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply, and research relevant statutory and regulatory provisions at the federal and state level, to read, interpret and draft proposed rules and regulations, to become familiar with the process known as the administrative law hearing, the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.

Minimum Credits: 3

### **JUS 497 - Law and Evidence**

A comprehensive review of evidentiary principles, both common law and statutory, and how evidentiary standards affect and govern both civil and criminal process. Topical coverage includes: Real and physical evidence, demonstrative substitution, hearsay and first-hand evidence, witness scope and qualification, as well as privilege principles. Both federal and state rules will be interpreted. Students will be required to advocate cases utilizing these evidentiary principles in a mock court environment and to research an area of emerging evidence law.

Minimum Credits: 3



## **JUS 498 - Criminal Justice Internship**

An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required. (Variable Credit).

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

## **Language (Arabic)**

### **LAR 111 - Elementary Arabic and Culture I**

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. Global marker.

Minimum Credits: 3

*EGED IGCU*

### **LAR 112 - Elementary Arabic and Culture II**

This course is a continuation of LAR 111. Global marker.

Prerequisite(s): LAR 111

Minimum Credits: 3

*EGED IGCU*

### **LAR 211 - Intermediate Arabic Language and Culture**

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.

Prerequisite(s): LAR 112

Minimum Credits: 3

## Language (French)

### LFR 111 - Beginning French I

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. Offered every fall.

Minimum Credits: 3

*EGED IGCU*

### LFR 112 - Beginning French II

Continuation of LFR 111. Offered every spring.

Prerequisite(s): LFR 111

Minimum Credits: 3

*EGED IGCU*

### LFR 211 - Intermediate French I

Emphasis on oral communication and development of reading and writing skills. Samples of French literature read and contemporary social issues discussed in French. Offered every fall.

Prerequisite(s): LFR 112

Minimum Credits: 3

### LFR 212 - Intermediate French II

Continuation of LFR 211. Offered every spring.

Prerequisite(s): LFR 211

Minimum Credits: 3

### LFR 311 - French Civilization and Culture

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.

Minimum Credits: 3

## Language (Mandarin)

### LMN 111 - Elementary Mandarin Language/Culture I

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. Global marker.

Minimum Credits: 3  
*EGED IGCU*

## **LMN 112 - Elementary Mandarin Language/Culture II**

This course is a continuation of LMN 111. Global marker.  
Prerequisite(s): LMN 111  
Minimum Credits: 3  
*EGED IGCU*

## **LMN 211 - Intermediate Mandarin Language and Culture**

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.  
Prerequisite(s): LMN 112 or by the permission of the instructor  
Minimum Credits: 3  
*EGED*

## **Language (Sign Language)**

### **LAS 111 - Elementary American Sign Language I**

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.  
Minimum Credits: 3  
*EGED IGCU*

### **LAS 112 - Elementary American Sign Language II**

This course is a continuation of Elementary American Sign Language I.  
Prerequisite(s): LAS 111  
Minimum Credits: 3  
*EGED IGCU*

### **LAS 211 - Intermediate American Sign Language I**

This course is designed to apply ASL grammar previously learned in LAS 111-12 and to further develop language competency. Emphasis will be placed on students' conceptual understanding of the grammatical structure of ASL and the application of these concepts in language skill development and use. This course also aims at refining and strengthening the skills acquired in LAS 111-12. Receptive exposure is included in order to assist students in understanding the nuances of the language.  
Prerequisite(s): LAS 112  
Minimum Credits: 3

## **LAS 212 - Intermediate American Sign Language II**

This course is a continuation of LAS 211 (and of LAS 111-12), where students build up their expertise in the visual/gestural language used by Deaf people. Emphasis is placed on understanding of basic grammatical rules, vocabulary, manual alphabet/numbers, visual/gestural communication and information related to Deaf Culture. All lectures, laboratory activities, and outside assignments are intended to develop competency in receptive and expressive use of ASL. The class will be taught primarily in ASL; students will be expected to converse in this language competently.

Prerequisite(s): LAS 211

Minimum Credits: 3

## **Language (Spanish)**

### **LSP 111 - Beginning Spanish I**

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. Offered every fall.

Minimum Credits: 3

*EGED IGCU*

### **LSP 112 - Beginning Spanish II**

Prerequisite(s): LSP 111

Minimum Credits: 3

*EGED IGCU*

### **LSP 124 - Culinary Spanish**

Students learn to converse in elementary Spanish spoken by Spanish-speaking co-workers in the culinary arts field. Course focuses on practicing speaking and vocabulary in conversational situations about menu items, culinary tools and techniques. Spanish and Latin American dishes, condiments and dining customs are presented as part of the cultural background. Offered once a year.

Minimum Credits: 1.5

### **LSP 211 - Intermediate Spanish I**

Emphasis on oral communication and development of reading and writing skills. Samples of Hispanic literatures read and contemporary social issues discussed in Spanish. Offered every fall.

Prerequisite(s): LSP 112

Minimum Credits: 3

### **LSP 212 - Intermediate Spanish II**

Continuation of LSP 211. Offered every spring.

Prerequisite(s): LSP 211

Minimum Credits: 3

## **LSP 311 - Hispanic Cultures**

In this course students will explore the cultural, social, political, and artistic phenomena that have created the civilization and culture of the Spanish-speaking people, the fourth largest cultural group in the world. Major influences in the development of Hispanic cultures are highlighted. An emphasis is given to contemporary culture. Conducted in Spanish; readings in Spanish and English. Offered as needed.

Prerequisite(s): LSP 112

Minimum Credits: 3

## **Language Studies**

### **GLS 470 - Writing the Research Paper**

This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy.

Minimum Credits: 3

### **GLS 471 - Mastering English Grammar**

This course focuses on correct usage of complex sentence structures and advanced grammatical forms as required to produce a graduate level paper. Topics addressed include combining ideas using subordination, identifying and correcting common sentence problems, and mastering verb tenses and verb forms. Samples of students' own writing are used to practice proofreading and editing skills. In addition, independent learning strategies such as using resources, self-editing and peer collaboration are practiced.

Minimum Credits: 3

### **GLS 472 - Team Work/Oral Presentation**

In this course, instruction and practice focus on working effectively in teams to analyze cases, and plan and deliver presentations using PowerPoint. Employing topics that include career development, international negotiation, and environmental issues, strategies are introduced to facilitate oral communication in both group discussions and oral presentations. Self-assessment and group dynamics evaluation are practiced as strategies contributing to effective team work.

Minimum Credits: 3

### **GLS 570 - Graduate Research Strategies**

This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy. This course is currently open to MBA students only.

Minimum Credits: 3

## **GLS 572 - Effective Management Communications**

In this course, students will demonstrate a broad range of communication skills through various forms of media in the business world. Students will participate and practice in working and communicating effectively in teams to analyze case studies, prepare various written forms, prepare for oral presentations, and develop interpersonal communication skills through dialogue. This course will help students plan for all steps that lead to an effective professional presentation but will not include presentation delivery. Topics include career development, international negotiations and environmental issues. Strategies are introduced to facilitate effective communication in group and individual discussions along with oral presentations. Self-assessment and group dynamics evaluations are practiced as strategies contributing to effective teamwork. This course is currently open to MBA students only.

Minimum Credits: 3

## **Life Strategies Seminar**

### **LSS 100 - Learning Strategies Seminar**

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 learners and will maximize their educational experience at SNHU.

Prerequisite(s): Freshman only

Minimum Credits: 3

1YO

## **Literature**

### **LIT 100 - Introduction to Literature**

This course introduces students to the study and appreciation of literature. It explores the literary genres of short story, poetry, drama and novel. There is an option for nonfiction prose as well. The course covers an introduction to literary terminology and an introduction to critical analysis of literature. The emphasis in this course is on contemporary literature. This course is writing intensive. Not available every semester.

Minimum Credits: 3

*EFAH EGED*

### **LIT 201 - World Lit I: Foundations of Culture**

This course explores both early European (classical and medieval) cultures as well as the great non-European cultures of Asia, Africa and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry. Not available every semester. Global marker.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED IGCU*

**LIT 202 - World Lit II: Renaissance to Modern**

This course introduces students to major works of world literature in translation, excluding the American and British traditions, from the late 1600s to the present. It includes African, Asian, European, Latin American and Middle Eastern literature, with an emphasis on the European. Students will read authors such as Pirandello, Chekhov, Tolstoy, Flaubert, Mahfouz, and Kafka. Global marker.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED*

**LIT 219 - British Literature I**

This course is designed to introduce students to British literature from its beginnings through the eighteenth century. Students will read and discuss works by major authors, considering such aspects as the work's genre, context, and style.

Prerequisite(s): ENG 10 and ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

**LIT 220 - British Literature II**

This course is designed to introduce students to British literature from the Romantic through the Modernist periods. Students will read and discuss works by major authors, considering such aspects of the work's genre, context, and style.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

**LIT 221 - American Literature I**

This course is a survey of American literature from its beginnings to 1865. The course will provide students with an introduction to the early history of American literature, examining a broad range of literary genres and considering the complex cultural and social context in which these important literary texts were written. Authors may include John Winthrop, Benjamin Franklin, Nathaniel Hawthorne, Edgar Allen Poe, Ralph Waldo Emerson, Henry David Thoreau, Harriet Ann Jacobs, Frederick Douglass, Walt Whitman, and Emily Dickinson.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED IAME*

**LIT 222 - American Literature II**

This course is a survey of American literature from 1865 to the present. The course will provide students with an introduction to the history of American literature since the Civil War, examining a broad range of literary genres and considering the complex cultural and social context in which these important literary texts were written. Authors may include Mark Twain, Henry James, Jack London, Gertrude Stein, Robert Frost, T.S. Eliot, Eugene O'Neill, Langston Hughes, F. Scott Fitzgerald, Allen Ginsberg, and Toni Morrison.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED IAME*

**LIT 229 - World Mythology**

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.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED IGCU*

**LIT 231 - Nature Writers**

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

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

**LIT 233 - Banned Books**

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*.

Prerequisite(s): ENG 120

Minimum Credits: 3

**LIT 300 - Literary Theory**

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. Not available every semester.

Prerequisite(s): ENG 120 and junior standing or instructor permission

Minimum Credits: 3

*EFAH EGED*

**LIT 306 - Medieval Literature**

This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE). We will spend about half the course on Old English literature and half on Middle English literature.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

**LIT 307 - Renaissance and Restoration Literature**

This course surveys British Literature from the 16th and 17th centuries, a period renowned for the variety and originality of its writers, which left a lasting mark on subsequent English literature. Students will be introduced to central ideas and writers of the English Reformation, English Revolution, and the Restoration of the monarchy. Renaissance authors studied may include More, Marlowe, Elizabeth I, Jonson, Donne, and Webster, along with Shakespeare and Spenser. Writers of the Revolution and Restoration may include Herrick, Marvell, Milton, Dryden,



Behn, and Wycherly. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

### **LIT 308 - 18th Century British Literature**

This course surveys the literature of the "long 18th century," from the Restoration to the beginning of Romanticism, and studies developments in English literature such as the novel, the essay, satire, journalism, and popular theater. Authors studied may include Congreve, Defoe, Swift, Pope, Johnson, Fielding, Smollett, and Austen. This course may also cover developments in the visual arts. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism, city and country and the enlightenment movement.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

### **LIT 309 - Romantic Literature**

The Romantic Era in Britain, while short, was an intense and influential literary period. In this course we will read poetry, fiction, and nonfiction responding to and shaping events such as the French Revolution and its aftermath, the British abolition of slavery, and industrialization. We will read author such as Wordsworth, Keats, Austen, Blake, Wollstonecraft, Shelley, and Byron.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

### **LIT 310 - Victorian Literature**

Nineteenth-century Britain experienced tremendous change in politics, economics, philosophy, art and literature. It was a century of industrialization, empire-building, new discoveries and social revolution. This course studies representative selections from the major poets and prose writers and explores the social, political and intellectual changes reflected in the literature of the Victorian period. Authors may include Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

### **LIT 311 - Modern British Literature**

This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners - James Joyce, D.H. Lawrence, and Virginia Woolf - as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

## **LIT 312 - Early American Literature**

While the authors and texts studied in this course may vary, the readings will cover the historical period from 1620- with the settlement of Plymouth Plantation- through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political, and artistic freedom.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

## **LIT 313 - The American Renaissance**

While the authors and texts studied in this course may vary, this course examines literature from the early 1800s to 1965, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

## **LIT 314 - American Realism and Naturalism**

While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.

Prerequisite(s): ENG 10, ENG 120 or ENG 200

Minimum Credits: 3

*EFAH EGED*

## **LIT 315 - 20th Century American Literature**

The course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED*

## **LIT 317 - European Literature**

This course will trace the development of European literature. We will discuss aspects such as genre, narrative technique, time, characterization, as well as the cultural and political implications of its development on the European consciousness. This course will pay particular attention to close contextual and thematic readings of several representative works of European literature. Readings may include authors such as: Balzac, Pirandello, Flaubert, Tolstoy, Mann, Gide, Proust, Kafka, Nabokov, Hess, and Camus.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED*

### **LIT 318 - World Literature**

This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED IWAP*

### **LIT 319 - Shakespeare**

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. Not available every semester.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED*

### **LIT 322 - Popular and Contemporary Fiction**

This course will analyze today's popular and contemporary fiction. What makes a book a "best seller"? What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of the literati and schoolmarm generally try to touch that nerve also, but they do so with language and plots that are inventive, artistic, and memorable. With a focus on current and past best sellers, this course will introduce you to a variety of literary sub-genres (true crime, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, race, and violence in American culture- prominent elements in our psyches, popular culture, and pulp fiction- though we will certainly discuss other themes as well.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED IPOC*

### **LIT 323 - Studies in Drama**

This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genres form, but also experience the important role the genre has played in American, British, European, and global society and culture.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED*

### **LIT 325 - Studies in the Novel**

This course will focus on the novel as a literary genre tracing its intricate conventions, its historical origins, and its current manifestations. In reading novels from the 18th through 21st centuries, students will learn not only the

complex dynamics of the genre's form but also the critical influence the novel has had on society, cultural and politics over the centuries.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED*

### **LIT 327 - Studies in Poetry**

This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influence poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poet's style, theme, and role within the field of poetry.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED*

### **LIT 328 - Multi-Ethnic Literature: Describing the Hyphen**

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.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED IDIV*

### **LIT 330 - Gender and Text**

This course examines gender in and through literary texts, and considers the ways in which categories of sexuality, sex, race, class, ethnicity, nationality, religion, and other factors influence writers' depictions of gender. The course analyzes historical conditions relevant to gender studies, and may address social and theoretical topics such as women's suffrage, feminisms, third-world feminism, the LGBTQ community, and queer theory. The course explores these topics through the lens of literature and asks: how is gender represented in literary texts? how do literary texts not only replicate but sometimes contest or imagine new realities for gendered subjects? what does it mean to write as a gendered subject? Readings may include works by authors such as Mary Wollstonecraft, Oscar Wilde, Virginia Woolf, Audre Lorde, Gloria Anzaldúa, and Michael Cunningham.

Prerequisite(s): ENG 120

Minimum Credits: 3

*EFAH EGED IDIV*

### **LIT 335 - Major Author Studies**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Prerequisite(s): ENG 120  
Minimum Credits: 3  
*EFAH EGED*

### **LIT 345 - Postcolonial Encounters**

Postcolonial Encounters focuses on the interdisciplinary aspects of literatures that have been historically silenced by the mechanisms of colonial powers. This course will attempt to retrieve from the margins those voices that Gayatri Spivak (following Antonio Gramsci) has called "subaltern." As such, our task will be to theorize the notions of power and powerlessness, margin and periphery, first and third world, nationality, race, identity, and globalization via the close readings of various postcolonial texts. Global marker.

Prerequisite(s): ENG 120  
Minimum Credits: 3  
*EFAH EGED IETH IWAP*

### **LIT 350 - The Black Literary Tradition**

This course offers an overview of African-American literature, with glimpses into African and Caribbean literature. Beginning around 1845 with Frederick Douglass' Narrative, students will read from various literary genres, including slave narratives, poetry, short stories, fiction and plays that illuminate both the history of African America and changing ideas of race. Students will conduct ongoing independent research, which they will present to the class, on the major literary and historical periods we cover, including the Harlem Renaissance in the 1920s and early 1930s, the civil rights movement(s), the Black Arts movement of the 1960s and early 1970s and the decades following. Reading works by Booker T. Washington, W.E.B. DuBois, Zora Neale Hurston, Ralph Ellison, Gwendolyn Brooks, Chinua Achebe, Toni Morrison and Ishmael Reed, among others, will enable us to analyze how sexuality, gender, class and nationality influence various writers' definitions of race and ethnicity. Offered as needed.

Prerequisite(s): ENG 120  
Minimum Credits: 3  
*EFAH EGED IDIV*

### **LIT 450 - Seminar in American Literature**

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester. Writing Intensive Course.

Prerequisite(s): ENG 200 and one literature course or permission of instructor  
Minimum Credits: 3  
*EFAH EGED*

### **LIT 451 - Seminar in British Literature**

This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester.

Prerequisite(s): ENG 200 and one literature course or permission of instructor  
Minimum Credits: 3  
*EFAH EGED*

### **LIT 452 - Seminar in Global Literature**

This course uses a thematic approach to explore works from any of the major literary traditions outside the British and American. The specific selections and authors vary each term according to the theme. This is an upper-level course

involving close reading, analysis and writing in seminar format. Not available every semester. Global marker.

Prerequisite(s): ENG 200 and one literature course or permission of instructor

Minimum Credits: 3

*EFAH EGED*

### **LIT 480 - Independent Study**

This course allows the student to investigate any Literature subject not incorporated into the curriculum. Offered every semester.

Minimum Credits: 3

### **LIT 485 - Senior Thesis in Literature**

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.

Minimum Credits: 3

### **LIT 500 - Graduate Studies in Literary Theory**

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

Minimum Credits: 3

### **LIT 650 - Graduate Seminar in American Literature**

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

Minimum Credits: 3

### **LIT 651 - Graduate Seminar in British Literature**

This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in a

seminar format.

Minimum Credits: 3

### **LIT 652 - Graduate Seminar in Global Literature**

This course uses a thematic approach to the works from many literary traditions outside British and American. Specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

Minimum Credits: 3

### **LIT 685 - Graduate Thesis in Literature**

This year-long course offers students the opportunity for graduate level research and writing in some chosen area of American, British, or world literature. Students must formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on bi-weekly basis to review progress on research and written work. The final result will be a scholarly essay of 40-60 pages, to be presented as an academic paper in a public forum.

Minimum Credits: 3

## **Marketing**

### **MKT 113 - Introduction to Marketing**

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.

Minimum Credits: 3

*EGED*

### **MKT 212 - Marketing Foundations Experience**

The Marketing Foundation Integration Experience exposes students to a variety of learning opportunities that reinforce the core marketing curriculum delivered in Year-1 of their program and inspires them to apply that knowledge to industry challenges for a given client organization (for-profit OR not-for-profit).

Prerequisite(s): Must be enrolled in the Degree in Three program

Minimum Credits: 1

Maximum Credits: 3

### **MKT 222 - Principles of Retailing**

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

Prerequisite(s): MKT 113

Minimum Credits: 3

## **MKT 228 - Technology in Fashion and Retailing**

This course addresses web-based fashion and retailing business issues. On the one hand it explores the influence of technology on fashion products development. On the other hand it explores the role that technology plays at various levels of the retail business including supply chain development, retail channel management and consumer shopping experience.

Minimum Credits: 3

## **MKT 229 - Principles of Integrated Marketing Communications**

This course is designed to give students an understanding of advertising, public relations, corporate communications and sales promotions and the role that the media plays in integrated marketing communications strategies. This course focuses on the planning, research and creative skills needed to reach IMC objectives. Writing intensive course.

Prerequisite(s): MKT 113

Minimum Credits: 3

*EGED IPOC*

## **MKT 230 - Retail Sales Promotion**

This course focuses on sales promotion in the retail sector. The specific needs of retailers in the areas of advertising, visual merchandising, personal selling, and special events planning are among the topics addressed. The culminating project will be a sales promotion plan that will include a major special event. This project is designed to be flexible to support the range of retailing interests represented in the class.

Prerequisite(s): MKT 113 and MKT 222

Minimum Credits: 3

## **MKT 231 - Visual Merchandising**

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.

Prerequisite(s): MKT 222

Minimum Credits: 3

## **MKT 265 - Social Media & Marketing Communications**

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.

Minimum Credits: 3

*EGED IPOC*



## **MKT 270 - Professional Selling**

Selling is a real life skill that everyone uses every day no matter what the profession. The role of professional salespeople is to uncover the needs and wants of buyers in order to develop value-added relationships. This role is vital to the marketer as it entails creating value for and communicating value to the customer which positively impacts the success of an organization's marketing strategy. This introductory selling course focuses on the basic sales skills and tools necessary to become a successful professional salesperson. Although the topic of business-to-consumer (B2C) sales is addressed, the emphasis is placed on business-to-business (B2B) sales, the sales process and sales methodology.

Prerequisite(s): MKT 113

Minimum Credits: 3

*EGED*

## **MKT 300 - Advanced Professional Selling**

The success of professional business-to-business (B2B) sales people is dependent upon their ability to ask the right questions, uncover companies' goals and pain points, and provide valuable solutions which will in turn generate sales. To accomplish this, salespeople must understand the current sales and buying processes at a deeper level. The course builds upon the foundational sales concepts and methodologies covered in the Professional Selling course. Topics include uncovering buyers' critical business issues, developing customized business solutions and effectively securing agreements. The use of role plays and critique by faculty and sales professionals provide students with the opportunity to build on key sales skills and gain experience necessary to launch a career in business-to-business (B2B) sales.

Prerequisite(s): MKT 113 and MKT 270

Minimum Credits: 3

## **MKT 312 - Consumer Research Experience**

The Marketing Research Integration Experience exposes students beyond basic research and engages them in applied marketing research with community organizations and their consumers. Applied consumer research goals are to solve specific issues being encountered by an organization. The Applied consumer research experience would reinforce core Consumer Behavior (MKT 345) and Marketing Research (MKT 337) curricula delivered in Year-2 of the program and teaches students to apply that knowledge to industry challenges for a given client (for-profit OR not-for-profit consumer organization).

Minimum Credits: 3

## **MKT 320 - Sales Force Management**

Effective management of sales people directly impacts the success of a marketing strategy and of the company in general. Consequently, it is imperative that sales managers develop the basic competencies to effectively manage and lead a business-to-business (B2B) sales force in order to meet the overall goals of the organization. This course enables students to develop these valuable competencies as well as business-related decision making skills in the areas of a successful sales force program. Emphasis is placed on sales potential and forecasting, sales force investment and budget, ethical and legal issues, emotional intelligence, account relationship strategies, recruitment, training, motivation, and compensation.

Prerequisite(s): MKT 113 and MKT 270

Minimum Credits: 3

## **MKT 322 - International Retailing**

This course compares and contrasts retail institutions in selected countries. Students examine the social, economic and political influences on the development of global retailers and consider how retailing trends spread from culture to

culture. Students also examine the similarities and differences in merchandising, sales promotion, pricing, personal selling and electronic retailing policies of retailers around the globe. This course is cross-listed with INT 322. Global marker.

Prerequisite(s): MKT 222

Minimum Credits: 3

### **MKT 331 - Business to Business Marketing**

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.

Prerequisite(s): MKT 113

Minimum Credits: 3

### **MKT 337 - Marketing Research**

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.

Prerequisite(s): MKT 113 and MAT 220 or MAT 240

Minimum Credits: 3

*EGED*

### **MKT 345 - Consumer Behavior**

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products. Offered every semester.

Prerequisite(s): MKT 113 and PSY 108 or SOC 112

Minimum Credits: 3

*EGED*

### **MKT 350 - Ethical Issues in Marketing**

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. Offered as needed.

Prerequisite(s): MKT 113

Minimum Credits: 3

*EGED*

### **MKT 355 - Social Media Marketing Strategy**

This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

Prerequisite(s): COM 310 or MKT 229

Minimum Credits: 3

### **MKT 360 - Direct Marketing**

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.

Prerequisite(s): MKT 113

Minimum Credits: 3

### **MKT 378 - Brand Communications**

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.

Prerequisite(s): MKT 113, MKT 229 and MKT 345

Minimum Credits: 3

### **MKT 432 - Strategic Marketing Planning**

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. Offered every semester. Writing Intensive Course.

Prerequisite(s): MKT 113, MKT 337 and three of the following: MKT 222, MKT 229, MKT 320, MKT 345, MKT 350, MKT 360, MKT 433, or MKT 442

Minimum Credits: 3

### **MKT 433 - Multinational Marketing**

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. Offered once a year. Global marker.

Prerequisite(s): MKT 113 and ECO 202

Minimum Credits: 3

### **MKT 442 - Retail Management**

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

Prerequisite(s): MKT 222

Minimum Credits: 3

## **MKT 455 - Social Media Marketing Campaigns**

This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as, a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

Prerequisite(s): MKT 355

Minimum Credits: 3

## **MKT 480 - Independent Study**

Independent study allows the student to investigate any marketing subject not incorporated into the curriculum or to do in-depth study or research in a specialized area of marketing. Offered as needed.

Minimum Credits: 3

## **MKT 490 - Marketing Internship**

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 3-12 hours of MKT 490 credit.

Prerequisite(s): Senior Internship only

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

## **MKT 491 - Retailing Internship**

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. Offered every year.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

## **MKT 499 - Marketing Simulation**

Marketing Simulations is the capstone experience to your Marketing program. During this experience, you will be tested on your specialized marketing knowledge and will compete in a customized online marketing simulation. In your custom simulation, your strategic decisions on products, research and development, pricing, and promotion will be evaluated against your competition in the market. Simulation performance will be measured in terms profitability, brand equity, and other key metrics. Upon completion of the simulation, you will develop a reflection paper on your course experience and will be ready to be a marketing industry leader.

Prerequisite(s): MKT 265, MKT 270, MKT 337, MKT 345, MKT 432, MKT 433 and be a Marketing major.

Students must purchase the GoVenture Any Business Student Subscription Code.

Minimum Credits: 3

## Mathematics

*A graphing calculator (Texas Instruments TI-83 or better) is strongly recommended for use in all mathematics courses.*

### EDU 441 - Math Education Research and Practice

Topics in this course include research methods such as: case studies, interviews and action research. Students will engage in these types of research and analyze related research done in the field of mathematics education. Students will design and implement a research project based on the concepts learned in this class. The impact of research on policies and practices will be explored as students familiarize themselves with state and national standards and policies. Students will also learn how to interpret findings from research and relate them to classroom practices. The course will require 10 - 20 hours of field experience.

Prerequisite(s): Must be enrolled in the Teacher Certification program

Minimum Credits: 3

### MAT 050 - Fundamentals of Algebra

This course includes a review of basic arithmetic and an introduction to elementary algebra. Topics may include: pre-algebra review; real numbers; algebraic expressions; linear and quadratic equations, graphs and applications; systems of equations; exponents; polynomials and rational expressions. (Credits awarded for this course are in addition to the 120-credit minimum graduation requirement.)

Minimum Credits: 3

### MAT 101 - Culinary Mathematics

This course reviews the fundamental computation skills required for accurate food service preparation, operation and management. Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversion, menu pricing, inventories, food costs basic break-even analysis, financial statement content, and employee related expenses. Enrollment limited to students majoring in the following programs: AS in Culinary Arts, AS in Baking and Pastry, BS in Culinary Management.

Minimum Credits: 3

*FMAT*

### MAT 106 - Math for Elementary Education I

This is the first course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: problem solving; functions and graphs; and numbers and operations. This course is open to Early Child Education, Elementary Education, Middle School Mathematics Education, Music Education and Special Education Majors ONLY.

Minimum Credits: 3

*ESTM EGED FMAT*

### MAT 121^ - Math Concepts & Techniques for Business

<sup>^</sup> *Inactive Course* An anthology for business majors, this course enriches and augments the techniques developed in MAT 120. Special attention is given to developing the topics using business examples and employing calculators and computer packages. Topics covered include matrices and their applications, an introduction to linear programming, the summation notations and an introduction to calculus applied to polynomials. (Students who have completed MAT 150 may not register for MAT 121.) Offered every semester.

Minimum Credits: 3

## **MAT 130 - Applied Finite Mathematics**

This course is designed to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions in life after graduation. Topics include mathematics of finance, probability and counting, descriptive statistics and basic linear regression. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 130).

Minimum Credits: 3

*ESTM EGED FMAT*

## **MAT 135 - The Heart of Mathematics**

In this course, students will consider beautiful and profound mathematical concepts on par with the great works of Shakespeare, Plato and Michelangelo in the realms of literature, philosophy and the arts. Topics may include numerical patterns in the nature, the golden rectangle, Platonic solids, topological equivalence, symmetry, prime numbers, infinity, fractals and other subjects.

Minimum Credits: 3

*FMAT ESTM EGED*

## **MAT 140 - Precalculus**

This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions.

Minimum Credits: 3

*ESTM EGED FMAT*

## **MAT 200^ - Mathematics for the Humanities**

<sup>^</sup> *Inactive Course* This course is designed to stress the connection between contemporary mathematics and modern society. Topics are selected from the following categories and are developed in a manner, which blends theory with applications. The course is divided into three general areas: (1) Management Science, (2) Social Choice, (3) On Size and Shape. Offered as needed.

Minimum Credits: 3

## **MAT 206 - Math for Elementary Education II**

This is the second course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: descriptive statistics; probability; algebra; geometry and measurement. This course is open to Early Child Education, Elementary Education, Middle School Mathematics Education, Music Education and Special Education Majors ONLY.

Minimum Credits: 3

*ESTM EGED FMAT*

## **MAT 210 - Applied Calculus I**

This is an introductory course in single-variable calculus. Topics include limits, continuity, derivatives, differentiation, integration and the Fundamental Theorem of Calculus. Students will gain experience solving real-world problems involving calculus, including problems in business, economics, natural sciences and social sciences.

Minimum Credits: 3

*ESTM EGED FMAT*

## **MAT 211 - Applied Calculus II**

This course is a continuation of MAT 210. Topics include integration by parts, functions of several variables, trigonometric functions, techniques of integration, differential equations, Taylor polynomials and infinite series. Students will learn applications in business, economics, natural sciences and social sciences.

Prerequisite(s): MAT 210 with a grade of C or better; or AP Calculus with exam grade of 3 or better

Minimum Credits: 3

*ESTM EGED FMAT*

## **MAT 225 - Calculus I: Single-Variable Calculus**

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.

Minimum Credits: 3

*ESTM EGED FMAT*

## **MAT 230 - Discrete Mathematics**

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.

Minimum Credits: 3

*ESTM EGED FMAT*

## **MAT 240 - Applied Statistics**

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.

Minimum Credits: 3

*ESTM EGED FMAT*

## **MAT 260 - Cryptology**

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.

Prerequisite(s): MAT 140, MAT 210 or MAT 230 with a grade of C or better

Minimum Credits: 3

*IIRO ESTM EGED*

## **MAT 275 - Calculus II: Integration & Series**

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.

Prerequisite(s): MAT 225 with a grade of C or better

Minimum Credits: 3

*ESTM EGED FMAT*

## **MAT 299 - Mathematical Proof and Problem Solving**

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics including: functions and relations, set theory, number theory, and logic.

Prerequisite(s): MAT 230 with a grade of C or better

Minimum Credits: 3

*FMAT ESTM EGED*

## **MAT 300 - Applied Statistics II: Regression Analysis**

This is a second course in statistics that builds upon knowledge gained in MAT 240 or an AP 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.

Prerequisite(s): MAT 240 with a grade of C or better

Minimum Credits: 3

## **MAT 310 - Number Theory**

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.

Prerequisite(s): MAT 299 with a grade of C or better

Minimum Credits: 3



## **MAT 325 - Calculus III: Multivariable Calculus**

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.

Prerequisite(s): MAT 275 with a grade of C or better

Minimum Credits: 3

## **MAT 330 - Differential Equations**

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.

Prerequisite(s): MAT 211 with a grade of C or better

Minimum Credits: 3

## **MAT 350 - Applied Linear Algebra**

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.

Prerequisite(s): MAT 210 with a grade of C or better

Minimum Credits: 3

## **MAT 360 - Statistics and Probability for Teachers**

In this course students will study topics in data analysis including: descriptive statistics, probability, odds and fair games, probability distributions, normal distributions, estimation, and hypothesis testing. The course format will include: hands-on activities; computer-based simulations; creating and implementing student developed investigations; and actual middle school mathematics classroom activities. Throughout the course students will be given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. This course is not appropriate for students who have completed MAT 240, MAT 245 or MAT 250.

Prerequisite(s): MAT 206 with a grade of C or better

Minimum Credits: 3

## **MAT 361 - Geometry for Teachers**

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: area and volume, congruence and similarity, properties of and relationships among geometric shapes and structures. The Pythagorean Theorem, and motion and symmetry. Students will engage with these concepts through proofs, problem solving, dynamic geometric software, and through activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Prerequisite(s): MAT 299 with a grade of C or better

Minimum Credits: 3

## **MAT 362 - Algebra for Teachers**

This course will examine concepts in algebra including: Patterns, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common divisor, The Fundamental Theorem of Arithmetic, The Division Algorithm and Euclidean Algorithm, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, The Fundamental Theorem of Algebra, linear equations, matrix algebra determinants, and vectors. Students will engage with these concepts through proofs, problem solving and through activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Prerequisite(s): MAT 299 with a grade of C or better

Minimum Credits: 3

## **MAT 380 - Error-correcting Codes**

Error-correcting codes play a hidden but central role in modern society, ensuring the accuracy of information stored in DVDs, hard drives and flash drives, and sent over cell phone, the internet and satellites among other digital technologies. A central problem in coding theory is devising a means to transmit information as correctly and efficiently as possible given the expected interference in channels such as wired and wireless networks. The modern-day discipline of coding theory began in 1948 when Claude Shannon proved, in a no constructive way, that there exist optimal codes that maximize both transmission rates and error-correction capabilities. Since then, theoretical mathematicians have been engaged in constructing and researching optimal codes. Topics in this pure math course include Shannon's Theorem on the existence of optimal codes, linear codes, double-error-correcting BCH codes, cyclic codes and Reed-Muller codes.

Prerequisite(s): MAT 350 with a grade of C or better

Minimum Credits: 3

## **MAT 415 - Abstract Algebra**

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.

Prerequisite(s): MAT 299 with a grade of C or better

Minimum Credits: 3

## **MAT 450 - History of Math and Math Education**

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.

Prerequisite(s): Junior prereg status

Minimum Credits: 3

## **MAT 460 - Topology**

This course introduces students to point set and algebraic topology. Topics include topological spaces, continuous functions, connectedness, compactness, homotopy of paths, the fundamental group, and covering spaces. This course is appropriate for students who are considering graduate school in mathematics as well as other students who

are interested in theoretical math.

Prerequisite(s): MAT 299 with a grade of C or better

Minimum Credits: 3

### **MAT 470 - Real Analysis**

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.

Prerequisite(s): MAT 299 with a grade of C or better

Minimum Credits: 3

### **MAT 480 - Independent Study**

This course allows the student to investigate any mathematics subject not incorporated into the curriculum. Offered as needed. Instructor permission required.

Minimum Credits: 3

### **MAT 490 - Mathematics Internship**

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

### **MAT 495 - Middle Grades Mathematics**

This course is the mathematics capstone course for Middle School Mathematics Education majors. Students will spend time reflecting on the mathematics learned in previous courses through rich problems that draw on concepts from multiple disciplines in mathematics. The course will help students develop a deeper and more connected understanding of middle school mathematics content while continuing to develop their mathematical habits of mind and problem-solving strategies. Students will also spend time connecting their knowledge of mathematics education to national and state standards and policies regarding the mathematical education of students.

Prerequisite(s): MAT 360, MAT 361 and MAT 362 with a grade of C or better

Minimum Credits: 3

## **Organizational Leadership**

### **OL 110 - Introduction to Business**

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. Offered as needed

Minimum Credits: 3

### **OL 125 - Human Relations in Administration**

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.

Minimum Credits: 3

## **OL 200H - Honors Business Foundations**

Building upon the managerial competencies introduced in the management module, students will examine trends and directions in business, be introduced to the concepts of corporate social responsibility and ethical decision-making, and gain an international perspective of business. The learning approach will include short lectures, class discussions, examinations, individual presentations and group activities. Expectations of students include preparation, asking questions, expressing opinions, challenging ideas/concepts, and contributing fully to class discussions and activities.

Prerequisite(s): Must be enrolled in 3Year Honors program

Minimum Credits: 3

## **OL 211 - Human Resource Management**

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. Offered every semester.

Minimum Credits: 3

## **OL 215 - Principles of Management**

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. Offered every semester. Writing Intensive Course.

Prerequisite(s): ENG 10, ENG 120 or ENG 200 and ADB 125, OL 125 or TCI 250

Minimum Credits: 3

## **OL 317 - Small Business Management**

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed. Junior standing or permission of instructor.

Prerequisite(s): ACC 102 or ACC 202 and ADB 215 or OL 215 and MKT 113

Junior prereg status

Minimum Credits: 3

## **OL 318 - Employee and Labor Relations**

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.

Prerequisite(s): Junior prereg status

Minimum Credits: 3

## **OL 320 - Entrepreneurship**

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.

International considerations are included. Offered every year.  
Minimum Credits: 3

### **OL 321 - Business Plan Preparation**

Students will prepare, either individually or in teams, a comprehensive business plan for a new venture. Junior standing or permission of instructor.  
Prerequisite(s): ACC 202, MKT 113, OL 215 and OL 320  
Junior prereg status  
Minimum Credits: 3

### **OL 322 - Managing Organizational Change**

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. Offered every year. Team intensive course. Junior standing or permission of instructor.  
Prerequisite(s): ADB 215 or OL 215  
Junior prereg status  
Minimum Credits: 3

### **OL 324 - Managing Quality**

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. Offered every year. Team intensive course.  
Prerequisite(s): ADB 125 or OL 125  
Minimum Credits: 3

### **OL 325 - Total Rewards**

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. Offered as needed. Junior standing or permission of instructor.  
Prerequisite(s): ADB 211 or OL 211  
Junior prereg status  
Minimum Credits: 3

### **OL 326 - Social Environment of Business**

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. Global marker. Junior standing or permission of instructor.  
Prerequisite(s): Junior prereg status  
Minimum Credits: 3

**OL 328 - Leadership**

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.

Offered every year. Team intensive course.

Prerequisite(s): ADB 125 or OL 125

Minimum Credits: 3

**OL 342 - Organizational Behavior**

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.

Prerequisite(s): ADB 125 or OL 125

Junior prereg status

Minimum Credits: 3

**OL 421 - Strategic Management and Policy**

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. Senior standing or permission of instructor.

Prerequisite(s): ACC 102 or ACC 202 or ACC 214 or HTM 320 and MKT 113

Senior prereg status

Minimum Credits: 3

**OL 429H - Honors Applied Management: New Paradigm Design**

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.

Prerequisite(s): Must be enrolled in 3Year Honors program

Minimum Credits: 3

**OL 430H - Honors Applied Management: New Paradigm Design**

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.

Prerequisite(s): Must be enrolled in 3Year Honors program

Minimum Credits: 6

## **OL 442 - Human Resource Strategy and Development**

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.

Prerequisite(s): OL 211 and OL 325 or OL 318

Senior prereg status

Minimum Credits: 3

## **OL 460 - Seminar in Organizational Issues**

The content of this course varies from semester to semester. Using readings, research and case studies, it focuses on contemporary and changing issues in organizations and society, exploring in depth topics such as: leadership, innovation, change, social responsibility, business ethics, sustainability, and emerging societal trends. Senior standing or permission of instructor.

Prerequisite(s): ADB 342 or OL 342

Senior prereg status

Minimum Credits: 3

## **OL 462 - Year 1 Assembly and Knowledge Assurance**

In this academic experience (3 credits) students will demonstrate an understanding and knowledge of important organizational leadership concepts and terms, and their application that were introduced in Year 1 Business Administration courses, assembly meetings, team-based activities, and discussions. Additional insight will be gained in the areas of interrelationships of human assets, the organization, decision-making impact and personal time management techniques, which will assist in attaining the desired outcomes. Must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in Degree in Three program

Minimum Credits: 3

## **OL 463 - Year 2 Assembly and Knowledge Assurance**

In this academic experience (3 credits) students will demonstrate an understanding and knowledge of important organizational leadership concepts and terms, and their application that were introduced in Year 2 Business Administration courses, assembly meetings, team-based activities and discussions. Must be enrolled in Degree in Three program.

Prerequisite(s): Must be enrolled in the Degree in Three program

Minimum Credits: 3

## **OL 465 - Fieldwork Experience & Final Project**

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.

Prerequisite(s): OL 462 and OL 463

Minimum Credits: 3

**OL 468 - Team Based Project**

This course (3 credits) is designed to provide the student team the opportunity to investigate, research, and analyze a management topic as a result of comparing and contrasting the team members' individual fieldwork final deliverable. Based on the comparative analysis, the team will identify the management topic and further investigate its relationship to the team members' experiences to ascertain the commonalities and the differences. Additional research and analysis will be required. The student team will submit a final deliverable which will include a report along with a final presentation.

Prerequisite(s): OL 465

Minimum Credits: 3

**OL 472 - Applied New Venture Creation**

This course will explore and practice business creation in an independent and corporate setting. Students will take a multidimensional and team approach to entrepreneurship by exploring innovation, product development, go-to-market strategies, operations, and financing/funding. The course will culminate in a business plan that students can/will launch within the course. Taught by real executives and entrepreneurs from global tech companies.

Minimum Credits: 3

**OL 480 - Independent Study**

This course allows the student to investigate any organizational leadership subject not incorporated into the curriculum.

Minimum Credits: 1

Maximum Credits: 3

**OL 481H - Honors Integrating Experience Year One**

Must be enrolled in the 3Year Honors Program

Prerequisite(s): Must be enrolled in 3Year Honors program

Minimum Credits: 3

**OL 482H - Honors Integrating Experience Year Two**

Experience is only offered to students in the 3Year Honors Program.

Prerequisite(s): Must be enrolled in 3Year Honors program

Minimum Credits: 3

**OL 490 - Business Administration Internship**

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. Offered every year.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

**SHRM 500 - SHRM Certification Preparation**

Southern New Hampshire University, in partnership with the Society for Human Resource Management (SHRM), offers a non-credit SHRM Learning System Course designed to assist human resource professionals in preparing for the PHR and SPHR certification exams. Available online in an 8-week format as well as an executive on campus



workshop series, HR executives and training professionals will be taught by faculty who are also human resource practitioners and subject matter experts. This course is appropriate for undergraduates as well as graduate students employed in the HR and Training fields seeking HR Management certification.

Minimum Credits: 0

## Ph.D. Doctoral Courses

### DOC 950 - Dissertation Status

Minimum Credits: 0

### INT 890 - Doctoral Colloquium

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

Minimum Credits: 3

## Philosophy

### PHL 210 - Introduction to Philosophy

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. Offered every semester.

Minimum Credits: 3

*EFAH EGED*

### PHL 212 - Introduction to Ethics

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?

Minimum Credits: 3

*IWEL IETH EFAH EGED*

### PHL 214 - Formal Logic

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. Offered as needed.

Minimum Credits: 3

*IIRO EGED ESTM*

## **PHL 230 - Religions of the World**

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. Global marker.

Minimum Credits: 3

*EFAH EGED IGCU IGSO IDIV IWAP*

## **PHL 316 - Business Ethics**

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. Offered every semester.

Minimum Credits: 3

*EFAH EGED IETH*

## **PHL 363 - Environmental Ethics**

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.

Minimum Credits: 3

*EFAH IETH EGED*

## **PHL 480 - Independent Study**

This course allows the student to investigate any philosophy subject not incorporated into the curriculum. Offered as needed.

Minimum Credits: 3

# **Physics**

## **PHY 101 - Principles of Physics**

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.

Minimum Credits: 3

## **PHY 103 - Earth System Science**

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.

Minimum Credits: 3

## **PHY 105 - Geology**

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.

Minimum Credits: 3

## **Political Science**

### **POL 210 - American Politics**

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.

Minimum Credits: 3

*IAME ESBS EGED*

### **POL 211 - International Relations**

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

Minimum Credits: 3

*ESBS EGED IWAP*

### **POL 305 - State and Local Government**

This course explores the structure and function of state and local governments in the United States, with an emphasis on their roles as partners with the federal government in a system of cooperative federalism. Students spend much of the course playing and critiquing their own performance in Camelot, a role-playing simulation game in which they assume the roles of civic leaders, representatives of organized interests, and other interested parties in a hypothetical city to try to resolve controversial policy dilemmas like the ones with which local communities are confronted routinely in the United States. This course is not offered online.

Prerequisite(s): GOV 110 or POL 210

Minimum Credits: 3

### **POL 306 - The American Legal Tradition**

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.

Prerequisite(s): GOV 110 or POL 210

Minimum Credits: 3

Minimum Credits: 3

## **POL 314 - Political Theory**

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

Prerequisite(s): ENG 121 or ENG 200 and POL 210

Minimum Credits: 3

## **POL 316 - Legal Reasoning and the Constitution**

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.

Prerequisite(s): POL 306

Minimum Credits: 3

## **POL 317 - Campaigns and Elections**

Campaigns and elections are central features of the American democratic process. This course will provide students with a deeper appreciation of how campaigns and elections set the rhythm of American political life and shape the functioning of our governmental system. Students will develop an in-depth understanding of the mechanics of political campaigns, with a special emphasis on electoral strategy, media relations, and voter mobilization. Students will use these concepts to analyze key elections during pivotal moments in our nation's political history. The course will also include considerable discussion of the role that our own New Hampshire Primary plays in the electoral process.

Prerequisite(s): GOV 110 or POL 210

Minimum Credits: 3

## **POL 319^ - US Environmental Law and Politics**

*^Inactive Course* 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 329^ and 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.

Prerequisite(s): ENV 101 or SCI 219, and either POL 210 or at least junior standing.

Minimum Credits: 3

## **POL 324 - Congress and the Legislative Process**

This course explores the structure and function of the Congress of the United States, with an emphasis on its role as a legislative body in a system of government characterized by the separation of powers and checks and balances. The topics covered include the congressional leadership structure, the committee system, major rules and procedures, legislative-executive relations, congressional elections, and representation, and may vary from semester to semester.

Prerequisite(s): POL 210

Minimum Credits: 3

## **POL 326 - World Legal Traditions**

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.

Prerequisite(s): POL 211 and POL 306

Minimum Credits: 3

## **POL 329^ - Int'l Environmental Law and Negotiation**

*^Inactive Course* How can we resolve environmental disagreements without picking winners and losers or merely agreeing to disagree? This interdisciplinary course explores the most effective strategy for doing so in negotiating agreements of all kinds, using the multi-country agreements that are at the center of international environmental law as illustrative examples. Students spend most of the course building win-win negotiation skills in a series of increasingly complex computer-assisted and other role-playing simulation games. First, they explore some of the factors that give rise to international environmental dilemmas by assuming the roles of users of an international common pool resource that is not the subject of a negotiated management agreement. Then they assume the roles of member-states of the International Whaling Commission to negotiate the fate of a controversial proposal to end the international ban on commercial whaling. Finally, with the help of C-ROADS, an award-winning computer simulation used by governments, corporations, and nongovernmental organizations worldwide to model the long-term climate impacts of alternative greenhouse gas emission policy scenarios, and World Climate, a companion role-playing game, students assume the roles of state-parties to the United Nations Framework Convention on Climate Change to develop and to negotiate the fate of their own proposals for resolving the many environmental and development dilemmas associated with the climatic disruption being caused by human greenhouse gas emissions.

Prerequisite(s): ENV 101 or SCI 219, and either POL 211 or at least junior standing.

Minimum Credits: 3

## **POL 336 - Advocacy and the Law**

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.

Prerequisite(s): POL 306

Minimum Credits: 3

## **POL 349^ - Comp Environ Law/Sustainable Development**

*^Inactive Course* 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.

Prerequisite(s): ENV 101 or SCI 219 and either POL 210 or at least junior standing

Minimum Credits: 3

## **POL 362 - The American Presidency**

This course highlights central themes in the historical development, organization, and functioning of the American presidency. From the origins of our Constitution through two centuries of institutional development and up to the present day, this course will provide students with an in-depth understanding of the dynamics of presidential behavior. Special emphasis will be placed on the growth of presidential power in both foreign and domestic policy and on the central role that presidential elections play in our national politics. Students will learn to view the American presidency as a complex institution, one that requires the president to simultaneously play multiple political roles, including commander-in-chief, legislator, communicator, civic leader and candidate.

Prerequisite(s): POL 210

Minimum Credits: 3

## **POL 410A - Semester in Washington, D.C.: Politics Field Experience**

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.

Prerequisite(s): POL 210 or POL 211, at least junior standing, and permission of the department chair or program coordinator.

Minimum Credits: 12

## **POL 410B - Seminar in Washington, D.C.: Politics Seminar**

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.

Prerequisite(s): POL 210 or POL 211, at least junior standing, and permission of the department chair or program coordinator.

Minimum Credits: 3

## **POL 413A - Semester in Washington, D.C.: Pre-Law Field Experience**

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.

Prerequisite(s): POL 306, at least junior standing, and permission of the department chair or program coordinator.  
Minimum Credits: 12

### **POL 413B - Semester in Washington, D.C.: Pre-Law Seminar**

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 POL 413A.

Prerequisite(s): POL 306, at least junior standing, and permission of the department chair or program coordinator.  
Minimum Credits: 3

### **POL 480 - Independent Study**

This course offers students an opportunity to study any political topic not covered in any course listed in the catalog, under the supervision of a political science faculty member.

Minimum Credits: 3

### **POL 490 - Political Science Internship**

See an academic advisor for requirements and details.

Minimum Credits: 0 (variable credit course)

Maximum Credits: 12

## **Psychology**

### **PSY 108 - Introduction to Psychology**

This course provides students an introduction to the scientific study of behavior and mental processes. Students prepare for more advanced concepts in upper-level Psychology courses by learning the basics of how to evaluate research and exploring various areas of specialization within the discipline. Offered every semester.

Minimum Credits: 3

*ESBS EGED*

### **PSY 201 - Educational Psychology**

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. Offered as needed. Writing intensive course.

Prerequisite(s): PSY 108

Minimum Credits: 3

## **PSY 205 - Forensic Psychology**

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.

Prerequisite(s): PSY 108

Minimum Credits: 3

## **PSY 211 - Lifespan Development**

The purpose of this course is to engage students in meaningful exploration of theories, basic concepts, and research methodologies in psychological development. Students will gain an understanding of patterns of human development from conception through death, including the biological, cognitive, and social-emotional development and the interplay between these areas. This course will also explore the roles of environmental and genetic factors, culture and history, continuity and change in development. Offered every semester.

Prerequisite(s): PSY 108

Minimum Credits: 3

*IWEL ESBS EGED*

## **PSY 215 - Abnormal Psychology**

This course offers students an opportunity to better understand human behavior. It also studies the similarities and differences between normal and abnormal reactions to environmental stimuli. Offered every year.

Prerequisite(s): PSY 108

Minimum Credits: 3

## **PSY 216 - Psychology of Personality**

Personality is studied using theories, applications, and individual and group patterns of behavior formation. Offered every year.

Prerequisite(s): PSY 108

Minimum Credits: 3

*ESBS EGED*

## **PSY 223 - Research I: Statistics for Psychology**

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 Research Methods II: Methodology & Design. 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.

Prerequisite(s): MAT 240

Minimum Credits: 3



**PSY 224 - Research II: Scientific Investigations**

Students in this course will develop an understanding 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. Offered every year. Writing intensive course.

Prerequisite(s): PSY 108 and MAT 240 or MAT 245

Minimum Credits: 3

**PSY 230 - Psychology of Individual Differences and Special Needs**

This course provides knowledge and understanding of exceptional children and adolescents. The approach is theoretical and practical. Offered as needed.

Prerequisite(s): PSY 108

Minimum Credits: 3

**PSY 257 - Social Psychology**

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. Offered as needed.

Prerequisite(s): PSY 108

Minimum Credits: 3

*ESBS EGED*

**PSY 258 - Industrial Organizational Psychology**

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.

Prerequisite(s): PSY 108

Minimum Credits: 3

**PSY 291 - Experiential Learning**

This course is an entry-level, experience-based course that focuses on community psychology, career opportunities, and academic direction. Through volunteer hours and course content, 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.

Prerequisite(s): PSY 108, Must be enrolled in psychology program.

Minimum Credits: 3

**PSY 300 - Biopsychology**

This course explores how the brain influences our behaviors, thoughts, and feelings. Topics include: evolution, genetics, anatomy and function of the nervous system, psychopharmacology, brain dysfunction, neuropsychological testing, sleep and circadian rhythms, neuroplasticity, emotions, and mental illness.

Prerequisite(s): PSY 108

Minimum Credits: 3

*IIRO*

## **PSY 305 - Cognitive Psychology**

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

Prerequisite(s): PSY 108

Minimum Credits: 3

*IIRO*

## **PSY 310 - Criminal Psychology**

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.

Prerequisite(s): PSY 108

Minimum Credits: 3

## **PSY 311^ - Child and Adolescent Development**

*^ Inactive Course* This course is an in-depth study of childhood and adolescent developmental issues. The solid understanding of concepts and theories acquired through PSY 211 will be developed and applied. Field research, case studies and observations will be required. Offered as needed.

Prerequisite(s): PSY 108 or PSY 211

Minimum Credits: 3

## **PSY 314 - Disorders of Childhood and Adolescence**

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 215 is essential for understanding the etiology and manifestation of these disorders, as well as the impact on the individual, family and society. Current field research and case studies will be used. Offered as needed.

Prerequisite(s): PSY 108 and PSY 211

Minimum Credits: 3

## **PSY 315 - Counseling Process and Techniques**

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. Offered as needed.

Prerequisite(s): PSY 108 and PSY 216

Minimum Credits: 3

## **PSY 317 - Reading and Research in Psychology**

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.

Minimum Credits: 1

## **PSY 318^ - Introduction to Forensic Counseling**

<sup>^</sup> *Inactive Course* This course provides an introduction to the role of the forensic counselor with an overview of the application of forensic counseling relevant to arrested and convicted individuals. The following topics are covered: history of forensic counseling, philosophical basis including differences from traditional counseling, offender typology, legal issues and ethics, forensic counseling modalities and process, effectiveness of forensic counseling, careers in forensic counseling, and future implications and trends.

Prerequisite(s): PSY 315

Minimum Credits: 3

## **PSY 319 - Social Development: Child and Adolescent**

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.

Prerequisite(s): PSY 211

Minimum Credits: 3

## **PSY 321 - Issues in Childhood Development**

This course focuses on psychological development from infancy through late childhood. Research and theoretical perspectives will be used to help students understand contemporary issues central to childhood development, including: biological, cognitive, and social-emotional characteristics of development and the interplay between them. A highlight of this course is that we will apply developmental psychology to current issues. Please note that this class replaces PSY 311^.

Prerequisite(s): PSY 108 and PSY 211

Minimum Credits: 3

## **PSY 322 - Issues in Adolescent Development**

Adolescence is a fascinating time of life because of the many psychological and physical changes that occur, as well as the cultural and historical issues surrounding these changes. This course focuses on psychological development from pre-adolescence through emerging adulthood. Research and theoretical perspectives will be used to help students understand contemporary issues central to adolescence, including: puberty, cognition, morality, identity, relationships, sexuality, school, work, culture, and challenges faced by adolescents. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span.

Prerequisite(s): PSY 108 and PSY 211

Minimum Credits: 3

## **PSY 324 - Cross-Cultural Psychology**

This course examines psychological issues in various cultural contexts and explores how ethnic and cultural backgrounds influence patterns of human thought and behavior. The course includes a focus on the psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotyping.

Prerequisite(s): PSY 257

Minimum Credits: 3

**PSY 325 - Advanced Research Methods**

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

Prerequisite(s): PSY 224

Minimum Credits: 3

**PSY 331 - Human Sexuality**

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. Offered as needed.

Prerequisite(s): PSY 108

Minimum Credits: 3

**PSY 335 - Assessment and Testing**

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. Offered every year.

Prerequisite(s): PSY 108 and MAT 240 or MAT 245

Minimum Credits: 3

**PSY 443 - Psychology Internship**

Offered every year.

Prerequisite(s): PSY 108, PSY 211, PSY 216, PSY 215, and PSY 224. Must be enrolled in psychology program.

Minimum Credits: 3

Maximum Credits: 12

**PSY 444 - Senior Seminar in Psychology**

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. Offered every year. Writing Intensive Course.

Prerequisite(s): PSY 224 and three from: PSY 211, PSY 215, PSY 216, PSY 257, PSY 300 or PSY 305

Minimum Credits: 3

**PSY 480 - Independent Study**

This course allows the student to investigate any psychology subject not incorporated into the curriculum. Offered as needed.

Minimum Credits: 3

## **Public Administration**

### **PAD 330 - Public Administration**

This course is designed to introduce students to the basics of public administration and set context around contemporary political, social, economic, and administrative realities. It explores public service organizations, governance, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values and issues important to public policy at the local, state, national and international levels.

Minimum Credits: 3

## **Quantitative Studies and Operations Management**

### **QSO 291 - 1st Year Experience in OPM**

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.

Prerequisite(s): Must be enrolled in the Degree in Three program

Minimum Credits: 3

### **QSO 300 - Operations Management**

This course is an introduction to the operations function, which is responsible for the creation of goods and services of the organization. Students will learn the concepts and techniques used in managing operations in manufacturing and service organizations.

Prerequisite(s): MAT 240

Minimum Credits: 3

### **QSO 310 - Management of Service Operations**

This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. Emphasis is focused on preparing students to identify and apply appropriate management processes to ensure efficient, effective, and quality oriented service operations, while achieving operational excellence. Topics covered include: the role of services in the economy, strategic positioning and internet strategies, environmental strategies, new service development process, managing service expectations, front-office and back-office interface, service quality, yield management, waiting time management, and site selection.

Prerequisite(s): MAT 240

Minimum Credits: 3

### **QSO 320 - Management Science through Spreadsheets**

This course introduces the student to mathematical techniques that may be used to aid decision-making. Topics may include linear programming, PERT, CPM, network analysis and others. Offered once a year.

Prerequisite(s): MAT 240

Minimum Credits: 3

### **QSO 330 - Supply Chain Management**

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.

Prerequisite(s): MAT 240

Minimum Credits: 3

### **QSO 340 - Project Management**

As modern organizations have become more complex, they have also become more project-driven. This course uses a basic project management framework in which the project life-cycle is broken into organizing, planning, monitoring and controlling the project. You will learn the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources.

Prerequisite(s): MAT 240

Minimum Credits: 3

### **QSO 345 - Project Management/CAPM Certification**

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.

Minimum Credits: 3

### **QSO 360 - Six Sigma Quality Management**

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.

Prerequisite(s): MAT 240

Minimum Credits: 3

### **QSO 391 - 2nd Year Experience in OPM**

The aim of this experience is to give the students an opportunity to plan for and execute a real-world Six Sigma project.

Prerequisite(s): Junior standing

Minimum Credits: 3

### **QSO 440 - Topics in Project Management**

This course covers advanced topics in project management such as project risk, project integration, project quality, and project procurement. Advanced project selection, planning, and control methods of project management are taught with hands-on-applications of Oracle Crystal Ball and MS Project. Students will learn the knowledge and skills of an experienced project manager by creating a detailed project plan for a real-world project.

Prerequisite(s): QSO 340

Minimum Credits: 3

### **QSO 480 - Independent Study**

Independent study allows the student to investigate any quantitative studies/operations management subject not incorporated into the curriculum or to do in-depth research in a specialized area of quantitative studies/operations management.

Minimum Credits: 3

### **QSO 490 - Operations/Project Management Internship**

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 3-12 credit hours of QSO 490.

Minimum Credits: 3

Maximum Credits: 12

### **QSO 491 - 3rd Year Fall Experience in OPM**

The aim of this experience is to give the students an opportunity to develop real-world plans for managing operations and/or projects.

Prerequisite(s): Junior standing

Minimum Credits: 3

### **QSO 492 - 3rd Year Spring Experience in OPM**

The aim of this experience is to give the students an opportunity to develop real-world plans for managing operations and/or projects. The student deliverables in this experience will be different from those in QSO 491.

Prerequisite(s): Junior standing

Minimum Credits: 3

## **Reading**

*(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)*

### **RDG 503 - Emerging and Early Literacy Development K-4**

This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.

Minimum Credits: 3

**RDG 504 - Content Area Literacy Grades 4-8**

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.

Minimum Credits: 3

**RDG 531 - Literature for Children Pre-K-8**

This course will include an in-depth study of literary genre and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers.

Minimum Credits: 3

**RDG 532 - Young Adult Literature**

This course is a focus on literature designed for the adolescent reader. Students read examples of adolescent fiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for teaching adolescents.

Minimum Credits: 3

**RDG 535 - Content Area Literacy Grades 5-12**

This course focuses on the development of reading and writing skills in support of the content areas in grades 5-12. Students will become familiar with effective practices to support the development of literacy strategies for students on the secondary level.

Minimum Credits: 3

**RDG 582 - Assessing and Instructing Students with Literacy Difficulty**

This course presents methods and materials to assess the needs and plan instructional interventions for students with literacy difficulties. Students will learn to analyze and interpret formal and informal literacy assessments and use instructional techniques to improve literacy in students with a range of literacy difficulties (K-12). This course includes an examination of literacy development among diverse learners.

Prerequisite(s): RDG 503 or EDU 501

Minimum Credits: 3

**RDG 701 - Reading Internship: K-4**

Students will complete a one credit reading internship that covers field-based literacy experiences at the elementary level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades K-4.

Minimum Credits: 1

**RDG 702 - Reading Internship: 5-8**

Students will complete a one credit reading internship that covers field-based literacy experiences at the middle school level at the conclusion of all coursework. This course of study is designed for students to observe, interview,



and experience literacy program planning, operation, and management in grades 5-8.

Minimum Credits: 1

### **RDG 703 - Reading Internship: 9-12**

Students will complete a one credit reading internship that covers field-based literacy experiences at the high school level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 9-12.

Minimum Credits: 1

## **Resident Life**

### **RES 220 - Resident Life Psychology**

This course explores the psychological and social development of college students who live in residence halls on campus. Through discussion, written and oral projects and experiences, students will examine their firsthand job applications in light of theories of student development, organizational theory and group work. Open to students in the resident assistant program. Offered as needed.

Minimum Credits: 3

## **Science**

### **SCI 212 - Principles of Physical Science I**

Various concepts within the physical sciences are discussed ranging from the teachings of Aristotle to the theories of Einstein. Topics include the influence of the scientific method in generating knowledge, the contributions of Galileo, Copernicus, Newton, Kepler and others concerning energy, forces, and motion, gravity, the solar system, and cosmology and relativity.

Minimum Credits: 3

*ESTM EGED*

### **SCI 215 - Contemporary Health**

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.

Minimum Credits: 3

*ESTM IWEL EGED*

### **SCI 218 - Natural Resources**

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.

Minimum Credits: 3

## **SCI 219 - Environmental Issues**

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, solid and hazardous wastes, energy including fossil fuels and nuclear power, economies and sustainability. This course is cross-listed as ENV 219 .

Minimum Credits: 3

*IETH ESTM EGED IWAP*

## **SCI 220 - Energy and Society**

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources, greenhouse effects, transpiration, nuclear power, and economies.

Minimum Credits: 3

*ESTM EGED*

## **SCI 251 - Natural Sciences I**

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.

Minimum Credits: 3

*ESTM EGED*

## **SCI 252 - Natural Sciences II**

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.

Minimum Credits: 3

*ESTM EGED*

## **SCI 333 - Waste: Sources, Reduction, & Remediation**

Waste is a major issue in nearly all aspects of society and understanding it is essential when considering the environment and sustainability. This class will focus on how waste is produced, how to reduce this pollution and how to clean it up once it is released. In addition to the physical science, we will examine the impact of waste on the economy, society and public health.

Prerequisite(s): SCI 211 or SCI 212 or SCI 213 or SCI 219

Minimum Credits: 3

## **SCI 373 - Environmental Field Study**

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.  
Minimum Credits: 3

## **SCI 480 - Independent Study**

Offered as needed.  
Minimum Credits: 3

# **Social Science**

## **SCS 224 - Social Science Research Methods**

This course offers a broad introduction to research methods in the social sciences, including surveys, case studies, experiments, and quasi-experiments. Students learn to spot design flaws in research intended to generate scientifically sound conclusions about social phenomena, and to evaluate critically the interpretations of social science research results by third-party observers, such as reporters. Students also learn how to draft a research proposal that would satisfy the requirements of peer review within the community of professional social scientists.  
Prerequisite(s): MAT 240  
Minimum Credits: 3

## **SCS 300 - The Human Condition: Environment/You**

This is a team-taught course which will examine Ethics and Morality as seen through the distinct perspectives of the various social sciences: Anthropology, Economics, Environmental Sciences, Geography, Information Technology, Justice Studies, Political Science, Psychology, and Sociology. Instructors from each of these disciplines will conduct sessions on selected topics on ethical and moral issues, as viewed by the social science perspective. Not only will the student learn about issues defined as important by the instructors but will also discover how each discipline examines issues in somewhat different ways. In this manner both the similarities and differences of social sciences can be investigated and applied.  
Minimum Credits: 3

## **SCS 444 - Capstone Colloquium**

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.  
Prerequisite(s): Senior prereg status  
Minimum Credits: 3

## **SCS 490 - Social Science Internship**

Offered every year.

Minimum Credits: 0

Maximum Credits: 12

## **Sociology**

### **SOC 112 - Introduction to Sociology**

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.

Minimum Credits: 3

*EGED ESBS IDIV IGSO*

### **SOC 203 - Wealth and Poverty**

This course asks why wealth and poverty continue to exist side by side throughout the world. Students explore how standards of living differ both within and between industrialized countries and the Third World, and seek the causes of these differences in the story of economic development as it has unfolded over the past 500 years. Global marker.

Minimum Credits: 3

### **SOC 213 - Sociology of Social Problems**

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. Offered every year.

Prerequisite(s): SOC 112

Minimum Credits: 3

*ESBS IGSO EGED*

### **SOC 235 - Public Health**

This course has been designed to introduce students to the realm of public health. In addition to the insights provided by the sociological perspective, it will also examine medical, historical, anthropological, psychological, political, and economic aspects of community health and community health care programs. It will examine the impact of health care on U.S. society.

Minimum Credits: 3

### **SOC 291 - Experiential Learning**

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.

Prerequisite(s): SOC 112. Must be enrolled in psychology program.

Minimum Credits: 3

### **SOC 317 - Sociology of the Family**

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

Prerequisite(s): SOC 112

Minimum Credits: 3

*IWEL ESBS EGED*

### **SOC 318 - Sustainable Communities**

How do we build a society fit for living? This course looks to the field of environmentally sustainable community development (ESCD) for answers to this question. Students explore the principles and practices of ESCD using pattern-mapping of community needs, site visits, and other experiential learning tools that turn communities into classrooms, and bring the challenge of building environmentally sustainable communities to life. In the process, students identify assumptions that lead to unsustainable social practices, and develop the skills necessary to help create livable local landscapes and sustainable local futures through individual and community action.

Prerequisite(s): ENV 219 or SCI 219 or SOC 112

Minimum Credits: 3

### **SOC 320 - Sociology of Gender**

The examination of gender in society. Students will explore the social construction of gender, gender identity development, sexuality and power, and other aspects concerning the meanings and implications of being 'male', 'female', or 'transgendered'.

Prerequisite(s): SOC 112

Minimum Credits: 3

*ESBS IDIV EGED*

### **SOC 324 - Sociology of Crime and Violence**

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.

Prerequisite(s): SOC 112

Minimum Credits: 3

*ESBS EGED*

### **SOC 325 - Sociological Perspectives**

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.

Prerequisite(s): SOC 112

Minimum Credits: 3

**SOC 326 - Sociology of Deviant Behavior**

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. Offered every other year.

Prerequisite(s): SOC 112

Minimum Credits: 3

**SOC 328 - Sociology of Aging**

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. Offered every other year.

Prerequisite(s): SOC 112

Minimum Credits: 3

*ESBS IDIV EGED*

**SOC 330 - Sociology of Minority Relations**

This course examines minority relations in America and other societies. It focuses on the nature of minority-dominated interaction, the sources and operation of prejudice and discrimination and the typical reactions of minorities to their disadvantaged positions. Offered as needed.

Prerequisite(s): SOC 112

Minimum Credits: 3

*IDIV ESBS EGED*

**SOC 333 - Sport and Society**

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. Offered every spring semester.

Prerequisite(s): COM 212 or ENG 200

Minimum Credits: 3

*ESBS IETH IWEL EGED*

**SOC 335 - Technology and Society**

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.

Prerequisite(s): One science course or permission of instructor.

Minimum Credits: 3

**SOC 350 - G.R.E.E.D.**

G.R.E.E.D., Globally Responsible Environmental and Economic Decisions. This course explores the scientific, social and ethical aspects of environmental degradation and evaluates practices and attitudes that will lead to sustainable practices. Part 1 - G.R.E.E.D. is explored as a threat to sustainable development. Part 2 - G.R.E.E.D. is explored through team-based research as a sustainable alternative.

Minimum Credits: 3

*ESBS IETH EGED*

## **SOC 373 - Environmental Field Study**

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.  
Minimum Credits: 3

## **SOC 480 - Independent Study**

Offered as needed.  
Minimum Credits: 3

## **SOC 490 - Community Sociology Internship**

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.  
Prerequisite(s): SOC 112. Must be enrolled in psychology program.  
Minimum Credits: 3  
Maximum Credits: 12

# **Special Education**

*(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)*

## **SPED 210 - Early Childhood Issues/Disabilities**

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).  
Minimum Credits: 3

## **SPED 230 - Implications of Special Education**

Students will examine the personal, physical, social and academic issues related to programming for children with disabilities. An emphasis is placed on practical aspects of behaviors associated with a child's disability and the importance of the classroom environment. This course also addresses the history of Special Education, as well as current trends and research. This is the foundation course for certification or licensure as a General Special Education Teacher Grades K-12. Federal and state legislation will be reviewed as well as the NH State Standards for Children with disabilities and include the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA)

including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

Prerequisite(s): SPED 210 or SPED 260

Minimum Credits: 3

## **SPED 260 - Children with Exceptionalities**

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.

Minimum Credits: 3

## **SPED 314 - Consultation and Collaboration**

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. TCP acceptance is required.

Prerequisite(s): SPED 230 and SPED 210 or SPED 260

Must be enrolled in the Teacher Certification program.

Minimum Credits: 3

## **SPED 350 - Special Education Assessment**

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. TCP acceptance is required.

Prerequisite(s): SPED 210 or SPED 260

Must be enrolled in the Teacher Certification program.

Minimum Credits: 3

## **SPED 499 - Internship**

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.

Minimum Credits: 3

Maximum Credits: 12

## **SPED 501 - Students with Exceptionalities**

Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as well as the NH State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973,



as amended.

Minimum Credits: 3

## **SPED 520 - Assessment of Student Performance**

This course is designed to provide an overview of practical performance assessments that can be used to measure student progress in the general education setting. Learners will become familiar with a repertoire of authentic assessments and knowledge of progress monitoring tools including but not limited to formative and summative assessments, diagnostic tools, performance tasks, criteria checklists, rubrics, student portfolios and the use of multiple sources of data in measuring student performance. The course will examine a variety of accountability measures including standardized tests, observation, curriculum based measures, utilization of Response to Intervention (RTI) as a system for planning, instruction, progress monitoring and interventions. The role Professional Learning Community Models (PLC's) in targeting both behavioral and academic achievement will be explored. The overall goal of the course is to prepare educators to utilize assessment data in the design of classroom instruction and monitoring of student progress for a broad range of students.

Prerequisite(s): EDU 503, EDU 543, RDG 582 and SPED 501

Minimum Credits: 3

## **SPED 521 - Effective Learning Environments**

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct an in-depth study of behavior theory and practical applications in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each level discussing the best approaches depending upon the developmental age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations. Students will leave this class with a good understanding of the progression and development of students with disabilities K-12 personally, socially, physically and academically.

Minimum Credits: 3

## **SPED 525 - Critical Issues/Students w/Disabilities**

This course will analyze various disabilities and determine how they impact student learning within the general curriculum. Students will examine strategies and techniques (including assistive technology) to assist the student in the general education classroom. Tiered support systems will be discussed as a general education instructional framework that can serve the needs of all students. The role of the family and school as partners will be developed as a critical technique to serve the needs of students with disabilities, as well as the importance of facilitating effective meetings and communication efforts that must be part of the role of the special educator.

Minimum Credits: 3

## **SPED 526 - Multisensory Literacy Strategies**

This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension and writing.

Prerequisite(s): RDG 582

Minimum Credits: 3

## **SPED 540 - Classroom and Behavior Management**

This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between student behavior, classroom management and well-designed instructional practices.

Minimum Credits: 3

## **SPED 561 - Consultation and Collaboration**

This course presents the Assessment and IEP process from referral to completion. Students will be expected to clearly define roles and responsibilities within the school for the special education teacher, paraprofessional, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21. Students will be able to write a formal evaluation report.

Minimum Credits: 3

## **SPED 580 - Special Education Assessment**

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of learners with and without disabilities across cognitive, social, emotional and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation and reporting of selected diagnostic testing used in special education evaluations.

Prerequisite(s): SPED 520

Minimum Credits: 3

## **SPED 601 - Content-Based Literacy**

This course is designed to help educators become more skilled and versatile in their application of teaching strategies within the regular education classroom, including discussion formats, varied questioning techniques, flexible groupings and differentiated instructional methods. Learners will understand the rationale and importance of using research-based strategies that enable a wide range of learners to access the Core Curriculum in general education classrooms. The course will examine curriculum and instructional design in relationship to students' diverse learning styles and cognitive, readiness and cultural differences. The overall goal is prepare educators to design and demonstrate lessons that incorporate engaging learning materials and methods and varied assessment tools that enable a broad range of students to achieve understanding, application and mastery of key curriculum concepts and skills.

Minimum Credits: 3

## **SPED 610 - Executive Function and Study Skills**

Students with language-based learning disabilities often struggle with the cognitive and self-regulating tasks associated with executive function. These tasks range from organizing time, materials, information; preparing for work, managing frustration, accessing memory and self-monitoring one's progress and work. This course introduces educators to research-based strategies that increase and improve executive function through the use of effective study skills. While the course will explore relevant research on language-based learning disabilities and executive

function, the emphasis will be placed on the practical teaching skills drawn from Landmark's Six Teaching Principles. These principles, which will be integrated throughout the course, encourage teachers to provide structured opportunities for students to achieve success, use multiple instructional modalities, create skill-based micro unit tasks, ensure student skill automatization through practice and review, provide models, and include the student in the learning process.

Minimum Credits: 3

## **SPED 624 - Professional Collaboration**

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to, and examine the nature of collaboration, developing relationships between general and special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents, and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting which means collaborative interaction, decision making, accountability and team work. Knowledge of general education curriculum requirements, related assessments, researched based interventions and use of data are all topics that will be covered as part of this course.

Prerequisite(s): SPED 501

Minimum Credits: 3

## **SPED 630 - Expressive Language-Skills and Writing**

This course focuses on the strategies and skills for supporting expressive language skills for students with dyslexia and other language-based learning disabilities, primarily for writing. The course introduces the concepts of scaffolding the writing process, using a hierarchy of skills to build appropriate foundational skills sets, and understanding the hidden demands of writing for students with language-based learning disabilities. Students in this course will draw from relevant research on expressive language arts to develop practical teaching strategies for their own learning environments.

Minimum Credits: 3

## **SPED 635 - Reading Interventions for Students with LBLD**

This course provides a survey of effective reading interventions drawn from research-based practice for students with dyslexia and other language-based learning disabilities. Students in the course will integrate appropriate diagnosis strategies, engage with the current research analyses on reading and language-based learning disabilities (LBLD), and develop practical strategies for supporting learners in developing the phonemic awareness, decoding patterns, and sound-symbol relationships that improve reading fluency.

Minimum Credits: 3

## **SPED 680 - IEP Development**

This course will give students the opportunity to review special education law, with an emphasis upon NH Rules for the Education of Students with Disabilities and 2004 Reauthorization of IDEA. Course expectations will require heavy emphasis upon IEP development through examination of required elements of Individual Education Programs (IEPs) and participation on mock IEP Teams. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will require working through mock IEP team experiences in the development of such plans. This will require knowledge of curriculum standards, review of mock student records, participation in mock IEP/Placement meetings, development of mock IEPs and the identification of methods for monitoring progress. Students will also review current cases and

trends in special education law, analyze and interpret case studies and learn how to research both statutory and case law. Time will also be spent on review of Section 504 of the Rehabilitation Act of 1973, and The No Child Left Behind Act of 2001 and the impact of such law upon students with educational disabilities.

Prerequisite(s): SPED 580

Minimum Credits: 3

### **SPED 701 - Internship Grades K-6**

Internship course for Special Education for grades K-6.

Minimum Credits: 3

### **SPED 702 - Internship Grades 7-12**

Internship course for Special Education for grades 7-12.

Minimum Credits: 3

## **Sport Management**

### **SPT 111 - Introduction to Sport Management**

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. Offered every semester.

Minimum Credits: 3

### **SPT 201 - Governance/Management of Sport Organizations**

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.

Prerequisite(s): SPT 111 and ENG 121 or ENG 200

Minimum Credits: 3

### **SPT 208 - Sport Marketing**

Students study current sports marketing problems and apply marketing techniques to develop an effective sports marketing plan. Offered every semester. Writing Intensive Course.

Prerequisite(s): MKT 113

Minimum Credits: 3

### **SPT 307 - Sport Law**

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.

Prerequisite(s): BUS 206

Minimum Credits: 3

### **SPT 310 - Sport Sponsorship**

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.

Minimum Credits: 3

### **SPT 319 - Sport Sales and Promotions**

This course provides a cross-disciplinary approach to a variety of marketing, sales and promotions issues that confront sport managers. Offered every semester.

Prerequisite(s): SPT 208 and ENG 200

Minimum Credits: 3

### **SPT 320 - Media/Public Relations in Sport**

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.

Prerequisite(s): ENG 200 or permission of instructor

Minimum Credits: 3

### **SPT 321 - Fitness Management**

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. Offered every semester.

Minimum Credits: 3

### **SPT 323 - Golf Club Management**

Golf Management will prepare students for a career in one of the most rapidly growing industries in the United States. Golf and business are intertwined. Golf is a business comprised of equipment, apparel, golf courses, travel, real estate development and many other aspects. The combination of classroom instruction, outside speakers and on-site visits will prepare a student to enter this growing field. Offered as needed. Junior standing or permission of instructor.

Prerequisite(s): Junior prereg status

Minimum Credits: 3

### **SPT 333 - Sport, Society, and Ethics**

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.

Prerequisite(s): ENG 200 or COM 212.

Minimum Credits: 3  
*ESBS IETH IWEL EGED*

### **SPT 340 - Practicum in Sport Management**

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.

Prerequisite(s): Sophomore standing and consent of instructor

Minimum Credits: 3

Maximum Credits: 6

### **SPT 364 - Private Club Management**

This course is an exploration of the world of private clubs, club leadership and the administration of private club operations. Topics covered include club organization, service excellence and quality management, strategic management, financial management, food and beverage operations, golf operations and recreational operations.

Offered as needed.

Minimum Credits: 3

### **SPT 375 - Economics of Professional Sports in the U.S.**

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.

Prerequisite(s): ECO 201

Minimum Credits: 3

*ESBS EGED IAME*

### **SPT 401 - Sport Facilities Management**

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course. Offered every semester.

Prerequisite(s): SPT 111

Minimum Credits: 3

### **SPT 402 - Sport Revenue**

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. Offered as needed.

Prerequisite(s): ECO 201, ECO 202 and FIN 320  
Minimum Credits: 3

### **SPT 404 - Sport Agency**

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.

Minimum Credits: 3

### **SPT 415 - Event Management and Marketing**

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. Instructor permission required.

Minimum Credits: 6

### **SPT 425 - Sport Licensing/Strategic Alliances**

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. Global marker.

Prerequisite(s): SPT 208

Minimum Credits: 3

### **SPT 430 - Front Office Management**

This course will provide an overall understanding of the operation of a professional sports franchise from a practical real-world perspective. The course will emphasize the various business disciplines of operating a professional sports team with a special emphasis on marketing functions.

Minimum Credits: 3

### **SPT 461 - Seminar in Sport Management**

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.

Prerequisite(s): Senior prereg status

Minimum Credits: 3

## **SPT 465 - Global Sport Business**

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. Global marker.

Prerequisite(s): MKT 113

Minimum Credits: 3

## **SPT 480 - Independent Study**

This course allows the student to investigate any sport management subject not incorporated into the curriculum.

Minimum Credits: 3

## **SPT 491 - Sport Management Internship**

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.

Minimum Credits: 3

Maximum Credits: 12

## **SPT 492 - Sport Management Internship II**

Internship continuation course for online students.

Prerequisite(s): SPT 491

Minimum Credits: 3

## **SPT 501 - Research Methods in Sport Management**

This course examines the methods and techniques used in research in sport management and the sport industry. Including the basic aspects of reading, evaluating, and writing research; this course will explore the concepts developed in relevant literature as they apply to sport management. Topics include problem selection, literature review, instrumentation, methodology, statistical issues, and types of research in physical activity.

Minimum Credits: 3

# **Taxation**

## **TAX 650 - Federal Taxation of Individuals**

This course studies the theory and practice of federal income taxation of individuals.

Minimum Credits: 3



### **TAX 655 - Fed Income Tax of Corp & Partnerships**

This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts.

Prerequisite(s): TAX 650

Minimum Credits: 3

### **TAX 660 - Tax Factors in Business Decisions**

This course is an introduction to tax factors that are relevant in business and personal financial planning decisions.

This includes regular and S corporations, partnerships, fiduciaries, tax shelters and tax research. This course is open only to non-accounting students. Background preparation: 6 credit hours in accounting or the equivalent.

Prerequisite(s): MBA 503 or equivalent

Minimum Credits: 3

### **TAX 665 - Estate and Gift Taxation**

This course deals with the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. A study is made of relevant statutes and regulations.

Prerequisite(s): TAX 650

Minimum Credits: 3

### **TAX 670 - Tax Research Methodology/Practice & Procedures**

This course explores the methods and techniques of federal tax research. In addition, students will learn the rules and procedures for representing clients before the Internal Revenue Service.

Prerequisite(s): TAX 655, TAX 665

Minimum Credits: 3

### **TAX 700 - Special Topics in Taxation**

This course offers an in-depth study of special topics in federal taxation. Major, contemporary problem areas of taxation are explored.

Prerequisite(s): TAX 670

Minimum Credits: 3